Global Education:
Making Basic Learning a Child-Friendly Experience

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Making Basic Learning
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by

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Acknowledgements

This handbook has arisen out of the Global Education Initiative, a collaborative venture of the International Institute for Global Education at the University of Toronto, Canada, and the UNICEF Regional Office for the Middle East and North Africa (MENARO) in Amman, Jordan.

The authors would like to thank the hundreds of students, teachers, supervisors and school principals in Jordan, Lebanon and Syria who have participated in the Initiative through field testing and evaluating the successive rounds of global education activities. Particular thanks are due to the core team members and education ministry representatives in each country who devoted considerable time and expertise to the development of activities and who have skilfully shaped and helped guide the Initiative. Special thanks are also owed to the contributors of the case-studies that appear in this book.

We would like to express our gratitude to the UNICEF staff members who have contributed greatly to the success of this project: those at the MENA Regional Office, whose vision gave birth to the Initiative; the project officers in each country, namely Anna Mansour and Maha Abulaban (Lebanon), Maha Homsi (Jordan), Siham Dillo (Syria), and Najwa Kefaya (Education Section, Regional Office, Amman), who have helped propel the Initiative forward; and Dr. Frank Dall, Regional Education Adviser, whose insight, strategic skill and support have ensured the widespread impact of the Initiative in the region. Our thanks are offered, too, to the many administrative staff members at the UNICEF regional and country offices who have assisted with the Initiative in so many ways.

We owe a debt of gratitude to Sonia Hopwood, secretary at the International Institute for Global Education, who typed the manuscript and who has provided many valuable administrative services to the Initiative.

Finally, our special thanks go to Terri Lore, whose editing, proofreading and layout skills helped restore order to the whole. We are also grateful for the artistic skills and talents of Hazim Al-Bustani, who agreed to step in and redraw many of the illustrations contained in this handbook, for the computer graphics skills donated by Aida Dajani, and for the excellent administrative support provided by Aheda Kayed.

CONTENTS

List of Tables

CONTENTS (*continued*)

Page

List of Figures

List of Maps

List of Boxes

List of Case-Studies

Introduction*

Making Learning a More Socially Relevant, Child-Friendly Experience

The United Nations Children's Fund (UNICEF) now recognizes education as a basic human right enshrined in several international declarations and conventions including the 1989 Convention on the Rights of the Child, the 1990 World Children's Summit Declaration and the 1990 Jomtien Declaration on Education for All. Each of these instruments establishes education as a legal right which signatories are obliged to provide to all children. The UNICEF Regional Office for the Middle East and North Africa (MENARO) is committed to getting all children into school, keeping them there, and ensuring that they learn what they need to learn to cope with changes and take advantage of opportunities in an increasingly complex social environment. The principal goal of the UNICEF basic education strategy has been to achieve universal primary education by the period 2005-2010. In the Middle East and North Africa (MENA) region priority has been given to improving access, promoting effective participation, and increasing the quality of learning achievement at the primary level (both formally and non-formally) for all children, especially girls.

Following an unprecedented increase in basic education enrolment during the 1970s, 1980s and early 1990s, Arab Governments began to express some concern about the serious decline in the quality of education. Increased repetition and drop-out rates and a general disenchantment with public education standards were all indications that something needed to be done. At the United Nations Educational, Scientific and Cultural Organization (UNESCO) conference of Arab ministers of education held in Cairo in 1994, participants shared their deepening anxiety over the deterioration in the quality of education in the region, and UNICEF and some others responded with a commitment to address the issue. The discussions which followed induced many ministers of education and multilateral and bilateral agencies to focus attention on the need to work together to restore quality to the Arab States' educational systems.

Coincidentally, UNICEF was in a position to respond positively. In 1992, following an exchange of ideas between the MENA Regional Office and UNICEF headquarters in New York, discussions on the twin issues of quality and relevance were initiated at the regional level, and in 1993 an innovative programme assigned the ambiguous title of "Global Education Initiative" was begun. With technical assistance from the International Institute of Global Education (IIGE) at the University of Toronto and the support of two far-sighted Arab ministers of education, pilot projects were started in Jordan and Lebanon. The thinking behind the Initiative posited the need to develop a packet of focused interventions which could be implemented cheaply and efficiently and which could simultaneously incorporate all the key elements which would make a difference to the quality of children's learning in the classroom while also infusing into the learning process a more exciting and relevant content. Children in public primary and secondary schools who were experiencing traditional teaching and passive rote learning methods through teachers who were themselves less than enthusiastic about what they were doing needed energizing if the increasing drop-out rates were to be contained and reduced.

Though there was some initial scepticism on the part of both the national counterparts and UNICEF staff, the MENA Global Education Initiative, which has been tried and tested in several countries in the region over a period of six years, seems to be yielding results. A more *child-friendly* learning environment—a by-product of the original goals—seems to have been created in many of the schools that are now applying global education methods through the classroom

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learning process. Teachers encouraged to change from a traditional chalk-and-talk approach to a more interactive style of teaching are beginning to see how much easier it is to get children working for themselves in groups and to have the learning environment managed and organized to facilitate the constructive exchange of ideas and opinions within a child-centred learning context. Child and human rights form an integral part of the content, as children and teachers are encouraged to show mutual respect in their dealings with one another both inside and outside the classroom. Tolerance, understanding, cooperation, and the acceptance of differences in belief, race and values can all now be part of classroom interaction designed to reinforce positive behaviour and to create harmony and synergy where dissonance and conflict once prevailed. Children and teachers are challenged to think globally around themes of current importance such as war, peace, the environment, poverty, wealth, HIV/AIDS, human rights and healthy lifestyles, and are then required to act locally. Present, past and future dimensions of what is being taught and learned are woven into the fabric of each activity. Strong emphasis is placed on acquiring the skills, abilities and knowledge needed to cope with life. Learning to learn and thereby learning to solve problems in order to cope are the primary aims of this groundbreaking learning initiative.

The need to transform the learning process is a challenge facing societies at every level of the development continuum. Least developed, developing, transitional and developed economies must all find ways to make learning supportive of change. Learning everywhere needs to be transformed into a more relevant and dynamic experience if our children are to enter the changing labour market with the skills they need to compete, earn a living and survive. Reading, writing and arithmetic skills are more than ever a key to future success. Selecting appropriate keys on a computer, applying for a passport, reading labels on consumer products and making critical choices between alternative work scenarios all have to do with our ability to apply what knowledge and information we have to make choices which will affect the quality of our lives.

In the MENA region, Africa, Asia and the United States, creating, strengthening and sustaining the values and knowledge needed to make citizens constructive contributors to their societies through what is now often referred to as the democratization process involves making choices, and choosing is best done when one has acquired knowledge and information about alternatives. Here, democratization involves not only the transmission of behaviours and values that need to be absorbed critically, but also the acquisition of skills which will allow people to actively participate and which will empower them to contribute to the key decision-making processes within each society—a right that true democracy should confer on citizens through the education process.

The Global Education Initiative is now an active element in the ongoing basic education reform processes in Algeria, Jordan, Lebanon, Oman, Syria, and the West Bank and Gaza Strip. Iraq expressed an interest in being included, but the recent post-Gulf-war crisis has delayed the implementation of any planned educational reforms in that country. Libya and Sudan have likewise shown an interest but still have to commit the resources and manpower needed to start implementing global education teaching and learning reforms. In every case thus far, country-level commitments have followed on the heels of commitments made by educational representatives of the respective Governments after they have seen for themselves the positive transformation that has taken place in Lebanon and Jordan, where two low-cost pilot programmes have demonstrated that significant gains in learning achievement can be brought about through the implementation of a package of well-focused interventions which combine changing the content and style of what is being learned with addressing the need to transform how teachers view their role in the classroom. Global education reforms make learning a highly interactive and activity-based process while at the same time challenging teachers to make new efforts to change their teaching behaviour.

The shift from being a purveyor of received knowledge to being a manager of an exciting new learning dynamic has been a fundamental if somewhat difficult step for MENA teachers to take. In a region where teachers are trained, by and large, to function in a very formal, top-down classroom learning environment, the inclusion of interactive drama, games, simulations, and learner-centred non-traditional activities has created both excitement and a great deal of anxiety. At many schools where global education methods are actively being incorporated into the classroom learning culture, there is still a need for in-service training and follow-up. The role of the school principal and that of school supervision or inspection has come under close scrutiny, since many of the changes that are being demanded of the global education teachers must begin at and should emanate from the management level. Modifying the ways teachers use classroom time, demand and access new resources, and receive support services to carry out this transformation inevitably involves introducing changes in the way schools are managed and supervised by educational administrators at the school, district and central ministry levels. Our biggest challenge now is ensuring that the reforms initiated at the classroom level are extended up through the higher management and supervisory levels in order to transform national educational systems from being largely impediments to change to being partners in change. Ultimately, the sustainability of many of our projects will depend on the manner in which institutional management reforms are started and carried out. A critical weakness in the majority of MENA countries is still the poor management of both public and private sector educational institutions and systems.

The Global Education Initiative's modest but solid initial success has been due in part to the simplicity and utility of what is essentially a six-stage change process that we have been able to implement without excessive cost. The process starts from the assumption that bringing about class reform does not necessarily involve an expensive, long-term, top-down cycle of changes developed and carried out remotely in some curriculum development centre run by curriculum experts hidden away at the ministry of education. The global education process begins with what children are already learning in the classroom and involves all the prime actors in a process of change and reform from the very start. The six steps may be summarized as follows:

- A national global education *core team* is formed, and teachers, school administrators, local authority representatives and other interested groups are invited to join. This group is tasked with identifying what needs to be changed in the training process and why. In Lebanon, where education is now the responsibility of a broad range of community and religious groups, representatives of all the principal religious groups were sought as core team members, since what would emerge needed to be the result of the broadest possible political and religious consensus. Changes in learning content and *ipso facto* changes in teaching style and methodology are decided, then a technical decision is made as to how these will be incorporated into the curriculum. Here, deciding which elements of the existing curriculum should be kept and which should be removed is an important part of the core team's initial task.

- A technical subcommittee is formed to decide how to carry out the curriculum transformation process. Two successful approaches seem to be preferred here. The first is to integrate global education theory and practice into the whole framework of the curriculum around broad themes or global issues through which the knowledge and skills of existing traditional subjects can be taught in an interconnected and more dynamic way. The second approach involves infusing global education knowledge, skills and attitudes into traditional subjects so as not to disrupt the existing curriculum organization which allows subjects to be taught individually; here, connections to other curriculum areas are emphasized while the subject is being dealt with separately. A technical committee is then assigned the task of developing and producing curriculum materials for use at a given

level, be it for the first two to three years of the learning cycle, for the whole primary learning cycle, or for other defined periods.

- The next step involves selecting a small, representative group of schools in which to field test the new global education materials. After testing, the necessary adjustments are made and sufficient learning materials are produced locally to satisfy the needs of the pilot schools that will participate in the next step of the process. Between forty and fifty schools, preferably selected to represent a broad spectrum of schools in rural, urban and peri-urban areas, are chosen for the pilot phase of the global education process. All the teachers and principals who will play an active role in this phase are trained in the use of the new methods and materials and are requested to pursue these first in a limited way within selected classroom environments and then more extensively throughout each school. This phase requires supervision and technical inputs from experts experienced in global education methods and content. During this phase a selected number of teachers are given further instruction in training methods so that they can become trainers in the successive, ongoing phases of the process.

- After twelve to eighteen months, the schools and teachers participating in the pilot phase are evaluated and the whole programme is adjusted accordingly. Here, an external evaluation is preferred over the in-house variety, since at this juncture in the process important decisions need to be made concerning whether or not to proceed with the global education reforms on a national scale.

- A plan for taking the reform to the national level is developed and implemented. Funding and other inputs should be built in before the final going-to-scale stage of the process is begun.

- Throughout the ensuing national installation and in-service training phases the progress of the national reform effort should be monitored and evaluated, and the materials, methods and support services should be modified as required.

The global education process encompasses all the major elements needed to create a child-friendly school environment while also emphasizing the quality and relevance of learning. Teachers are challenged to review and revise their approaches to teaching and learning; untrained or poorly trained teachers can be retrained. Curriculum content, once sterile, old-fashioned, academic, and isolated from the common reality, is made relevant and given a new lease on life. Principals, school administrators and district managers are encouraged to get more involved in what is happening in their classrooms, for without their support and compliance, much of what is transforming classroom learning within the global education process cannot be achieved. Parents, civil society institutions, and interested religious and other external groups are invited to share in a process that can help make what they want schools to do correspond with what schools actually do, even in contexts where community participation in educational policy development is not encouraged.

The MENA region is now faced with the challenge of sustaining and strengthening a modest but inspired democratic beginning like this one which can contribute to social change at the national level. Such initiatives are needed everywhere to transform what are still essentially formal and academic nineteenth-century learning environments into more flexible processes able to meet the Arab world's need for technically skilled and globally informed human resources. Educational reforms must be developed in tune with the challenges of the global knowledge and information revolution, which is now beginning to determine how business and commerce should be carried out to contribute most effectively to national development and economic success.

Chapter One

Learning Needs, Learning Rights

Basic Learning: The World Declaration on Education for All

The World Conference on Education for All, held in Jomtien, Thailand, in March 1990, endorsed a reconceptualization of basic learning needs of far-reaching significance. Recognizing that mounting debt burdens, economic disparities within and between nations, and widespread environmental deterioration were undermining efforts to promote basic learning but that basic education was itself a critical component in combating these problems, the delegates and participants called for an "expanded vision" of education for all.

Within this expanded vision, the narrow focus, or minimalist concept, of basic learning needs, encompassing literacy, numeracy and a limited range of coping and survival skills, was superseded by a bolder, broader focus, or maximalist concept, embracing the knowledge, skills, attitudes and values necessary for the empowerment of the individual within a complex, interdependent and fast-changing world.[1]

Article 1 of the World Declaration on Education for All defines the scope and desired outcomes of basic learning. The most fundamental requirements include essential learning tools such as literacy, numeracy, oral expression and problem solving, as well as basic learning content, which comprises the knowledge, skills, attitudes and values "required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning." Those whose learning needs, thus defined, are met would have conferred upon them "a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the course of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world." Basic education, the article concludes, should also ensure the "transmission and enrichment of common cultural and moral values" and provide a "foundation for lifelong learning and human development."[2]

The Declaration also makes clear that an expanded vision of basic learning involves capitalizing upon access to learning opportunities (enrolment, participation in organized programmes, and certification) by enriching learning acquisition and enhancing learning environments. Quantity has to be complemented by quality. Basic learning is at its most effective within "a learning environment of vibrancy and warmth", and "active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential." Implicit, too, is an acceptance of learning style diversity as essential if individual students, with their distinctive learning preferences and needs, are to realize their potential.[3]

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[1] David Selby, "Implications of the World Conference and Declaration on Education for All for UNICEF's work in global education: some reflections and recommendations", a paper commissioned by the UNICEF secretariat (New York, 9 August 1990).

[2] *World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs,* World Conference on Education for All, held in Jomtien, Thailand, from 5 to 9 March 1990, article 1.

[3] Ibid., articles 2 to 7.

The advocacy of new partnerships and coalitions at the national, regional and international levels for the promotion and delivery of community-wide, integrated systems of basic education is a further hallmark of the Declaration. Efforts to achieve such integration would involve mutually reinforcing programmes and initiatives in child and adult education (formal and non-formal), together with the mobilization of all accessible media. "Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of 'an expanded vision and a renewed commitment', partnerships are at the heart of it."[4]

Learning Rights: The Convention on the Rights of the Child

The World Declaration on Education for All employs needs-based terminology to express and elaborate the educational rights of children as laid down in the Convention on the Rights of the Child. Adopted by the United Nations General Assembly on 20 November 1989, the Convention enjoins signatory States to make primary education compulsory and available free for all and to facilitate access to "modern teaching methods" (article 28). Article 29 of the Convention calls upon State parties to direct the education of the child with the aim of, *inter alia*:

- Developing individual personality traits, talents and mental and physical abilities to their fullest potential
- Developing a respect for human rights and fundamental freedoms
- Developing a respect for the child's own culture and for other cultures
- Preparing the child for "responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples"
- Developing a respect for the natural environment

In pursuance of the above goals, the Convention calls upon States to ensure that "the child has access to information and material from a diversity of national and international sources" (article 17).

The educational provisions of the Convention (articles 28 and 29) have important implications for both the content and the delivery of basic education. In terms of content they support the cross-curricular provision of themes and topics directed towards building and reinforcing an understanding of rights and responsibilities (human rights education); cultural sensitivity and respect (multicultural/intercultural education); a commitment to equity, peace and social justice (development, peace and anti-discriminatory education); and environmental awareness and concern (environmental education). In terms of basic education delivery, the message of articles 28 and 29 is that learning should be interactive, learner-centred, democratic, convivial and participatory; the learning processes and classroom climate should exemplify and thereby provide a "lived" understanding of concepts such as respect for rights, sensitivity to cultural and other differences, peacefulness, cooperation and tolerance. Enfolded in the commitment to realizing individual potential is an affirmation of learning diversity. Children learn in different ways, and a rich diversity of learning approaches is required to nurture and optimize the potential of individuals.

This reading of the Convention is reinforced by the no-exception clause in article 2, which calls upon State parties to ensure that children enjoy the rights elaborated within the Convention "without discrimination of any kind". Taken together with the insistence in article 29 upon each child's right to an education which draws upon and draws out his or her unique qualities, this implies that the failure to provide learning diversity and thereby to cater for different learning needs is a form of discrimination.

[4] Ibid., articles 5 and 7.

Sections of the Convention devoted to ensuring the participation rights of children also have a significant bearing upon the classroom ethos and the facilitation of learning. Children capable of forming their own views should be guaranteed "the right to express those views freely in all matters affecting [them]" (article 12). Children "have the right to freedom of expression; this right shall include the freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice" (article 13). Such participation rights, taken in conjunction with the education articles of the Convention instanced above, should translate into open, democratic, nurturing learning environments characterized by dialogue, discussion, and the multidirectional flow of ideas, insights and opinions. The vision before us is of a "friendly classroom for a small planet"[5] set within a "child-friendly school".[6]

The Challenge

The vision notwithstanding, the real challenge is faced in implementing concrete programmes which satisfy the intentions and realize the goals of the World Declaration on Education for All and the Convention on the Rights of the Child. How, in the face of limited resources and funding, low-quality classroom environments, overcrowded and ill-equipped schools, badly paid and insufficiently trained teachers, an overarching traditionalism with regard to programme delivery and teacher-student relationships, and the lack of parental and community participation in school activities, do we translate the expanded vision into reality?

The task is a multifaceted one requiring the design and implementation of meaningful curricula and active learning methods; the development of effective yet inexpensive learning resources; the retraining of teachers and the establishment of a new sense of vocationalism and a flexible, reflective professionalism; the re-education of parents and community members and the building of active school-community partnerships; evaluations of the impact of change on students, teachers and schools; and consensus and confidence building at all stages of the change process, starting from the moment of the programme's inception.

This book explores the theory and practice of global education and, through the presentation of classroom activities and case-studies of change processes in Lebanon, Jordan and Syria, argues that global education offers an effective means of realizing the multiple dimensions of the expanded vision of basic education elaborated at Jomtien.

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[5] This phrase is taken from the title of a book written by Priscilla Prutzman and others called *The Friendly Classroom for a Small Planet* (New Jersey: Avery, 1978).

[6] The "child-friendly school" is a concept promoted by Thomas Hammerberg, Swedish Roving Ambassador for the United Nations Convention on the Rights of the Child (see Terri Lore, ed., "Final report of the First Regional Conference on Global Education, Broumana, Lebanon, 3 to 6 July 1995" [National Centre for Educational Research and Development, UNICEF Beirut, and UNICEF MENARO, 1995], p. 8). Also see Hammerberg's paper, "The significance of the UN Convention on the Rights of the Child for modern education policy: a school for children with rights" (mimeo, 23 October 1997).

Chapter Two

Global Education: Relevant Learning for the Twenty-First Century

A Four-Dimensional Model of Global Education

Although "global education" is a term only recently coined,[7] it blends together two strands of educational thinking and practice that have had a marginal influence on schooling during the past century. The first of these is called *world-mindedness*,[8] a commitment to the principle of "one world" in which the interests of individual nations must be viewed in the light of the overall needs of the planet. Education, it is argued, has a role to play in the development of young citizens who demonstrate a tolerance of and respect for people of other cultures, faiths and world-views, and who have an understanding of global issues and trends. Such thinking emerged in the United Kingdom during the interwar years and was influential in the establishment of UNESCO in 1945.[9] The second strand, *child-centredness*, has an even longer lineage that has drawn inspiration from notable progressive educators in many countries, including John Dewey, Friedrich Froebel, Maria Montessori, A.S. Neill and Leo Tolstoy.[10] Central to this concept is the idea that children learn best when encouraged to explore and discover for themselves and when addressed as individuals who each possess a unique cluster of beliefs, experiences and talents. Global educators argue that in today's interdependent world the two strands are vital, interrelated components at the core of relevant education. World-mindedness is no longer a luxury; it has become a necessity for survival in the new century. Encountering diverse viewpoints and perspectives also engenders a richer understanding of self; personal discovery is critical to self-fulfilment and to the generation of constructive change on a global scale.

In constructing our model of global education,[11] we have placed these two strands within the contemporary framework of systems theory, borrowing from the insights of leading-edge scientists, philosophers and spiritual leaders who argue that relationship is everything: complete understanding is derived not from studying the atom, the person or the nation in isolation, but only in relation to all other phenomena with which they are connected. Our four-dimensional model (see figure I) illustrates our efforts to draw together the multifaceted and interlocking elements of global education theory and practice.

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[7] The term "global education" is of American origin and dates back to the late 1960s. A similar movement in the United Kingdom, called "world studies", began in the early 1970s.

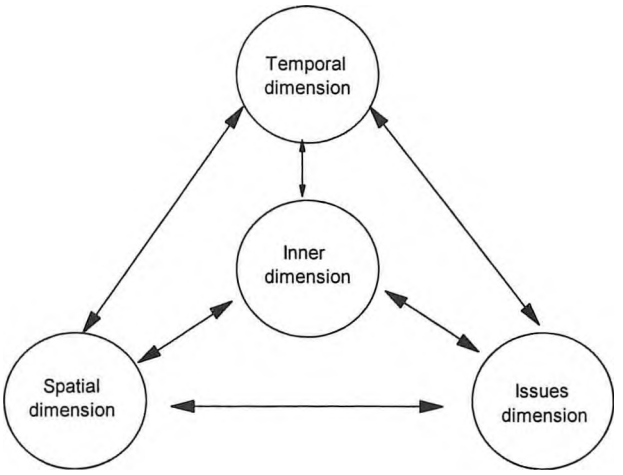
[8] Robin Richardson, "The world studies story: projects, people, places", *Pep Talk* (newsletter of the Peace Education Project, Peace Pledge Union), No. 8 (1985), pp. 4-16.

[9] Derek Heater, *Peace through Education: The Contribution of the Council for Education in World Citizenship* (London: Falmer Press, 1984), pp. 10-12.

[10] John Lawson and Harold Silver, *A Social History of Education in England* (London: Methuen, 1973), pp. 353-356 and 397-401; and John P. Miller, *The Holistic Curriculum* (Toronto: OISE Press, 1988), pp. 64-67.

[11] For a full explanation of the four-dimensional model, see Graham Pike and David Selby, *Reconnecting: From National to Global Curriculum* (Godalming: World Wide Fund for Nature, UK, 1995), pp. 4-21.

Figure I. The interrelated elements of global education theory and practice



The *spatial dimension* addresses the central concepts of interconnectedness and interdependence. At an ecological level, this dimension is concerned with the cycles and systems of nature that regulate the existence and evolution of all planetary species. In economic, social and political terms, included here are the global connections, propelled by the movement of goods, people and information, that link all humanity, albeit not always within relationships that are just and equitable. At a personal level, this dimension focuses on the interconnectedness of an individual's mental, emotional, physical and spiritual attributes. Students, it is argued, should have an understanding of the interdependencies that at so many levels, from personal to global, influence their present and future lives. Furthermore, they should be helped to understand the connections that exist between all these levels—for example, how their personal well-being is entwined with the economic and political decision making of Governments around the world, and how global environmental trends are influenced by human behaviour and changes in local ecosystems. Local and global should be viewed not as opposite ends of a spatial spectrum, but as nested spheres of activity in constant and dynamic interplay.

In order to grasp the complexities of interdependent relationships, students need to have an understanding of the properties and functioning of a system. Within the spatial dimension is a critique of traditional educational practice, whose heavy emphasis on the compartmentalization of subjects, on the skills of analytical and sequential thinking, and on the quest for single right answers leaves students poorly prepared for a reality that is not neatly divided—a reality in which there are multiple perspectives and alternative solutions that can only be generated through creative and lateral thinking. Thus, the implications of this dimension go far beyond the focus of the curriculum to consider how the organization of teaching and learning can best promote the understanding of the relationship between systems.

Three principal ideas are contained within the *issues dimension.* First, any curriculum relevant to students' needs should address the many issues at all levels (local to global), that are pertinent to their lives. Such issues would certainly include economic and political development, the environment, gender and race equity, health, peace and conflict resolution, and rights and responsibilities. With appropriate regard for students' intellectual and emotional development, these issues can be explored at all grade levels and at many points across the curriculum; some examples are provided later in this chapter. Second, the issues themselves should be viewed as interconnected. An environmental issue such as deforestation or water pollution is likely to contain within it aspects that relate to development, health, equity, conflict and rights; any reinforcement of compartmentalist thinking can be avoided by encouraging students to identify and research these connections. Third, students should be helped to understand that their

perspective on any issue is but one among many. Consideration of diverse perspectives from a variety of cultural, social and ideological vantage points will provide a broad platform of ideas from which individuals can form far-sighted and fair-minded judgements. Encountering perspectives radically different from one's own can also be a catalyst for stimulating reflection on, and ultimately reframing, personal world-views—a necessary process in a world of constant and rapid change. Through these three elements, the issues dimension suggests a rethinking of curriculum so that students are better prepared to respond constructively to the challenges of global citizenship.

Integral to the *temporal dimension* is the notion that phases of time are interactive. As writers, sages and spiritual leaders throughout history have suggested, past, present and future are not discrete periods but are deeply embedded, one within another. Our present thoughts and actions are shaped not only by our experiences and understanding of the past but also by our future visions and aspirations. In the traditional school curriculum, however, the time continuum has been fragmented into the past (covered in history class) and the present (predominantly found in social studies); the future is noticeable only by its absence. In our view, a temporal dimension integrating past, present and future is necessary for a profound understanding of any curriculum topic or subject.

Furthermore, we argue strongly for significantly greater consideration of the future in order to provide students with opportunities, across the curriculum, to dwell on a range of alternative futures, including the probable future (that which is likely to happen should present trends continue), the possible future (that which could materialize if certain conditions were to change or certain ideas, perspectives or world-views were to achieve greater prominence), and the preferable future (that which students personally would like to have come about). Students who are able to envision such alternatives are better prepared to make realistic and informed choices with regard to both their personal lives and the future of the planet. They can also determine what action is required at personal, global and/or intermediate levels to create the conditions wherein their preferred futures are rendered more probable. Student-directed action on issues that are relevant to their lives and their community provides an important grounding in the practice of responsible citizenship and is an assertion of their participatory rights as laid down in the Convention on the Rights of the Child.

At the core of the model lies the *inner dimension*. Global education is a voyage along two complementary learning pathways. While the journey outwards leads students to discover and understand the world in which they live, the journey inwards heightens their understanding of themselves and of their potential. Both journeys constitute a necessary preparation for personal fulfilment and social responsibility in an interdependent and rapidly changing world. In conducive learning environments, both journeys can be undertaken simultaneously: students encountering multiple perspectives, envisioning the future and understanding global issues and systems are inevitably faced with challenges to their own beliefs, values and world-views. Personal development goes hand-in-hand with planetary awareness. In this sense, global education is as much an exploration of the global self as it is an exploration of the global village.

If both journeys are to be successfully undertaken by all students, the process of teaching and learning has to be considered as carefully as the content of the curriculum. A rich and varied diet of teaching strategies which include self-esteem building, cooperative group work and experiential activities, role-play, and multi-sensory and visualization techniques alongside more traditional approaches is required to accommodate the diverse learning style preferences to be found in most classrooms. In addition, a more democratic, equitable and humane learning environment can be created through the frequent use of inclusive and participatory learning methods. Through the application of such principles and practices, medium and message in the

global classroom are harmonized: cooperation, empathy, fairness, respect and peace are not only preached, but also lived.

Some Strategies for Implementing Global Education

The four dimensions discussed above are not intended to form the basis of a complete curriculum or to provide a total alternative to present practice in schools. The model is offered as a catalyst to stimulate reflection on the appropriateness of schooling in the contemporary world and to suggest areas of emphasis and directions that responsible and responsive educational reform might take. Some standard goals of formal education remain critical. High levels of literacy and numeracy are clearly prerequisites for effective participation in society, as are a range of personal and social skills and competence in the use of technology and telecommunications. Important, too, are the particular insights to be gleaned from a range of disciplines in the arts, languages, sciences and social studies. What is being suggested, however, is that the basic knowledge and skills that are the cornerstones of a sound education can be acquired and refined in ways that are more effective, more equitable and more relevant through the implementation of a global education framework. In addition, global education offers perspectives and strategies that are not commonly found in schools yet are critical to the development of students who can prosper in a complex global system and can contribute to the building of a more just and sustainable world. These elements, as the World Declaration on Education for All makes clear, are among the "basics" of education at the dawn of a new century.

Implementing global education, then, comprises two complementary, overlapping and continuous processes. The first is one of filtration or percolation, whereby existing practices in schools are re-evaluated in terms of our latest understanding of global realities and the consequent needs of students. Some practices will continue to be deemed important; others will appear outmoded or unnecessary or will be accorded lower priority. The second process is one of enrichment, whereby global education ideas and approaches that have been lacking are incorporated into newly invigorated programmes. In some cases, additional perspectives and activities can be infused seamlessly; in others, a reconceptualization and reconfiguration of existing practices will be required in order to refocus attention on new priorities. The two processes are dynamic and ongoing; as in the many systems which were its inspiration, the cycle of change and renewal in global education is constant. The chart below (table 1) is intended to aid the process of implementation. Under each of the four dimensions are listed some key components of global education in terms of knowledge, skills and attitudes. The lists are not exhaustive, nor are the various compartments of the chart mutually exclusive. There are clearly many overlaps within and between columns, and some components could well be listed in more than one place. The chart is designed to provide an overview of the essence of global education so that it may be easily and usefully applied in a variety of educational contexts.

The task of reforming curriculum and learning and teaching methods to incorporate the key components of global education can be carried out in two ways—through infusion or integration. Infusion entails impregnating existing curriculum subjects, areas or topics with relevant global education knowledge, skills and attitudes without intentionally or radically changing the structure or organization of the curriculum. It is a legitimate, if limited, response to the question "How can I make the curriculum more relevant to the lives of students?". In the more holistic process of integration, an additional leading question is "How can I more closely model the reality of the contemporary world in the very delivery of curriculum?". The answer will often require a reconceptualization of the ways in which opportunities to gain knowledge and to develop skills and attitudes are presented in the classroom.

Table 1. An overview of the essence of global education

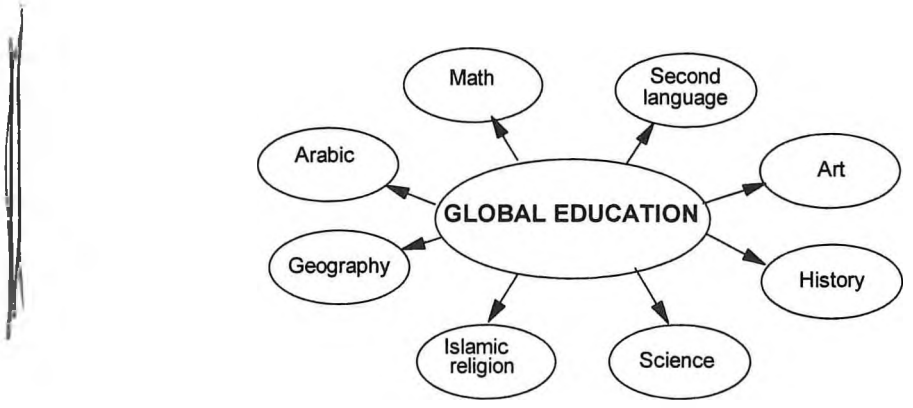
	Key ideas	Knowledge	Skills	Attitudes
Spatial dimension	Interconnectedness Interdependence Local ⇔ global Systems	•Of local/global connections and dependencies •Of global systems •Of the nature and function of a system •Of connections between areas of knowledge •Of the common needs of all humans and other species •Of oneself as a whole person	•Relational thinking (seeing patterns and connections) •Systems thinking (understanding the impact of change in a system) •Interpersonal relationships •Cooperation	•Flexibility in adaptation to change •Willingness to learn from and teach others •Willingness to work as a team member •Consideration of the common good •A sense of solidarity with other people and their problems
Issues dimension	Interpersonal, local and global issues Interconnections between issues Perspectives on issues Common moral values	•Of critical issues (at interpersonal through global levels •Of interconnections between issues, events and trends •Of a range of perspectives on issues •Of how perspectives are shaped	•Research and enquiry •Evaluating, organizing and presenting information •Analysing trends •Personal judgement and decision making	•Curiosity about issues, trends and global conditions •Receptivity to and critical examination of other perspectives and points of view •Empathy with respect for other people and cultures •Identification with broadly accepted humanistic values (e.g., human rights)
Temporal dimension	Phases of time as interactive Alternative futures Active citizenship Change	•Of the relationship between past, present and future •Of a range of futures, including possible, probable and preferred •Of sustainable development •Of the potential for action at personal to global levels	•Coping with change and uncertainty •Extrapolation and prediction •Creative and lateral thinking •Problem solving •Taking personal action	•Tolerance of ambiguity & uncertainty •Preparedness to consider long-term consequences •Preparedness to utilize imagination and intuition •Commitment to personal and (non-violent) social action
Inner dimension	Inner learning journey Self-awareness Human potential Personal growth	•Of oneself (identity, strengths, weaknesses, potential) •Of one's perspectives, values and world-view •Of incongruities between professed beliefs and personal actions	•Personal reflection and analysis •Personal growth (emotional, intellectual, physical and spiritual) •Learning flexibility (learning within a variety of contexts and in a variety of ways)	•Belief in one's own abilities & potential •Recognizing learning as a lifelong process •Genuineness: presenting the real person •Willingness to take risks •Trust

There are several possibilities for combining and adapting the infusion and integration approaches to produce other models, such as the integration of two or three subjects around a chosen topic or theme, or the infusion of global education perspectives into multidisciplinary courses. Indeed, the introduction of global education, with its emphasis on making connections, tends to create momentum towards a more integrated delivery of the curriculum. The models described below should be seen, therefore, as occupying positions at either end of a continuum.

