# Final Report of the

# Workshop on How to Promote the Life-Link Friendship-Schools Programme in Relation to UNESCO Decades for Culture of Peace and Education for Sustainable Development.

## Amman – Jordan

## May 23-24, 2007

# FORWARD

**Life-Link** Friendship Schools Programme involves a unique global network of schools established to spread out the culture of care and peace; and reinforce the humanistic, ethical, cultural and international dimensions of peace. It also contributes to enhance the education for sustainable development toward the achievement of UNDESD goals.

**ASPnet** and Life-Link Friendship Schools Programme are working now together since there are a lot of shared items between the two programmes. Some important actions will be established in the near future concerning strengthening the collaboration and coordination for the achievement of the goals of both programmes. One of these actions is the Life-Link/ UNESCO ASPnet ME Initiative.

I hope that this sub- regional workshop has promoted the Life-Link programme to the Arab Region and has set the foundation to establish a dynamic partnership between ASPnet and Life-Link Friendship Schools Programme. The UNESCO Office-Amman is ready to strengthen and spread the ideals of ASPnet and Life-Link in Jordan and the Arab Region.

Anjum Haque
Head of UNESCO Amman Office

# ACKNOWLEDGMENT

The success of this ASPnet- Life-Link sub-regional workshop was made possible through the support, contributions, dedication and commitment of several individuals and organizations. UNESCO and Life-Link gratefully acknowledges the following individuals and organizations:

- His Excellency Dr. Khaled Toukan, the Minister of Education and the Minister of Higher Education, the Chairman of the Jordan National Commission for UNESCO.
- Dr. Tayseer Al-Nahar, Secretary- General of Technical Affairs of the Ministry of Education and Chairman of the Steering Committee for ASPnet schools in Jordan.
- Ms. Charlotte Mansson, First Secretary and Deputy of Swedish Ambassador to Jordan.
- Dr. Hans Levander Chairperson of the Life-Link Friendship-Schools foundation.
- Dr. Goran Save, Life-Link Executive Director of UNESCO Life-Link Project.
- Ms. Christina McMahon, Director of Conflict Resolution Schools Development, Australia.
- Mr. Andrei Neculau, Life-Link Website Manager.
- Dr. Anjum Haque the Head of UNESCO Office, Amman, Jordan
- Mr. Robert Parua, Education Programme Officer, UNESCO Office, Jordan.
- Ms. Sigrid Neidermayer, International Coordinator of ASPnet programme at H.Q.,Paris for her continued advice and support.
- The National Commissions for UNESCO to Jordan and to the Arab Countries that participated in the workshop.

Finally, UNESCO expresses its appreciation to the participants of the workshop.

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## 1. Introduction

Youth and schools communication, dialogue and collaboration across national and cultural borders are parts of shaping a new international and global security. The new millennium is the perfect time for initiating concrete and positive actions to take place at schools worldwide.

Networking and partnership between schools in different countries and regions is promoted to facilitate projects about vital concerns of our time and to allow youth to take an active role in increasing our common security. Youth are now urged to undertake small practical lectures ("caring and sharing peace actions") that will, as an ultimate goal, protect our common living room, Planet Earth.

The Life-Link programme has the title "Youth Caring and Sharing Peace Actions at Schools Worldwide" (*Youth Caring and Sharing Actions*).The goal of this programme is to promote and to initiate concrete caring and sharing actions at and around many schools worldwide.

## 2. Background of Life-Link Friendship Schools Programme

Life-Link was founded in 1987. Its programme, open for schools worldwide, is based on natural and social sciences. Life-Link has responded to a documented youth concern about global issues by first shaping a peace education programme, then by linking schools, and finally by developing confidence and friendship across national and cultural borders.

Life-Link seeks to create a global network of schools, working together towards common security in the new millennium through social and environmental actions.

The Life-Link Friendship-Schools programme supports and clarifies three interdependent dimensions of peace: *Care for Myself, Care for Others, and Care for Nature.* The proposed lectures / Peace Actions are aligned with these dimensions.