Infusion

There are countless possibilities for infusing global education knowledge, skills and attitudes into all the traditional subjects of the curriculum. In its simplest form (see figure II), infusion does not affect curriculum organization, as the subjects themselves are taught in isolation. Within each subject, however, connections to other curriculum areas can be emphasized, thereby planting the seeds of integration in students' minds. Some examples of infusion in practice in four curriculum areas are provided in chapter five.[12]

Figure II. The infusion of global education into individual subjects



Advantages

- There is no need to radically rewrite the existing curriculum or throw out current textbooks and classroom resources (although a revision of teachers' handbooks is required).
- There is no need to reorganize the timetable or to reorient students' and parents' expectations of the curriculum (although a reorientation of expectations of classroom processes is required).
- Implementation can be achieved by individual teachers to the extent desired; team planning and shared goals are not required.

Disadvantages

- A compartmentalist view of knowledge that is not congruent with the philosophy of global education is presented.
- Opportunities to help students perceive connections between curriculum subjects and the topics being studied are missed.
- The piecemeal implementation of global education (in social studies alone, for example) could result.

[12] Further discussion of the infusion approach can be found in Graham Pike and David Selby, *Global Teacher, Global Learner* (London: Hodder & Stoughton, 1988), pp. 235-267; examples of activities that can be utilized in specific subject areas (from grade 7 upwards) are in Pike and Selby, *Reconnecting*, chapters 3-10.

Implementing Global Education by Infusion: Some Examples

Language Arts (Arabic and Second Language)

- Using literature to explore global issues and universal themes such as peace and conflict, justice, love, and rights and duties
- Developing students' awareness of personal attitudes, beliefs, perspectives and values; encountering diverse perspectives and viewpoints
- Through role-play and drama, refining the skills of interpersonal communication and empathetic understanding
- Reading poems, plays, novels and stories by writers from various cultures around the world
- Analysing library books and textbooks for examples of stereotyping, bias and distortion
- Comparing a range of newspaper and television stories to detect their underlying assumptions, biases and values
- Using drama exercises to explore the significance of non-verbal communication in one's own and other cultures and to explore cross-cultural misunderstandings
- Engaging in group discussion activities to practise communication, negotiation and questioning skills
- Developing oral and written presentation skills through engagement with community leaders and politicians around significant local and global issues

Mathematics

- Employing statistics from "real-world" data (from school, local, national, regional or international sources) as the basis for practising arithmetic skills
- Developing competency in extrapolation, projection and prediction using local, regional and/or international statistics on population, economic growth and the use of natural resources
- Assessing the increasing speed of technological change by plotting major developments in human communication on a graph
- Practising basic numerical skills using counting systems and techniques from various cultures
- Exploring geometric shapes, patterns and symmetry through the study of art and design in Islamic and other cultures
- Calculating total energy and water usage in the home or school, then devising, executing, and recording the effects of conservation measures
- Analysing the cost and nutritional value of typical diets and planning weekly menus that are healthy and affordable
- Exploring the concept of exponential growth in relation to interest rates and world population data
- Combining data from various statistical sources to devise "quality of life" indicators for selected countries
- Working in teams to devise alternative proposals, including budgets and time lines, for the improvement or naturalization of school grounds

Science

- Examining local ecosystems, energy flows and cycles, and food chains to gain a better understanding of ecological principles
- Studying the chemistry of atmospheric and water pollution, along with the costs and benefits of clean-up measures
- Examining the impact of mineral mining and quarrying on the health of humans, other species and ecosystems
- Weighing the advantages and disadvantages of alternative means of energy production

- Designing and building a model of a wind generator or water pump
- Using guided visualization techniques to facilitate comprehension of the water cycle
- Exploring the contributions of Arab and other cultures, women, and visible minorities to science and technology throughout history
- Analysing the role of technology in contemporary life and envisioning preferred technological futures
- Exploring the impact of inadequate nutrition and substance abuse on human health
- Studying the impact of global warming or ozone depletion on a variety of living species and their habitats

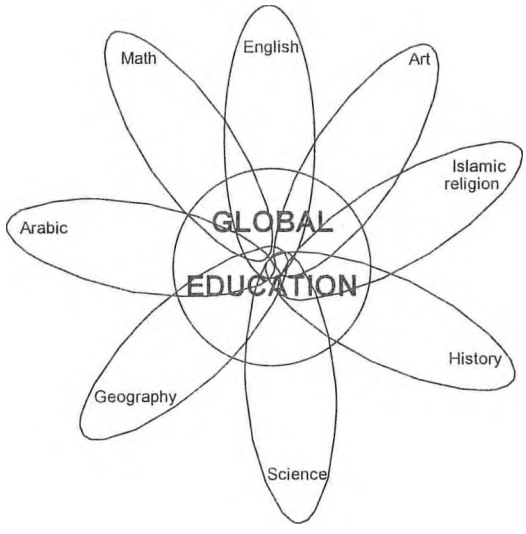
Social Studies

- Investigating social change within a neighbourhood over time and forecasting trends in family life, work and leisure patterns
- Examining the achievements of Arab and other civilizations and the achievements, lifestyles and perspectives of minority and indigenous peoples
- Comparing various world map projections and analysing their underlying assumptions, perspectives and values
- Predicting economic, environmental and social changes in the light of national demographic trends
- Exploring basic concepts of human rights through the development and utilization of classroom codes of rights and responsibilities
- Employing peer and group mediation techniques to resolve conflicts in the classroom and schoolyard
- Investigating the psychological, social and environmental ramifications of warfare in the short and long terms
- Developing students' awareness of personal prejudices and their assertiveness in challenging racism and sexism and other forms of prejudice and discrimination
- Undertaking action projects in the community to improve the quality of life of people with mental and physical disabilities
- Exploring, through simulation games, major global issues such as sustainable development, population and wealth distribution, primary health care and the role of women

Integration

With an integrated approach the guiding premise is the organization of learning in a way that is reflective of, and most easily transferable to, real-world situations. It is based on an understanding of the world as a system in which the full meaning of any topic or subject matter can only be gleaned through exploring its relationships with other, connected phenomena. Thus, the curriculum is more appropriately organized around broad themes or issues through which the knowledge and skills of traditional subjects are taught in interconnected ways. As illustrated in figure III, the particular skills and insights of each discipline are still important, but because they are pooled around a common theme, the potential for knowledge building and learning is increased (the whole becomes greater than the sum of the parts). The circle in figure III can, of course, be expanded to encompass more—even all—of each subject. Two examples of this approach, built around themes that are commonly found in school curricula, are provided below (the subject areas that would typically be addressed are included in parentheses).

Figure III. The integration of global education into all subjects



Advantages

- Students are encouraged to perceive real connections between issues and phenomena.
- The potential for creating new insights is increased through the interaction of various subject perspectives around a common theme.
- A cross-curricular, holistic implementation of global education is ensured.
- The approach is child-friendly; in de-emphasizing subjects, it can help reinforce the notion of the teacher as teacher of the *child* against that of the teacher as, first and foremost, teacher of a *subject*.

Disadvantages

- Time and creative energy are required to plan new courses or units and to gather appropriate resources.
- This option is not available to subject specialists working alone; high levels of collegiality and a shared vision are demanded.
- This approach may run counter to, and thereby challenge, existing curriculum expectations at all levels (ministry, school districts, parents and students).

Implementing Global Education through Integration: Two Examples

Technology

- Investigating the role of technology in the development of the human species and graphing the rate of increase in technology usage (history, mathematics)
- Exploring the use of technology in everyday life and calculating the benefits in terms of money, time, health and safety (mathematics, social studies)
- Examining some environmental, health and social costs of technological development in connection with automobiles, chemical fertilizers or weapons, for example, and assessing less harmful alternatives (history, science, social studies)
- Examining ethical and faith-related perspectives on potentially destructive or polluting technologies such as nuclear weapons (Islamic religion, Arabic language and literature, social studies)

- Reviewing case-studies of appropriate and intermediate technology initiatives that have been successful (geography, science)
- Designing and building simple structures that use renewable energy resources (science)
- Understanding the functioning of common machines such as automobiles, household appliances and televisions and effecting simple repairs (science)
- Examining the influence of technology on contemporary music (music)
- Exploring the relationship between the access to/use of technology and class, ethnicity, gender, and people with disabilities (social studies)
- Reading about Arab inventions and discoveries and their contribution to global development (history)
- Envisioning preferred technological futures and assessing the personal knowledge and skills required to attain them (social studies)

Water

- Investigating the water cycle, the properties of water and the water content of living things (science)
- Identifying sources of fresh water on the planet and calculating the amount available for use by humans and other species (geography, mathematics)
- Measuring personal and family water consumption, then devising and implementing conservation measures (mathematics, science)
- Appreciating art, literature and music on water and related themes (art, Arabic language and literature, music)
- Writing poetry and stories on childhood memories associated with water (Arabic language and literature)
- Investigating major causes of water pollution worldwide and studying examples of seriously affected lakes, rivers and seas (geography, science)
- Exploring the impact of pollution on local ecosystems and the effectiveness of clean-up strategies (science, social studies)
- Examining the link between clean water and health and identifying some examples of water-borne diseases (health education, science)
- Assessing the significance of water scarcity as a catalyst for potential conflict in the Middle East and North Africa (geography, social studies)
- Examining ethical and faith-related perspectives on the selfish over-consumption of water (Islamic religion, Arabic language and literature, social studies)

Delivery Strategies

There are several alternative ways of delivering an infused or integrated curriculum that do not require a single teacher to become widely knowledgeable in areas beyond his or her teaching specialty. Team planning, evaluation and cooperative teaching are obvious strategies that have the additional advantage of endorsing collaboration, collegiality and interdependence, all central tenets of global education. Whole-school or whole-grade themes serve as useful curriculum frameworks, allowing related ideas and concepts to be taught separately by different teachers. Rescheduling the timetable so that a teacher addresses one component of an integrated theme with all classes on a rotating basis is another possibility. Whichever strategies are chosen, the goal is one of breaking down—as far as is practicable—the physical walls of the classroom and the epistemological barriers of the subject-driven timetable, thereby helping students to perceive connections between the various elements of their schooling, and between education and the world in which they live.

Learning and Teaching Processes in the Global Classroom

The voluminous research on individual learning style preferences suggests that a broad-based and varied programme of learning opportunities is necessary, both for meeting the particular needs of all students and for helping each to become a more effective learner in non-preferred styles.[13] It follows that no single style of teaching should enjoy hegemony in the global classroom. The dominant mode of instruction in so many classrooms remains essentially one of transmission, whereby selected, pre-packed knowledge is conveyed by the teacher or textbook to passive (though not necessarily receptive) students. The principal skills involved are reading, listening and memorization. The foremost values implied are that knowledge comes from external sources, especially authority figures; learning is a passive and frequently uninteresting chore; personal ideas, emotions and contributions are neither welcome nor important; and the roles of teacher and learner are clearly designated and steadfastly sustained. At the opposite end of the instructional spectrum is the transformation position: learning is self-motivated and directed; the focus is on fulfilling the aesthetic, moral, physical and spiritual needs of the student as well as on cognitive achievements; and knowledge building entails a dynamic interaction between teachers, students and multiple sources of information whereby the functions of teaching and learning are at times interchangeable between teachers and students.[14]

Global education, with its emphasis on student involvement and whole-person development, sits much more comfortably at the transformation end of the teaching-learning spectrum. Given the realities and pressures within contemporary schools, however, it is likely that a range of teaching approaches and learning contexts will be found in the day-to-day life of the global classroom, with students experiencing a blend of teacher-led and self- or group-directed strategies. Such a combination resonates with learning style theories which suggest that, in the average classroom, not all students benefit equally in situations where self-motivation is the key and teacher guidance is minimal. Whatever the mode of instruction, of central importance is the *climate* or *ethos* of the classroom. The fundamental values espoused by global education—including respect for rights and freedoms, social responsibility, environmental awareness, and reliance on non-violent solutions—will form part of the very fabric of the global classroom and will influence the quality and style of relationships between its members. Thus, even within teacher-directed contexts, the negative and limiting aspects of the transmission approach are avoided.

Activity-based learning has a significant role to play in the implementation of global education for several reasons. First, the very nature of the activities, with their emphasis on self-discovery and learning through experience, orients the classroom towards the transformation end of the spectrum. Teacher direction and input has a place, particularly at the critically important debriefing stage, but here it is essentially built around the students' own reflections on their involvement in the activity. Second, the multiple learning styles utilized—often within the same activity, as students move from individual reflection to pair and group discussion, then to collaboratively shaping an outcome—address the needs and preferences of most students within a short time frame. Third, global education activities provide relatively secure yet challenging and motivational vehicles through which students can refine and practise a wide range of skills that are crucial for constructive participation in global society—skills such as communication, cooperation, decision making, negotiation, and problem solving. Fourth, interaction widens the scope for learning; as with any system, the dynamic interplay of ideas and perspectives creates its

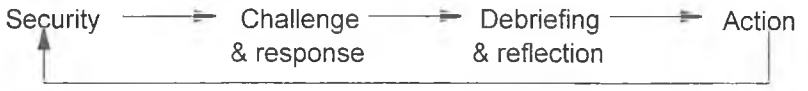
[13] For an overview of learning styles research and some implications for teaching, see Pike and Selby, *Reconnecting*, pp. 30-36.

[14] John P. Miller, *The Holistic Curriculum*, pp. 4-7; and Sue Greig, Graham Pike and David Selby, *Greenprints for Changing Schools* (Godalming: World Wide Fund for Nature, UK, and Kogan Page, 1989), pp. 44-46.

own momentum that can lead to hitherto unimagined outcomes from which every participant can benefit. Fifth, the principles upon which global education activities are founded help students to both construct and reinforce the democratic, humane and equitable ethos of the global classroom. Sixth, activity-based learning affords maximum scope for harmonizing the medium with the message: students actually practise cooperation and conflict resolution, empathy and respect, ethical treatment and responsible action.

A critical factor in successful activity-based learning is the maintenance of an appropriate rhythm of learning, a cycle of experiences that would typically encompass the phases shown in figure IV.

Figure IV. The phases of activity-based learning



In the *security* phase, a student's self-esteem is nurtured through the establishment of a non-threatening, inclusive classroom climate that values the contributions and experiences of all class members and encourages them to express their ideas and feelings freely. There are numerous sources of activities and techniques that, when applied in conjunction with democratic and rights-respecting codes of behaviour, can help create such a climate of comfort and conviviality.[15] Many global education activities begin by reinforcing a sense of personal security, asking students to contribute ideas or reflections in relatively safe two-person or small group contexts before mounting a *challenge*. In this second phase, students are asked to *respond*, as individuals or group members, to a deliberately provocative idea or situation. Skills such as creative and lateral thinking, problem solving and decision making are frequently invoked; experimentation and risk taking are encouraged.

An all-important *debriefing and reflection* phase follows, during which students are asked to analyse and draw inferences from their experiences in the previous phase. At this point, opportunities can usually be found for students to launch research, writing or creative arts projects that build upon those experiences. Whatever the outcome of this phase, the goal is for participants to attain something of personal significance: new knowledge or insights, a refinement of skills, and/or a shift in attitude or perspective. In the *action* phase, students are given a safe forum in which to utilize or apply their recently acquired knowledge and skills. The choice of activities here is potentially enormous, ranging from personal writing and project work to collaborative ventures in the classroom, school or community. What is important, however, is to recognize the need, for some students at least, to return to the comfort of the *security* phase; the experimentation and risk taking that global education activities encourage can expose the more vulnerable facets of any student, and sensitive reinforcement of self-esteem may have to be undertaken before further challenges can be contemplated.

[15] See, for example: Michelle Borba, *Esteem-Builders: A K-8 Self-Esteem Curriculum for Improving Student Achievement, Behavior and School Climate* (Torrance, CA: Jalmar Press, 1989); Pike and Selby, *Global Teacher, Global Learner*, pp. 98-124; and David Selby, *Earthkind: A Teacher's Handbook on Humane Education* (Stoke-on-Trent, UK: Trentham Books, 1995), pp. 59-77.

Chapter Three

Achieving Quality: Basic Education through Global Education

Delivering the "Expanded Vision"

The next three chapters will describe and evaluate the MENA Global Education Initiative as it has been implemented through successive phases in Jordan and Lebanon. There will also be a brief overview of phases I and II of the Initiative in Syria. At first implicitly but later (in chapter six) quite explicitly, a number of claims will be made for global education as a means of effectively delivering an "expanded vision" of basic education. These claims are summarized below.

- *First, global education offers tried and tested strategies for enhancing the learning environment and enriching learning acquisition. Hence, essential learning tools are better utilized and knowledge-, skills-, attitude- and values-related goals are more effectively realized.* The emphasis on group building, interactive learning, self-esteem building, learning diversity, and learning as a convivial process that includes fun and play creates a classroom environment which strengthens the motivation to learn and optimizes both cognitive and socio-affective learning gains. The global classroom, offering a tensile dialectic between security and challenge, thus answers the call made by the World Declaration on Education for All for basic learning to take place within "a learning environment of vibrancy and warmth" (article 6). It also provides a proven means of fulfilling the obligation established in the Convention on the Rights of the Child to offer education that develops "the child's personality, talents and mental and physical abilities to their fullest potential" (article 29), and of harmonizing the inevitable discipline and challenge of learning with "the rights of the child to engage in play and recreational activities" (article 31).

  As the "Situation report on the global education project in MENA" (January 1995) makes clear, "low-quality classroom learning environments" have been a critical problem in the region. "Assessments show that learning achievement in the classroom is far below expected levels," the report states. "The challenge of educational reform is to focus on the nature of the learning process itself: on the active participation of students; on critical thinking and problem solving skills; on values acquisition; on the communication abilities of teachers, and on peace and conflict resolution skills."[16]

- *Second, global education offers models, frameworks, check-lists and strategies for renewing and reorienting curricula at varying grade levels and across all subjects so that they reflect both the letter and spirit of the Declaration and the Convention.* An effective approach within the MENA region has been to work initially within the constraints of established subject-based curricula, infusing them with global education themes (such as the environment, equity, health, peace and rights), objectives and learning activities in the expectation that, as the process of renewal unfolds, a greater degree of curriculum integration will come to be widely seen as both viable and necessary.

- *Third, the very diversity of teaching and learning styles employed in global education is an important means of promoting equality of opportunity in learning* (article 3 of the Declaration cites equity as a key goal, and article 29 of the Convention asserts that each child has the right to have his individual learning needs recognized and satisfied). Learning style theory posits

[16] UNICEF MENARO, "Situation report on the global education project in MENA" (Amman, 17 January 1995), p. 2.

that all students have preferred ways of learning—that each learning approach will be extremely comfortable for some, reasonably comfortable for many, but distinctly uncomfortable for others. The problem with the culture of traditional, transmissional modes of teaching is that it enables some to achieve but serves as a deterrent to learning for others. Should transmissional approaches be used—as they often have been—continuously, unthinkingly, and without frequent variation, many in the class will be denied a real chance to experience learning success.[17] In other words, education for all can be achieved in terms of access and enrolment, but if teaching and learning approaches are insufficiently varied, real equality of opportunity and real education for all may still be denied. It may appear that the requirements of article 28 of the Convention affirming each child's right to an education are being fulfilled, but in a learning style monoculture insensitive to the unique characteristics, interests, abilities and needs of the individual, the fulfilment is superficial rather than substantive. In this respect, the Convention's recognition of the uniqueness of the child combines with its embedded principle of non-discrimination. This is the most important reason why global educators favour and promote a diversity or ecology of learning approaches.

- *Fourth, global education both directly and indirectly addresses the critical question of poor teaching quality, allied as it is to a minimalist view of student potential and low expectations of student performance*. Poor-quality teaching, lacking diversity and flexibility in approach and predicated upon a view of the child as essentially lacking in self-direction, self-motivation, and an eagerness to participate in learning, has been endemic in schools in the MENA region to the point that UNICEF has identified the problem as a "critical" obstacle to realizing the goals of the Convention and the Declaration.[18] Global education indirectly addresses the problem by offering professional development programmes that allow teachers to gain experience (first as participants, later as facilitators) with interactive and experiential learning approaches—programmes, too, in which the role of classroom facilitator is modelled by the teacher trainer. It directly addresses the issue of poor-quality teaching by encouraging teachers to try out new learning approaches in the classroom and to reflect deeply on their impact and implications. It is through such experimentation and active reflection that teachers involved in the Initiative have achieved...

  ...a new conception of their role (teacher as facilitator and reflective practitioner)

  ...a fuller recognition of their students' potential and a heightened estimation of students' readiness to learn and to take responsibility for their own learning

  ...an understanding that learning can be a vibrant, enjoyable process

  ...a new sense of professionalism and a revitalized belief in the significance of their vocation

- *Fifth, the learning approaches promoted by global education feed directly into the "expanded vision" of basic education and its goal of promoting continuous or lifelong learning* (see article 5 of the Declaration and articles 28 and 29 of the Convention). Students need to learn how to learn. Transmissional modes of teaching—which are directed towards students who are perceived to be essentially passive recipients of facts and ideas that have little relevance to their daily lives, as empty vessels to be filled—are not very likely to foster an active commitment to continuous learning. Global education, on the other hand, with its emphasis on

[17] For additional information on learning style diversity, see Pike and Selby, *Global Teacher, Global Learner*, pp. 83-91.

[18] UNICEF MENARO, "Situation report...", p. 2.

learning as a process and self-directed learning and its honouring of the experiences and perspectives each student brings to the classroom, offers a foundation for lifelong learning.

- *Sixth, global education has gone beyond a classroom or curriculum focus in its advocacy and promotion of educational change.* Drawing upon best practice in the field of educational change, global educators have undertaken research and development work on whole-school reform. They have asked themselves about the implications of applying global education precepts and principles to school administration, management, and decision-making processes and to in-school and school-community relationships.[19]

  As the Declaration and the Convention make abundantly clear, and as the MENA Global Education Initiative shows, the reform and enrichment of basic education cannot just happen in the classroom. There are whole-school and community implications, not least because parents do not always appreciate the value of education for their children, perhaps in some cases because their own school experiences were negative. Global education has accumulated experience and expertise with regard to processes of whole-school change and strengthening school-community and system-wide partnerships. Article 7 of the Declaration emphasizes the importance of a synergistic partnership between teachers, parents, families and community organizations in the effective achievement of education for all. In bringing about such partnerships and coalitions, global education has much to offer.

- *Seventh, comprehensive means of documenting and evaluating processes of change within the global education framework have been developed.* This is particularly important given the emphasis placed on assessing the performance of individual learners, the effectiveness of basic learning delivery, and system achievement in the Declaration and its companion document, the Framework for Action to Meet Basic Learning Needs.[20] The means used by global educators to evaluate learning gains and the wider impact of educational change are primarily qualitative, as one might expect given the global education philosophy, but quantitative approaches are also employed. Throughout the successive implementation stages of the MENA Global Education Initiative in Lebanon, Jordan and Syria a diverse range of feedback and evaluation instruments have been used to make sense of the process of change. The principle of triangulation is central. Educational and social processes are notoriously difficult to evaluate conclusively, but it is possible to achieve a good understanding of what has taken place and what has been accomplished if data garnered using a wide range of research instruments are taken into account and the instruments are employed as reliability checks on each other.

Life Skills Education

Before proceeding to describe and evaluate the MENA Global Education Initiative, we would like to review a related and overlapping educational initiative that has achieved considerable prominence: life skills education. It will be suggested that global education

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[19] See, for instance, Greig, Pike and Selby, *Greenprints*; David Selby, "Schooling in sustainability: towards education that sustains and educational change that can be sustained", in J. Kulich and K. Sobotkova (eds), *Five Fingers to Touch a Sustainable Way of Life: Proceedings of the International Conference on Environmental Education, TOUCH 1997* (Czech Republic: SEVER Centre for Environmental Education and Ethics, Rychory, 1998), pp. 17-28; and Graham Pike and David Selby, *The Global School* (Toronto: Pippin Publishing, 1999).

[20] "It is necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement" (World Declaration on Education for All, article 4); "One major implication of the focus on learning acquisition is that systems have to be developed and improved to assess the performance of individual learners and delivery mechanisms" (Framework for Action to Meet Basic Learning Needs, 1.4, p. 25).

represents a holistic framework within which life skills education can be more systematically applied and its goals more comprehensively realized.

The term "life skills" is used to refer to the skills necessary for the enhancement of psychosocial competence—those skills which enable the individual to deal effectively with the demands, challenges and pressures of everyday life. Life skills have been variously defined as "personal and social skills required for young people to function confidently and competently with themselves, with other people and [with] the wider community";[21] the skills necessary "to carry out effective interpersonal relationships and social role responsibilities, and to make choices and resolve conflicts without resorting to actions that will harm oneself or others";[22] and "skills and behaviours which enable youth and adults to take greater responsibility for their lives by making healthy life choices, gaining greater resistance to negative pressures, and minimizing harmful behaviours."[23]

Recognizing that there are skills and competencies generic to coping with and combating harmful and potentially harmful situations of various kinds, life skills educators have sought to identify a core of cognitive and social skills that should be practised and reinforced in response to a range of problem areas. Hence, in addressing topics as diverse as AIDS awareness, preventive health care, inadequate nutrition, avoiding conflict and resisting discrimination, the core life skills are all seen to have relevance, irrespective of the particular factual or conceptual knowledge to be conveyed. Life Skills International, based in Worthington, Ohio, puts forward "four R's" to follow reading, writing and arithmetic: [24]

- *Responsibility*: making choices, keeping promises, and being accountable for myself, others and the natural and human resources around me
- *Respect for self and others*: understanding myself, creating trust with others, and understanding and respecting individual differences and other cultures
- *Relationships*: creating and sustaining positive friendships, surviving losses, peacefully reconciling conflicts, and disagreeing without devaluation
- *Reasoning*: employing critical thinking, evaluating options and making healthy and positive decisions

A World Health Organization (WHO) expert panel convened in May 1991 identified ten core life skills: decision making, problem solving, creative thinking, critical thinking, communication skills, interpersonal skills, coping with emotions, coping with stress, self-awareness, and empathy.[25] Participants in the Life Skills Workshop held in Rajendrapur, Bangladesh, came up with a similar core list: self-assessment, communication skills, assertiveness, coping with emotions/stress, critical thinking, conflict resolution and management,

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[21] TACADE (UK), cited in *The Development and Dissemination of Life Skills Education: An Overview* (World Health Organization, Division of Mental Health, Geneva, and UNICEF, Health Promotion Unit, New York, 1994), p. 1.

[22] M.J. Elias, "Social decision making and life skills development", cited in *The Development and Dissemination of Life Skills Education: An Overview* (World Health Organization, Division of Mental Health, Geneva, and UNICEF, Health Promotion Unit, New York, 1994), p. 1.

[23] Life Skills International, *Proceedings of the Life Skills Consultation* (held from 13 to 15 September 1993), p. 7.

[24] Ibid., p. 5.

[25] Ibid., p. 20.

negotiating skills, problem solving, and decision making.[26] Analysis of the common components of different life skills programmes in different countries reveals the following as the generally accepted core life skills:

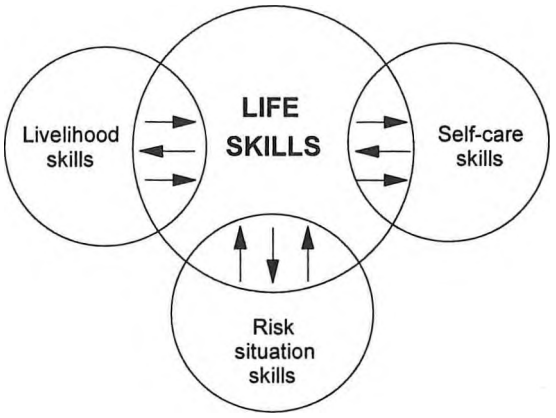
- *Self-awareness*, *self-assessment* and *self-esteem*
- *Communication* (including the very important art of listening)
- *Cooperation* (the ability to work and play cooperatively, ensuring the effective engagement of all members of a group in the realization of a common goal)
- *Critical thinking* (the ability to critically evaluate information, opinions and behaviour) and *creative thinking* (the ability to make lateral moves outside of established frameworks of thought in order to generate fresh insights, perspectives and solutions)
- *Decision making* (the ability to make informed decisions in all spheres of life on the basis of sound information gathering, organizing and evaluating, and intuition)
- *Problem solving* (the ability to solve problems in all spheres of life through a combination of effective information management, creative thinking and intuition)
- *Negotiation* (the ability to make contracts, compromise and reach mutually satisfactory agreements or conclusions)
- *Conflict management* (the ability to employ conflict avoidance, resolution and mediation techniques, and to handle controversy and conflict in such a way as to maximize the creative force of conflict)
- *Coping with emotions* and *coping with stress*
- *Assertiveness* (the ability to own and to clearly and firmly yet respectfully express emotions, feelings, needs, preferences and fears)
- *Values clarification* (the ability to identify and clarify one's values and belief system and to modify personal values and beliefs to accommodate appropriate new perspectives, ideas and insights)
- *Risk avoidance* (the ability to avoid abuse and personal danger in their many manifestations)
- *Information management* (the ability to receive, organize, process, store, retrieve, utilize and express information)
- *Empowerment* (the ability to voice one's hopes and aspirations and to engage in democratic processes with the aim of achieving social betterment and desired change)

It should be mentioned that the working definition of life skills sometimes embraces *livelihood skills* (the skills necessary for specific vocations or for running a business); *self-care skills* (such as cooking healthy meals, keeping clean, and caring for one's teeth); and *skills applicable to specific risk situations* (saying "no" in the face of peer pressure to use drugs, drink alcohol or engage in sexual activity, for example). The degree to which such skills are encompassed by life skills curricula varies from programme to programme (see figure V).

The eighteen core life skills listed above should not be conceived of as a collection of skills that can be addressed individually or organized hierarchically. Rather, they should be seen as a mutually reinforcing system of skills sharing something of a holographic relationship. A hologram is a three-dimensional "photograph" created by laser technology. Among its most astonishing properties is the interchangeability of its parts and whole. Hence, a hologram of a face, if broken, can be reconstructed from, say, the hologram of the nose. Similarly, each of the skills listed brings into play the other skills, to a greater or lesser degree, in its realization. For instance, the development and honing of cooperative skills is dependent upon the exercise of, among other things, self-awareness, communication, decision making, problem solving, negotiation, conflict management, assertiveness and empowerment skills.

[26] UNICEF Dhaka, *Life Skills Workshop* (organized by the Bangladesh Rural Advancement Committee and held in Rajendrapur from 11 to 13 May 1993), pp. 11-12.

Figure V. The overlap between life skills and livelihood/self-care/risk situation skills



Life skills educators also emphasize that the core skills are not merely a set of goals to be achieved; they also imply a distinctive learning process. As Mahatma Gandhi put it: "There is no road to peace; peace is the road." In the same way, in the life skills classroom, cooperation, communication, negotiation and the other skills identified are the road and call for the frequent use of forms of experiential, interactive and participatory learning that provide opportunities for the practice and application of the skills themselves. As with global education, the call is for a shift from transmissional to transformational modes of learning and from a vertical relationship between teacher and student to a horizontal relationship marked by dialogue, discourse, mutual evaluation and multidirectional flows of ideas, opinions and perspectives. The teacher becomes a facilitator of a dynamic teaching and learning process.

The life skills movement originated in Western nations (Australia, Canada, the United Kingdom and the United States) in the mid-1980s and has since spread to over thirty developed and developing countries. This would suggest that the core skills espoused have some cross-cultural relevance, an observation supported to some extent by a 1992 World Health Organization investigation during which representatives of eleven countries were each asked to draw up a list of desirable skills to be included in a life skills programme. The eleven lists, five of them drawn up by representatives of developing nations (Costa Rica, Ghana, the Philippines, Thailand and Zimbabwe), revealed a high level of consensus.[27] The weighting and nuancing of skills and associated themes and topics within national life skills programmes none the less varies considerably, particularly as one moves beyond frameworks and models to explore detailed curricula, teaching and learning materials and their actual operationalization.

The rapid expansion of the life skills movement notwithstanding, there remain critical questions as to whether the approach provides an adequate framework for the delivery of the expanded vision of basic education called for in the World Declaration on Education for All and the Convention on the Rights of the Child.

First, an educational movement that accords primacy to skills is perennially in danger of giving insufficient weight to attitudes, values and knowledge and of failing to recognize that the skills, knowledge, attitudinal and values elements of any learning process are, in the final analysis, interdependent and mutually reinforcing. While there are values implied in most of the life skills (for instance, assertiveness and empowerment could be construed as predicated upon democratic

[27] World Health Organization, *Comprehensive School Health Education: Suggested Guidelines for Action* (1992).

values), a clear values framework is necessary to ensure that skills are directed towards pro-social ends. Empowerment, for example, devoid of a bedrock of humane values, could be used for fascistic purposes. As suggested earlier, a values framework appropriate for life in the fast-changing polycultural and interdependent world of the twenty-first century might include the following: respect for cultural, linguistic and spiritual heritage; respect for cultural diversity; a commitment to equity and social justice; a commitment to human rights and common cultural and moral values; acceptance of responsibility and accountability; environmental concern and sensitivity; a commitment to national, regional and international peace and solidarity; and concern for the well-being of future generations (inter-generational accountability).

Operating from within such a framework brings the gaps in the collection of skills espoused by the life skills movement into sharper relief. Generally missing are a range of skills associated with preventing further environmental degradation and promoting environmental well-being and sustainability; active and responsible citizenship; promoting holistic health; handling seismic social change and translating shocks, setbacks and transitions into positive and transformative learning experiences; media literacy; predicting, envisioning and weighing in the balance probable and possible futures; and envisioning preferred futures. There is also a clear tendency within life skills curricula to peripheralize or ignore those skills identified by brain theorists as principally drawing upon the right hemisphere of the brain, including the ability to see patterns, relationships and wholes, to employ imaging and visualization, and to use a range of skills such as relaxation, meditation, focusing, deep breathing and imagery to heighten awareness of the body-mind-spirit relationship.

Self-esteem building is addressed within a number of life skills curricula but tends to be covered lightly (in courses it is often treated as a preliminary focus of attention that is not necessarily reinforced thereafter). A very strong case, based on research findings, can be made for attending to self-esteem on an ongoing basis within any life skills programme. Self-esteem, it is suggested, correlates positively with achievement. The child enjoying high self-esteem is likely to be academically and socially confident and eager for new learning and challenges. The child with low self-esteem will tend to shy away from social and learning opportunities in the expectation of failure or humiliation.[28] The student with high self-esteem will also probably be more altruistic and positive towards others, while negative self-image is likely to be displaced into negative attitudes towards others—especially those who are different—within the surrounding and wider community.[29] Positive self-esteem has been correlated with indicators of pro-social adjustment such as caring, generosity and sharing, with commitment to democratic values and processes, and with preparedness to take a stand against injustice and to take positive action when faced with a challenge or a crisis.[30] A readiness to say "no" when confronted with peer pressure may well depend on a child's level of self-esteem.

The cumulative thrust of the above case for according self-esteem building a central place within learning programmes is that both the letter and the spirit of the Convention on the Rights of the Child can be better realized by schools. Self-esteem, regularly reinforced, goes hand in hand with richer and more fulfilling learning, the cultivation of anti-discriminatory attitudes and behaviours, and the enhanced prospect of the active exercise by children of their participatory rights. For these reasons, the active reinforcement of self-esteem has been a recurrent theme within the classroom activities introduced under the MENA Global Education Initiative.

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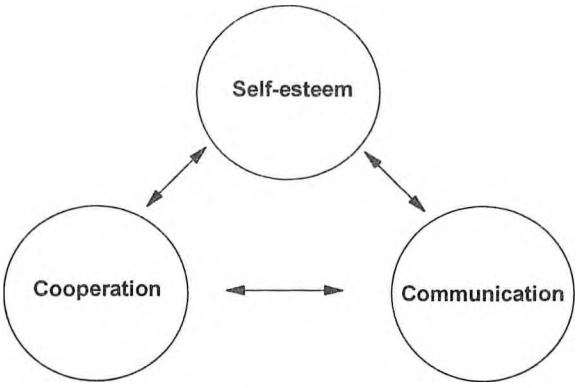
[28] D. Lawrence, *Enhancing Self-Esteem in the Classroom* (London: Paul Chapman, 1988), pp. ix and 6.

[29] Ibid., p. 24. See also Selby, *Earthkind*, p. 36.

[30] Selby, *Earthkind*, pp. 36-37.

The life skills movement has focused most of its energies on the adolescent child—almost certainly because its originators within Western societies were primarily motivated by the risks posed to teenagers by alcohol, drugs, other forms of substance abuse, and casual, unprotected sex. The emerging wisdom within the movement is that broad-based approaches, teaching generic life skills from the earliest grades onward, can provide the foundation for more effective, threat-specific programmes for teens. The TACADE "Skills for the Primary School Child" programme in the United Kingdom (for 5- to 11-year-olds) and the CPO/Lions Quest "When I'm Growing" programme in the United States (for 6- to 12-year-olds) are pathfinders in this regard. Within the field of global education, research and development work has suggested that early-years curricula and learning processes founded upon the complementary pillars of building self-esteem, fostering cooperative attitudes and skills, and promoting communication skills (see figure VI) can help maximize the impact of attitudinal and values work with 7- to 12-year-olds (the age range during which flexibility, empathy, favourable attitudes towards others, openness in attitudes towards other countries and cultures, and responsiveness to issues of fairness are at their highest). Unless the opportunities presented by the elementary years are utilized, there is every chance that the rigidity in attitude that frequently accompanies the onset of adolescence (a means of confirming peer group solidarity) will lead to resistance towards senior-grade programmes directed towards exploring personal, social and global issues.[31]

Figure VI. Three pillars upon which curricula and learning processes should be based in the early years



The suggestion here is that the global education approach both complements and considerably amplifies the life skills approach (which has been characterized by the injection of individual modules or units into the curriculum, often only at particular grade levels). It does so by developing and reinforcing skills through the grades on a cumulative basis, and across the curriculum, within a holistic framework that brings together themes and values associated with interconnectedness, citizenship, development, environment, equity, futures, human rights (including the rights of the child), peace and social justice. Certainly, the achievement of an effective and sustainable life skills education is possible only if it is delivered within broad-based, ongoing and systematic programmes enjoying active community support. The MENA Global Education Initiative has sought to deliver life skills within such a framework. At a more general level, it has sought to fully actualize both the letter and the spirit of the World Declaration on Education for All and the Convention on the Rights of the Child in schools by changing the climate and dynamics of the classroom, the role of the teacher, prevailing perceptions of the value and purposes of education, and in the longer term, both the content and configuration of the basic education curriculum.

[31] See, for instance, Susan Fountain and David Selby, "Global Education in the primary school", in P.J.M. Costello (ed), *Primary Education into the 1990s: Aspects of Education* (Journal of the Institute of Education, University of Hull, No. 38, 1988), pp. 23-35.

Chapter Four

The MENA Global Education Initiative

The Initiative in Outline

From 9 to 13 February 1992, a consultant from the International Institute for Global Education at the University of Toronto, Canada, attended the UNICEF MENARO regional staff meeting in Damascus, contributing to the Symposium on Perspectives and Experience with Basic Life Education. Discussions with the Regional Director of UNICEF MENARO raised the possibility of developing a regional project that would employ global education models, frameworks and interactive learning methodologies as a means of generating qualitative improvements in basic education. The consultant was invited to the UNICEF Regional Office in Amman from 4 to 8 October 1992 to discuss the project idea further and to write a project proposal.[32] Subsequent amendments notwithstanding, the proposal formed the basis of the MENA Global Education Initiative.

The goals of the Initiative, as they evolved, were as follows:

- To develop global education teaching/learning activities that could be integrated within existing curricula for grades 5 to 10
- To give general training to groups of teachers in interactive learning approaches and specific training in using the teaching/learning activities devised
- To field test, evaluate and refine the activities
- To train groups of teachers and teacher educators in workshop facilitation, information dissemination and change-agency skills as a means of encouraging the widespread adoption of the activities and their underlying interactive learning approach in schools
- To publish the student and teacher support materials in new editions of texts and teacher handbooks, and to disseminate findings and outcomes

Core learning objectives for the activities were identified:[33]

- *Knowledge/understanding*: self-awareness; understanding of perspective; understanding of interdependence; awareness of human commonalities; interpersonal peace; inter-community peace; human rights and responsibilities; understanding the dynamics and effects of prejudice and discrimination; media awareness; alternative futures
- *Skills*: values/perspectives clarification; handling change, shocks and setbacks; assertiveness; empowerment; trust building; cooperation; negotiation; decision making; media and textual discernment; ethical judgement (the ability to select and use criteria to determine the rightness or wrongness of an idea or course of action); creative thinking; problem solving; the ability to perceive relationships; empathy; visualization

[32] David Selby, "The UNICEF (MENA) Global Education Initiative in partnership with the International Institute for Global Education, Faculty of Education, University of Toronto" (October 1992).

[33] Ibid., pp. 3-7.

- *Attitudes*: self-esteem; genuineness; curiosity; valuing and respecting diversity; appreciation of commonalities binding humankind; receptivity to new ideas and perspectives; commitment to human rights and correlative responsibilities; concern for justice; commitment to equity; creative response to conflict and change; respect for life and environment; altruism (towards other people, other life forms and the planet)

Following consultations within the region, UNICEF MENARO identified Jordan and Lebanon as appropriate countries for phase I of the Initiative, which began in April 1993.

While the specifics of the Initiative have inevitably differed in Jordan and Lebanon, there have been important common features. A principal one has been the establishment of a national core team, a group of experienced, locally based curriculum developers and classroom practitioners whose role has been to:

- Advise on curriculum and on national and school culture
- Help determine the content of student and teacher support materials
- Provide the IIGE consultants with country-specific data and case-study materials
- Serve as a panel to advise on the cultural and educational appropriateness of activities and materials developed by the consultants
- Develop activities and materials
- Contribute to the training of teachers (and subsequently to the training of teacher trainers)
- Contribute to the field-testing and evaluation processes

The core teams, in their capacity as curriculum writers, trainers, cultural gatekeepers and project anchors, have proved to be of decisive importance for the Initiative. Each core team has been composed of members representing a range of sectoral interests (including curriculum specialists from the respective ministries of education, teachers from the public and private school systems, representatives of higher education institutions, and representatives from the UNICEF national office). In phase I each core team comprised eight to ten people, but the number has risen considerably with the expansion and diversification of the Initiative in phases II and III.

Broadly speaking, the phase I curriculum development process in Jordan and Lebanon followed a common twelve-stage pattern over a period lasting approximately sixteen months:

Stage 1 (4 days)	An orientation workshop was held for thirty to forty teachers, teacher educators and curriculum developers by IIGE consultants; potential core team members were identified.
Stage 2 (2 months)	The potential core team members read the academic and professional global education materials provided by the consultants and met to discuss the project; core team membership was finalized.
Stage 3 (4 days)	The consultants visited to meet with the core team to review the curriculum for the chosen grade level(s) and the chosen subjects for the intended field-testing period; opportunities for the infusion of global education were identified.
Stage 4 (5 months)	The consultants prepared and forwarded packages of activity ideas/descriptions, with detailed commentaries; the core team members, in subject subgroups, prepared adaptations and additional activities which were forwarded periodically to the consultants for comment; the consultants responded.

Stage 5 (5 days)	The consultants and core team subgroups met to review and further revise the activities, identifying and filling significant gaps in the range of activities for each subject; the consultants introduced the core team to feedback and evaluation instruments; the consultants and core team co-planned an introductory global education workshop for field-testing teachers.
Stage 6 (2-3 days)	The consultants and core team co-facilitated the introductory workshop.
Stage 7 (2 months)	Further refinement of activities was carried out by the core team subgroup (some activity ideas were sent to the consultants for comment); the core team co-planned a second round of teacher training and prepared subject-specific pre- and post-field-test knowledge, skills and attitudinal tests for students (these were also sent to the consultants for their comments).
Stage 8 (2-3 days)	The second teacher training session was held, during which the core team familiarized teachers with activities and explained the feedback/evaluation process and teachers' responsibilities within that process; orientation sessions for principals were conducted by the core team.
Stage 9 (2 months)	Activities were field tested; the core team undertook a thoroughgoing data and feedback collection process; the consultants monitored progress by assessing the documentation forwarded to them.
Stage 10 (4 days)	The consultants met with the core team to conduct a provisional evaluation of the field tests; the consultants and core team presented provisional findings to ministries and other interested parties; decisions were made on the grades/subject areas/field-testing period for phase II of the Initiative.
Stage 11 (3 months)	The translated feedback and evaluation documentation was forwarded to the consultants.
Stage 12 (1 month)	The consultants wrote a phase I evaluation report, which was then disseminated.

The phase I process has been more or less followed in phases II and III in Jordan and Lebanon, but as the capacity, assuredness and size of the respective core teams have grown there has been a commensurate reduction in the level of involvement of the consultants. Their role has become one of providing stimulus and direction as the Initiative moves to scale (for example, following the Lebanese decision to develop an integrated curriculum for the first elementary cycle) and of endeavouring to maintain quality by critically assessing samples of new activities or by observing and reporting on lessons. Phase II and phase III reports have been written by the core teams with no direct input from the consultants.

The activities developed in both countries during each phase have by and large followed a common format (with subsections identifying the grade level, subject, lesson topic, and objectives and/or potential of the activity and describing the procedure to be followed and any possible extensions and/or follow-up to the activity). Activity lengths have varied somewhat; the majority have been designed to be completed in a single lesson, though some might be extended over two or more lessons. Examples of the activities are given in chapter five.

The ten-instrument evaluation process devised by the consultants for phase I of the Initiative (see table 2 below) has been largely adhered to in both countries in successive phases.

Table 2. The evaluation process for phase I of the Global Education Initiative

	Type of instrument used	Target group	Executor	Time/frequency
1	Diary	Pilot teachers	Pilot teachers	From teacher training to the end of the field-testing period
2	Interviews	Pilot teachers	Core team	Before, at the mid-point of, and after field tests
3	Questionnaire	Pilot teachers	Core team	Before and after field tests
4	Attitudinal and knowledge tests	Students	Pilot teachers	Before and after field tests
5	Lesson observation	Pilot teachers and students	Core team and principals	Occasional lessons
6	Lesson feedback (written)	Students	Students	Following each trial lesson
7	Lesson feedback (written)	Pilot teachers	Pilot teachers	Following each trial lesson
8	Group debriefing	Pilot teachers	Core team	At the end of the field tests
9	Group debriefing	Selected students	Core team	At the end of the field tests
10	Debriefing	Core team	Consultants	At the end of the field tests

In phases II and III there has been increasing divergence between the focuses and timing of the Initiative in Jordan and Lebanon as the respective ministries have assumed ever-increasing responsibility for implementing global education and as the global education approach has been applied to different spheres of educational reform and improvement. Specific details of the Initiative in Jordan and Lebanon since its inauguration in April 1993 are given in succeeding sections. A brief overview of phases I and II of the Initiative in Syria (which commenced in November 1995) is also provided, and chapter seven summarizes the progress that has been made in bringing the Initiative to other countries in and around the MENA region.

The Initiative in Jordan

During the 1960s and 1970s the educational system in Jordan expanded rapidly as the country worked to achieve its goal of providing a free and compulsory education for all children from grades 1 to 9. Grade 10 was made compulsory under the 1988 Education Act. In 1990, 44% of Jordan's 3.5 million people were under 15 years of age; school enrolment was 98% for children aged 6 to 12 and 80% for 12- to 18-year-olds.[34] The structure of schooling in Jordan is as follows:

Cycle	Age range
Preschool education	4-6
Basic education	6-16 (grades 1-10)
Secondary education	16-18 (grades 11-12)

[34] Statistics are taken from Jordan, Ministry of Education, *The Development of Education in the Hashemite Kingdom of Jordan 1990-1991* (Amman, June 1992).

At the level of basic education, 79% of the schools are financed and controlled by the Ministry of Education, 12% are privately run, and 8% fall under the jurisdiction of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).[35]

By the mid-1980s it was recognized that rapid quantitative expansion in education had been achieved at the expense of qualitative development. Conclusions reached at the National Conference on Educational Reform, held in September 1987, led to the formulation of the ten-year Educational Reform Plan (1989-1998), designed to improve the quality of basic and secondary education. The Reform Plan's principal programmes include:

- Curriculum development
- Textbook development
- Educational technology interventions
- Educational facility improvement
- Teacher education
- Educational research
- Vocational training

Achievements of the Educational Reform Plan, reviewed and refined in the light of the 1990 World Conference on Education for All, have included the introduction of new textbooks at all grade levels and the training of teachers in their use. New curriculum content has been introduced into the basic education programme; students are now offered health, demographic and environmental education, musical instruction, and an expanded vocational education programme.[36]

A further stimulus to continued reform has been Jordan's commitment to democracy. In the Speech from the Throne presented at the opening of the 12th Parliament in November 1993, His Majesty King Hussein reaffirmed his Government's commitment to educational reform and attached particular importance to "the active role of education in the process of democratic change."[37]

The priorities associated with the Global Education Initiative—interactive and participatory learning, infusing the curriculum with global themes, and education for active, democratic citizenship—are perceived by the Jordanian Ministry of Education as conforming to both the letter and the spirit of the Educational Reform Plan, and the Initiative has been accepted as a potentially effective means of furthering the successful implementation of the Plan.[38]

Jordan

The Initiative was introduced in Jordan in early May 1993, when a three-day orientation workshop for an invited group of some forty curriculum specialists, teacher educators and teachers took place. Following the workshop, potential core team members were identified and approached and a phase I plan was devised. The plan called for the development of teaching/learning modules for grades 5 and 6 in the subject areas of mathematics, science, social studies and vocational education. At a three-day meeting in mid-July 1993 the core team members and consultants analysed the relevant curriculum content for the proposed field-testing period (February to April 1994) and agreed upon potential areas for activity development. From

[35] Jordan, Ministry of Education, *The Development of Education in the Hashemite Kingdom of Jordan 1988-1989* (Amman, March 1990), pp. 22-23.

[36] Ibid., pp. 25-27; and Jordan, Ministry of Education, *The Development of Education in the Hashemite Kingdom of Jordan 1990-1991*, pp. 46-48.

[37] *Jordan Times* (24 November 1993), p. 4.

[38] Omar Al-Sheikh and Mustapha Abu Al-Sheik, "Global education programme: evaluation of the second stage" (Amman: Ministry of Education, October 1995), p. 1.

July to November 1993 the consultants drafted activities appropriate for the curriculum while infusing the curriculum content with global education themes and learning approaches; these were sent to core team subject subgroups for review and comment. As the process continued, the core team members themselves produced ideas for activities which were then forwarded to the consultants for review and suggestions. All materials were translated (by hired translators) from English to Arabic and vice-versa. In November 1993 and again in January 1994 the consultants and the core team met for three days to finalize the activities. All in all, 48 activities were prepared for field testing: eleven in mathematics; fifteen in science; thirteen in social studies; and nine in vocational education).[39]

The sixteen pilot teachers (eight females and eight males) were given a total of six days' training in February 1994, including a one-day preparatory workshop on participatory learning strategies facilitated by a core team member; a two-day workshop on the theory and practice of global education, co-facilitated by the consultants and core team; and three days of training on the implementation of the activities, jointly facilitated by core team members. Field tests, as planned, took place between February and April 1994.[40]

Each of the sixteen teachers received a package of activities relevant to the subject he or she taught and was asked to field test the activities when and where they best fitted into the curriculum. It was anticipated (and suggested) that the prescribed curriculum could be effectively covered using the activities. In each subject area, certain activities were designated as core components (to be attempted by all teachers) while others were optional. On average, each teacher attempted eight activities during the field-testing period. The number of times each activity was tested ranged from one (ten activities) to four (eighteen activities).[41]

The teachers were from the four schools selected for field testing. The schools (see map 1 and the text table below) were located in areas covered by four different directorates of education.[42]

School	Location	Urban/rural	Sex of students
Dahyat Al-Hussein	Amman	Urban	Female
Khanas	Madaba	Rural	Female
Muhalab	Zarqa	Urban	Male
Sleihi	Salt	Rural	Male

Map 1. The location of the four pilot schools for the Global Education Initiative in Jordan

[39] Graham Pike and David Selby, "IIGE/UNICEF (MENA) global education project: phase one evaluation report" (Amman: UNICEF MENARO, October 1994), pp. 8-12.

[40] Ibid., p. 12.

[41] Ibid., p. 13.

[42] Ibid.

Phase II, which coincided with the 1994/95 academic year, saw a consolidation and elaboration of the core team concept. The Jordanian national core team for global education was established, attached to the Centre for Training and Certification at the Ministry of Education, with the Director of the Centre serving as head of the team and its members including subject teacher trainers at the Centre as well as some curriculum specialists and area supervisors. For phase II, four subject teams were formed, consisting of representatives of the national core team, subject specialists from the Directorate of Curriculum and Textbooks, area supervisors, and schoolteachers from government, private and UNRWA schools (UNRWA had decided to join the Initiative following the presentation of phase I findings in April 1994). Their mandate was to develop additional activities for grades 5 and 6. The subjects chosen were Arabic language and, as before, mathematics, science and social studies (developments in vocational education were placed in abeyance until the third phase). In devising activities, each subject team was to be guided by the eleven criteria summarized in the box below. Activities were prepared between June and August, then reviewed and refined in September and October 1994. The consultants facilitated a one-day workshop on global education for members of the four teams and contributed to the activity review and refinement process during a visit to Amman in early October.

Box 1

Criteria for the development of global education activities

A global education activity should:

- Deal with at least one of the global education dimensions of place, time, issues and individuality
- Provide and propose effective teaching methods that are suitable for its objective
- Provide opportunities for the pupils to participate and interact with one another in pairs or small groups, and to discuss and explore together in a framework of free expression and open communication
- Stimulate and challenge pupils to help them recall their experiences, knowledge, skills and understanding
- Challenge the pupils by stimulating their thinking and their ability to find and develop creative solutions to problems
- Be applicable under available (classroom) conditions and able to stimulate the pupils to continue
- Provide organized, graduated exercises in accordance with a series of consecutive steps
- Be suitable for pupils' development levels
- Be oriented towards work and shouldering responsibility
- Be linked to real-life situations pupils have experienced and utilize the knowledge gained for understanding contexts of social life that develop global education
- Be clear and written in a language that can be understood

Source: Extracted from Omar Al-Sheikh and Mustapha Abu Al-Sheik, "Global education programme: evaluation of the second stage" (Amman: Ministry of Education, October 1995), pp. 7-8 and 50.

Eighty-eight activities were prepared for phase II field testing (see table 3). Each subject team selected four activities for grades 5 and 6 to be attempted by participating teachers at the rate of one per week throughout the four weeks of field testing. Teachers were free to choose other activities prepared for their subjects provided all activities were field tested at least once.

Table 3. The number of activities developed for field testing, by subject

Grade	Arabic language	Mathematics	Science	Social studies
Five	9	18	9	13
Six	5	12	6	16

Source: Omar Al-Sheikh and Mustapha Abu Al-Sheik, "Global education programme: evaluation of the second stage" (Amman: Ministry of Education, October 1995), p. 8.

A total of twenty schools and eighty teachers participated in phase II. The schools were selected from ten directorates (Amman-1, Amman-2, Zarqa-1, Madaba, Salt, Jerash, Irbid, Kerak, the Directorate of Private Education, and the UNRWA Education Department). Two UNRWA schools and two private schools took part. Nine schools were for boys and eleven for girls. Of the piloting teachers, all of whom taught both grades 5 and 6, forty-four were female and thirty-six were male.

A phase I finding was that pilot teachers would have benefited from more extensive training, particularly in the facilitation of cooperative and interactive learning, the promotion of communication skills, the effective debriefing of activities, and the effective management of evaluation processes. For phase II the length of training was increased to twelve days (29 October to 9 November 1994), and more attention was paid to practising learning facilitation and to explaining the teacher's role in the evaluation process. Prior to the beginning of the field tests a meeting was held with school principals and directors of education to discuss their respective roles in supporting and facilitating the field tests. Implementation took place between 11 November and 8 December 1994. To monitor and evaluate the field tests, four follow-up teams were formed comprising members of the national core team and twenty educational supervisors trained in global education.[43] Another round of developing and field-testing grade 5 and 6 activities took place between January and April 1995. It is indicative of the Jordanian Ministry of Education's increasing commitment to the global education approach following phase II that the decision was made, early in 1995, to produce a booklet for public consumption explaining global education in non-technical terms and to put together a promotional video featuring global education in practice in Jordanian schools.[44]

Phase III of the Initiative coincided with the 1995/96 academic year. Thirty-five schools in the same ten directorates took part. Of the 150 participating teachers, 89 were female and 61 were male. Participating students included 630 boys and girls in grade 4, 732 in grade 5, and 670 in grade 6.[45] During phase III, the training of teachers was undertaken in three regional locations by core team members supported by follow-up supervisors. The decision was made to focus on grade 4 during this phase but also to continue developing and field testing activities for grades 5 and 6 (including refined versions of phase I and II activities). The subjects covered in phase III were Arabic language, Islamic education, mathematics, social studies, science and vocational education.[46] Table 4 shows the number of activities prepared for each subject in each of the three grades.

Table 4. Phase III: the number of activities prepared for each grade in each subject

Grade	Islamic education	Arabic language	Math	Science	National and social education	Vocational education	Total
Four	5	9	8	17	17	13	69
Five	5	9	9	14	13	11	61
Six	4	4	6	16	12	9	51

Source: Jordan, Ministry of Education, "The global education program in Jordan: a five-year plan" (Amman, 1996), p. 9.

[43] Omar Al-Sheikh and Mustapha Abu Al-Sheik, "Global education programme: evaluation of the second stage" (Amman: Ministry of Education, October 1995), pp. 9-10.

[44] Omar Al-Sheikh, *Comprehensive Educational Program in Jordan* (Amman: UNICEF/Ministry of Education, 1995).

[45] Jordan, Ministry of Education, "Evaluation of the global education programme: third stage for the scholastic year 1995/96" (Amman, 1997), pp. 2 and 5-8.

[46] Ibid., p. 2; and Jordan, Ministry of Education, "The global education program in Jordan: a five-year plan" (Amman, 1996), p. II.

In the light of accumulating evidence showing the positive impact of the Global Education Initiative on classroom climate and student motivation and achievement, the Ministry of Education launched a five-year plan for global education during 1996.[47] The plan established four interrelated goals:[48]

- To improve the quality of the existing programme in global education
- To expand this programme both horizontally and vertically
- To enhance the institutional capacity of the Ministry of Education to disseminate information on global education among all schools providing a basic education
- To establish and develop a model school for global education

Qualitative improvements to the existing programme were to be achieved by devising and implementing the following:[49]

- Teacher training programmes focusing on better classroom management of interactive learning and enhancing teachers' ability to creatively transfer the global education approach to their other teaching tasks (thereby addressing the two major problems identified in phases I to III)
- Programmes to hone the skills of supervisors and improve the quality of support and training offered to teachers
- Global education programmes for principals
- Efforts to identify relevant quality and success indicators
- Evaluation programmes to assess the performance of teachers, principals and supervisors

Bold plans were also laid for the expansion of the Global Education Initiative into other grade levels and other directorates. It was proposed that the Initiative be extended to all grades in the schools currently participating and to grades 4 through 6 in other schools in the ten participating directorates by the 1999/2000 academic year. It was also proposed that the Initiative be expanded to cover non-participating directorates by the same year (sixteen schools per directorate, applied in grades 3 to 7). Interestingly, the Initiative was seen as a means of achieving subject integration within the first elementary cycle (grades 1 to 3).[50] The five-year plan put forward a number of proposals aimed at allowing programme expansion to occur without a loss in quality. Specific suggestions included the following:[51]

- Requiring the Council of Education to formally adopt global education as the new orientation for basic education curricula
- Requiring the Ministry of Education to make global education a basic component of pre-service and in-service training programmes for teachers, principals and supervisors
- Strengthening the national core team by including representatives of UNRWA and of the directorates of curriculum and textbooks and private education

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[47] The Ministry's "Evaluation of the global education programme: third stage for the scholastic year 1995/96" (p. 9) affirms that "on the basis of findings from formal and informal evaluations conducted, the developed activities have been successful in inducing some significant transformation of students' learning at school," and notes that while "radical changes in students' learning are not easily attainable and require extensive continual effort, the relative success of the activities in transforming students' learning has encouraged the Ministry of Education to disseminate global education learning to all school grades, all curricula and all schools in Jordan."

[48] Jordan, Ministry of Education, "The global education program in Jordan: a five-year plan" (Amman, 1996), p. IIA.

[49] Ibid., p. IIB (b1, b2, b3 and b4).

[50] Ibid., p. IIB (b1, b2 and b3).

[51] Ibid., p. IIB (b3).

- Establishing a core team of quality teachers and supervisors in each directorate to undertake training, development and evaluation functions
- Establishing national and directorate-level resource centres for global education
- Establishing an evaluation unit at the Ministry of Education to design evaluation instruments and programmes, oversee the conduct of evaluations, and write and disseminate reports

Recognizing that establishing a model global education school was a formidable task since entrenched school cultures are usually not conducive to global education, the five-year plan opted for a less ambitious version that would incorporate, stage by stage, the following elements:[52]

- A negotiated credo that would affirm the rights of and empower all school stakeholders
- A process of making teaching, learning and relationships in the school congruent with the credo
- Efforts to stimulate changes towards participatory, democratic management
- The infusion of global education into extracurricular and community programmes

From very small and focused beginnings, the Global Education Initiative has been transformed, within a relatively short time, into a multi-pronged national strategy for realizing the goals of the Educational Reform Plan (the expansion of the Initiative during the period 1993-1996 is summarized in table 5). The ever-present task now for those within the educational system, for UNICEF, and for the national and international consultants is to help ensure that the quality of delivery and output is not lost as the Initiative reaches critical mass.

On the morning of 5 December 1996 a global education ceremony took place at the Late King Abdullah Mosque in Amman. Invited to the ceremony were all the educational officials and teachers who had participated in the Initiative. Dr. Frank Dall, Regional Education Adviser for UNICEF, and Dr. Munther Al-Masri, Jordan's Minister of Education, spoke to those assembled, then Dr. Al-Masri distributed certificates for involvement in the Initiative to teachers, administrators, supervisors and directors. The ceremony was altogether a significant and symbolic act of legitimization and recognition for global education in Jordan.

Table 5. The development of the Global Education Initiative in Jordan

	Phase I	Phase II	Phase III
Academic year	1993/94	1994/95	1995/96
Number of schools	4	20	35
Type of school(s)	Government	Government Private UNRWA	Government Private UNRWA
Number of directorates of education	4	10	10
No. of supervisors	8	20	20
Grades	5, 6	5, 6	4, 5, 6
Subjects	Mathematics Science Social studies Vocational education	Arabic language Mathematics Science Social studies	Arabic language Islamic education Mathematics Science Social studies Vocational education

Source: Table supplied by Dr. Munther Al-Masri, Jordan's Minister of Education.

[52] Ibid., p. IIB (b4).

The Initiative in Lebanon

The end of the Lebanese civil war, which began in 1975, was heralded by the Taif Agreement of October 1989. Signed by members of the Lebanese multi-confessional Parliament, the Agreement set the stage for constitutional rehabilitation and empowered the Government to begin to reassert its central authority in the country. The mood of optimism and the process of national reconciliation, thus engendered, was further reinforced by the appointment of the Government of Rafiq Hariri in 1992. The election is often cited as marking the final dénouement of the war.[53]

The civil war froze the process of educational renewal in Lebanon. The curriculum of the early 1990s, unrevised since 1972, was strongly oriented towards the teaching of content and theory and placed insufficient emphasis on goals relating to the development of skills, attitudes, and values and to social development. These goals are always important but were "especially vital in Lebanon in light of the trauma and psycho-social damage inflicted on children during the war."[54] (Studies revealed widespread psychosomatic illness, post-traumatic stress and impaired value judgement among Lebanese young people.[55]) Such goals were also of pivotal importance if succeeding generations were to contribute as positively as they might to the social and material reconstruction of Lebanon.

In the early 1990s, the passive intake of knowledge from an authoritarian teacher figure was still the order of the day in schools. There was a critical shortage of effectively trained teachers, exacerbated by fact that during the war a large number of qualified teachers had fled Lebanon and hundreds of untrained teachers had been appointed. There was a virtual absence of in-service training opportunities. UNICEF studies show that the sectoral distribution of students between public and private schools tilted even more strongly in favour of the latter during the war period (in 1992, 31% of all primary age students attended public schools and 69% were enrolled in private schools).[56] The quality gulf between the two sectors also widened commensurately.

Public schools, in particular, lacked classroom materials and equipment. Many were in poor physical condition; a number had suffered war damage. Underlying many of the problems in the educational system was the absence of a well-disseminated and well-understood national educational policy incorporating clear goals and objectives and strategies for realizing them. The National Educational Plan, approved by the Cabinet in 1994, filled this gap and provided the framework for national educational renewal.[57]

The Global Education Initiative appeared to offer a means whereby the interrelated problems of low-quality teaching and poor learning environments might be alleviated while also addressing the need to build democratic and peace-oriented skills, attitudes and values in successive post-war generations. As such, it was embraced by key educational providers who came to play a central role in the implementation of the Initiative. The providers involved in the Initiative from the outset included:

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[53] Nikki Van der Gaag, "Beirut: selling the peace", *New Internationalist*, No. 258 (August 1994), p. 6; and UNICEF, "Situation analysis of Lebanese women and children" (Beirut, 10 June 1991), p. 1.

[54] UNICEF, "Situation analysis...", p. 47.

[55] Ibid., p. 43; "Beirut: the facts", *New Internationalist*, No. 258 (August 1994), p. 19; UNICEF, "Situation analysis...", p. 43; and W. Wallace, "Conquering the aftermath of civil war", *Times Educational Supplement* (2 September 1994), p. 14.

[56] UNICEF, "Situation analysis...", p. 44.

[57] Ibid., pp. 46-47; and W. Wallace, "Conquering the aftermath of civil war", p. 14.

- The National Centre for Educational Research and Development (NCERD), the arm of the Ministry of Education responsible for educational planning and research, curriculum development, the provision of educational equipment and materials, and teacher education
- The Makassed Philanthropic Islamic Association, an organization catering for the welfare of Muslim citizens in the fields of education, health and social affairs, and responsible for forty-seven rural elementary schools as well as twelve elementary and eight secondary schools in Beirut

Two NCERD and three Makassed representatives joined the core team in phase I alongside two representatives of the private school system and three representatives of the education departments of higher education institutions.[58]

A ten-member Lebanese core team was assembled following a four-day orientation workshop on global education held in Beirut in April for teachers and teacher educators. At the first meeting between the consultants and the core team in July 1993, decisions were made regarding the scope and scheduling of phase I. It was determined that activities would be developed for Arabic language, mathematics, social studies and science at grades 4 and 5. The activities would coincide with topics to be covered in the four subjects during the chosen field-testing period (February to April 1994). From July 1993 onward, the consultants sent packages of activities (with detailed commentaries) to Beirut; these were adapted by the core team, working in Arabic language/social studies and science/mathematics subgroups, and returned to Toronto for comment. The core team members also devised new activities which were then forwarded to the consultants for revision suggestions. The process of activity redrafting and refinement continued by fax transmission and during consultancy visits until early February 1994, with the core team taking responsibility for all requisite translation. The number of activities developed for field testing was as follows:

Subgroup	No. of activities
Science/mathematics	66
Arabic language/social studies	46
Total	112

The two subgroups adopted a somewhat different approach. The science/mathematics subgroup took the science syllabus taught during the field-testing period and prepared clusters of activities under four headings: Food and the Human Body, The Solar System (grade 4); Living Things, Water and Life (grade 5). Material appropriate for the concurrent mathematics curriculum was added to the activities. The Arabic language/social studies subgroup considered all the topics covered during the field-testing period and worked within overarching themes appropriate for the topics: Human Rights (grade 4); Economic Concepts, Environment (grade 5).[59]

Teacher training was carried out in two stages: the consultants, working in conjunction with some of the core team members, facilitated a weekend introductory workshop on the theory and practice of global education for the twenty-five teachers chosen to field test the activities (December 1993); the core team members, after receiving training from the consultants, trained these same teachers in the implementation of the activities and the use of associated materials (February 1994). Field testing took place, as envisaged, between late February and late April 1994.[60]

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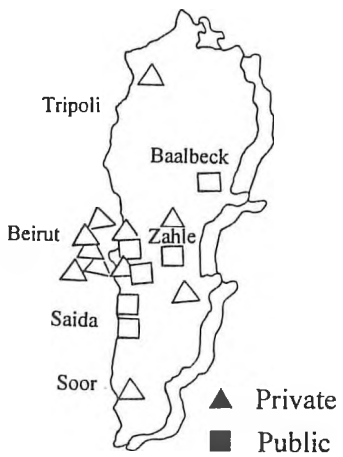
[58] Graham Pike and David Selby, "IIGE/UNICEF (MENA) global education project: phase one evaluation report, Lebanon" (October 1994), pp. 6-7.

[59] Ibid., pp. 7-11.

[60] Ibid., p. 11.