Life-Link also stresses project management skills such as learning how to plan, performing and evaluating locally performed Peace Actions of high quality, "Lets Get Organized!"

Because of the complimentary qualities and the similarity of the themes objectives of Life-Link Friendship-Schools and ASPnet Programmes, this workshop is organized to strengthen the links and integration between the two organizations. This workshop could establish the basis for future collaboration between the two organizations.

## 3. Methodology

The sub-regional workshop for ASPnet National Coordinators and Life-Link Friendship Schools Programme, organized in close collaboration with the Ministry of Education, was constructed according to the following format:

(i). An organizing Committee was formed comprising of staff from the Ministry of Education and UNESCO Amman Office and Chairperson of Life-Link Programme. The committee oversaw the organization, preparation of documentation, venue, draft agenda, logistic and procedural aspects of the workshop.

(ii). The selection of participants for the workshop was done by the National Commissions for UNESCO to Lebanon, Palestine, Iraq, Egypt, Oman and Jordan. The participating Arab Countries were selected by UNESCO Office-Amman and Life-Link.

(iii). The selected participants comprised the National Coordinators and teachers for ASPnet in their countries. A member from Life-Link in Jordan was invited as an observer for the workshop.

(iv). The resource persons (trainers) for the workshop were carefully selected on the basis of their expertise, experience and relevance to the main subjects of the workshop. The experts came from the Ministry of Education, Life-Link, UNESCO and UNRWA.

(v). The format of the workshop was basically structured to firstly provide an overview and background of the Life-Link Friendship Schools Programme and ASPnet, followed by experts' presentations relevant to the main subjects of Life-Link Programme. The workshop also had three sessions of discussion on the different aspects of Life Link Programme. Participants were circulated to these sessions one after another. The workshop also had a session on how to plan for implementing peace actions as Extra Curricula Activities in schools.

(vi). The ASPnet national workshop was organized under the patronage of his Excellency Dr. Khaled Toukan, the Minister of Education and the Minister of Higher Education & Scientific Research and Chairman of the Jordan National Commission for UNESCO.

## 4. Summary of Presentations

This chapter provides a brief summary of the speeches presented at the official opening and closing ceremonies as well as presentations delivered by the experts of Life-Link and UNESCO staff at the two day workshop.

### Wednesday May 23, 2007

### 4.1 Speeches at the Opening Ceremony

The opening ceremony was held under the patronage of H.E. Dr. Khaled Toukan, the Minister of Education and the Minister of Higher Education & Scientific Research and Chairman of the Jordan National Commission for UNESCO.

**(i) Speech of Dr. Khaled Toukan, the Minister of Education and the Minister of Higher Education & Scientific Research and Chairman of the Jordan National Commission for UNESCO**

H.E. Dr. Toukan praised the organization of this workshop as a symbol of fruitful cooperation among UNESCO Amman Office, Life-Link Foundation and the Ministry of Education; these three partners have similar goals, message and vision; consequently, the establishment of a partnership between them is considered vital to carry out their programmes related to ASPnet and Life-Link friendship schools programme.

His Excellency then stressed out the importance of the Arabic and Islamic civilization which was, across ages, based on toleration, respect of human dignity, religions and cultures of other people. The Hashemite leaders adopted these principles and apply them throughout generations. The wise political leadership of Jordan represented by his Majesty king Abdullah II seeks to layout the foundations of peace and sustainable development throughout

the whole region. H. E also pointed that all the efforts of UNESCO/ASP and Life-Link pour in the same pot and contribute in the mainstreaming and enhancement of positive values, dialogue, building confidence and preservation of health and environment among the widest category of society i.e. the youth.

The speech highlighted the role of ASPnet in promoting the quality of Education in Jordan and the increase in the number of ASP schools to include UNRWA and private schools in addition to governmental schools. At the end, H.E expressed his thanks to the lecturers, the participants from the Arab states and the teachers from the ASP schools in Jordan; he also extended his sincere thanks to the Head of UNESCO Amman Office and the coordinator of Life-Link foundation for convening this workshop.