Ten private and seven public schools participated in the field tests (see map 2); six of the private schools were attached to the Makassed Philanthropic Islamic Association. Six of the field-testing schools were located in West Beirut (five private, one public); two were in East Beirut (one private, one public); one was in northern Lebanon (private); three were in southern Lebanon (one private, two public); and four were in the Bekaa Valley (two private, two public). Of the twenty-five participating teachers, sixteen came from private schools and nine from public schools. The preponderance of schools and teachers in the Greater Beirut area and from the private sector was a not unfaithful reflection of the Lebanese educational system.[61]

Map 2. The distribution of participating schools in Lebanon during phase I of the Global Education Initiative



On average, each teacher tried out 7.17 activities during the field-testing period (February to April 1994). The size of the classes involved in the field tests varied enormously; some were relatively small (twelve to eighteen students), while several numbered thirty-five or more.[62]

Based on the positive feedback from students, school administrators, teachers, parents and communities, as well as on the results of the evaluation of phase I, NCERD decided to make global education a flagship component of its educational reform strategies. Following the conclusion of phase I, the consultants were asked to conduct a two-day workshop for NCERD staff (April 1994). The purpose of the workshop was to introduce those responsible for curriculum development, textbook writing and teacher training to the theory and methodologies of global education. At the request of the new President of NCERD, Dr. Abou Assali, one of the consultants joined the core team members in leading a second (three-day) workshop for NCERD staff and others in April 1995. It is clear that in the interim a process of coalition building had taken place involving the various providers of elementary education in Lebanon and that the Global Education Initiative was being perceived as an important means of forging active and purposeful links between the various parties.[63] As a result, the sixty participants represented a range of educational institutions and providers including NCERD and Makassed; Catholic, Orthodox, Evangelical and Shiah Muslim (Al-Mustafa and Al-Amal) groups; and other public and private schools and universities. Prior to the three-day workshop, the consultant facilitated a one-day workshop on global education organized by the Lebanese American University. Indicative of the burgeoning interest in global education, some sixty university teacher educators and private and public school teachers attended.

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[61] Ibid.

[62] Ibid., p. 12.

[63] Terri Lore (ed), "Final report...", p. 11; and International Institute for Global Education, "IIGE/UNICEF MENA global education project: report on visit to the region, February 2-16, 1995", p. 2.

A clear indication of the NCERD commitment to global education was its hosting of the First Regional Conference on Global Education in partnership with UNICEF in Broumana, Lebanon, from 3 to 6 July 1995. Some seventy-five participants from sixteen countries in the MENA region and Europe attended. The opening speech by Mr. Robert Ghanem, the Lebanese Minister of Education, Youth and Sports, emphasized the centrality of global education to Lebanese educational and social renewal (an extract from the speech appears in box 2 below).[64]

Box 2

Extract from the opening speech given by Mr. Robert Ghanem, Minister of National Education, Youth and Sports, at the NCERD/UNICEF First Regional Conference on Global Education, held in Broumana, Lebanon, from 3 to 6 July 1995

Allow me, ladies and gentlemen, to pause a moment to define global education. It is the comprehensive development of the personality of the individual to instil an awareness of himself as part of an interlinked world with interconnected spatial and temporal issues and dimensions, through rational, cooperative and creative learning within which the academic subjects and methods are integrated.

It is the comprehensive development of the total potential of the person, and it is based on the principle that a person's self-awareness and discovery of his potential all pass through his awareness of the world and his interaction with it, as well as his understanding of world issues and problems in a comprehensive manner which in turn would give him a profound understanding of himself; such understanding would help him grasp world issues in a broad and comprehensive manner, since the external journey out into the world is at the same time a journey into the self.

Ladies and gentlemen, I would now like to discuss some of the principles which global education calls for and which form, in my opinion, a sound basis for a new society.

1. Global education aims at going beyond the self-oriented perspective in looking at things to attempt to see them from the point of view of others. Most of the misfortunes in the world are the result of misconceptions and adhering to such misconceptions as if they were indisputable facts that could be forced on others. The world can only be set right by eradicating these misconceptions and prejudices, which are the basis of oppression, violence and injustice, and of discrimination based on race, class and religion. If our perspective is straightforward and unbiased, this will enable us to understand the other and to recognize his rights and to cooperate with him in a framework of mutual respect.

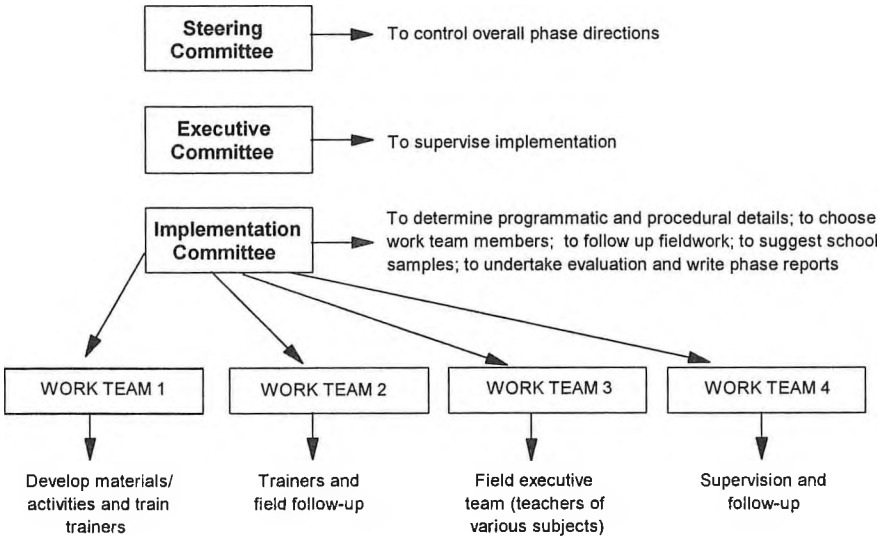
2. Global education aims at imbuing the individual with a sense of responsibility and awareness that what he does now either as an individual or collectively reflects on the future of our planet and whoever is living on it. Self-centredness is the worst thing that a society can suffer from, and it leads inevitably to disaster. In environmental and other vital matters, we must acknowledge that our true interests can only be realized by ensuring the general interest.

Phase II of the Initiative in Lebanon took place between October 1995 and June 1996. Prior to its commencement, NCERD put in place a new structure for administering, overseeing and implementing this and successive phases (see figure VII). The Steering Committee and Executive Committee included high-level representatives of various providers of elementary education that had become involved in the Initiative, along with senior NCERD staff. The Implementation Committee and Work Team 1 undertook the main responsibilities of the phase I core team. Six members of the original core team participated in the Implementation Committee and/or Work Team 1, playing the principal role in the training of trainers.[65]

[64] Terri Lore (ed), "Final report…", pp. 5, 8 and 47-49.

[65] "NCERD/UNICEF (MENA) global education project: phase two evaluation report, Lebanon" (Beirut, 1996), pp. 5-7.

Figure VII. The structure employed for the implementation of phases II and II of the Global Education Initiative in Lebanon



Phase II field tests covered six subjects (civic education, geography, history, mathematics, physical education and science) in grades 2 and 5. A study of the curriculum in each subject for the field-testing period (March to May) suggested that activities could be organized under one overarching theme at each level—needs (grade 2) and systems (grade 5)—thus foreshadowing the emphasis on integration that would be adopted in phase III. It was also decided to give a life skills emphasis to the activities developed but to set the skills learning within a framework of global education concepts and values (such as interconnectedness, democracy, human rights, rejection of violence and environmental concern). Activities were written by Work Team 1, which comprised nineteen specialists (nine for grade 2 and ten for grade 5), between 1 October 1995 and 30 January 1996. Sample selections of activities were translated and sent to the consultants for comment. Some eighty activities were developed, but because of security difficulties during the implementation period (Israeli shelling of southern Lebanon and the closure of schools) the number of activities field tested was reduced by half to twenty per grade. The field-testing process for physical education was set apart from that for other subjects and will not be considered in this treatise.[66]

Seventy-two schools, representing 3% of the total number of schools in Lebanon, participated in the field tests; half belonged to the private sector and the other half to the public sector. The schools, distributed across Lebanon, were situated in Beirut and its suburbs, Mount Lebanon, the Bekaa Valley, and the northern and southern parts of the country.

The training of the 173 field-testing teachers involved was undertaken according to a cascade model. Sixty potential trainers were chosen from teacher training centres and from among health officials, quality secondary teachers, and staff of the Ministry of National Education, Youth and Sports. Over a period of nine non-consecutive days the prospective trainers underwent training in global education theory and practice and in the field implementation of the global education activities and associated evaluation strategies (late November 1995). Teams of trainers proceeded to play the central role in the training of the field-testing teachers on a regional basis. The training occupied six days over a three-week period in January 1996 (two days per week).[67]

[66] Ibid., pp. 7-10 and 46-49.

[67] Ibid., pp. 14-15.

Another notable feature of the field-test preparations was a conference held in early December 1995 and attended by the principals of the seventy-two schools. The Initiative's goals, methods and significance were explained, as was the importance of active, supportive participation by each principal. Feedback from the principals was encouraged in open discussion sessions.[68]

Following pre-implementation meetings and the distribution of activities and materials in late February 1996, field tests took place in March, April and May. Data analysis, phase evaluation and the writing of the evaluation report followed in June 1996.[69]

In the light of the success of phase II, NCERD and its partner providers decided to take the Global Education Initiative to scale and to use global education models, frameworks and learning approaches to develop and deliver an integrated first-cycle curriculum (for grades 1-3); there are now plans to implement as much of the grade 1 curriculum as possible starting in September of the year 2000.

At critical points in the development process (November 1996, April 1997), the consultants facilitated workshops for NCERD staff on the design, implementation and resource ramifications of an integrated curriculum.[70] During the 1998/99 academic year, the consultants were employed to evaluate the quality of classroom delivery of the new curriculum.

It should be added that global education models, frameworks and learning approaches, as well as the implementation style and strategies used by the Initiative, are being employed within other curriculum development projects in Lebanon, including the NCERD Environmental Education Project and the WHO/NCERD project on AIDS education for grades 8 to 11.[71] General and subject-specific in-service training undertaken by the regional teacher training centres attached to NCERD is also being infused with global education theory and practice. As teacher training manuals are being rewritten, sections are being added on global education philosophy and methodology, and this is being viewed as "a step in introducing [global education] to pre-service teachers."[72]

The Initiative in Syria: A Note

The Global Education Initiative in Syria began in February 1995 with a visit by one of the consultants to Damascus to discuss project details with UNICEF staff and senior officials at the Ministry of Education. A project proposal was drawn up and subsequently approved by the Minister of Education. Soon afterwards, and before any firm decisions were made regarding the specific focus of the Initiative in Syria, a delegation from the Ministry visited Jordan and Lebanon to meet with ministerial counterparts and core team members. Visits were also made to schools.[73]

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[68] Ibid., p. 14.

[69] Ibid., p. 8.

[70] International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consulting visit to the region, 24 November - 11 December 1996", pp. 3-6; and International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consultancy visit to the region, 6-15 April 1997", pp. 3-4.

[71] Terri Lore (ed), op. cit., pp. 12-13; and International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consultancy visit to the region, 6-15 April 1997", p. 4.

[72] Information taken from a note provided by Joumana Kanafani of Rawdah High School and Hanna Awkar of NCERD.

[73] International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a visit to the region, February 2-16, 1995", pp. 2-3.

The Initiative gained ready acceptance in Syria, as it accorded with multiple aspects of the comprehensive educational plan for the primary cycle initiated in the 1995/96 academic year. Under the plan:

- Environmental, health, population and vocational issues were to be infused into the curriculum.
- Active learning was to be introduced as a means of realizing basic education goals.
- The principal of field experimentation was to be applied to all curricula and methodological innovations.

A twelve-member core team for the Initiative was assembled. Headed by the Deputy Minister, it included curriculum specialists from the Ministry and the directorates of education, a specialist from the Faculty of Education at the University of Damascus, primary and secondary school teachers, and an educational broadcaster. The core team, which has since increased in membership, has participated in periodic training workshops facilitated by one or another of the consultants (November 1995, March 1996, November 1996, April 1997, October 1998). While the earlier workshops were designed to consolidate the participants' understanding of global education theory and practice and to establish common understandings with regard to activity writing, the later workshops have concentrated upon critically evaluating and refining the activities developed and upon implementation and evaluation strategies.[74]

It was decided that in phase I of the Initiative activities would be developed for Arabic language, mathematics, science (including hygiene), and social studies at the grade 5 level. Activity writing would be undertaken by subject writing teams composed of core team members and subject supervisors. As in Jordan and Lebanon, the consultants provided activity ideas and models which writing teams proceeded to work on and adapt. Successive drafts of activities were forwarded to Toronto for written comment. As indicated above, a substantial amount of workshop time was given over at a later stage in the writing process to in-depth evaluation of specific activities from each subject area, the intention being to raise awareness—across the core team and among supervisors attached to the Initiative—of issues of general application to activity writing. Forty of the seventy-eight activities developed (ten for each subject) were selected for phase I field testing.[75]

In July 1997 one of the consultants facilitated a five-day workshop for forty teachers and the principals of the ten Damascus schools selected for field testing. The highly interactive workshop explored the four-dimensional model of global education, interactive learning and learning style theory. Time was also devoted to practising facilitation skills and considering teachers' and principals' roles and responsibilities within the feedback/evaluation process.

Meetings were held in early October 1997 to discuss the field-testing process and finalize the implementation timetable; field tests began immediately afterward and ran until mid-December. Thereafter, a five-person team of senior educationalists at the Ministry analysed the data and compiled the phase I evaluation report.

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[74] See International Institute for Global Education, "IIGE/UNICEF MENA global education project: report on a consultancy visit to the region, 14-21 November 1995", pp. 1-2; International Institute for Global Education, "IIGE/UNICEF (MENA) Global Education Initiative: report on a consultancy visit to the region, 26 March - 3 April 1996", pp. 1-2; International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consultancy visit to the region, 6-15 April 1997", pp. 1-3; and International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consultancy visit to Syria, 26-31 July 1997", pp. 1-3.

[75] Ibid.

In phase II the Initiative has been extended to forty schools in three governorates (Damascus, Rural Damascus and Qunaytirah). A total of 140 grade 5 teachers of the same four subjects (Arabic language, mathematics, science and social studies) were selected for training alongside their principals and supervisors. Field testing of the activities has taken place during the 1998/99 school year, introduced at times when the topics for which particular activities were developed are normally taught.[76]

[76] International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consultancy visit to the region, 11-23 October 1998", p. 1.

Chapter Five

Global Education Activities

Introduction

As discussed in chapter two, activity-based learning offers rich potential for the realization of the goals of global education. Though by no means comprising the whole curriculum, global education activities complement other, more traditional teaching and learning methods, thereby ensuring that all students' learning style preferences are addressed and that a broad range of skills are developed. The activities in this chapter include some classic global education learning approaches that have been adapted for use in a variety of subjects at a range of grade levels. The activities whose titles are written in upper-case letters have been developed by the authors for, and are widely used in, schools in many countries; where lower-case titles are added, the activities are adaptations of the originals and have been written by core team members from Jordan, Lebanon or Syria. Included as well are selected activities (with lower-case titles alone) developed by respective core team members to meet specific curriculum needs, grounded in their understanding of global education theory and practice.

The classic activities were introduced to core team members during participatory workshops in the early stages of the project in each country. In keeping with global education's emphasis on the importance of linking theory with practice, it was decided that core team members should directly experience and reflect upon a wide range of activities before deciding which activity formats would be most suitable for use in pilot schools. Following the workshops, a lengthy process of activity development and refinement was undertaken, during which adaptations of many classic activities were written by core team members, sent to the IIGE consultants for comment, then revised. In some cases, this process was repeated three or four times until it was agreed that the activities were of sufficient quality and met both the goals of global education and the requirements of the curriculum.

The classic activities offered in this chapter are presented in a common format under the following subheadings:

Suitable for provides an indication of the grade levels at which the activity might be successfully used. Teacher discretion is expected; where a broad range of grades (such as 6 to 12) is cited, it is likely that instructions to students and the depth of debriefing will differ from one grade to another, and learning outcomes will vary, as may the place and purpose of the activity within the curriculum. Student materials, where listed, may need to be modified to suit age and ability levels. The sensitive adaptation of any activity, in the light of a teacher's knowledge of her students, is the key to its success.

Time needed is a rough guide to the length of time necessary for students to undertake the activity, as described under **Procedure**. Again, teacher discretion is advised, as the actual time required is subject to many variables. In most cases, the length of time stated includes some debriefing (see **Potential**) where this forms part of the activity. It does not include extensive debriefing (which may be necessary when students are "fired up" by an activity), nor any follow-up work suggested under **Extension.** Many activities are designed to fit within a forty-minute lesson; longer activities can often be divided into shorter blocks to suit timetable constraints. Preparatory and/or follow-up work affords many possibilities for interesting homework or fieldwork assignments.

Under **Resources** are listed materials and other requirements including, where relevant, classroom layout or space. The resources listed assume an average class size of thirty students, though most activities will work successfully with groups ranging from fifteen to forty-five (space permitting). Student worksheets and other materials for photocopying and distribution, where provided, follow the activity description.

Procedure is a step-by-step description of how the activity should proceed, written from the students' perspective. Teachers are expected to give their own instructions and explanations of the process, based on their interpretation of the activity and their understanding of their students' needs and competencies. Care should be exercised in introducing an activity: while directions need to be clear and comprehensive enough for students to undertake the activity as intended, too much prior explanation may limit its potential to engage students in creative and lateral thinking. Analysis of the activity's purpose should be left, for the most part, until the debriefing stage.

Potential offers a rationale for the activity and provides additional guidelines for teachers as to how students' learning can be maximized. Included are suggested questions for activity *debriefing*, the stage of reflective discussion and analysis that is often the richest source of learning—and the most challenging to facilitate. The questions are merely starters, designed to gear students' thinking towards issues and perspectives that may not have been considered or articulated. The teacher's role in any debriefing should be that of facilitating the reflective process in ways that ensure the representation of a wide range of ideas and experiences from as many students as possible.

Extension suggests ideas for specific follow-up work, either in class or outside school. Most activities, however, are potential springboards for a rich variety of individual and group follow-up tasks including report, journal and essay writing; library research; the preparation of oral, dramatic and graphical presentations; book reviews; debates; and action projects.

Variation provides ideas for alternative ways of undertaking the activity.

The activities written by Jordanian, Lebanese and Syrian core team members generally follow the format outlined above. In order to avoid undue repetition, however, some adaptations are summarized or presented in brief, with a specific focus on what has been amended or added. Unless indicated otherwise, it should be assumed that the adaptation follows the process described in the classic activity.

The activities selected for this chapter are presented in subsections representing the four principal curriculum areas chosen in each country for activity development and field testing: Arabic language, mathematics, science, and social studies (the latter comprising geography, history and civics/national education, and having some variation in nomenclature among the three countries). It should be understood, however, that many of the activity formats and methodologies described can be successfully used in more than one curriculum area.

ARABIC LANGUAGE

RIGHTS AND RESPONSIBILITIES

Suitable for Grades 3-6 (grades 1-2 if **Variation 1** is used)

Time needed 30 minutes

Resources A set of nineteen rights cards, photocopied onto a sheet of paper of one colour, and a set of responsibilities cards, photocopied onto a sheet of a second colour, for each group of three to four students. The cards (see following pages) should be cut up and clipped together as sets.

Pencils and paper for each group.

Procedure Students form groups of three or four. Each group receives a set of rights and responsibilities cards. The group selects one of the rights cards at random and, working its way through all of the responsibilities cards, decides which are complementary to the rights card chosen (for example, the right to free time at the break is linked with, among other things, the responsibility to behave sensibly and safely). The group notes down its selection(s). The rights and responsibilities packs are reshuffled, a new rights card is chosen, and the process is repeated. Students may well consider four or five rights cards in the time allotted. At the end of the activity each group chooses one of its rights cards and reports on the responsibilities cards chosen. Whole-class debriefing follows. [Note: It should be made clear to students at the outset that the same responsibilities card may be linked with more than one rights card.]

Potential The activity is designed to raise awareness of the interdependent relationship that obtains between rights and responsibilities (they are opposite sides of the same coin). In the debriefing, students can be asked to reflect upon why certain responsibilities cards seemed to match more rights cards than did others, and why some rights were easier to match with responsibilities than were other rights. Teachers have found this to be an activity that students benefit from and enjoy returning to from time to time.

Variations

1. The teacher compiles sets of illustrated rights and responsibilities cards, allowing the activity to be used with younger grade levels.

2. The class makes up its own cards, then follows the process described above.

RIGHTS CARDS

We have the right....	to be treated considerately	to be listened to	to choose where to sit
to a clean and comfortable classroom	to have enough learning materials	to be able to work without being bothered	to keep our own possessions in the classroom
to wear what we want	to free time at the break	to go to the washroom when we want	to stay in school when the weather's bad
to have somewhere to hang our coats	to ask for help when we need it	to have some fun time in the classroom	to have some quiet time
to tell the teacher what we think and feel	to have our own place to store our things	to be treated as individuals	to freedom from harassment

RESPONSIBILITIES CARDS

It is our responsibility...	to wear appropriate clothing for lessons	not to come into the school with muddy shoes	not to cause a disturbance during lessons
to be considerate to others	to listen to what others have to say	not to drop garbage	to treat furniture properly
not to waste time	not to waste materials	not to fool around in the classroom	to treat people pleasantly and politely
not to bully	to share materials	not to offend or put down others	to do any work set by the teacher
not to play with our personal possessions, toys and games during lessons	not to destroy other people's property	to return to the classroom sensibly after recess	to keep the school-yard tidy
not to fight	to behave sensibly and safely	to treat everybody with respect	to treat other people's clothing with care
not to take up too much of the teacher's time and attention so that others receive too little attention	not to interrupt others	not to distract others	not to hurt or harm other people
to listen to the teacher	to come to school	to arrive on time for lessons	to follow instructions
not to draw on walls or furniture	to help each other	to help and console others who are distressed	to do homework

Adaptation **RIGHTS AND RESPONSIBILITIES: A Policeman on a Feast Day**

Developed in Lebanon

Grade 4

Resources For each group of six students, a complete pack of cards outlining a policeman's rights and responsibilities, as follows:

Rights

1. To be respected and appreciated by people
2. To be obeyed by people
3. To be supplied with a suitable uniform for each season
4. To have a stand shielded from the sun and rain
5. Not to be bothered or assaulted by anyone
6. To have a vacation in return for being on duty on a feast day
7. To have insurance against danger
8. To be protected against oppression by his superiors
9. To receive promotions
10. To have a salary that satisfies his needs and wants
11. To have medical insurance
12. To receive cooperation from his colleagues

Responsibilities

1. To help people
2. Not to assault anybody
3. Not to use his position to pressure anyone
4. To obey his superiors' instructions
5. To maintain a clean and orderly uniform
6. To put society's general welfare before his own
7. Not to discriminate among people or favour anyone
8. To be punctual and prompt
9. To perform his job seriously and honestly
10. To listen to people's complaints
11. To be polite and kind to others
12. To sympathize with his colleagues and help with their problems
13. To assist his colleagues
14. Not to insult, assault, or gossip about his colleagues or superiors
15. To treat his subordinates fairly and without favouritism
16. Not to squander public money
17. Not to throw garbage on the floor
18. To refrain from smoking on duty
19. To refrain from drinking (alcoholic drinks) on duty
20. To restrain his temper and be patient with others

Procedure Students read the assigned text on **A Policeman on a Feast Day** and discuss the rights and responsibilities of a police officer. Groups of six are formed, and students use the packs of rights and responsibilities cards as described above.

Potential This activity develops students' awareness of the close relationship between rights and responsibilities through building on the theme of the reading text.

RIGHTS ROLE-PLAY

Suitable for Grades 4-12

Time needed 30 minutes

Resources Classroom to be laid out so that students, working in pairs, can sit facing each other

Procedure Students, in pairs, choose to be A or B. They are each given a rights role card to read (see samples) and asked to role-play to argue out the issues surrounding their conflict of rights. From time to time the teacher can ask the students to change seats and reverse roles, picking up the argument where their partners left off. She can also "freeze" the group, bringing a particular student "to life" again by tapping her on the shoulder before interviewing her regarding her views on the argument she is having; the student's partner can then be "brought to life" and interviewed. It is recommended that at least two sets of role cards are used simultaneously and that students are put into at least two scenarios during the one session. Debriefing should follow each round of role-playing.

A During the lunch break you decide to go back to the classroom to finish off the project you had started in the morning. Your friend comes in to remind you of the netball/football practice for the school team (of which you are a member), which is about to begin.	**B** You are a member of the school netball/football team, which is about to begin a practice session during the lunch break. You notice that your friend is missing; on returning to the classroom you find her/him doing some project work.

A You share a bedroom with your sister/brother. One evening you are sitting in your room trying to finish your homework when your sister/brother walks in; she/he wants to play her/his new tape.	**B** You share a bedroom with your sister/brother. One evening you return home having just bought a new tape which you are dying to play. You go straight up to your room and find your sister/brother in there doing her/his homework.

Potential This is a lively way of revealing the difficulties involved when the rights claimed by people conflict. It can also be used to give students practice in resolving the kinds of rights conflicts that can occur. Divergent and lateral thinking skills are very helpful in this kind of exercise. Questions such as "What was the nature of the rights conflict between you?", "Which rights claimed were, in your view, the more important and why?", and "Did you find any ways out of the conflict between you?" may prove useful triggers for discussion.

Adaptation **RIGHTS ROLE-PLAY: Lebanon in the Roman Era**

Developed in Lebanon

Grade 4

Resources Six sets of five slips of paper, each denoting a role, folded and placed in a bag. The five roles are:

A Roman child (three copies)
A Lebanese child
A slave boy

Six copies of a card on which is written the following conflict scenario:

> Three Roman children and one Lebanese child are playing a game outside their homes in Beirut. A servant's child, who is a slave just like his parents, asks to join them. The Roman children strongly refuse and make fun of him. The Lebanese child feels sorry for the slave but does not dare say anything that would upset the others. The insulted little boy starts to cry and runs straight to his mother to comfort him.

Procedure After having read and discussed the lesson and, preferably, after having covered it in history class, the following procedure is followed:

1. Students are organized into groups of five.
2. Each group is given a paper bag containing five folded slips of paper. Each student draws one slip to find out which role he/she will assume.
3. Each group is given a copy of the conflict scenario card.
4. Each group discusses and writes a short dialogue that depicts the conflict situation.
5. Each group reads or acts out its dialogue using a variety of vocal tones (angry, sarcastic, hesitant, insulting, and so on).
6. Students discuss their experiences in role and the feelings that were generated. They also evaluate and discuss the presentations of the group dialogues, focusing particularly on the type and range of vocal tones used.

Potential This activity is designed to familiarize students with the skills of role-play through the utilization of their knowledge and understanding of a period in Lebanese history. It also encourages students to use language appropriately for different functions (to accuse, to insult, or to justify, for example) and to develop communication and conflict resolution skills.

THERE'S MORE THAN ONE WAY

Suitable for Grades 4-12

Time needed 40 minutes

Resources Different resources for each group of four to six students. For example:

Group 1	paper, markers
Group 2	paints, brushes, paper
Group 3	plasticine or clay
Group 4	musical instruments
Group 5	coloured gummed squares, scissors, paper
Group 6	black and white paper, scissors, glue
Group 7	computer
Group 8	message saying "Use your own bodies."

Several copies of the same message, such as "We want to be your friends and live in peace with you."

Procedure Students form groups of four to six. Each group is given a different set of resources and a copy of the same written message, and is asked not to let other groups see the message but to devise a way of expressing it using the resources that have been made available. The use of oral communication, words, letters and numbers is not acceptable. Students are given twenty minutes to complete this task. Each group in turn is then asked to offer its presentation to the rest of the class without saying directly what message it was given. Discussion follows as to what each group's message was (groups withhold explaining their message until asked to do so by the teacher).

Potential As the discussion progresses, it will become clear that each group had the same message and had been able to express that message through different media. This is a lively group cooperation exercise which can lead to useful discussion of the effectiveness of different forms of non-verbal communication.

Adaptation **THERE'S MORE THAN ONE WAY: Surat Al-A'la**

Developed in Jordan

Grade 6

Resources For each group of four to six students, a card on which the following Qur'anic verse is written:

> "We have created you into men and women, tribes and nations so that you may understand each other; the most highly regarded in the eyes of God is the most pious among you."

Sheets of plain paper

Procedure

1. Students are organized into groups of four to six.
2. Each group is given a card with the holy verse and a sheet of paper for each group member.
3. Each group is asked to express the gist of the verse using two of the following techniques:
   (a) Drawing
   (b) Dramatization and movement
   (c) Written expression in the form of a story
   (d) Written expression in the form of a composition
4. The groups present what they have achieved to the rest of the class.
5. The teacher asks students to evaluate what has been presented, asking questions such as:
   (a) What things did you like about the techniques used?
   (b) What things didn't you like about the techniques used?
6. The teacher leads a discussion on how to express oneself well using a variety of techniques.

Potential This activity encourages students to elicit meaning within the given text through attempts to express it in a variety of ways. They are also required to critique and evaluate the forms of expression used by their own and other groups.

LINKING PICTURES

Suitable for Grades 3-12

Time needed 40 minutes

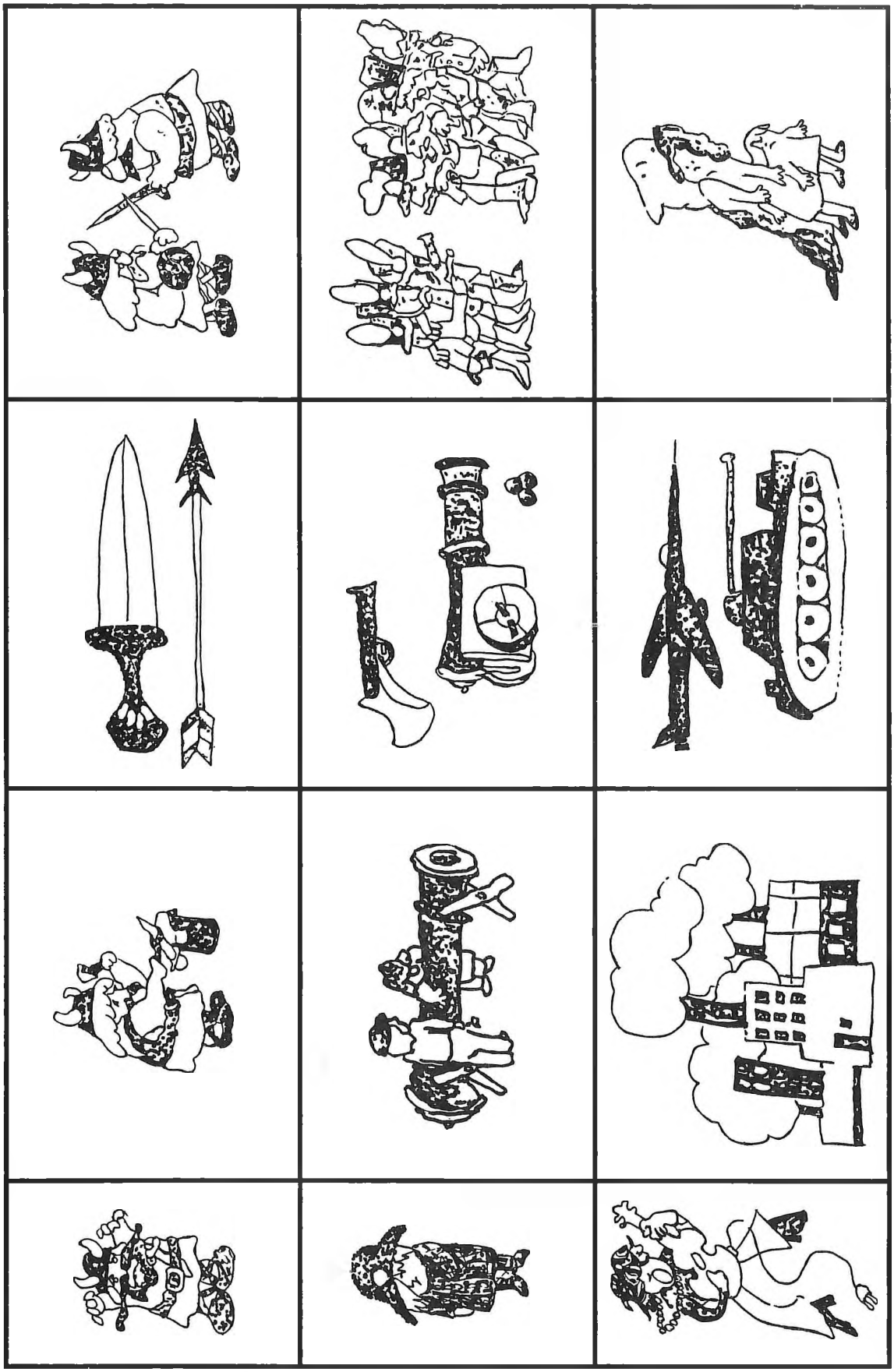
Resources A set of pictures (see following page) for each group of eight to ten students. Each set should be cut into separate pictures.

Procedure The groups form circles. Each group member is given one picture (and in some cases two). The students are given two minutes to look at their pictures, permitting nobody else to see them and avoiding talking. At the end of the two minutes they hide their pictures and, going around the circle, each describes his picture to the rest of the group (it is best to go around the circle twice so that those with two pictures do not describe both pictures at once). Then, still not looking at the pictures, the students discuss and negotiate the sequence or arrangement in which they think the pictures should be placed. As they move closer to agreement, they can be asked to place the pictures face downwards on the floor/table. When this has been accomplished to the group's satisfaction, the group can turn the pictures over, reflect upon what it has done, then renegotiate the sequence or arrangement if necessary.

Potential This is an excellent activity for developing/reinforcing a range of important skills such as memory, observation, oral description, discussion, negotiation, lateral thinking, consensus seeking, decision making and reflection. The choice of topics/themes for the pictures is virtually limitless.

Extension Two additional stages can be added to the activity as described above. In the first, groups are given three blank sheets of paper. They discuss what they think is likely to happen next in the sequence/arrangement before drawing three pictures illustrating their thinking. In the second, groups receive another three sheets of paper. This time they discuss what they would like to happen next before drawing three pictures illustrating their hopes and aspirations. Both stages involve the further practice of many of the skills listed above. In addition, the first stage involves students in forecasting and prediction while the second stage introduces an important element of values clarification work.

Variation The activity has been carried out with very good results using pictures randomly chosen from colour supplements and magazines.



Adaptation 1 **LINKING PICTURES: The Two Friends**

Developed in Lebanon

Grade 4

Resources Sets of pictures (see following pages) illustrating the story of **The Two Friends**. [Note that the pictures are presently in the correct order, read from left to right and top to bottom.]

Procedure See description in case-study 1 below.

Case-Study 1

School	**Tal Hayat, Makassed**
Teacher's name	**Fatima Moréebi**
Class	**Grade 4**
No. of students	**24 girls**
Activity	**Linking Pictures**
Subject	**Arabic Language**
Lesson	**The Two Friends**

First I read the directions and procedure for this activity, then I made four sets of cards (eight cards per set), and put each in an envelope. I had to take the students outside to the playground for the activity because the classroom was not big enough. I organized the students into three groups of eight girls, then gave each group a set of pictures so that each girl received one picture. Now each student had to study the picture alone in order to describe it later on.