### (ii) Speech of the Head of UNESCO Amman Office

The Head of UNESCO Amman Office Dr. Anjum Haque improvised a speech in which she welcomed His Excellency Dr. Khaled Toukan, Minister of Education and the guests from Life-Link Friendship Schools, and the participants in the workshop from the Arab Countries. In her speech, she overviewed the background of the Life-Link Programme and its linkage with ASPnet. Her Speech stressed the importance of the collaboration between the two organizations and encouraged the implementation of Life-Link peace actions at ASPnet Schools. She also identified the target group and expected outcomes of the workshop. Finally, she conveyed her best wishes to the participants and hoped the workshop will enrich them with more experience in peace actions.

### (iii) Thoughts from former Secretary-General of the UN, Mr. Dag Hammarskj ld.

Dr. Hans Levander, chairperson of Life-Link presented some quotations of Mr. Hammarskj ld who was the UN secretary-General for the period between 1953 to 1961. The extracts are from statements said by him on different important occasions such as: the UN general Assembly held on 31 October 1956 "All men and women of good will can influence the course of history in the direction of the ideals expressed in the UN charter". In an address to American political science Association in September 1953, he made it clear that "the United Nations has to activate in its support people urge to live together and work together in peace and decency ". In an address to foreign policy Association in October 1953, he emphasized the solidarity among the world in his words "the nerve signals from a wound in the world are felt at once all through the body of mankind". In an address at the University of California in June 1955, he stressed the need for the development of international institutions "An institutional system for coexistence, stage by stage, may be developed and enriched until, on single points or on aboard front, it passes over into a constitutional system of cooperation". Finally, he pointed out the importance of respect for the world and human being "to misuse the world is to show contempt for man. It undermines the bridges and poisons the springs. In this way it leads us backward on the long road of human evolution".

### 4.2 Presentations Delivered by the Experts from Life-Link and UNESCO Staff

### (i) Presentation of Dr. Hans Levander, Chairperson of Life-Link Friendship-Schools

Dr. Levander made a power-point presentation on the Life-Link friendship-schools programme which is built on three interrelated dimensions: Care for myself, Care for others and Care for nature. He indicated the various themes and the numerous actions that could be derived from these three main areas of action.

The presentation shed light on the actions performed through the peace education programme. In March 2007, 501 schools in 74 countries profited from it. Examples were

given on the actions pertaining to the theme of " Care of myself" such as: Get on the Move, Sweden; Sport and Peace, India –Pakistan; Clean up the world, Russia and Community service, Jordan etc.. It also pointed out the parties benefited from the Life-Link friendship-schools programme i.e. youth, teachers, schools, communities, countries and the Planet Earth.

Dr. Hans, at the end of his presentation, stressed out the fact that committed citizens can change the world according to a statement of the anthropologist Margaret Mead; and that the Middle East Initiative 2007-2008 for life-link and UNESCO ASPnet intends to include 50 schools in the Middle-East countries and 50 schools in Europe and worldwide.

### (ii) Presentation of Dr. Hadeel Talli, ASP net Regional Coordinator, UNESCO Amman Office

Dr. Hadeel Talli, Educational Programme Assistant and the ASP net regional coordinator in the UNESCO Amman Office made a power-point presentation on the history, background and overview and objectives of the ASPnet global programme. The presentation emphasized on the four major project themes of UNESCO ASP net programme and the importance of integration of the themes in the Extra-Curricular activities of the schools. The presentation stressed on the important role of the ASPnet National Coordinator and ASPnet coordinators in schools in-terms of planning and implementation of thematic projects in the ASPnet schools and the efforts being made by UNESCO Amman Office and the Ministry of Education to revive ASP net programme in the country. ASP net programme's global strategy and Action Plan was highlighted during the presentation. The link between Education for All and ASPnet was highlighted. The presentation also pointed out the shared items between ASPnet and Life-Link. It also presented some suggestions of proposed actions in favor of both the organizations.