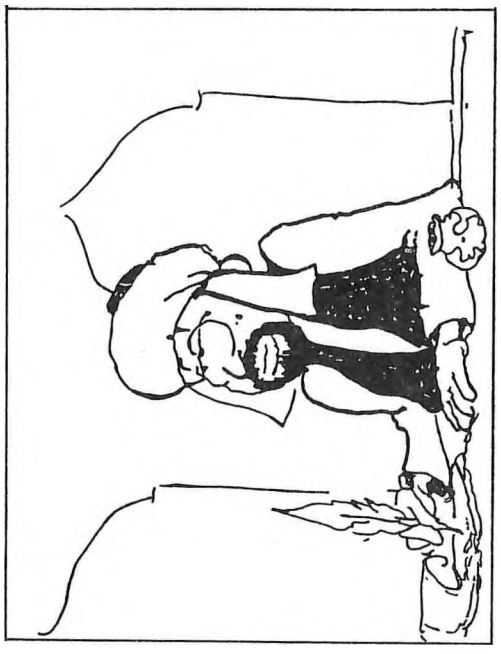
As it was the sixth activity in the global education field-testing period, the students were used to working quietly in groups. Two minutes of silence passed, then students began describing their pictures one at a time. After describing the pictures, they had to decide where to place them to form the correct sequence. The pictures were placed face down, then they turned them over and discussed the sequence they had constructed.

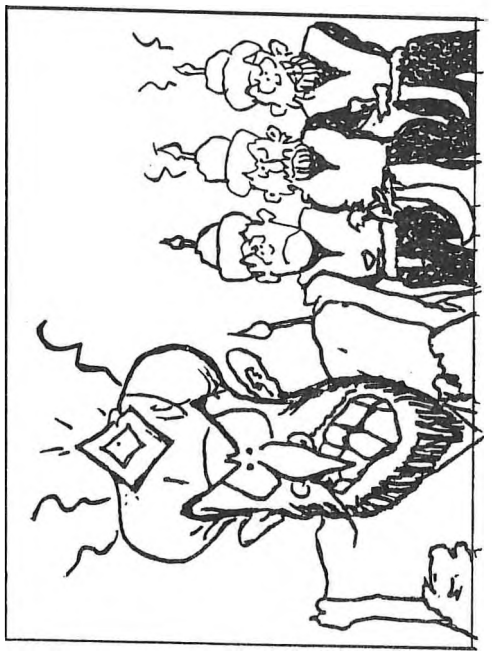
I noticed that the students worked cooperatively—they shared their ideas. Happiness pervaded the classroom environment while they were enthusiastically expressing, with all their senses and feelings, what each picture was about.

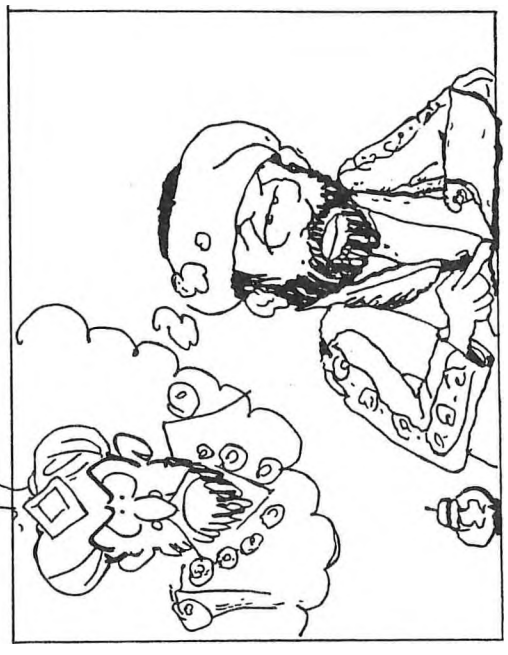
At the very beginning, before trying this activity, I was really worried that the students would not be able to comprehend it and respond successfully. However, throughout the activity they showed unexpected understanding. In spite of this, I noticed some hesitant and uncertain students who complained about the lack of clarity in the black and white pictures, so I had to explain what some of the unclear parts were. I did not change any of the directions given in the activity procedure (see above). I was impressed by the quiet and orderly classroom environment. But what really surprised me was the unexpected result of the students' predictions about a suitable story ending for **The Two Friends**. I did not expect the creativity they displayed or their good use of language.

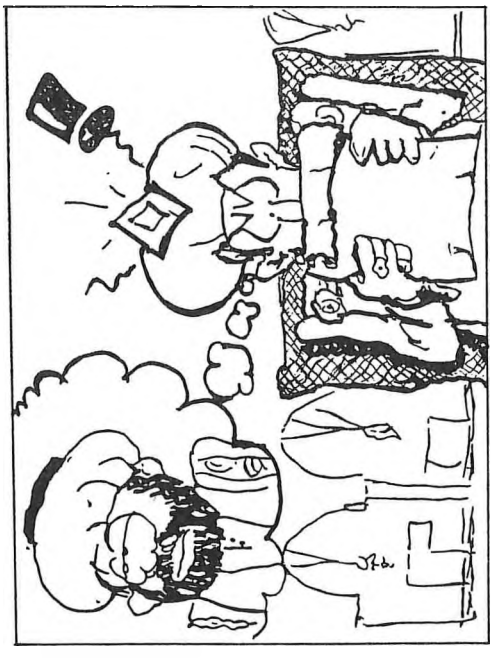
This activity has helped motivate the students, so they like language lessons more, and they have had the chance to practise the skills of memorization, precise description, discussion, negotiation, and reaching consensus.

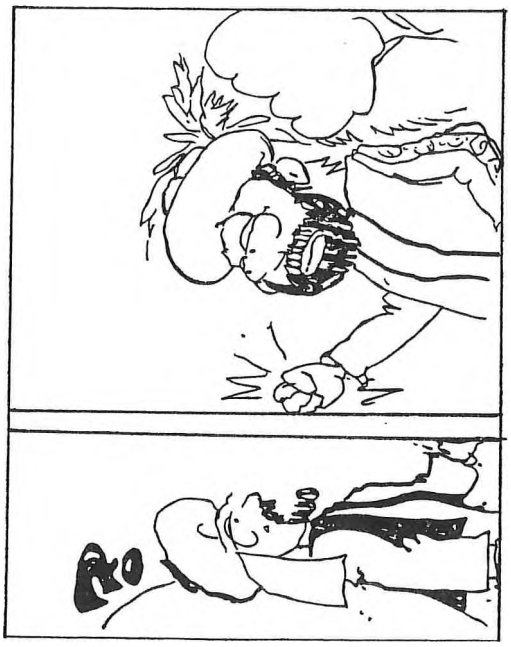
The students expressed joy and enthusiasm after doing this activity; they wished to keep learning in this new way. Through discussion with the girls, I discovered that the activity had succeeded in deepening their thinking and understanding of life as well as developing the highly esteemed values of love, sacrifice, goodness and friendship.







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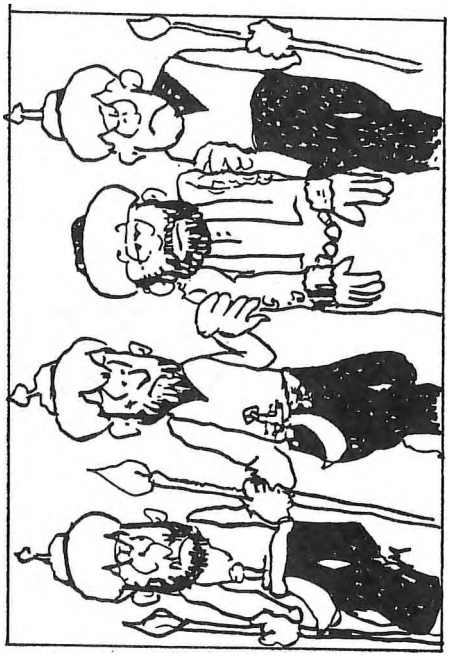
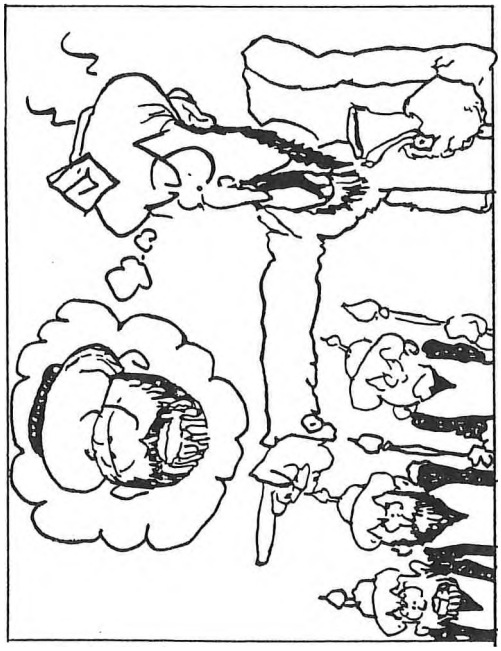
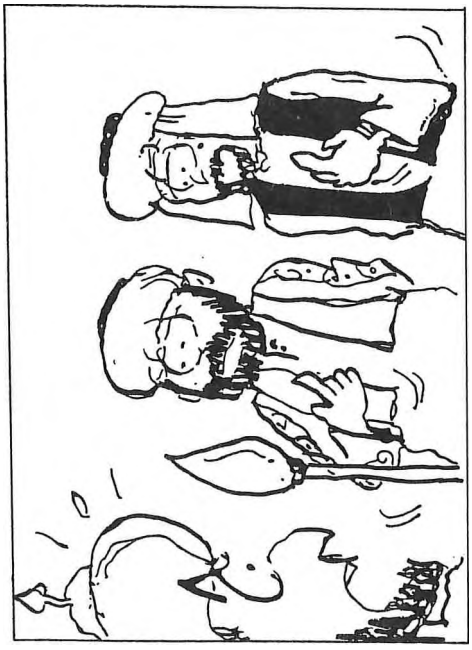






Adaptation 2 **LINKING PICTURES: Personal Safety**

Developed in Syria

Grade 5

Resources A tape recorder and cassette tape of cars and street noises for each group of eight to ten students, along with a set of pictures, as follows:

A student leaving her house
The student on the sidewalk
The student stopping and looking at the traffic lights
The student watching the cars having stopped
The student crossing the street
The student walking on the opposite sidewalk
The student in front of the school, having arrived safely
A crowded and busy street
A red traffic light
A green traffic light

Procedure Students are asked to relax and close their eyes.

The teacher asks them to imagine the following:

1. Every day you use the sidewalk and cross a busy street to reach school.

   (a) How can you reach school safely?
   (b) How do you cross the street?

   The voice of the teacher is accompanied by the sound of cars moving along a busy street (coming from the tape recorder).

2. The students open their eyes. They are divided into groups of eight to ten, and each group is given a set of ten pictures. The members of each group discuss the pictures and negotiate the correct order.

3. The members of each group discuss what they had imagined, then write a group composition on the most important points (with the help of the pictures).

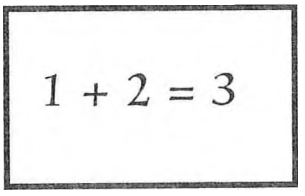
4. A member of each group reads out his/her group's composition to the other groups.

5. Students discuss any mistakes they have made.

Potential This activity helps promote the concept of safety and an understanding of traffic rules, and allows students to practise the skills outlined above.

Extension Students could include in their group's composition some proverbs and wise sayings with respect to safety. They could also write some poetry on the subject of traffic rules. (For an adaptation of **Linking Pictures** in the mathematics classroom, see the following section.)

MATHEMATICS



GOING DOTTY

Suitable for Grades 3-12

Time needed 20 minutes

Resources Small, self-adhesive coloured dots in at least four colours, one for each participant; an open classroom space so that students can move about freely

Procedure Students form a circle, close their eyes and remain silent. Each participant has a coloured dot stuck on his forehead. The different colours should be spread among the class so that neighbouring students do not have the same colour, but there should be an approximately equal number of each colour. Students then open their eyes and try to form groups of the same-coloured dots without speaking, pointing at colours, looking for reflections or peeling off the dots.

Potential This is a simple exercise with a variety of possible uses. It establishes very quickly the need for cooperation among individuals in order to solve a group task. There is a degree of affirmation in bringing individuals together through a short, enjoyable problem-solving exercise which heightens the importance of non-verbal communication and raises issues surrounding trust. At a conceptual level, the exercise provides an illustration of the concepts of interdependence and identity. Nobody can fulfil the task set except through mutual dependence and trust. Everyone's sense of identity (understanding of his dot colour) is dependent upon everybody else. This activity can therefore provide an effective springboard into work on interconnectedness and citizenship. At a practical level, the activity can be used as an enjoyable means of organizing students into random groups for further work.

Variations The activity model described here has multiple classroom uses. In *science* it can be used to reinforce students' understanding of body parts. A large outline of the human body is chalked on the floor. Students, with eyes closed, have a self-adhesive label with the name of a body part written on it stuck to their backs. Avoiding speaking, they help each other take up the appropriate juxtaposition within the body outline. They then have to guess the part they represent. In *geography* the activity can be used in a similar manner to develop locational knowledge of the cities, towns, rivers, mountains and other key features of a country using a chalked country outline. Students can be encouraged to use body sculptures to good effect in both of the activities suggested above (for example, lying on the floor with the body curled to represent intestines or the meandering of a river). In *math* the activity can be employed to practise fractions or decimals; for instance, students have a decimal number placed on their back and in silence must form groups of five in which the sum total of the numbers equals, say, 2.5 (see also **Prime Numbers** and **Comparison of Decimals and Fractions** below). In *language arts*, students can be asked to form groups in which the word(s) and/or punctuation mark stuck on their back forms part of a grammatically correct sentence. In all these variations, nobody has completed the task until all of those participating in the activity have been placed. The acquisition or reinforcement of knowledge is thus combined with the practise of non-verbal and cooperative skills.

Adaptation 1 **GOING DOTTY: Prime Numbers**

Developed in Syria

Grade 5

Resources For a class of forty students, two sets of forty self-adhesive labels, on each of which is written a different number from among the following:

Set 1: 1 to 40 inclusive
Set 2: 41 to 80 inclusive

Procedure Students stand in a circle; stuck on each student's chest is a different number from Set 1. The teacher asks students bearing numbers which are multiples of 2 to leave the circle, *except* for the person with number 2. The process is repeated for students bearing numbers that are multiples of 3, except for number 3; for multiples of 5, except for number 5; and for multiples of 7, except for number 7. Students whose numeracy skills are weak can be helped by their classmates. Students remaining in the circle are asked to stand in an arc in ascending order and to read out their numbers. The concept of a prime number is then introduced and discussed. Students who have left the circle are given a number from Set 2. Those students bearing numbers that are multiples of any number found in the arc are asked to go and stand behind the person with that number. The remaining students take up their positions, in ascending order, in the arc. Finally, the whole sequence of prime numbers is read out.

Potential This activity is an interesting and interactive way to provide students with practice in using multiples and in arriving at the concept and definition of a prime number. It also develops cooperative skills and attitudes.

Variation To make the task more challenging, and to practise non-verbal communication skills, the activity can be undertaken with the numbers placed on students' foreheads so that they are unaware of their own numbers. The activity then proceeds without any oral communication.

Adaptation 2 **GOING DOTTY: Comparison of Decimals and Fractions**

Developed in Jordan

Grade 6

Resources Three envelopes, each containing two sets of seven self-adhesive labels, on each of which is written a different fraction or decimal from among the following:

Set 1: 1/2, 3/4, 0.03, 6/9, 0.56, 17/20, 8/15
Set 2: 0.5, 12/18, 0.85, 3/100, 9/12, 16/30, 2/3

Procedure

1. The students are divided into groups of eight to fourteen. One or two students from each group are chosen to help stick the labels on the others and then observe the activity, so that each group ends up with an even number of participants.

2. The members of each group stand in two equal lines opposite each other. Students close their eyes and the coordinator(s) of each group randomly stick the labels from the first set on the foreheads of the students in the first line, and the labels from the second set on the foreheads of students in the second line.

3. Students are asked to open their eyes, and those in the first line, using non-verbal communication, start seeking students in the second line who have the fraction or decimal that is equal to theirs. The coordinator asks each two students who have completed their task to sit in one seat.

4. When the group finishes the task, students are presented in the form of couples of equal fractions, and are asked to reflect on their feelings related to the experience, either orally or in writing.

Potential As in **Adaptation 1**, this activity provides a novel and motivational way of helping students understand mathematical concepts and principles while practising cooperative skills.

Multiplication of Decimal Fractions

Developed in Jordan

Grade 6

Resources For each group of four to six students, an envelope containing six self-adhesive labels. On each label is written one of the following statements:

In order to multiply two decimal fractions, we do the following:

We ignore the decimal point.

We arrange the numbers in vertical order.

We carry out the usual multiplication operation.

We count the decimal figures in both numbers.

We count the figures resulting from the multiplication, and we place the decimal point where the counted figures equal the total number of decimal figures.

A second envelope containing six self-adhesive cards. Written on one of them is the instruction "Multiply 0.003 x 0.024". The remaining cards are blank.

A sheet of chart paper for each group

Procedure

1. The students are divided into groups of four to six. Each group chooses a coordinator.
2. Each group is given the first envelope containing the statements and is asked to put the steps of the multiplication process in order and stick them on the chart paper.
3. Each group is given the second envelope containing the blank cards and the card on which the multiplication problem is written and is then asked to solve the problem on the blank cards according to the previously arranged steps.
4. Each group presents its findings, and the teacher holds a classroom discussion on how to multiply two decimal fractions.
5. Additional examples are given so that students can practise the skills they have learned.

Potential This activity utilizes a process similar to that of **Linking Pictures** (an Arabic language activity outlined in the previous section) to help students understand and apply the rules of multiplying decimal fractions. The same process could be used to clarify and reinforce many mathematical concepts.

Ordering and Comparing Numbers

Developed in Jordan

Grade 4

Time needed One lesson

Objectives After doing this activity, students are expected:

- To be able to cooperate
- To be able to put numbers in order and compare them
- To be able to hold a discussion
- To be able to reduce numbers
- To be informed about child mortality and measures to reduce it
- To be aware of the differences in child mortality rates among countries and the reasons for these differences

Resources

1. Copies of the following tables for each student:

Table 1

Country	Jordan	Sudan	Republic of Korea	Syria	Saudi Arabia
1960 Mortality rate of children under five (per 1,000 children born in 1960)	149	292	124	201	291

Table 2

Country	Jordan	Sudan	Republic of Korea	Syria	Saudi Arabia
1992 Mortality rate of children under five (per 1,000 children born in 1992)	30	166	9	41	40

2. A sheet of paper and a pencil for each student, and a sheet of chart paper and markers for each group

3. A slip a paper for each student with the following instructions: "Work out the differences in the child mortality rates between the years 1960 and 1992 in Jordan, Sudan, the Republic of Korea, Syria and Saudi Arabia, then list these figures beginning with the smallest number."

Procedure

1. Students are organized into groups of six including a rapporteur.
2. Copies of table 1 are given out.
3. The rapporteur reads the following to the group members: "The table you have shows the under-five child mortality rates in some countries. Make a list of these countries in order according to the number of child deaths, beginning with the country that has the smallest number."
4. Students tackle the task individually, then each group discusses the responses and reaches a consensus solution. The rapporteur writes that on the sheet of chart paper.
5. The rapporteur in each group presents the group's solution and the students discuss the methods used to arrive at their decision. These methods are written on the chalkboard.
6. Copies of table 2 are given out, and students are asked to write an ascending list of the countries according to their mortality rates.
7. Again the groups discuss their members' solutions, and each rapporteur writes his group's consensus solution on the sheet of chart paper.
8. The group rapporteurs present their solutions to the class and show the techniques used in the ordering process.
9. Each student is given the question paper (see **Resources**, item 3). Students calculate their answers and present them in their groups.
10. The teacher leads a discussion on child mortality, including the reasons for it, its impact, and measures for reducing it.

Extension

In cooperation with the medical centre in the area, students conduct a lecture on infant mortality, focusing on the reasons it occurs, its impact, and measures for reducing it. They prepare invitation cards for parents and other cards to be posted in the main areas of the school.

Case-Study 2

Fadel Hashem Najm El-Awadi
Teacher, Bilal Bin Rabah Basic School
Amman, Jordan

Training

When I was selected as a member of the group of teachers at Bilal School for the global education training course, I wished I hadn't been one of the candidates. Why I had that feeling at the beginning, I don't know. Maybe because global education was new to me and its benefits not obvious at the very start, or maybe I had been saturated by the many training courses I had attended during my 23 years of teaching.

It was Saturday, 29 October 1994, when I first participated in this programme at the Queen Zein Al-Sharaf complex.

Case-Study 2 (continued)

I could feel something different and important as I saw the people in charge of the programme entering the complex with files of different colours and some English words on them: United Nations Children's Fund (UNICEF). They started by introducing themselves and the participants, and even the place itself, as well as the programme format and timetable. This had not happened with other courses, and this made it different from the past.

I felt that all of us, trainees and trainers, were on a scientific journey, pleasant and far from boring, employing new techniques in teaching students and preparing them for the future. Breaks for rest and breaks for prayers were offered and all the necessary facilities were available.

On the days following the first day of the programme, we began to come to the training session with great anticipation, as we felt a new method was being employed, a method in which discussion, good treatment and tolerance as well as respect for others' views were enhanced.

Some sessions were embarrassing, though in certain cases there was motivation to realize one's potential through creative participation. We learned in this programme to free students from the routine which limited their participation and involvement and allow them to become creative thinkers and to improve their understanding of cooperation, the environment, equality and freedom.

Implementation

I participated in the global education programme during five semesters, applying the activities in grades 4, 5 and 6.

At first, I didn't like group-work techniques for students in grade 6, as it gave room for disorder and moving off topic, especially with the large number of students. However, my supervisor told me that such noise, discussion and what seemed like disorder was natural as long as it led to fruitful and positive results.

Later on, I adapted more to such techniques and felt happy at seeing students arguing bravely or listening and thinking then working together to come up with creative solutions to the problem presented. Students' ideas were highly appreciated, and students could learn from their own experiences, away from teachers or supervisors. This type of education builds trust and cooperation among students, who used to see cooperation as cheating and viewed the idea of trust with suspicion.

Global education gave students more self-confidence in their relationships with others. They used to ask themselves, "Why shouldn't we be respected? Why should we stay sitting stiffly in our desks? How long should we stay listening, and only listening?" This programme answered their questions and satisfied their preference for being able to argue, to think freely, to participate in discussions, to be themselves and to get involved in making decisions.

Previously, in a regimented class, the teacher took up most of the teaching time while students remained passive in terms of class participation but not in terms of their imagination and out-of-class affairs. In the global education programme, students had more of the teaching time and contributed to the classroom environment in which they interacted. The teacher, after presenting a stage of the lesson, had time to think of more creative interventions.

On 5 December 1996 there was a day of celebration during which participants in the global education programme received certificates and words of appreciation for their contributions. I do not want to forget to mention the vital role of our school principals, who supported us and contributed to making this programme a real success.

I strongly recommend disseminating this type of education among all schools for the benefit of our students.

Multiplying a Fraction by an Integer

Developed in Syria

Grade 5

Time needed 45 minutes

Objectives After implementing the activity, pupils are expected:

- To be able to multiply decimal fractions
- To be able to solve the problem
- To reconsider their use of electric machines
- To understand the means and methods by which electricity rationalization can be achieved

Resources For each group of four to six students, an envelope containing the following:

(a) Four self-adhesive labels with one of the following phrases/sentences written on each:

to multiply a fraction by an integer

the fraction is mixed

the numerator is multiplied by the integer

the product is found by placing the numerator over the denominator of the fraction

(b) A piece of card

(c) Pictures of electrical appliances (electricity consumption per hour is written on each picture):

Iron: 2 1/5 units/hour

Radio: 3/4 unit/hour

Television: 2/5 unit/hour

Hair-dryer: 5 1/2 units/hour

Electric heater: 6 1/4 units/hour

Electric lamp: 1/10 unit/hour

Refrigerator: 1/2 unit/hour

(d) The following table:

Appliance	Working hours per month	Monthly consumption	Monthly reductions
Iron	10		
Radio	25		
Television	50		
Electric heater	8		
Electric lamp	37		
Refrigerator	645		
Hair-dryer	28		

(e) A blank sheet of paper and a pen for each student

Procedure

1. The class is divided into groups of four to six students, and a rapporteur is chosen.

2. Each group is given an envelope (see **Resources**), sheets of paper and pens.

3. Each group is asked to put the multiplication steps in the correct order and stick them on the piece of card.

4. Each group is asked to calculate the electricity consumption per month for each appliance, then the total consumption for all items. Answers are written on the table provided.

5. Each group is asked to think how they might cut down on monthly consumption by decreasing the hours of operation. They write a group report on the means by which this decrease could be achieved and how much electricity would be conserved.

6. Each group reports on its findings concerning its proposed decreases in electricity consumption.

7. The teacher initiates a class discussion about rationalizing the use of electricity.

Calculating Areas

Developed in Syria

Grade 5

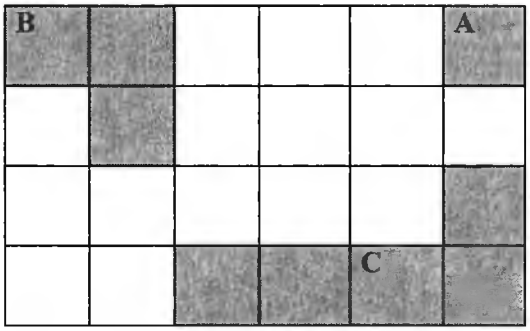
Time needed 45 minutes

Resources For each group of three students, card rectangles, some parts of which are divided and/or shaded, for stages 1 and 2 (see below)

Pens, sheets of paper, and problem sheets for stages 1, 2 and 3 (see below)

Procedure **Stage 1**

The class is divided into groups of three, and each group is given the figure and problem sheet No. 1 below.



Problem Sheet No. 1

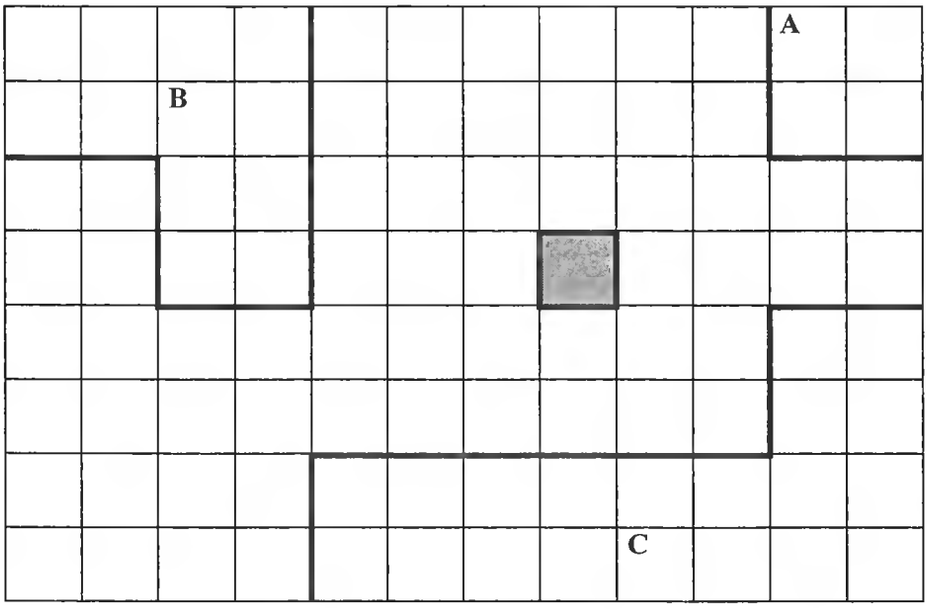
1. Look at the shaded squares in figures A, B and C. What do you see?

2. If we use the area of A as the unit for calculating the areas of B and C, what can we conclude?

Students are asked to look at the rectangle and answer the first question. They should write down any conclusions they have reached. The second question is then answered and written below the first answer.

Stage 2

The following rectangle and problem sheet No. 2 is distributed to all groups:



Problem Sheet No. 2

Assume the length of the sides of the shaded square is 1 cm, and use this square as a measuring unit to calculate the areas of the planes A, B and C. Write the answers below.

The three answers are discussed by the members of each group and then among the groups. Through discussion and under the direction of the teacher, any necessary corrections are made. The students should then conclude that the unit for measuring the area is a square centimetre.

Stage 3

Sheets of paper with the following exercise are distributed to each student:

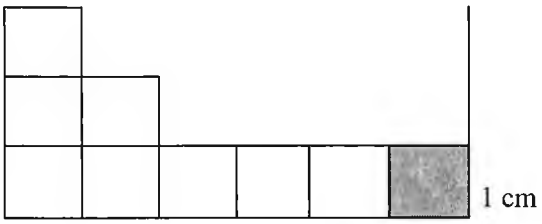
> A square metre is the area of a square with a 1 metre side.
> A square decimetre is _____ .
> A square centimetre is _____ .
> A square millimetre is _____ .

After filling in the blanks and completing the statements, the students exchange their sheets with one another for peer correction (each corrects the other's mistakes). The teacher will sometimes intervene to check the corrections.

Extension

Each student is given a sheet with the following request:

Find out the area of the following figure by using the area of the shaded square:



Potential

This activity is expected to develop the students' powers of observation and deduction in reaching the expected conclusions. It also promotes the students' ability to cooperate and respect others' opinions.

SCIENCE

MESSAGE-MATCH

Suitable for Grades 3-12

Time needed 15 minutes

Resources A piece of a message for each student; an open classroom space

Procedure Students are asked to move around the room and join others to make a whole message. The total number of messages is given, and it is explained that the group will be successful only when everybody is part of a message. **Message-Match** can be attempted in three stages:

Stage 1: One message, duplicated as many times as necessary, is used.

Stage 2: Multiple messages are circulated simultaneously and students seek to join the appropriate group.

Stage 3: Students, working in groups of four to six, devise their own messages on blank cards of the same number of words as the number in the group; these are jumbled up and stage 2 is repeated.

Potential This is an activity which emphasizes cooperation and interdependence. How did students set about finding what the whole message might be? What made the task difficult or easy? At what moment did each group feel it had the right answer? Did it then have to accommodate any changes? Did students forget that success involved everybody being part of a message? Who was easiest to find—the first, second or last person? Why? Did anybody refuse to join up with somebody else? How did the rejected person feel?

Variation The teacher can make the activity easier by saying how many pieces make up a whole message and by writing START and END on the appropriate cards.

Adaptation **MESSAGE-MATCH: The Human Body Temperature**

Developed in Jordan

Grade 5

Resources Seven envelopes, each containing two sentences with certain words left out (see below). One of the sentences is missing an essential word.

1. Normal temperature/is a sign/of good health*.
2. It is possible/to lower/the temperature/by using cold bandages*.
3. Go/to the doctor/if you have/a high* temperature.
4. Tonsillitis*/causes the temperature/to rise.
5. High temperature/may cause/brain damage*.
6. Do not take*/medicines/to lower the temperature/without the doctor's instruction.
7. We should not/cover*/a child/who has a high temperature.
8. High temperature/is a sign*/of illness.
9. Give a child/who has a high temperature/water and other liquids*.
10. Feeling unenergetic*/is a sign of having/a high temperature.
11. The normal/body temperature is/37 degrees centigrade.
12. A child should not be given/medicines to lower his temperature/before going to the doctor.
13. A child's temperature/can be reduced/by using a water bath.
14. The temperature/is measured/every two hours.

[Note: The words with an asterisk (*) are the ones that can be removed from the sentence and put in other envelopes.]

Procedure

1. The students are divided into groups of four to six, and each group chooses a coordinator.

2. Each group is given an envelope containing words that form two sentences; one of the sentences is missing a major part. The envelope also contains an extra part that will be needed by another group.

2. The teacher asks the groups to form the sentences and to display any extra words. One of the students goes to the other groups looking for the appropriate missing words.

4. After the groups have formed the required sentences, each group reads its messages.

SET MATCH

Suitable for Grades 1-6

Time needed 20 minutes

Resources A set of objects or pictures of objects (such as fruit, school supplies, clothes, things made of wood, or toys); an open classroom space

Procedure Students are each given one object or picture. By moving around the room and examining what the others have, they try to form sets of the same kinds of objects. When they are satisfied that they have found all the members of their set, they sit down in a circle and try to agree upon a set name.

Potential This is a cooperative exercise which raises some questions about the membership of groups. What gave the students an early clue about their respective sets? Did they encounter any difficulties? If so, what kind? How did individuals feel when the group was complete? Do the members have a special feeling towards each other? Does anyone feel that there is someone in his or her set who shouldn't be there? Why? Does anyone feel part of two sets? Why? How does it feel?

Adaptation **SET MATCH: Who Am I?**

Developed in Jordan

Grade 5

Resources

1. Nine pieces of paper (10 cm x 10 cm), each with the name of one of the following animal groups: mammals, birds, reptiles, fishes, amphibians, simple invertebrates, worms, molluscs, anthropoids

2. Pencils, masking tape and paper for each group

3. Thirteen slips of paper, each containing a paragraph describing an animal, as follows:

A. I fly in a large group as I cross borders and invade countries. Without the cooperation of nations in observing my movement, and their readiness to fight me, I can destroy all their crops. Who am I?

B. I live in a kingdom where each knows his job and works hard to accomplish it. I make a drink of different colours which is used in medicine. If someone gets too close to our kingdom, we attack him with all our power. Who am I?

C. I bear thirst and hunger; they call me the ship of the desert. Who am I?

D. Most people think I am a bird. I can find my way in absolute darkness; some people even accuse me of seeing through my ears. I sleep during the day and become active during the night; during my resting period I hang upside down. Who am I?

E. I am the symbol of love and peace. In the past I used to carry letters because I know how to return home. Who am I?

F. I move slowly. In a short period of time I camouflage myself to blend in with the surrounding environment. Who am I?

G. Water is my life; I breathe dissolved oxygen in water. I am considered an important source of food for many people. My body is covered with scales. Who am I?

H. My body is covered with a shell which I carry with me wherever I go; I hide myself in it whenever I sense danger because my body is soft and weak. Who am I?

I. The first stage of my life I spend in water, during which I am similar to a fish. When I am mature I move between land and water. I can breathe oxygen from the atmosphere through my lungs. Who am I?

J. I can pierce the skin of other animals. I attack people while they are sleeping; I suck their blood and can carry diseases. Who am I?

K. I look like a plant because I can't move like other animals. My body was used in the manufacture of mattresses, but now these can be made from artificial materials, as my numbers are declining. Who am I?

L. I have a long body like a ribbon; it consists of different pieces. I enter the body if a human eats pork or beef which is not very well cooked. Who am I?

M. I live in the ground. My body is cylindrical. I am a benefit to the soil because I make tunnels and holes which allow the soil to breathe. Who am I?

Procedure

1. The teacher chooses nine students and tapes on each of their chests the name of one of the animal groups (mammals, birds, and so on).

2. The teacher puts the thirteen slips of paper in a box and asks a student to pick one and read it carefully or dramatize it (if possible). Another student is asked to guess the name of the animal and the group to which it belongs. If the student guesses correctly she can join the appropriate group; if the answer is wrong, the first student continues reading or acting until the correct answer is provided.

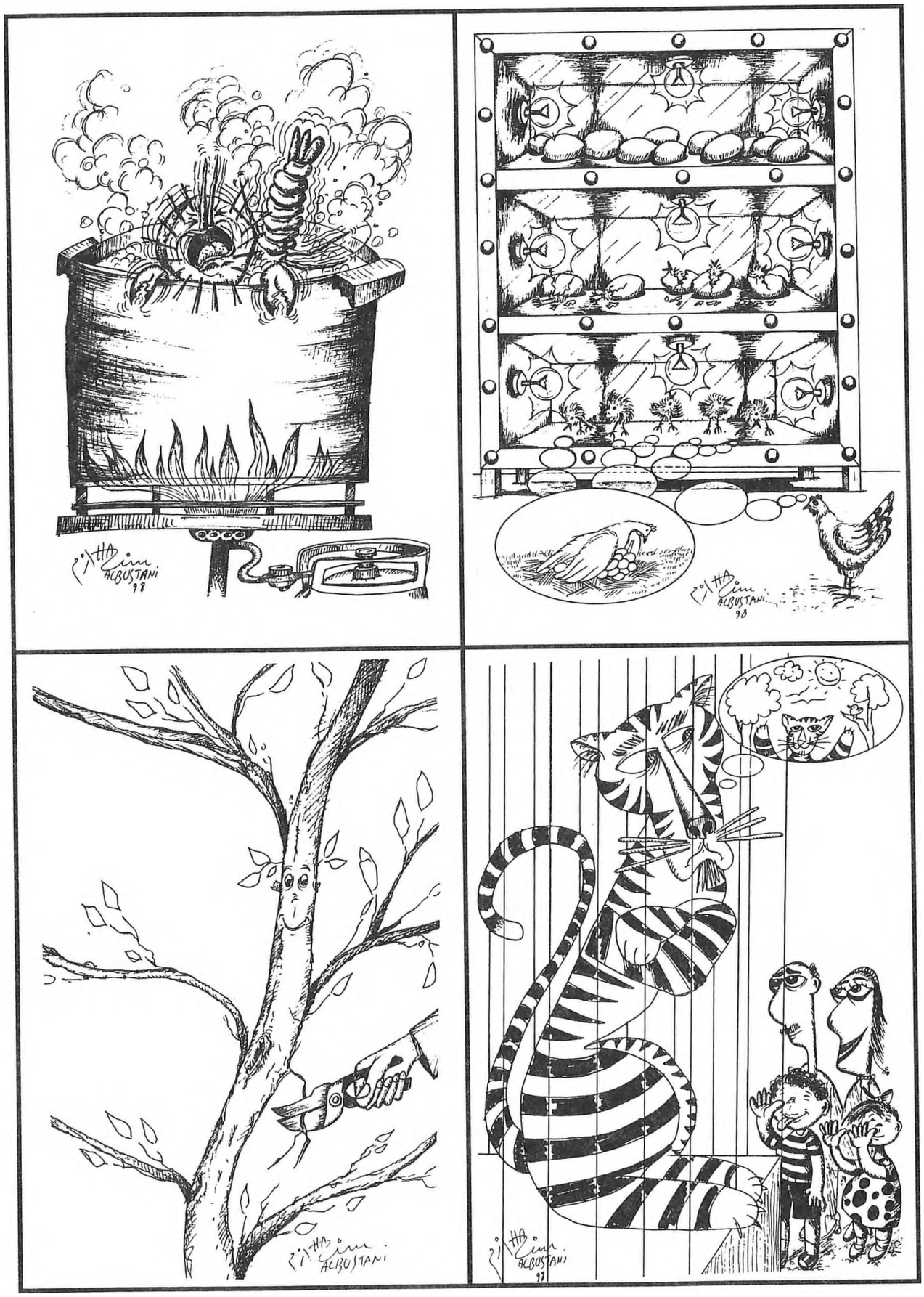
3. The above process is repeated until all thirteen groups are formed.

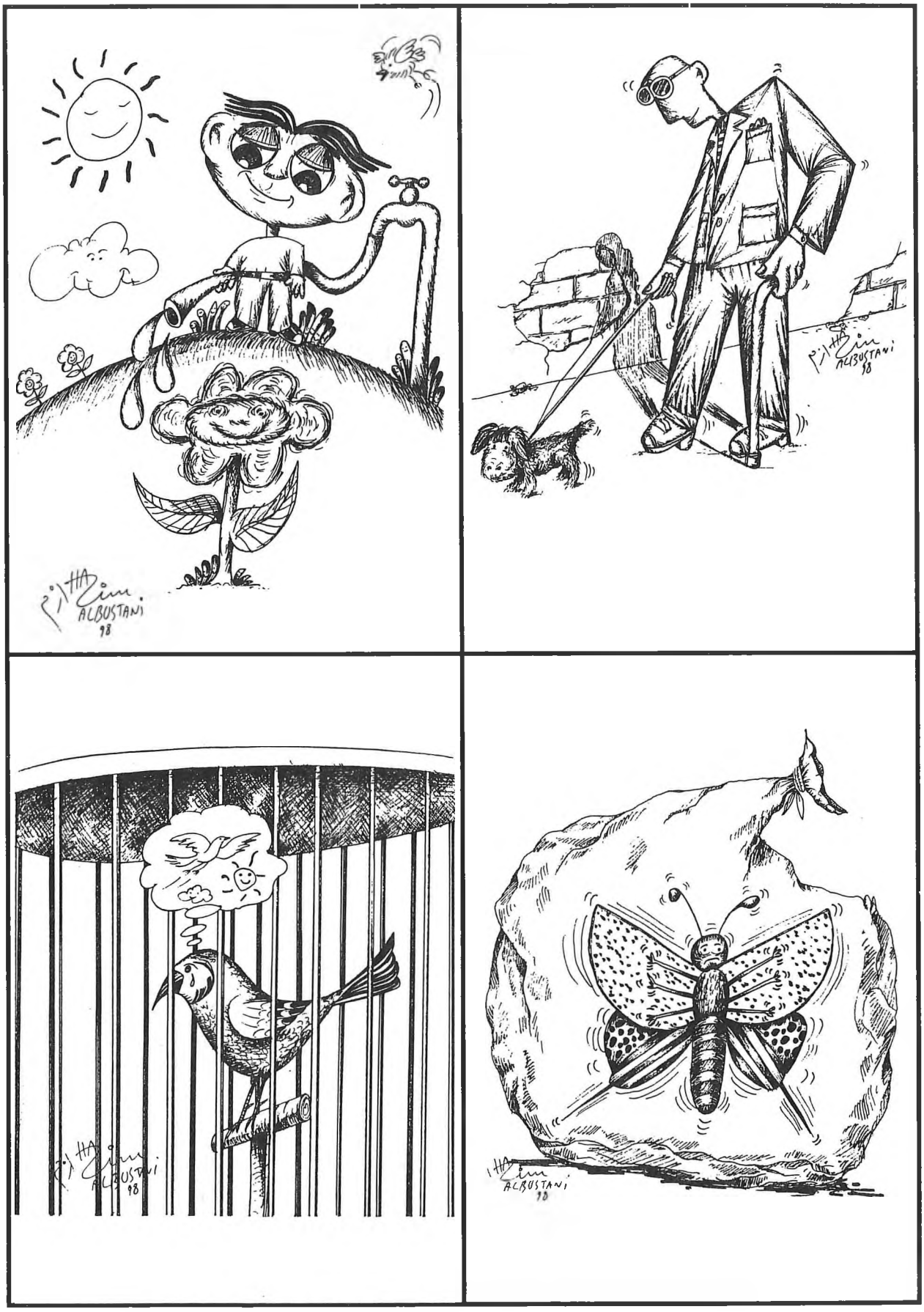
4. The teacher asks the groups to write about the economic importance of their animals and group to humankind.

5. A class discussion follows on the economic importance of animals to humans.

What If You Were...?

Developed in	Lebanon
Grade	5
Time needed	45 minutes
Objective	To encourage feelings of sympathy towards living things in different situations
Resources	A set of cards depicting living things (see following pages)
Procedure	The teacher wanders around the classroom holding the cards. Each pair of students chooses a card and discusses the image on the card selected. One student from each pair then presents a summary of the discussion about the animal on the pair's card, and the other groups listen carefully. Finally, a plenary (whole-class) discussion takes place, and the teacher reaches a conclusion drawn from the students' comments.
Potential	This activity helps students empathize with and feel sympathy towards other living things. It also helps them learn to listen attentively, record notes, and comment on good and bad habits with regard to the treatment of other living things. Additionally, it develops the skills of expressing and sharing feelings and ideas, listening to others, and summarizing a discussion.

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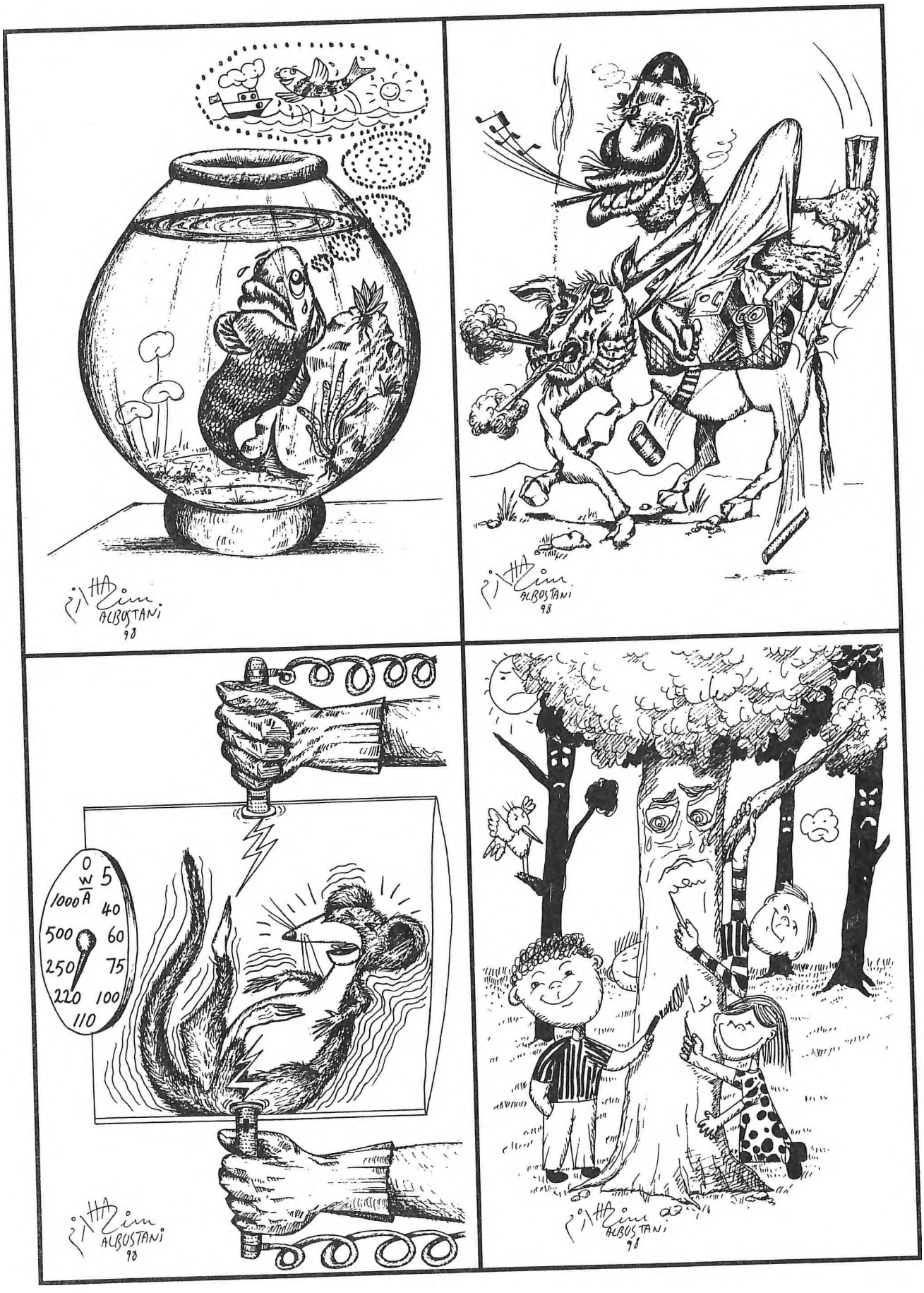
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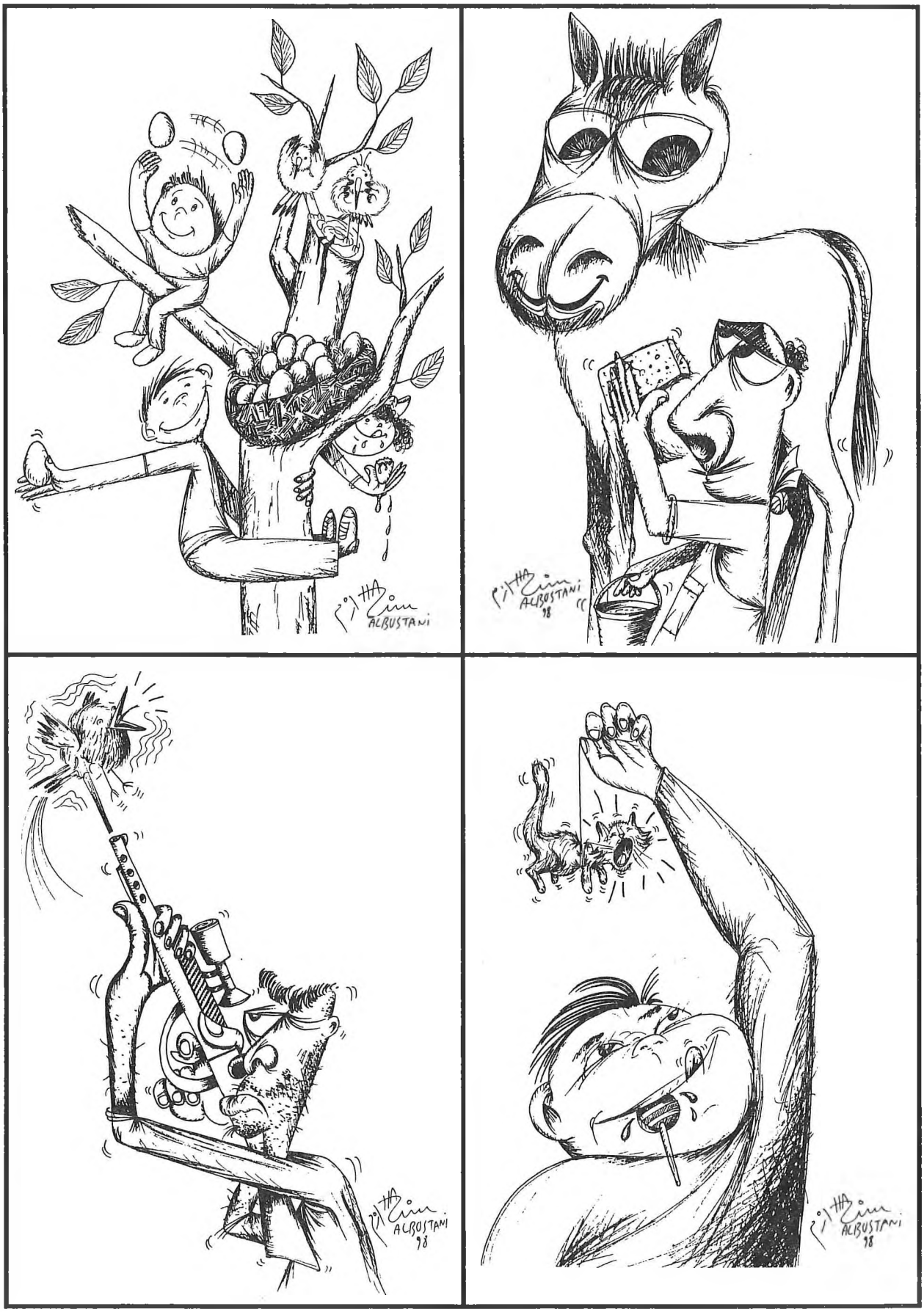
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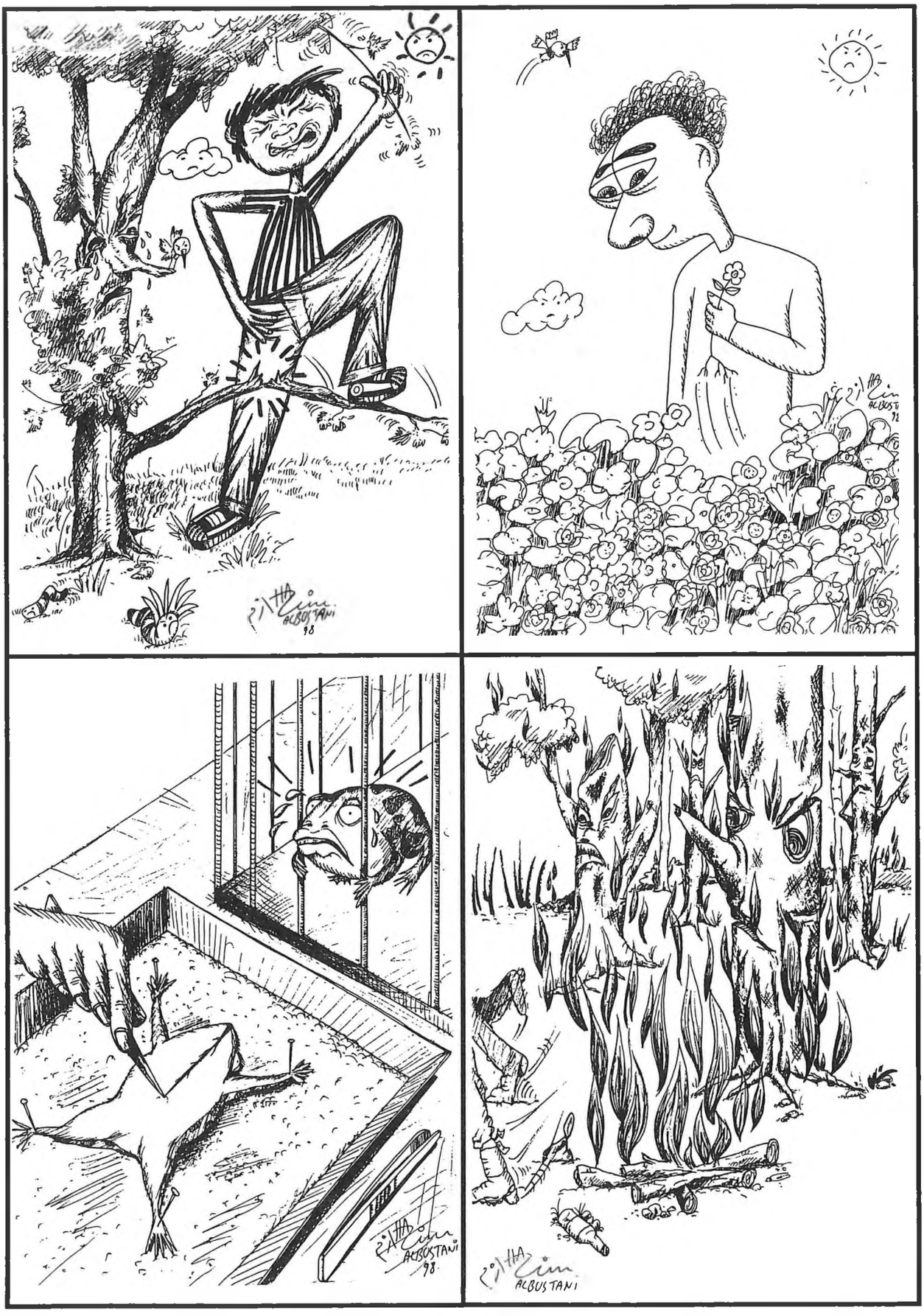


Case-Study 3

Teacher	**Jamal Khaled**
School	**Ali Bin Abi Taleb Elementary School (an urban public school for boys and girls)**
Class	**Grade 5**
No. of students	**30**
Activity	**What If You Were...?**
Subject	**Science**

The activity was undertaken in the classroom, because the space was adequate; benches and tables were left as they were. The pictures were cut and pasted on thick card before being distributed to the students. The drawings depicted live creatures in different situations, including a bird in a cage, a small chicken being hatched in a battery, and a small boy watering a plant. Instructions relating to the objectives and procedure were explained to the students and clarified.

I felt very enthusiastic about this activity, because it issued from a totally new type of methodology. The students were not accustomed to such activities, either. At first, I was really worried about the results of the activity; I thought that my students would not respond positively, as they might find it difficult to express their own ideas as well as others' ideas and feelings.

Actually, I was really surprised during the activity to see the students acting and behaving with no significant difficulties. I was astonished, too, when the students were able to imagine and express the feelings of the animals or plants (as conveyed by the content of the drawings).

I felt really excited about how my students behaved, especially in working silently, listening to each other, and expressing their feelings orally in an interesting and enthusiastic way. The students were able to make a connection between environmental resources and their feelings and attitudes.

I felt overjoyed and relaxed. My students proved to have the ability to work in groups, silently and effectively. I was happy when I heard the results. The students were able to respond, to comment, and to express their positive feelings and sympathy towards other living things. The comments below illustrate the success of the activity in achieving its objectives:

- "If I were a chicken hatched in a battery, I would grow up without passion or sympathy because I wouldn't know my parents."
- "If I were a lobster being boiled alive, I would think how people are very interested in their own welfare and how they neglect others' feelings."
- "If I were a cat being tortured by a boy, I would suffer and feel sorry for myself, but I would run away because he was a small boy."

Earth Rotation and Revolution

Developed in Lebanon

Grade 4

Time needed 50 minutes

Resources Four flashlights and a chart of the seasons

Procedure The class forms two groups. Each group plays **Earth Rotation and Revolution** while the other observes. Each group comprises the following:

Four students with flashlights representing the sun
Ten students representing the earth
Four students representing the moon

The students representing the sun stand in the middle of the room (or playground) and form a circle, their backs to each other.

The students representing the earth hold hands and form a circle, then move clockwise along an elliptical path around the sun (the path is drawn on the floor).

The students representing the moon hold hands and form a circle, then move clockwise around the earth.

During the activity, the teacher asks the students to pause (halt) for several moments and explains the following:

The formation of seasons
Day and night
Solar and lunar eclipses

The teacher emphasizes how important night and day are to humans, animals and plants. Discussion can extend to explaining what happens if nights are much longer and days are almost non-existent.

The activity is repeated with the second group.

A general discussion is held.

Potential This is a lively activity that, through acting, increases students' understanding of the earth's rotation. The skills practised include reflecting, listening, acting and sharing.

The Breathing System

Developed in Syria

Grade 5

Time needed 45 minutes

Resources For each group of five students, a bag containing models of parts of the breathing system, glue, blank sheets of paper, a sheet of chart paper, pens or pencils, and an envelope containing phrases referring to healthy and harmful practices (see below).

For each group, a large box containing a large pipe, two smaller pipes and two balloons (the materials necessary to make a mock-up of the breathing system)

Procedure

1. The class is divided into groups of five, and a rapporteur is chosen for each group.
2. The teacher distributes the bags containing parts of the breathing system, together with sheets of chart paper and pens/pencils. [Note: Some parts of the breathing system are missing in some bags but can be found in the bags of other groups.]
3. Students assemble the parts and, through negotiation, come to discover any missing parts.
4. The teacher allows the rapporteur of each group to look for the missing part(s) among the parts held by other groups.
5. Each group demonstrates the model it has assembled and explains the component parts. The models are put on a table.
6. The teacher distributes the envelopes containing statements on healthy and harmful practices. Students discuss the statements and decide where to place each one on a continuum between "healthy" and "harmful" with regard to the breathing system.
7. Groups present their arrangements and whole-class discussion follows.

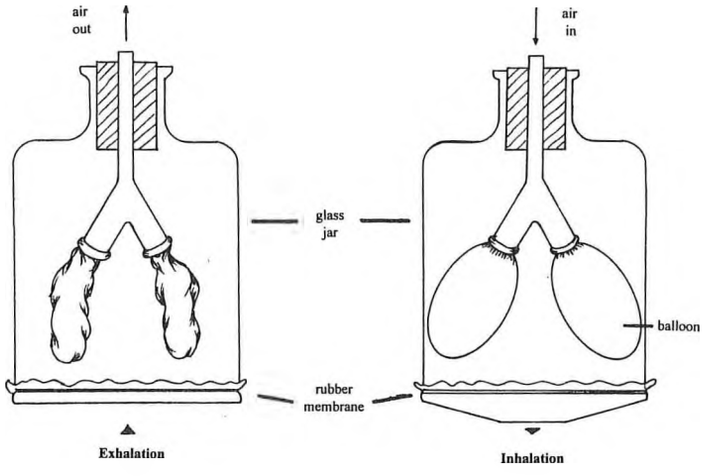
Healthy and harmful practices	
• Maintaining a good diet	• Smoking
• Not staying in crowded places	• Moving suddenly from cold to hot places, and vice-versa
• Taking holidays in forested areas to breathe fresh air	• Wearing tight clothes
• Eating moderately (so as not to overburden the diaphragm with extra pressure)	• Eating too much

Extension

Blank sheets of paper are distributed and the following question is asked:

"How does the breathing process work?"

Through discussion and research, students come to understand the mechanism of inhalation and exhalation. They are then given the boxes containing the materials necessary to make a mock-up of the breathing system. Each group tries to construct the system and then demonstrate the process.



Potential

When the activity is over, students will be able to observe, conclude, categorize and classify, to recognize parts of the breathing system and how the system functions, and to distinguish between healthy and harmful practices with respect to the breathing system. They will also be able to listen to others more attentively, to communicate better, and to give and justify an opinion more effectively.

Case-Study 4

Sami Kakish
Coordinator of Science
Jordanian Core Team

Introduction

During the period 1993-1997, I was a trainer, trainee, writer of activities and, above all, an observer and monitor of all activities in the global education programme. When talking about this programme, many people stress the methods, skills, approaches, learning strategies and, finally, the evaluation of learning outcomes. For me, the experience has been a personal learning journey as well as a professional one.

Reflecting on my own experiences in this programme, I can see in my mind the faces of students, teachers and supervisors; it's like a wonderful film in which I constantly become aware of new angles and aspects. Most importantly, I am encouraged to stop and think critically and creatively about the impact of the experience in terms of meeting the learning needs and learning preferences of students. No one who participated in this programme, even for a short period of time, can deny its effectiveness in developing the knowledge, skills and attitudes of students, teachers and supervisors around the promotion of self-esteem, personal development, respect for others, conflict resolution and other such priorities (see the figure below).

I would like to share the following ideas emanating from my experience in this programme. It may be that other events in my life have influenced these ideas, but there is no doubt that the global education programme has played an important role in providing focus and direction for me in both my personal and my professional life.

Learning by Listening to the Silence

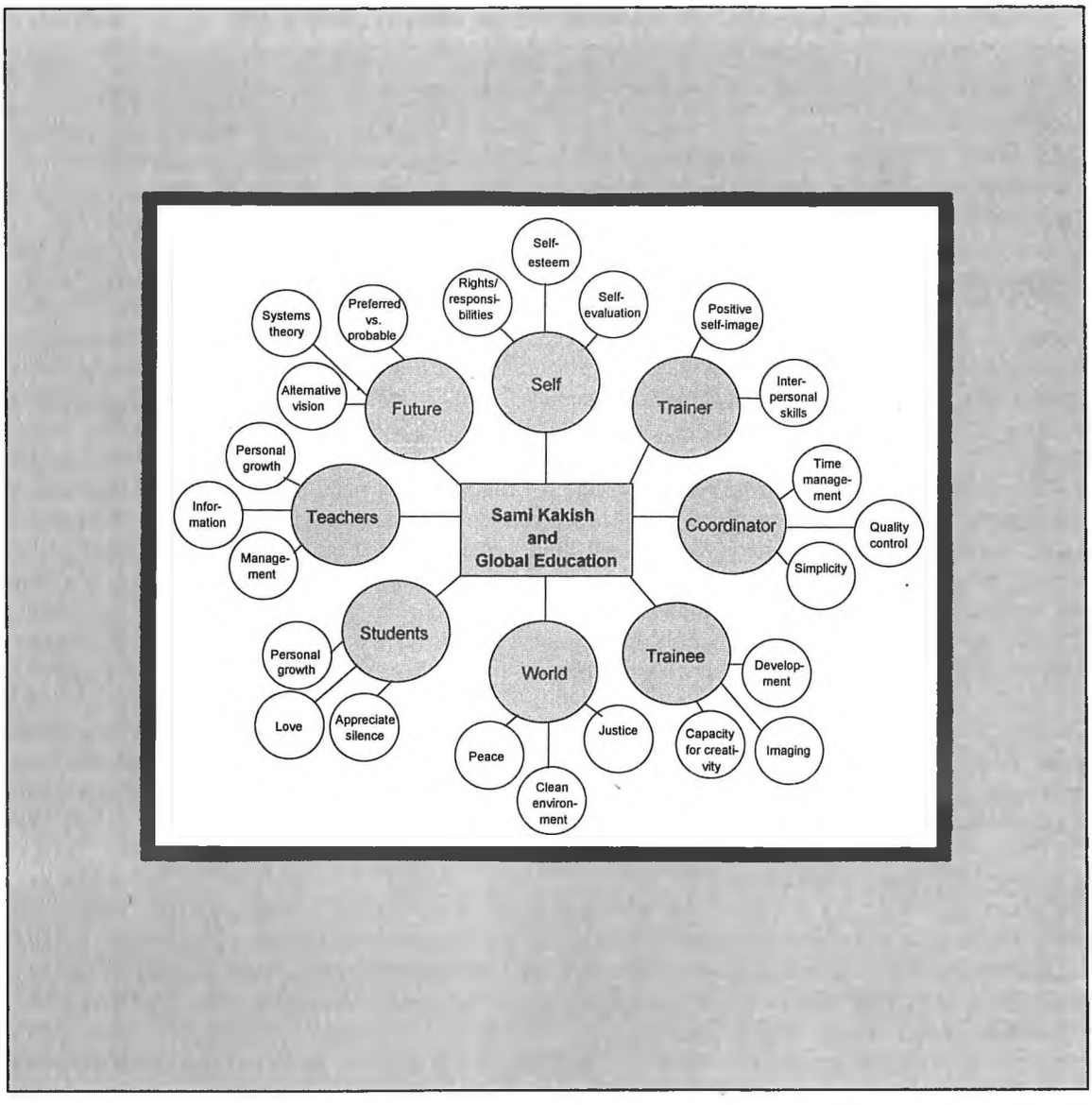
Why can silence not be heard? Listening to the silence of both students and teachers is a learning process; it requires practice. Listening always involves understanding, and this programme has developed my listening skills. During my time with the Initiative I began to think more deeply about the impact of information on the person listening rather than focusing on the one speaking. I learned how to listen to an individual's silence with a sense of compassion, and how to find meaning in gestures, looks and facial expressions. I learned that developing the ability to really listen is a hard task.

Strengthening Citizenship Education

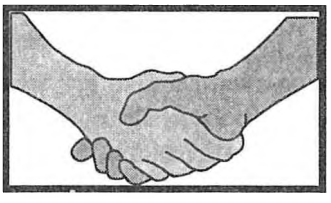
During my participation in this programme, I experienced global education as education for democracy, for human rights and tolerance, and for environmental preservation. It presents a challenge to individuals and schools, to the existence of social and gender inequality, and to multi-ethnic conflicts. Above all, it represents a vision of education that aims to meet the needs of all human beings.

Corrective and Preventive Strategies

The global education programme raises many issues. As a person with a good background in biology and environmental science, I believe everyone should be environmentally literate. Environmental education, as a dimension of global education, promotes new values and behaviour that are compatible with a sustainable environment, and it should take place wherever learning happens, be it at home, at school or at work. In teacher training as well as in designing activities, I began to think about and to stress the distinction between corrective and preventive strategies: corrective strategies do not eliminate the sources of pollution and environmental degradation, while preventive strategies promote the introduction of clean technologies and environmentally sustainable practices. Educational planners need to understand this distinction in education systems if they are to achieve global learning goals.


Sami Kakish and Global Education
Self
Self-esteem
Rights/ responsi-bilities
Self-evaluation
Future
Systems theory
Preferred vs. probable
Alternative vision
Trainer
Positive self-image
Inter-personal skills
Teachers
Personal growth
Infor-mation
Manage-ment
Coordinator
Time manage-ment
Quality control
Simplicity
Students
Personal growth
Love
Appreciate silence
World
Peace
Justice
Clean environ-ment
Trainee
Develop-ment
Capacity for creati-vity
Imaging

SOCIAL STUDIES



GLOBINGO!*

Suitable for Grades 4-12

Time needed 20 minutes

Resources A **Globingo!** handout for each student; open classroom space so that participants can move freely about

Procedure Students spread out and are given copies of the handout (see following page). The purpose of the exercise is for each student to fill in as many squares as possible by obtaining information from other students. It should be emphasized that the name of the country and the name of the student should be written in the appropriate square. To encourage the maximum possible interaction among the members of the group, a particular student's name should appear only once on a sheet. Each time a row of four squares—horizontally, vertically or diagonally—has been completed, a student should call out "Globingo!" She should go on to attempt more rows (ten are possible). It is important to encourage students to actively seek information from one another rather than passively swapping sheets.

Potential This is an excellent starter activity for work on global interconnectedness and interdependence. Students will probably make some surprising discoveries about their classmates, too. One way into follow-up discussion is to ask first about these surprises. After exploratory discussion, the class can be encouraged to explain and categorize the types of global connection they found during the activity (including trading connections, media connections, and connections brought about by the movement of peoples).

Extensions A useful follow-up exercise is to pin a large world map to a bulletin board and ask the students to locate the countries identified during **Globingo!** The squares in each student's handout can be cut up and pinned to the country (repetitive squares are laid aside). The coloured pins are then connected by cotton to a pin identifying the school's location. The final product will show "the world in our class". Discussion questions might include: Do we seem to be particularly connected with certain parts of the world? If so, can we suggest why? What would happen to life as we know it if all these connections disappeared?

* Derived from J. Johnson and J. Benegar, *Global Issues in the Intermediate Classroom* (Boulder, Colorado: Social Science Education Consortium, 1981).

GLOBINGO!