### (iii) Presentation of Mr. Robert Parua, Educational Programme Specialist, UNESCO Amman Office

In his presentation on Education for Sustainable Development, Mr. Parua first defined sustainable development (ESD) as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." He also answered the questions about why ESD and what are the benefits. The presentation identified the main issues of ESD which are: Environmental Issues, Economic Issues and Socio-Cultural Issues. It also overviewed the vision of UN DESD which comprises four main thrusts:

- Promoting and improving basic education
- Reorienting educational programs
- Building public understanding and awareness
- Providing practical training

Mr. Parua finally stated some of the challenges that face both Life-Link and ASPnet in the region.

### (iv) Presentation of Christina McMahon, Director Conflict Resolution Schools Development, Australia

The PowerPoint presentation of Ms. McMahon was entitled " Culture for Peace, Conflict Resolution and Constructive Collaboration Skills at Schools". She presented some information about the Conflict Resolution Network (CRN), as an independent community organization which was founded in 1986. CRN also had close links with Conflict Resolution Programs in Australian and overseas universities. Conflict Resolution Network Schools Development (CRNSD) evolved as a specialist training network and was directed by Christina McMahon for 11 years. In 2002 Conflict Resolution Schools Development became

an independent organization. Conflict Resolution Schools Development aims to provide excellence in the presentation of workshops for teachers, students and parents. Workshops have been conducted throughout Australia for thousands of teachers at every level of education. She pointed out the importance of CRNSD and stated that learning skills to be constructive collaborators and to resolve conflict is now a very acceptable idea for teacher training at the school level and explained the 12 skills of constructive collaboration and conflict resolution. In schools across the world there are now many innovative programs at the level of staff, students and parents. There is a significant change in the approach to constructive collaboration and conflict resolving, and at present this is escalating as schools model successful programs with outcomes demonstrating improved skills and a reduction in violence and conflict.

## (v) Presentation of Mr. Suhail Shahin, ASPnet National Coordinator of Jordan, MOE

The PowerPoint presentation by Mr. Shahin was about the "current status of Aspnet project implementation in Jordan". The presentation focused on the increase in the number of ASP schools in Jordan as it reached 95 and the activities carried out by them during the last three years. It also pointed out the concern of the MOE and the support which is provided by the decision makers to ASP project in Jordan; a steering committee was established headed by H.E the Secretary General for Educational and Technical Affairs and consisted of members of the relevant Managing Directors at the Ministry of Education.

Mr. Shahin shed the light on the internal and external activities implemented by the ASP schools during the scholastic year 2005-2006; these activities included exchange of visits by teachers, effective participation in the EFA week, Mondialogo and NOMA contest, Euro-Mediterranean cultural dialogue and training workshop for the teachers' coordinators in Jordan organized by UNESCO Amman Office.

After that he presented the action plan for ASP in Jordan for the coming year, the plan is comprehensive and it is based on the new ASPnet strategy and plan of Action 2004-2009, it provides a wide range of choices, so the schools can pick the actions which are appropriate to their themes and capabilities.

At the end, he encouraged the participants to benefit from the participation programme forwarded by UNESCO every two years by submitting a request for a national, regional or interregional activity for ASP. He also stressed the need to organize an annual meeting for the ASP teacher coordinators on the national level.

## Thursday May 24, 2007

Participant Ms. Sawsan Saleh, ASP National Coordinator from Palestine presented a fifteen minutes revision of the first day of the workshop.

### Revision of the First Day

Under the patronage of His Excellency Dr. Khaled Toukan the Minister of Education and Higher Education & scientific research / The Chairman of the Jordan National Commission, The Sub- Regional training workshop for ASPnet coordinators and teachers on how to promote the Life- Link friendship schools programme was patronized on Wednesday 23 May 2007 at 9:30 a.m. in Amman.

At the beginning, Mr. Hans Levander talked about the Ex-Secretary General of the UN, Mr. D. Hammarskj ld whose thoughts inspired the life-link principles.