Find someone who:

A has travelled to another country	B has a pen pal in another country	C is learning another language	D has a relative in another country
E has helped a visitor from another country	F enjoys a music group from another country	G is wearing something that was made in another country	H enjoys eating foods from another country
I has given to a charity that helps people in another country	J has a family car that was made in another country	K has talked to someone who has lived in another country	L lives in a home where more than one language is spoken
M saw a story about another country in the newspaper recently	N learned something about another country on TV recently	O owns a TV or other appliance made in another country	P has a parent or other relative who was born in another country

A	B	C	D
name	name	name	name
country	country	country	country
E	F	G	H
name	name	name	name
country	country	country	country
I	J	K	L
name	name	name	name
country	country	country	country
M	N	O	P
name	name	name	name
country	country	country	country

Adaptation **GLOBINGO!: Lebanon During World War 1**

Developed in Lebanon

Grade 5

Objectives The three primary objectives of this activity are:

- To encourage students to get to know each other better
- To generate an awareness of interdependence
- To identify relationships between war and economic hardship

Additional resources A picture of Turkish money used by the Lebanese during the war; pictures of locusts, Martyr Square, and one or more of the famous Lebanese martyrs

Procedure As described in the original activity

Amended questions In the appropriate square, write the name of a classmate who:

A. Has a relative abroad (Why did he/she emigrate?)
B. Knows the number of Lebanese martyrs as at 6 May 1916
C. Knows what currency was used in Lebanon during World War I
D. Knows when the first group of martyrs were executed in Lebanon
E. Has a house on Mount Lebanon
F. Knows the meaning of "epidemic"
G. Has visited Martyr Square in Beirut
H. Can name a commodity that was smuggled into Lebanon from Syria during the war years
I. Knows why the number of farmers decreased during the war
J. Has a relative who works at the port or is a sailor
K. Knows the reason why the Allies conducted a siege of Lebanese shores and harbours during the war
L. Has a relative who has talked about World War I
M. Has seen locusts or a picture of some
N. Knows who the Allies were
O. Can name the countries that fought against the Allies
P. Knows why Turkey confiscated Lebanese crops during the war

Potential Discussion begins with the teacher asking students to share the surprising discoveries they have made about their classmates. The class is then encouraged to explain how each question or issue in the activity is linked to the influences of World War I on Lebanon—for example, poverty and sickness led to emigration, locust attacks devastated crops and resulted in famine, sea siege made it impossible to import food so Syria sent wheat by land, Turkey was ruling then so food rations went to Turkish soldiers first, and many people died (becoming martyrs) as a result of hunger and battles.

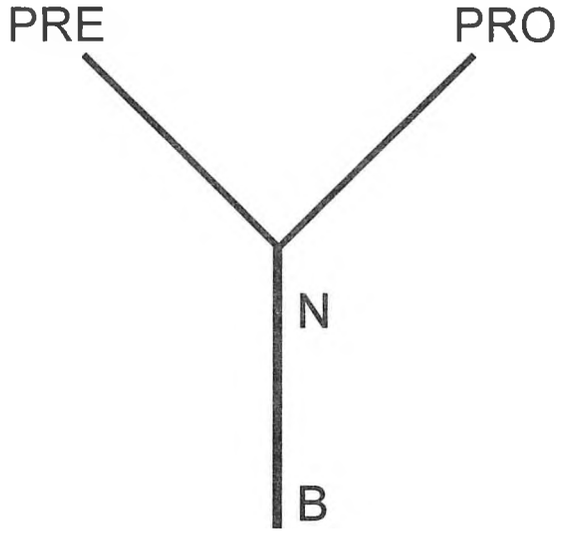
FUTURE TIME LINES

Suitable for Grades 3-12

Time needed 30 minutes

Resources A large sheet of chart paper and four markers of different colours for each pair of students

Procedure Students, working in pairs, prepare time lines (see the figure below). Between points B (birth) and N (now), they fill in key events that have occurred so far during their lives which they think will influence the future. It is up to each pair to decide whether to focus upon personal, local, national or global events or whether to operate at more than one level. From N to PRO (probable futures), they fill in events that they consider *are likely to occur* in their lifetimes. From N to PRE (preferred futures), they fill in events that they *would like to see occur* during their lifetimes. It is for pairs to decide how far apart the PRO and PRE stems should be. If what they consider probable is also their preference, then the two stems can merge into one. If their visions of the probable and preferred are far apart, then that can be represented by two highly divergent lines. Different-coloured markers can be used to indicate events particular to an individual and/or a failure to achieve consensus regarding probable and preferred futures. Pairs join together to share their work prior to plenary (whole-class) debriefing.



Potential This activity provides a framework for reviewing significant events, developments and trends during students' lifetimes before they are asked to project forward. The focus on preferred futures offers scope for values clarification, while the likely gap between preferred and probable futures highlights the nature and scale of the efforts required for students to achieve their preferred vision. During the debriefing for this activity, a brainstorming session will allow students to suggest things they could do to work towards the realization of some commonly chosen elements of a preferred future. This might lead to the establishment of school- or community-based action projects.

Adaptation **FUTURE TIME LINES: Historical Time Line**

Developed in Lebanon

Grade 4

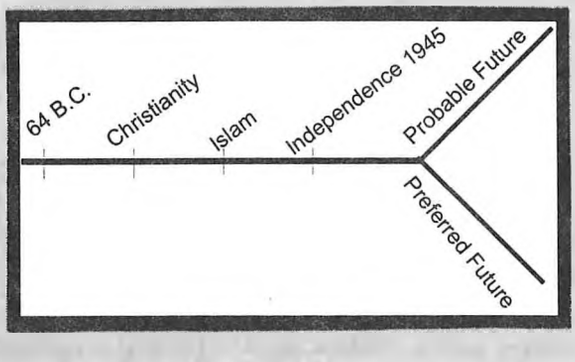
Procedure See the description in case-study 5.

Case-Study 5

School	**Rawdah High School (an urban private mixed school)**
Teacher's name	**Natijah Soussi Kamourieh**
Class	**Grade 4**
No. of students	**18 (boys and girls)**
Activity	**Historical Time Line**
Subject	**History**
Lesson	**The activity followed lessons on Lebanon in the Roman Era, Christianity and How It Spread, and Islam and How It Spread.**

The students did this activity on a big balcony next to their classroom, as the latter was too small to allow students to move around freely. When I told them that we would do the activity outside, on the balcony, you could see surprise and joy in their eyes and on their faces as they asked, "Are we really going to the balcony?", "Shall we sit on the floor?", "Is it allowed?", "What a wonderful game!", and "When are we going to start?".

Materials were prepared by the supervisor beforehand. Each group was given a big sheet of paper with the historical time line of Lebanon drawn on it (see the figure below). Different-coloured markers were found for each child.



At the beginning of the period I told the students how to do this activity, then left them to work in pairs. I just went around observing how the students were working. I listened to their discussions and explained some unclear points.

While doing this activity, I noticed that the students in most of the groups were working together cooperatively; they understood their classmates and discussed the exercise freely, though loudly, taking advantage of the freedom they had to complete the task. However, there were two weak groups whose members couldn't express themselves, reach a consensus or understand each other. They could not agree on the important basic points of the lesson. This made me reconsider group formation: I should have grouped the students in a more balanced and considered fashion (these four students could have worked with students who had better thinking, oral and expressive skills).

***Case-Study 5* (*continued*)**

I used to find it difficult to make nine- or ten-year-old children go back, in thought and imagination, hundreds or thousands of years to study the old history of their country, Lebanon. Some students reacted with astonishment when I told them that it wasn't just the historical information they had learned in previous lessons that they had to write about, but also about the future of Lebanon, both the probable and the preferred. Some asked, "How can we write about the future? We are only kids!". So here I answered, explaining the importance of a future perspective, "You are the future generation, and you will share in planning and making the future."

Through the vibrant discussion that took place, the students and I discovered that they had their own positive opinions about the kind of Lebanon they wanted; comments included:

"Lebanon as green as it was before the war"

"No war"

"Water and electricity provided"

"Clean, and full of gardens, trees, and flowers, especially near our school"

"We do not want crimes to occur."

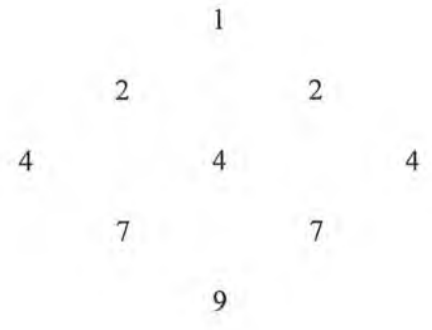
DIAMOND RANKING

Suitable for Grades 3-12

Time needed 40 minutes

Resources Nine brief statements or anecdotes representing a range of opinions or perspectives for each pair of students. Each statement should be given a short title or number for easy reference. Each set of statements should be cut up and stored in an envelope.

Procedure Each pair is given an envelope containing the nine statements/anecdotes and is asked to rank the statements in diamond formation, as follows:



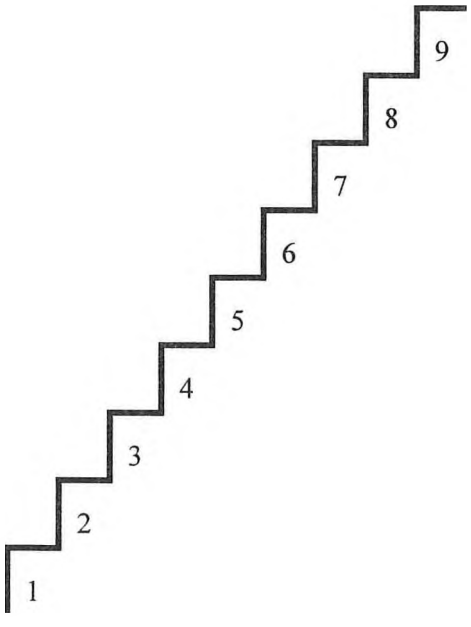
A fairly loose criterion for ranking is given, such as "importance", "significance", or "interest", with the teacher refusing any requests for her to be more specific about the criterion. The most important, significant or interesting statement/anecdote is placed at the top of the diamond. The next two are placed in the second position and are given equal weight; the three across the centre are ranked fourth, and the next two seventh. The statement/ anecdote placed at the foot of the diamond is the one considered by the pair to be the least important, significant or interesting. When the pairs have completed their task, they form groups of six (the composition of which can have been decided upon before the start of the activity). Each pair explains and seeks to justify its ranking to the other two pairs. The six then try to negotiate a consensus ranking for the group as a whole. Whole-class discussion of the results can follow.

Potential This activity helps students in a non-threatening way to clarify their thoughts and feelings about a particular subject while alerting them to a range of other opinions and perspectives on the subject. Underpinning the activity is the unspoken assumption that everybody has something relevant and valuable to bring to the discussion. The imprecise criterion given is itself likely to be one layer in the discussion. What does "importance", "significance" or "interest" mean? Should we try and pin down what we mean more precisely? Skills used in this activity include discussion, negotiation, accommodation to other perspectives, and consensus seeking. In the whole-class discussion, a group's inability to agree upon a ranking order is as important a discussion point as the achievement of consensus.

Variations

Instead of statements, six or nine pictures, photographs or cartoons can be used alongside a criterion such as "beautiful", "funny", "surprising" or "unusual". Other ranking formations can be used, including the following:

Pyramid ranking
(six statements, photographs, and/or other materials)



Step ranking

Ladder ranking

(Students place statements, photographs and/or other materials on a set of steps or a ladder drawn on a large sheet of paper.)

Adaptation 1 **DIAMOND RANKING: Folk Medicine and Self-Healing**

Developed in Jordan

Grade 5

Resources A set of the following nine statements for each pair of students:

I should go to the doctor when I feel ill.

I should take the same medicine(s) prescribed for my brother/sister if I develop the same symptoms as him/her.

Folk medicine is not harmful.

I should take a tranquilizer when I have a headache.

I prefer to go to the doctor seeking a cure, provided that I do not pay any money.

There is no need for medicine, because illness appears suddenly and goes away suddenly.

Rich people are cured by doctors and poor people are cured by quacks.

It is not important that a sick person receives a cure, but it is important that she seeks it.

Modern medicines can cure most diseases.

Procedure The activity proceeds as described previously. The criterion used by students in ranking the nine statements is "agreement" (the statement with which they most agree goes at the top of the diamond, and so on).

Potential Follow-up discussion should focus on the appropriate use of medical services and facilities in combating disease.

Adaptation 2 **DIAMOND RANKING: Crime and the Judicial System**

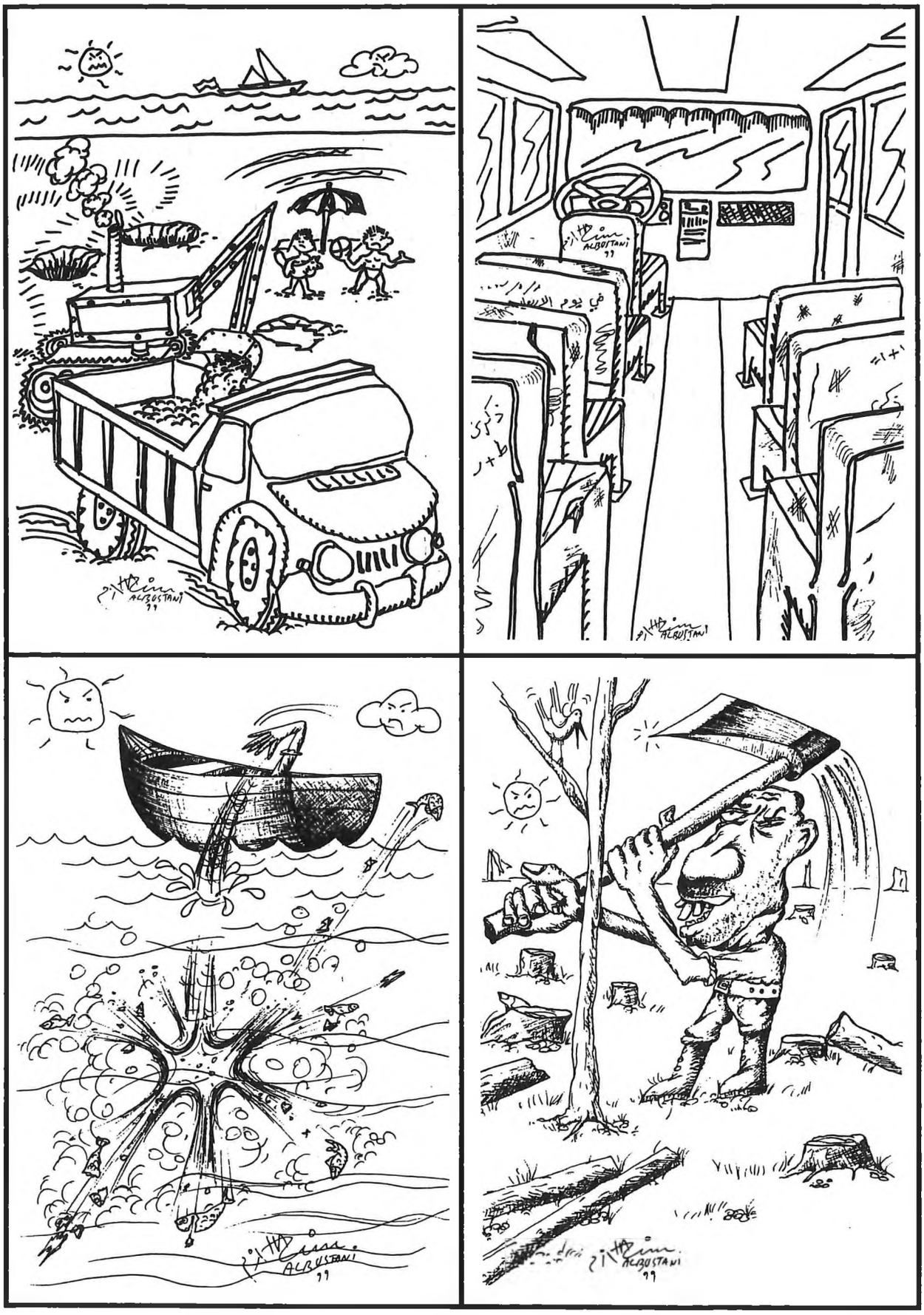
Developed in Lebanon

Grade 5

Resources A set of nine pictures (see following pages) for each pair of students

Procedure The activity proceeds as described previously. The criterion used by students in ranking the pictures is "harmful to our environment" (the picture considered by the pair to depict the most harmful act goes at the top of the diamond, and so on).

Potential In addition to the skills outlined above, this activity encourages students to clarify their views on crime and criminal acts that are harmful to the environment. Follow-up discussion could consider an appropriate punishment for each of the crimes depicted.




قاتل بشرات
KILLER

Class Court

Developed in Jordan

Grade 6

Time needed 40 minutes

Objectives By the end of this activity, students are expected:

- To understand the role of the judge in legislation and the need for justice between people
- To recognize the role legislation plays in restoring rights to their owners
- To be able to present pieces of evidence to justify their claims

Resources Five role cards, each containing separate descriptions of the following roles:

- *The judge*: the person who listens to the case, asks the defendant questions and listens to his advocate, listens to witnesses, then pronounces his verdict (judgement)
- *The advocate*: the person authorized by the defendant to defend him before the judge
- *The plaintiff*: the person who registers a complaint against someone and has the necessary evidence to support his claims
- *The defendant*: the person who is accused of wrongdoing and can defend himself
- *The witness*: the person who is summoned to say what happened after being sworn in before the judge

A card containing the case title: *Breaking the Classroom Window*

Procedure

1. The teacher explains that the activity involves playing the roles of the characters in a courtroom.
2. The teacher divides the students into groups of three to four, according to their choices of the roles they wish to play. A large group should play the roles of members of the community and take notes on the proceedings.
3. Students sit in groups according to their roles. Each group discusses its role and prepares to act it out during the trial. The community members write down their thoughts on the coming trial.
4. The teacher arranges the classroom to resemble a courtroom and introduces the case.
5. The plaintiff explains the case to the judge, who then questions the defendant. The judge listens to the advocate and the witnesses, then pronounces his verdict after consulting his colleagues.
6. The community members present their notes on the trial. The teacher then leads a discussion and emphasizes the importance of legislation in protecting people's rights in society.

Chapter Six

THE MENA GLOBAL EDUCATION INITIATIVE: EVALUATION AND OUTCOMES

In this chapter the results of phases I, II and III of the Global Education Initiative in Jordan and of phases I and II of the Initiative in Lebanon are reviewed. The phases cover the period May 1993 to June 1996. As outlined in chapter four, each phase constituted a progressive broadening and deepening of the two Initiatives: in Jordan, participation grew from 16 teachers at 4 schools in 4 directorates in phase I to 150 teachers at 35 schools in 10 directorates in phase III; and in Lebanon, the initial group of 26 teachers at 17 schools (10 private, 7 public) in phase I grew to 173 teachers at 72 schools (36 private, 36 public) in phase II. Additionally, the curricular and grade scope of each Initiative broadened—in Jordan, from addressing four subjects at two grade levels (phase I) to six subjects at three grade levels (phase III), and in Lebanon, from four subjects for grades 4 and 5 (phase I) to six subjects for grades 2 and 5 (phase II). The field-testing period lengthened commensurately, from eight weeks during phase I to twenty weeks during phase III in Jordan, and from eight weeks during phase I to twelve weeks during phase II in Lebanon.

The data are primarily taken from the evaluation reports for the successive phases, but in the case of Lebanon information is also drawn from consultants' reports of lessons observed.[77] The evaluation instruments which formed the basis of each phase evaluation are briefly described earlier in this publication. The instruments were modified somewhat after phase I in both countries, thus enabling changes in students' knowledge and attitudes to be subjected to quantitative analysis. The evaluation process has remained primarily qualitative, however. The principle of triangulation has been employed throughout, namely in the collection of data from multiple sources and locations, and at various time intervals, to cross-check and enhance the validity of the findings.

In general, there is a very high degree of consistency across the findings for different phases in each country and also in the findings for Jordan and Lebanon. In the ensuing review, the findings are presented under a series of general headings.

The Students

The evidence points overwhelmingly to a very positive reception of the activities by most students. Expressions such as "wonderful", "loved the activities", and "liked everything" occur frequently in student response sheets and in summaries of post-field-test interviews. Across the three phases in Jordan, the proportion of students saying they liked the activities very much is in excess of 80%, while only about 5% claim to have disliked the activities. These figures are supported by the feedback from teachers and supervisors, who reported that the vast majority of students enjoyed and were absorbed by the activities. Particularly appreciated by the students in both countries was the opportunity to work collaboratively, to express opinions freely and to contribute more actively to the learning process:

- "I prefer to learn through activities all year long because it gives me freedom and helps me understand the lesson quickly."

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[77] Graham Pike and David Selby, "IIGE/UNICEF (MENA) global education project: phase one evaluation report, Lebanon" (October 1994); and "NCERD/UNICEF (MENA) global education project: phase two evaluation report, Lebanon" (Beirut, 1996).

- "The activities provide me with information, entertain me, and make me cooperate with my classmates."
- "I like this method because it teaches us to be active, to write and to have self-confidence."
- "We cooperate instead of fighting."
- "It teaches concentration, participation and responsibility."
- "It teaches us how to implement any activity with the help of our teacher and classmates."

Some students remarked that the activity approach had enabled them to reach a deeper understanding of their friends and classmates, and some were clearly intrigued to find that learning could be fun. "We were playing while learning, and we acted and predicted things," volunteered students from a Lebanese rural private school participating in phase I. "This method is nice, since it makes us think while we're playing," wrote a student from the Nabattieh area of Lebanon during phase II. A teacher at a private school in Beirut participating in phase I observed: "At first they thought they were playing, but then they realized that they were actually learning, and in an enjoyable way."

As table 6 indicates, the most significant reasons given by Jordanian students (in phase III) for their enjoyment of the activities all relate to the operation of an open, democratic and cooperative working environment in the classroom.

Table 6. What students liked most about the activities (Jordan, phase III)

Aspect	Grade		
	Four	Five	Six
Cooperation	36%	77%	57%
Discussion/dialogue	37%	35%	41%
Working in groups	23%	31%	28%
Freedom of opinion	16%	16%	27%
Respect for opinions	18%	23%	35%
Listening	5%	10%	14%
Thinking	19%	12%	22%
Teaching method/activity method	25%	16%	33%
Assimilation of information	25%	30%	32%

This is not to suggest that most students embraced the approach immediately or that it was accepted unreservedly by the student body in either country. Students in some classes seem to have suffered pedagogical culture shock on first encountering the activities. They needed time to adjust to the demands, etiquette and procedures of group work, and there was an initial period of confusion, disorientation and uncertainty. A number of students communicated their dislike of the noise, disorder, and chaos they came to associate with the new approach and expressed a preference for more traditional approaches. Reasons given by Jordanian students (in phase II) for their dislike of the global education activities included the lack of order in the classroom, delays in addressing (and limited coverage of) the prescribed curriculum, insufficient time available for activity-based methods, and insufficient time allowed for students to reflect and express their views. "Among the difficulties I faced during the activity was that I was unable to express my opinion because of the chaos and disorder," opined one student from the Mount Lebanon area during phase II, and another Lebanese student wrote: "My classmates don't give me the time to write and think, and they bother me with their noise and shouting." What is not entirely clear is the extent to which such responses were the inevitable result of "teething troubles" associated with changing the classroom culture (including student uncertainty about expectations and teachers' relative unfamiliarity and lack of expertise with interactive learning), and the extent to which they were a reflection of the learning style preference of some students, in particular those

for whom active participation was an uncomfortable experience. The differences in the responses of those liking and those disliking the activities suggest the existence of two conflicting learning preferences: the majority of students wanted learning to be self-directed, enjoyable, collegial and related to issues beyond the curriculum, but a small minority favoured learning that was teacher-directed, individualistic and exclusively curriculum-focused.

A few students, perhaps conditioned by the previous emphasis on memory work and rote learning and therefore overlooking the greater skills orientation of the new approach, felt that the activities did not help their retention of knowledge. "After one week, we forget everything," wrote one (northern Lebanon, phase II). "We memorize the lesson in class, then we forget it later because there is no textbook," wrote a second (Mount Lebanon area, phase II). More commonly expressed by students was the view that the enjoyable nature of the activities facilitated the assimilation of information and increased their understanding, not least because they were encouraged to engage in both self-directed research and cooperative research:

- "They taught us to rely upon ourselves in learning" (Jordan, phase II).
- "I discovered the facts by myself without returning to the textbook" (Lebanon, phase II).
- "It helps in understanding, not memorizing" (Lebanon, phase II).
- "We cooperate to find information" (Lebanon, phase II).
- "The activities gave us important new information ... and precision and speed in completing our work" (Jordan, phase II).

A number of Lebanese students commented on the positive impact the activities had had on shy, work-disinclined or underachieving students and mentioned the more collegial and egalitarian classroom climate thus created:

- "The method is beneficial for lazy students because it makes them share in the lesson" (student at a rural private school, phase I).
- "Using this method, both the lazy and the clever shared, whereas with the previous one, only the clever students worked" (student at an urban public school, phase I).
- "I believe we should keep doing activities because this will help the students who have psychological problems—those who are hesitant or shy—to solve their problems" (female student at an urban private school, phase I).
- "This method makes all students work, even the lazy ones" (student from the Bekaa Valley, phase II).

The data from both countries reveal that some students were surprised at the qualities and potential of their peers (and sometimes themselves) brought to the fore by the varieties of active learning encountered. Students also seemed surprised and fascinated by the fact that it was possible to teach and learn through the integration of subjects. Many expressed a strong desire not to return to the conventional teaching and learning approach at the close of the field tests, saying they felt that the new approach should be applied to other subjects in the curriculum.

There is some direct and much indirect evidence that teacher-student relationships and students' image and perceptions of their teachers were enhanced as a result of the field tests. The sharing and greater openness inherent in interactive learning seems to have helped some teachers come across as real people rather more effectively than they had before and to establish closer bonds with their students. "Activity learning strengthens affectionate ties between me and my teacher," wrote a student from the Mount Lebanon area involved in phase II. The teachers' evident excitement and astonishment over the potential and maturity of their students as revealed through their involvement in the activities reinforced this process, as did the sense of being collectively engaged in a leading-edge project contributing to national educational renewal.

Out of phase I in Lebanon comes some evidence to indicate that gender conventions were eroded somewhat as boys and girls formed mixed groups during their involvement in the activities. Students at a public school in southern Lebanon reported that although boys and girls continued to sit in separate rows, they mixed together for group work. Teachers at a private school in West Beirut reported midway through the field tests that the activities had "helped in breaking the gender barrier, as students showed more willingness to mingle." At a private school in the Bekaa Valley, boys and girls mingled together during a drama activity on the solar system (see the science section in the previous chapter). At the post-field-test debriefing, the pilot teachers noted that boys and girls tended to participate together, whereas they had been inhibited before the field tests. The Lebanese phase II evaluation report is silent on gender relations issues, as are the three Jordanian reports (on the field tests taking place in single-sex schools).

While evidence of students' appreciation for the activity-based learning approach of global education is abundant and clear, the precise impact of the activities on their learning is much more difficult to evaluate. First, although achievement tests designed to measure knowledge attainment were administered to selected classes (and to control groups) during phase II in Jordan, the results do not feature in the phase II report. Second, the implementation of some pre- and post-intervention knowledge tests in Lebanon during phase II was marked by the failure to also test traditionally taught control groups, which made it impossible to determine whether or not the activities promoted superior knowledge acquisition.

Phase II knowledge tests were administered to grade 5 classes in Lebanon. Students took the same two tests immediately prior to and immediately after the field-testing period. The first test required placing a tick (✓) or cross (x) against a set of twenty-one true or false statements touching upon the science, geography, civics and history curricula covered during the field tests; the second was composed of twelve fill-in-the-blank sentences. The percentage improvement in test scores between the pre- and post-tests was 9% and 32% respectively. The relatively small increase for the former may be explained by the "common knowledge" flavour of many of the questions (for example, "Lebanon is one of the Mediterranean countries" and "The pulse beats faster after physical exercise").

For the most part we are left to rely upon teacher and student opinions with regard to the efficacy of the activities in promoting knowledge.

A number of teachers in Jordan and Lebanon felt that the experiential nature of the learning helped students to internalize concepts and understanding more thoroughly than before but was less effective in helping students learn the definitions and scientific and technical terminology required by the curriculum. Comments from teachers and students provide an indication of their approval. "They'll never forget the activities they've done or the information they've learned," related a teacher at an urban private school (Lebanon, phase I). "The most important thing is that the students participated in doing the research and activities," enthused another. "Using this method, the information we get stays in our minds because we cooperate in looking for it," said a group of students from a participating urban public school (Lebanon, phase I). Some teachers pointed out that the activity modules helped students accumulate knowledge from sources hitherto untapped—in particular, from the experiences structured into the activities themselves and, given the interactive nature of the learning, from each other. This tendency was alluded to by a number of students in their lesson evaluations during successive phases in both countries ("inquisitive learning", "we take information from each other", "it expands our knowledge and makes us understand the feelings of our friends"). There are many references by teachers to their surprise at their students' depth and breadth of knowledge, suggesting that the activities encouraged the disclosure of students' understanding, which did not occur when they

adopted a passive learning role. There is also ample evidence that the activities extended students' knowledge into areas not usually covered by the topics under consideration; examples cited in phase I in both Jordan and Lebanon included environmental issues, relationships, discrimination, and rights and responsibilities. "Les activités testées ont permit aux élèves d'acquerir les mêmes notions que celles présentées dans leur livre scolaire et parfois plus," wrote a teacher at a private school (Lebanon, phase I). Across all phases in the two countries, knowledge acquisition is also confirmed tangentially through teachers' perceptions that most of the activities were successful or relatively successful in realizing their objectives, many of which were related to knowledge and understanding.

It was generally felt that the activities were at their most effective in promoting life skills and in stimulating attitudinal development. The skills gains cited by teachers and students alike in each phase in both countries were intrinsic to interactive, experiential and cooperative learning: expressing and explaining personal opinions, active listening, discussion and argument, working cooperatively, consensus and compromise seeking, creative thinking, perspective development, and categorizing, ranking, ordering and prioritizing. Table 7 illustrates how Jordanian students (during phase II) weighted the benefits accruing from the activities in favour of skills and attitudinal development, particularly in the areas of cooperation and interpersonal communication.

Table 7. Areas in which students achieved gains through participation in the activities* (Jordan, phase II)

Behaviour/attitude	Grade four	Grade five	Grade six
Participation/cooperation	35%	50%	69%
Working in groups	8%	25%	35%
Discussion/dialogue	23%	21%	35%
Free expression of opinions	10%	23%	17%
Acknowledging others' opinions	—	7%	—
Respecting others' thoughts	18%	4%	20%
Self-confidence	6%	7%	26%
Trust in others	—	7%	18%
Active listening	5%	15%	22%
Free thinking	19%	24%	17%
Non-verbal communication	—	3%	—
Problem solving	5%	10%	—
Enthusiasm and enjoyment of work	6%	—	—
Shouldering learning responsibility	2%	—	10%
Discipline	5%	10%	10%

* As reported by the students themselves.

Note: An em dash (—) indicates that the amount is nil or negligible.

As clearly signalled by the table above, there is a symbiosis between skills, attitudes and values. In global education, the development of appropriate attitudes and skills is inextricably interwoven. The skills of cooperation and democratic participation are unlikely to be much enhanced in a classroom environment in which respect for others and a willingness to hear a variety of viewpoints are absent. The interdependence of the skills and attitudinal components of global education is an implicit, and sometimes explicit, feature of students' feedback in all phases in both Jordan and Lebanon. For instance, Jordanian students' perceptions of what constitutes a good teacher, elicited following the phase II field tests, accentuated the importance of the following:

- Giving pupils freedom to answer, talk and think
- Treating pupils with respect, fairness and tolerance
- Cooperating with pupils, especially poor achievers, in learning
- Avoiding inflicting punishment that hurts students' feelings and undermines their self-confidence
- Accepting and respecting pupils' opinions and mistakes

From the perspective of participating students, the principal benefits of the Global Education Initiative are abundantly clear.

Tests designed to measure changes in student attitudes during the field tests were devised by the Jordanian core team using quantitative research techniques and were implemented in phases II and III. In light of the scale, scope and duration of this Initiative, caution should be exercised with regard to the interpretation of the results: attitudinal change of a profound and permanent nature is not only difficult to achieve but also difficult to measure. The need for caution is underscored by the conflicting evidence obtained from the two phases. Results from the phase II tests, which required students to respond to fifty statements, point to statistically significant growth in positive student attitudes in such areas as "planning for the future", "sense of social responsibility", "maintaining personal hygiene" and "pride in one's own opinion". The phase II report states:

> "It is evident from the aforementioned results that the pupils of the fifth and sixth grades of both genders have grown in some attitudes; this growth can be mostly attributed to the [global education] activities. ... These changes in the attitudes of some pupils are very important, because effecting change is usually very difficult. Indeed, it is interesting to notice that the activities have succeeded during this short period of time in changing some of the pupils' attitudes, or in [strengthening values] in some of them."

In phase III, however, the results from similar tests using fewer statements indicate that statistically significant growth occurred in very few cases; for most of the students at all three grade levels, no changes in attitudes were recorded over the period of the field tests, and those changes that did occur were mostly negative. In its summary observations the phase III report concludes:

> "To understand this result, which is not consistent with the changes the students and teachers reported to have occurred, one must conduct a deeper investigation of how the activities were implemented ... ."

While such an investigation might be useful, it would not alter the reality that the test results in phase III conflict not only with those in phase II but also with the findings of the qualitative research carried out in both phases. It may be that the problem has more to do with the sophistication of the assessment tools than with the activities and how they were conducted.

For similar reasons, caution needs to be exercised in evaluating Lebanese attitudinal test outcomes. The phase I and II pre- and post-activity attitudinal tests indicate a shift towards more pro-social attitudes with regard to, *inter alia*, health care and cleanliness, caring for the environment, the use of water, the treatment of other living things, cooperation, and respect for differences. However, the results obtained cannot determine whether the shift in a particular attitude is superficial, temporary and authority-induced (resulting from efforts to please the teacher as authority figure) or more profound and longer-lasting. Nor, in the absence of control groups, is it clear what differences in attitude shifts there might have been between students in the experimental situation and their traditionally taught counterparts.

Due caution and indecisive attitudinal test results notwithstanding, there is ample qualitative research evidence from successive phases in both countries which indicates that the vast majority of students at all grade levels and in all participating schools not only appreciated and enjoyed the global education activities but also benefited in several ways. Principally, the benefits fall into areas of learning that, according to both students and teachers, are not generally well-developed in Jordanian and Lebanese classrooms: cooperation with peers; empathizing with others; verbal communication; the expression and interchange of experiences and ideas; dialogue and debate around topical and interesting issues; belief in one's own worth; respect for the ideas, opinions and worth of others; and practice in the skills of democratic participation.

Phase II school principals in Lebanon were unanimous in their belief that the field tests had succeeded in transmitting "the educational and social values advocated by global education". As the Jordanian phase II report puts it:

> "In the conventional classes, the pupils are more likely than not only listeners to the teachers and receivers of information; they do not speak unless the teacher asks them to do so. But in these activities they feel that they are given the freedom to speak whenever they wish, that they are active players, that they learn from contemplating their experiences and from their peers, that learning is a pleasure, not a heavy burden on their shoulders. This freedom in learning, which the pupils had not experienced before, as well as their feeling of their own importance and effectiveness in learning and completing tasks, is probably the most important factor contributing towards the pupils' liking of these activities and their absorption in implementing them."

The Teachers

One important outcome of teacher involvement in the Jordanian and Lebanese Global Education Initiatives has been that their perception of their role in the classroom has shifted, in some cases quite radically. Instead of seeing themselves as predominantly transmitters of knowledge, teachers began to talk about having a rather different relationship with students—one in which their role was more of a "coordinator, guide, counsellor and supervisor" (Jordan, phase I).

Accompanying these reports of perceived changes in role, there is solid evidence of actual modifications in classroom behaviour in field-test lessons and in some cases beyond. Some teachers commented in their journals on the new classroom skills they had acquired during the training and field-testing periods, most notably active listening and exemplifying respect for other opinions. Evidence from those observing trial lessons in phase I in both Jordan and Lebanon confirms that the field tests were conducted in a facilitative manner, principally through student-directed small-group work, with the traditional "teacher talking, students listening" mode confined, with very few exceptions, to between 10% and 30% of the lesson time. Some teachers reported that the field-testing experience had had such a marked effect on them that they felt unable to relinquish the facilitative classroom style they had assumed. "I don't think I can go back to traditional ways," commented one private school teacher in West Beirut (Lebanon, phase I). "I learned a lot and changed a lot," said another. Students, likewise, bore witness to a change in the attitudes and approaches of their teachers. Comments such as "the teacher started being democratic, calm and accepting of my opinions" (Jordan, phase I) are not uncommon. Many students also observed that their teachers had become more patient.

The Lebanese phase I core team reported that most of the teachers had adopted the initiative willingly, especially since "the long years of civil war had deprived them of any personal or professional development. This methodology allowed them to think positively of

themselves and their work." Experiencing group work and interactive learning, in most cases for the first time, appears to have encouraged the Jordanian and Lebanese teachers involved in the successive phases to rethink the type of authority they should exercise and the kind of personality they should project in the classroom. About half the teachers involved in phase III in Jordan reported that their teaching approach had changed in some significant way; for example, they found themselves becoming more tolerant of students' opinions, encouraging greater self-discipline, and relying less on formal instruction and elaboration. Utilization of global education methods, they noted, increased opportunities for student-directed learning and for interaction both among the students themselves and with their teacher. Consequently, they argued that in the interest of good teaching, the teacher's role should be transformed "from that of an instructor to that of a guide and learning organizer." Along similar lines, these teachers reported a tendency towards the acceptance of students' ideas and feelings and a tolerance of students' conduct, including movement in the classroom, as long as it was thought to be conducive to learning. They suggested that the exercise of responsible freedom in the classroom was inevitable in this new way of learning.

There was thus a realization on the part of many teachers that the successful delivery of activity-based learning stood or fell upon a realignment of teaching style. Teacher feedback frequently mentioned the need for better teacher preparation and greater effort, versatility and responsiveness in the classroom. Comparison of the data relating to the question "What are the most important qualities a teacher should have?", posed during the Lebanese phase I pre-, mid- and post-field-test interviews, suggests that some shift in the perception of role occurred. While "good knowledge", "good personality", "educated", "hard-working" and "dedicated" were high on the list of favoured attributes in each interview round, the mid- and post-field-test interviews reveal an increased frequency in the mention of child-centred qualities such as "openness to different points of views", "giving students time to respond", "developing the personality of the student", "flexibility" and "emotional interaction with children".

Principals of phase II schools in Lebanon collectively agreed that the field tests had been marked by:

- A change in the teachers' role from information feeder or lecturer to animator
- A change in the performance of the teacher from literally following the text to becoming an active animator capable of providing his or her own teaching aids

Questions remain, however, regarding the extent to which teachers fully internalized, and were able to function fluently and effectively within, their newly assumed role. Were they able to exercise sound, independent judgement, flexibility, resourcefulness and creativity in their classroom facilitation?

As has been noted, there is evidence from students and observers that the atmosphere in many classrooms changed significantly during the field tests as teachers adopted a more facilitative role and persona. For such changes to have been remarked upon by students, it would have been necessary for teachers to have gone at least part of the way towards actually modelling themselves after their image of the facilitative teacher.

On the other hand, there is evidence that facilitative skills were only superficially developed in many teachers and that they lacked a grounded understanding of the nature, purposes and processes of facilitation. For instance, 90% of the teachers involved in phase II in Lebanon reported that they had faithfully followed the steps laid down in the activity description; only a minority had left out activity sections or had added to or amended activities. Similarly, in all three phases in Jordan, only a small minority of teachers are reported as having made amendments to

activities to overcome perceived or actual problems in their implementation; the amendments included changes in the activity procedure (for example, reducing the number or size of groups, extending or reducing the time allocated, and/or rewording the text given on student handouts) and changes in facilitation, such as preparing students to carry out the activity and reducing the amount of time spent on group work. Reflections from phase I observers in Jordan suggest that the activities were implemented, for the most part, in a technical rather than a creative way. For instance, there was some reluctance to depart from the procedure recorded for a particular activity in order to capitalize on an unforeseen learning opportunity; some teachers lacked sufficient flexibility to adapt an activity to suit particular learning needs or the time available; and many found it difficult to relate the learning gained from an activity to real-life situations and problems. While such observations are not repeated in subsequent phases in Jordan, supervisors in phase III estimated that fewer than 4% of teachers had made any modifications to the activities before or during implementation. When asked if they would implement the same activities in the future without any changes, 75% of phase III teachers responded affirmatively. The impression, therefore, is one of teachers not exercising sufficient resourcefulness, spontaneity or creativity. This impression is corroborated by other evidence. Some of the noise, chaos and disorder students complained of can be put down to weak facilitation and inadequate classroom management. Teacher feedback and lesson observation made it clear that activity debriefing was not always facilitated as well as it might have been and was sometimes treated superficially or overlooked altogether, even when there was sufficient time available. It is also evident that some teachers were reluctant to pursue the broader (global education) attitudinal, values and conceptual potential of an activity, preferring to stay within the narrower expectations of the prescribed curriculum. It is clear, too, that in assessing the activities, many teachers continued to interpret "success" in narrow terms, focusing on whether or not textbook knowledge had been acquired rather than on whether skills had been reinforced and/or attitudinal and values issues had been addressed. The failure of the Jordan phase III activities to bring about any positive attitudinal change in students (even given the above-mentioned reservations about the tests), coupled with the Jordanian core team's concern about teachers' inability to transfer teaching methods from the global education activities to other lessons, must likewise raise some questions about teachers' depth of acceptance of, and adjustment to, the desired model of a global education facilitator.

Consultants' observations of lessons in Beirut and the Bekaa Valley in Lebanon confirmed that teachers' facilitation skills and understanding of facilitative teaching needed further development. While all the lessons observed included some type of interactive group work, particular aspects of lesson facilitation and management generally stood out as requiring improvement:

- In many cases, group tasks were not genuinely cooperative, as one or more group members were allowed to dominate the discussion or take decisions.
- There was insufficient variety in activity styles, the size of groups, group reporting strategies and debriefing techniques.
- While teaching styles ranged from the predominantly facilitative to the highly didactic, there was a tendency to over-direct students, thereby inhibiting the learning potential of student interaction and reducing opportunities for lateral thinking and the surfacing of novel perspectives and alternative viewpoints.
- The debriefing of activities was inflexible and unimaginatively carried out, so many opportunities for maximizing the learning potential from the activities were missed.

The above shortcomings notwithstanding, most of the teachers and principals spoken with expressed their enthusiasm for the activities and for interactive learning, and remarked on their beneficial impact upon students.

The Lebanese phase I core team was firmly of the opinion that the training of many of the teachers was insufficient; that additional training in basic facilitative teaching skills (how to form groups, how to conduct post-activity debriefing, and how to maximize learning from activities) was required; and that models of activity-based learning should be presented to enable teachers to better understand the processes and dynamics involved. Phase II trainers and participating teachers concurred that "teachers needed more intensive training to acquire the necessary skills required for implementing the global education project efficiently." While "the results indicated that most teachers [had] succeeded in implementing the activities to a great extent," the teachers felt that they still needed "more comprehensive and in-depth training." Trainers attributed some of the difficulties to the principals' injudicious choice of participating teachers. A set of criteria, they felt, was required to ensure the selection of "qualified and dynamic teachers" who were "interested in self-advancement and positive participation in innovative development." Even if steps were taken to ensure the participation of committed and qualified teachers, six days of training, in their view, would still be insufficient. Out of the phase III experience in Jordan came the following recommendations:

- Considering more effective training procedures with a view to developing the teachers' skills and concepts in implementing the activities and achieving their learning objectives
- Reviving the role of the follow-up supervisor in monitoring the participating teachers

In both phases I and II in Lebanon, those monitoring and supervising the field tests commented that written feedback from teachers was often of a cursory or superficial nature and that more training was required in this area. The low-quality feedback is, perhaps more than anything else, an indication that many of the teachers had not yet acquired the mindset of the "reflective practitioner"—drawing tentative conclusions from ongoing professional experiences, putting those conclusions to the test, and thinking again. Until such a mindset is established, filling in questionnaires and lesson feedback sheets may well be perceived by the teachers concerned as being of only marginal importance.

A dominant theme in the data collected from teachers in both countries concerns the changes in their perceptions of students during the field-testing period. Many teachers commented on their surprise, even astonishment, at the knowledge, skills and level of maturity of the students as revealed by the activities. Teachers variously expressed surprise at the ideas and options proffered by the students, their capacity for self-directed learning, the "new personality" and "hidden potential" shown by some, their social and moral maturity, the soundness of their judgement, and the unexpected directions in which they occasionally took the classroom discussion. However, they found the students' level of general understanding lacking when activities focused upon conceptually more demanding areas such as democracy and human rights and responsibilities.

Common to much of the teacher feedback is a sense of pleasure, tinged in some instances with surprise and relief, at the manner in which the students received and participated in the activities. During pre-field-test interviews, many teachers expressed real fears and anxieties about students' likely responses, and anticipated resistance and difficult times ahead in the classroom. Factors cited included:

- The inability to control the class and manage student participation
- The unsuitability of the classroom environment for activity-based learning
- The students' weaknesses in reading, writing and oral communication
- Low levels of student maturity
- The students' inability to complete the designated tasks
- Large class size

These apprehensions were compounded by uncertainties on the part of many teachers as to whether the students would respond positively to the activities. Their concerns were, to some extent, justified. Although by the end of the field-testing period almost all teachers considered the activities successful in terms of students' learning, and many had been pleasantly surprised by the very positive response from their students, some reported difficulties in respect of class size, the shortage of time to complete activities, and the students' lack of basic skills.

Beyond question is the fact that most of the teachers, like their students, gained much enjoyment from implementing the global education activities in all three phases. Many teachers reported a willingness to adopt an activity-based approach in the future and in their regular lessons. Appreciation of their involvement in an important national project and in the acquisition of new teaching skills was also expressed. The comments of two phase I teachers in Lebanon reveal that the spirit of the Initiative deeply influenced some of those involved:

- "At the beginning, I was determined to give all the lessons in order to cover the curriculum on time. But when I applied the activities, I found it was better to concentrate on the basic dimensions and correct development of the child's personality. So instead of having a machine-like child who memorizes information, we'll have a child that interacts with his surroundings, friends, environment and society. It is much more important to bring up and build a good, healthy child—and consequently a healthy society."

- "Global education affected my own personal life, and I have started to think globally all the way with other family members."

The Activities

Successes in implementation are obviously related at least in part to the quality and appropriateness of the materials used. As described in chapter four, the process of activity development in all three countries was protracted, painstaking and, at times, frustrating, as consultants and core team members negotiated for many months over activity content, style and format. However, the combined efforts appear to have paid dividends. Table 8 gives a detailed breakdown of Jordanian teachers' appraisals of the suitability of the activities during phase II.

Table 8. Teachers' views on the suitability of the activities, according to four criteria (Jordan, phase II)

Criterion	Teachers' subject groups*	Excellent	Good	Average	Poor
Students' ability to implement activities	SE	9	3	—	—
	A	3	3	—	—
	M	9.5	1	1.5	0.4
	S	4.4	5.8	2.8	0.4
Suitability to students' level of development	SE	1	10.40	0.60	—
	A	0.6	5.3	0.2	—
	M	0.75	11.70	0.75	0.80
	S	0.80	11.30	0.50	1.40
Importance and suitability to activity objectives	SE	9	2.6	0.4	—
	A	0.6	5.3	—	0.1
	M	13	1	0.4	0.6
	S	11.6	1.8	0.2	0.3
Extent to which activity objectives were achieved	SE	1.1	1.2	9.7	—
	A	1.4	4.5	0.1	—
	M	1.2	1.5	11.3	1.0
	S	2.3	1.7	9.3	—

* SE = social education; A = Arabic language; M = mathematics; S = science. Average number of teachers: social education = 12; Arabic language = 6; mathematics = 15; science = 14.

Note: An em dash (—) indicates that the amount is nil or negligible.

The table shows that 89% of the teachers thought that their students had excellent or good capabilities for undertaking the activities in their respective subject areas, 9% regarded their students' capacities as average, and 2% thought that the students did not possess the required ability. Reasons given for the last assessment included the lack of required background knowledge and weaknesses in basic skills such as reading, writing, drawing and verbal communication. Feedback from visiting supervisors indicates that many teachers had to clarify and discuss the guidelines and stages of an activity and in a few cases had to provide students with background knowledge before the activity could be undertaken. This reinforces evidence emanating from a variety of sources which suggests that the activities revealed or highlighted some problems in students' proficiency in basic literacy and numeracy skills. Mathematics and science teachers in particular reported having introduced changes to activities to make them more accessible for their students. Problems in this area appear to have been relatively infrequent, however, as table 8 shows that 91% of the teachers in phase II in Jordan considered the activities suitable or very suitable for their students' level of development, while 4% regarded the activities as somewhat suitable and 5% deemed them unsuitable. In the last case, some teachers thought the activities were pitched at a higher grade level, while others felt they were more suited to students in lower grades. These statistics are, in general, supported by the Jordanian students' own assessments of the activities: 89% of the students thought that they were capable of undertaking the activities; 11% thought otherwise. Difficulties in implementation cited by students fall into four principal categories:

- Difficulties related to the nature of the task(s) set (including problematic questions, the lack of skills, and the shortage of time)
- Difficulties related to the classroom environment (including noise and disturbances, the lack of space, and problems with moving furniture)
- Difficulties related to interaction among students (including the lack of cooperation, the inability to countenance other views or reach consensus, and self-centred or indifferent attitudes)
- Difficulties related to the organization of work (including too many students in a group, the selection of coordinators or rapporteurs, and problems in getting started)

While teacher response to the activity modules in Lebanon was generally very positive, reservations were principally expressed with regard to two areas:

- *Activity length.* Many grade 4 and 5 teachers in phase I and grade 5 teachers in phase II reported that a significant proportion of the activities were over-long, could not be completed during a single lesson, and required more time than had been allotted to them. This led some teachers to omit parts of activities, to allow the activity to spill over into two lessons, or to cut short the vital debriefing stage. Among the phase II grade 5 teachers, 41% declared the time set for activities to be insufficient. However, many phase II grade 2 teachers found that the activities "ended before the assigned time, which necessitated improvising ways to prolong the activity on the part of the teacher to avoid embarrassment." The equating of "lesson" with "activity" merits comment, suggesting as it does a spillover from past expectations and practice, under which a particular section of text would be designed for and covered within a particular lesson. The global education activities were not necessarily intended by their originators to coincide precisely with lesson length.

- *Curricular and grade appropriateness.* A large majority of teachers felt that the activities had been used successfully to realize centrally prescribed curriculum goals. However, in phase I, some believed that the objectives of the curriculum had not been entirely met or had been only partially served by the activities. The complexity of the activities for grade 4 and 5 students was an issue, particularly for teachers working in public schools. "Some activities," wrote one

urban public school teacher, "were very difficult to apply due to the cultural level of the students." "I'd like to change the whole activity," he wrote at another point, "to make it easier for the students because of their low level in culture and knowledge." In Lebanon, as in Jordan, a number of phase I science and mathematics teachers reported that they had reduced the complexity of activities to improve their accessibility. In phase II, curricular appropriateness appears to have receded as an issue, with 69% of teachers saying that the activities had been successful and 31% considering them adequate in attaining curriculum objectives. Perhaps the higher profile assumed by NCERD during the phase helped reassure teachers. No specific concerns with regard to activity complexity are aired in the phase II report.

Quantitative evidence extracted from the Lebanese phase II teacher questionnaires suggests that the teachers involved in the Initiative believed that their students had responded very positively to the activities: 86% of the field-testing teachers across Lebanon regarded student response as good and 14% as adequate; none reported a poor student response. These figures seem to coincide with data culled from the lesson observation checklists completed by supervisors and members of the work teams on each visit to a field-test lesson. The national figures, averaged from figures for Beirut, Mount Lebanon, the Bekaa Valley, and the northern and southern areas of the country, indicate that:

- In 89% of the lessons viewed the activity procedure was understood by the students.
- In 85.75% of the lessons viewed the students were able to implement the various steps of the activity successfully.
- In 82.5% of the lessons viewed the students had the necessary information and skills to implement the activity successfully.
- In 66.5% of the lessons viewed most of the students seemed to participate actively in the activity.
- In 68.75% of the lessons viewed the activity seemed to stimulate the interest of all students.
- In 68.25% of the lessons viewed most of the students participated actively in the activity debriefing.

As can be seen in table 8, most phase II teachers in Jordan (73%) considered the activities very suitable in terms of meeting their stated objectives, while 22% thought them suitable. It is worth pointing out here that around half of the participating teachers changed their views on the suitability of the activities over the field-testing period, ultimately regarding them as easier to implement and more suitable than they had envisioned at the outset. The teachers' belief in their suitability, however, was not matched by their assessment of the extent to which the activities had actually achieved the stated objectives. In this regard, 65% of the teachers regarded the achievement of activity objectives as only average, while 32% thought a rating of good or excellent was deserved. The feedback from visiting supervisors who observed the field tests offers some clues with regard to the perceived lower success rate of the activities in meeting objectives: mention is made of problems relating to the ambiguity of tasks or the lack of clarity in the instructions given; students' weaknesses in terms of required knowledge and skills; weaknesses in the management of groups; the lack of attention in some activities to the differing needs of students; and students' lack of enthusiasm for particular activities. A similar pattern of responses to that outlined in table 8 is recorded for phase III in Jordan, with a higher percentage of teachers reporting that the activities had been successful or very successful in meeting their objectives.

As previously mentioned, most teachers anticipated problems in implementing the activities because of the particular conditions existing in their schools; many foresaw possible difficulties relating to inadequate and inappropriate classroom space, the likelihood of having to move heavy and old-fashioned furniture, and larger-than-optimal class size. While these concerns

proved realistic, the problems were not found to be insuperable. Teachers demonstrated remarkable inventiveness in finding alternative locations for those activities requiring space and freedom of movement. Recourse to school halls, other open areas in the school, playgrounds and even teachers' rooms is mentioned in the teachers' feedback sheets. Perhaps surprisingly, teachers mentioned class size as an obstacle to the successful implementation of activities much less frequently than expected, although some teachers did say they wished that they could work with fewer students. During a debriefing session following the field tests, a group of phase I teachers from private schools within Greater Beirut suggested that the activities might be more effective if undertaken with a class of twenty-five to thirty students. On very many occasions, the activities were quite effectively implemented with classes of over forty students. The phase II report for Lebanon concludes that "classrooms were a major problem due to their small size on the one hand and the big numbers of students on the other," and notes that the Lebanese phase II principals felt that "the absence of necessary equipment in some of the classes hindered effective implementation." Clearly, as the Initiative moves to scale, with the larger spaces in each school in increasingly high demand, the issue of class size and the need for appropriately equipped classrooms will become ever more critical.

It is worth noting that activities involving the examination, discussion, interpretation and prioritization of black-and-white illustrations seem to have been particularly appreciated by the students. Some teachers reported, however, that their classes had found some of the illustrations unclear or of dubious quality and that the students had expressed a preference for coloured illustrations. Teachers also indicated that the availability of modern teaching aids such as audio cassettes, videos and film would have enhanced the impact of the Initiative.

Whole School and Community Issues

A concern commonly expressed by phase I teachers in both Jordan and Lebanon before the field tests began revolved around the anticipated lack of support and sympathy from school administrators and the possibility of a negative response from teaching colleagues and parents.

In actuality, school principals in Jordan were seen to have been uniformly supportive, and in Lebanon most were supportive, though a minority showed initial scepticism towards, and even disapproval of, the experiment before eventually becoming more accepting. Some principals encouraged the field-testing teachers to apply the approach to other subjects. Some regularly observed lessons, duly completing lesson observation sheets. The Lebanese phase I core team noted that a school in the Bekaa Valley had introduced the global education concept in a workshop and the two field-testing teachers from that school had participated in the workshop, and that two school administrators had facilitated video recording sessions in their classes during the trials to document the lessons being observed and to have them on record for further use. The need to have all participating principals on board to ensure the success of the Initiative led to their being given a more comprehensive training programme and being accorded a fuller and more visible role in phase II in Lebanon. It is a pity that they were asked to select participating teachers before they had been fully introduced to the theory and practice of global education and before they fully understood the importance of the Initiative.

Many participating teachers briefed their colleagues on the Initiative. This was generally done informally but occasionally took place within a formal meeting. Some colleagues expressed a positive interest, asked to sit in on class sessions, and applied the activities themselves. Others reacted negatively; there are a few reports of colleagues in other classes being disturbed by noise levels emanating from the classes engaged in field testing.

An interesting consequence of the phase I field tests in Jordan appears to have been the promotion of a healthier relationship between participating teachers and their supervisors—"breaking down the wall of fear," as one core team member put it, and thereby encouraging teachers to raise problems and discuss pertinent issues with their supervisors.

There are only fleeting references to parental interest in the Initiative in the three Jordanian reports. A somewhat fuller picture emerges from the Lebanese experience. In phase I parental reaction was focused primarily on the absence of homework for the subjects covered by the global education activities; some expressed concern that their children were studying less at home, while others voiced satisfaction that they had been relieved of some of their homework supervision responsibilities. A teacher at a Makassed school in Greater Beirut reported: "When I asked [the students] whether they'd told their parents about this experimental stage, all responded positively. Parents were proud that section A [of the school had been] chosen for the trials." The phase I core team expressed the view that "parents should be brought into full partnership in subsequent phases." Clearly this did not happen in the subsequent phase; the phase II principals felt that "parent involvement was not enough" and suggested that, in future, parents should be informed "in advance of the nature of the experiment so that they [could] participate in a more comprehensive and effective way." The phase II report recommends "ensuring parent participation in the future phase of the project through seminars, lectures and conferences that would explain the nature of the project, its methodology and its benefits." The didactic tone of this recommendation merits a note of caution. Global education theory and practice suggests that parents will understand and support the Initiative better if they are given the opportunity to experience the learning approach themselves.

Concluding Thoughts

There is clearly a wealth of evidence from the Global Education Initiative in Jordan and Lebanon to confirm that learning environments have been enhanced and learning achievement broadened and enriched in the participating classrooms. The Initiative has gone way beyond changing and updating the curriculum; it has affected—profoundly in some cases—students' and teachers' views of learning, of teaching, and of each other's characters and capabilities. It has introduced into schooling new waves of energy and enthusiasm, and has opened up new avenues for learning that have yet to be fully explored. The extent of the Initiative's scope is summarized well in the conclusions of the Jordan phase II report:

> "What interests us ... is the change that these activities have brought to the quality of school education, as well as [to] the pupils' and teachers' beliefs and attitudes towards learning, teaching and the curricula. Indeed, the activities aim at causing positive change in the quality of schoolteaching, [insofar] as its content, means, methods and environment are concerned, as well as subjecting teachers and pupils alike to new experiences and prompting them to contemplate the outcome of these experiences (i.e., by consciously and perceptively coping with a new learning model with which they are so far unfamiliar)."

There is the ever-present danger, however, that as the Initiative moves rapidly to scale in both countries, issues touching upon the quality of delivery will be insufficiently confronted. These issues include the following:

- *The need to establish a balance between cognitive and affective goals.* Activities need to be critically examined to ensure that they are properly infused with global education themes, that they have real potential for encouraging skills development, and that they seek to *apply* and not merely *transmit* knowledge. The achievement of affective goals is understated in the activity descriptions in many cases and is insufficiently pursued in some classrooms. The

successful imparting of knowledge remains, for many teachers and officials, the principal criterion for assessing the usefulness of an activity. Moving from a text-based curriculum and teaching approach to a global education approach is a huge paradigm leap that will require the consistent application of and frequent return to first principles. Quality control measures need to be built into the Initiative. Interestingly, the Lebanon phase II report recommends "revising and re-editing some of the activities in light of suggestions given by teachers in order to emphasize their link to the principles and concepts of global education."

- *The place and purpose of, and the role of the teacher within, activity-based learning.* More often than not, the activities adhere to a fairly limited conception of interactive learning. They generally involve teacher introduction and interactive discussion in groups (usually four to six students), followed by the presentation of a group report. The use of different-sized groups, a greater variety of group activity styles and reporting strategies, and a more diverse range of debriefing techniques would contribute to the development of more skills. There is also a need to increase the use of other interactive learning approaches to encourage wider attitudinal and skills development; a few possibilities might include experiential units, drama and role-play, simulations, guided visualization techniques, self-esteem building and group-bonding processes. The quality of the cooperative learning approaches needs enhancing so that domination by individuals can be avoided and familiarity with different cooperative styles and processes can be achieved. It bears repeating that teachers should be dislodged from viewing interactive learning as simply a more enjoyable or effective means of ensuring knowledge transmission; in a fast-changing world, the attitudinal, values and skills aspects of interactive learning are arguably much more important and valuable. The quality of teacher facilitation of interactive learning needs to be addressed to eliminate the over-direction of students, to improve classroom management skills, to foster a more democratic classroom climate, and to ensure effective debriefing. Teachers also need to know how to weave activities seamlessly into the fabric of the delivered curriculum.

- *The need to increase and improve teacher education and training.* The training of teachers and teacher trainers should be improved upon and enriched so that teachers are better prepared to implement the global education approach. In particular, more practice needs to be given in classroom management, the facilitation of interactive learning, activity debriefing, and basic-skills building. Steps also need to be taken to develop teachers as reflective practitioners in order to enable them to play a larger and more constructive part in the evaluation processes.[78] An important recommendation of the Lebanon phase II report was to incorporate global education principles, concepts and methodologies into initial teacher training. Jordan's five-year plan recognizes that the principles and underlying philosophy of global education are not yet firmly entrenched within the schools that have been involved so far, or within the thinking and practice of the participating teachers. In presenting the rationale for its first goal—improving the quality of the existing programme—the plan comments:[79]

> "There is some evidence that many teachers involved in the current programme of global education have not yet developed sufficiently well the skills of managing the interactive, collaborative and participatory learning which the global activities call for. Some teachers are still facing difficulties in integrating the activities with the goals and content of their lessons. Some teachers do not seem to value the importance of the

[78] Donald Schön, *The Reflective Practitioner: How Professionals Think in Action* (London: Temple Smith, 1983).

[79] Jordan, Ministry of Education, "The global education program in Jordan: a five-year plan" (Amman, 1996).

> activities and still consider [them] as an add-on to the curriculum that has little effect on students' learning."

These sentiments are in accord with remarks contained within the Jordan phase I report concerning the need for teachers to move beyond the role of "technicians", obediently and doggedly following the instructions of an activity irrespective of its impact on students or the context in which it is taught. Such teachers may be using global education activities, but they cannot be called global educators. Global education demands a transformation in professional behaviour towards being a reflective practitioner; the principles of global education cannot simply be followed from a teaching manual but must instead become an instinctive and intrinsic part of thought, decision and action in the classroom. From such a position, a global educator does not need to rely on a ready source of prescribed activities and techniques. These may be useful and enjoyable tools in the classroom; however, the essence of global education lies not within the activities themselves but within the hearts and minds of teachers and within the learning environments they create.

- *The need for qualitative improvement as well as quantitative expansion.* Transforming teachers' attitudes and beliefs, suggests Michael Fullan,[80] is the hardest step of all on the road to educational change. Comments from observers of the Initiative in Jordan and Lebanon suggest that considerable attention still needs to be paid to the way teachers think about education and their role within it if global education is to be comprehensively implemented. This is hardly surprising, given the limited scale of the programme so far and the radical rethinking of the goals and practice of schooling that global education is proposing. The temptation for educational planners, however, is to seize upon the momentum and enthusiasm created by the obvious successes of the pilot phases and to rush headlong into expansion without giving sufficient consideration to the quality of the product that is being promoted. Any educational innovation is prone to adaptation in the field, as teachers inevitably interpret the original ideas in order to understand them and find ways to implement them that resonate with their own beliefs, values and practices. The challenge for promoters of the Global Education Initiative in Jordan and Lebanon is to ensure that, while expansion remains the desired goal at the ministerial level, classroom teachers have sufficient training, support and professional skills to interpret the ideas of global education in ways that harmonize with its underlying philosophy.

- *The need to make the Initiative a whole-school and whole-community affair.* With a few notable exceptions, the Initiative has not yet reverberated around the participating schools and their communities in any planned or thoroughgoing way. As the Initiative moves to scale, it will become increasingly important for principals and teachers to consider the whole-school implications of the global education philosophy and ask themselves what a global school would look like. There is also a real need to involve parents and other community members in a partnership around the Initiative to ensure their commitment and support, but also to build towards a culture of lifelong learning within the community. The potential of global education as a force for whole-school change and for building effective school-community partnerships has yet to be tapped within Jordan and Lebanon, but the scale of both the Jordanian five-year plan and the Lebanese integrated first-cycle curriculum will necessarily involve confronting whole-school and community issues.

[80] Michael Fullan, with Suzanne Stiegelbauer, *The New Meaning of Educational Change* (New York: Teachers' College Press, 1991).

Chapter Seven

Endnote

The First Regional Conference on Global Education, organized by NCERD and UNICEF and held in Broumana, Lebanon, from 3 to 6 July 1995, significantly raised the profile of global education across the region. Having been introduced to the theory and practice of global education and having heard case-study presentations on the Jordanian and Lebanese experiences, most participants "expressed their desire to initiate, implement, apply and advocate global education in their countries."[81]

Since the Conference, Syria has completed a first phase and begun a second phase of the Initiative. A first phase was also completed in the West Bank in 1997/98, involving the school-based training of forty-five teachers and principals from eight schools in the Ramallah district as well as the field testing of over one hundred activities in five subjects (Arabic language, Islamic studies, mathematics, science and social studies). In August 1998 a second phase began with the training of twenty-six supervisors from all of the districts in the West Bank and two supervisors from the Gaza Strip. Another eight schools and an additional forty-five teachers were involved.[82] An Initiative is also envisaged in Algeria as soon as circumstances allow. In December 1996 UNICEF Algiers and the Algerian Ministry of Education held the five-day National Seminar on Global Education in Biskra. The Seminar, in which one of the IIGE consultants played a leading role,[83] was attended by sixty-five senior national educational administrators and curriculum experts. Feedback from participants was so positive that the UNICEF Algiers Office was invited by the Ministry of Education to help plan successive global education phases for their national educational reform programme.[84] A second National Seminar was held in November 1998.

The IIGE consultants have also visited Yemen, Iraq and Oman in connection with the Initiative. In Yemen initial discussions were held with senior officials at the Ministry of Education, and a two-day workshop was conducted for Ministry personnel and representatives of higher education institutions.[85] In Iraq, a consultant conducted an assessment of the primary school curriculum (grades 1 to 6) at the invitation of the Ministry of Education; a full report was subsequently written.[86] In Oman, a consultant participated in the National Seminar on Omani-Developed Curriculum and Educational Innovations Related to the Teaching and Learning of Mathematics, Science and Life Skills for Children, facilitating the life skills section of the programme. Results of the Seminar provided direction for the development of an Omani life skills curriculum to be progressively implemented starting in September 1998.[87] At the time of

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[81] Terri Lore (ed), "Final report...", p. 34.

[82] International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a consultancy visit to the region, 6-15 April 1997", pp. 5-6.

[83] See Graham Pike and David Selby, "L'education globale: un apprentissage concret pour le vingt et unième siecle", a paper presented at the first National Seminar on Global Education, organized by UNICEF Algiers and the Algerian Ministry of Education and held from 6 to 11 December 1996 (UNICEF Algiers, 1996), 18 pp.

[84] UNICEF MENARO, *Better Learning*, vol. 34 (December 1996), p. 4.

[85] International Institute for Global Education, "IIGE/UNICEF (MENA) global education project: report on a visit to the region, February 2-16 1995", pp. 6-8.

[86] David Selby, "An assessment of the curriculum and teaching and learning in primary schools in Iraq, with recommendations" (IIGE, April 1996), 44 pp.

[87] David Selby, "Globalizing the curriculum: infusion, integration and innovations for life skills and science learning", a paper presented at the National Seminar on Omani-Developed Curriculum and Educational Innovations Related to the Teaching and Learning of Mathematics, Science and Life Skills

this writing, UNICEF Tripoli and the Libyan Ministry of Education were proceeding with plans to hold a national seminar on global education.

The Initiative has also been taken up within the UNICEF Countries of Eastern Europe (CEE) region. In October 1997 phase I of a three-phase project was launched in Albania,[88] and in January 1998 a project to develop a national life skills curriculum for grades 1 to 10 based on the global education approach began in Armenia.[89]

Within the Middle East and North Africa the Regional Task Group on Global Education has been established; its members, drawn from countries and areas across the region, meet periodically to guide the Initiative as it moves towards critical mass.

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for Children, organized by UNICEF Muscat and the Omani Ministry of Education and held in Muscat from 1 to 5 March 1997 (Oman: Ministry of Education, 1997), 26 pp.

[88] See "Project proposal: global education in Albania" (UNICEF Tiranë Office, Albania, 20 October 1997).

[89] See "Project proposal: life skills education in Armenia" (UNICEF Yerevan Office, Armenia, 22 January 1998).

Select Annotated Bibliography

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_____. *In the Global Classroom: Book One*. Toronto: Pippin Publishing, 1998. An introductory chapter overviewing the field of global education, followed by activity chapters on creating a convivial classroom and building students' basic skills; global inter-connections; environment and sustainability; health; perceptions, perspectives and cross-cultural encounters; technology; and futures. Activities are appropriate for students from grades 1 to 12.

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and social justice; citizenship; and mass media. Activities are appropriate for students from grades 1 to 12.

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Biographies

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- A Bachelor of Education (B.Ed.) programme with a specialization in international education
- An international teaching service which helps secure teaching opportunities in other countries for Canadian graduates
- The participation of faculty members in international projects and consultancies
- An international student exchange programme in entrepreneurship/enterprise education

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The International Institute for Global Education is actively engaged in a range of international collaborative efforts in global education and related fields, including education for development, basic and life skills education, environmental education, human rights education and peace education. It offers graduate (master's and doctoral) programmes and undertakes Canadian and international curriculum development and research projects.


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