After that, the Deputy of the Swedish ambassador Ms. Charlotte Mansson showed the adoption of cooperation between the ASPnet and Life-Link programme.

Then, Dr. Anjum Haque, who delivered the speech on behalf of UNESCO Amman Office, highlighted the commitment of Amman Office to facilitate and support the ASPnet programme and its relationship with life-link association.

At the end, Dr. Khaled Toukan talked about the relationship between the Ministry of Education and UNESCO and the adoption of Education for All projects especially to reinforce the quality of education.

H. E. Dr. Khaled Toukan showed his support to ASP net in Jordan and the implementation of the life-link project.

Dr. Hans Levander opened the session by highlighting the objectives of the workshop. He showed the harmony between UNESCO decades and Life-Link Programme. After that he talked about the Life-Link programme ethics, care for myself, others, and nature. He clarified that the coordinators and teachers play a crucial role in implementing the ethics of Life-Link programme.

Dr. Hadeel Talli, the ASP net Regional Coordinator, overviewed the historical background and the current status of ASPnet, UNESCO constitution, the main themes of study, the role of ASP net coordinators and teachers, the membership of the ASPnet and their distribution in the Arab Region and gave examples of global and regional projects.

Mr. Robert Parua, Education Programme Specialist at UNESCO Amman Office presented an international perspective. First, he defined Sustainable Development focusing on the relationship between activities and natural world.

He highlighted the vision, the implementation strategies, and UNESCO leadership role. He summarized the challenges such as mobilizing resources and developing capacities.

Then, we had an amazing visit to AL Baqa'a School, an ASPnet school. We had a good idea about the different activities held in that school.

Educator Christina McMahon from Australia defined the conflict resolution network as an independent community organization and the aims of the conflict resolution schools. She explained the twelve skills of constructive collaboration and conflict resolution.

Finally, Mr. Suhail Shahin, the ASPnet coordinator in Jordan talked about the current situation of ASPnet programme in Jordan concerning the number of schools, work action, some of the achievements of these schools and their plans to the year 2007 -2008 and their future vision.

**Discussion Sessions**

During this day ,three discussion sessions one hour each were conducted related to the three themes of Life-Link.

**(i). Session 1 Lead by Dr. Hans Levander from Sweden**

Dr. Levander went through the Life-Link Manual and clarified out its contents. He demonstrated Life-Link concrete actions and campaigns at and around schools. He also identified the peace actions sorted into the three dimensions: Care for Myself, Care for Others and Care for Nature.

### (ii). Session 2 Lead by Mr. Andrei Neculau from Romania

Mr. Neculau introduced the Life-Link internet website: www.life-link.org. He demonstrated the way of registering to Life-Link and how to prepare and send reports via the email address of Life-Link. The full presentation of Mr. Neculau is annexed to this report.

### (iii). Session 3 Lead by Ms. Christina McMahon from Australia

Ms. McMahon discussed one peace action from the domain "Care for Others" which is about conflict resolution and constructive collaboration skills. Practical class room exercises were discussed. She presented the way of planning for conflict resolution and explained the mapping strategy. The guidelines for the proposed plans are annexed to this report.

### 4.3 The Closing Ceremony of ASPnet/Life-Link Workshop:

The closing ceremony of the workshop comprised of concluding remarks by Mr. Robert Parua representing the Head of UNESCO Amman Office, Mr. Suhail Shahin representing the Ministry of Education and Dr. Hans Levander representing Life-Link Friendship Schools Programme followed by the presentation of certificates to the participants attending the two day workshop. The workshop also formally adopted the recommendations drafted by the participants to further strengthen collaboration and coordination between ASPnet and Life-Link in the Arab Region.

### 5. Objectives of the Workshop

The main objectives of the workshop:

1. To raise awareness of Life-Link Friendship Schools Programme at regional level.
2. To encourage the participation of ASPnet schools in Life-Link programme.
3. To provide teachers with the necessary knowledge to get involved in the Global Campaign: "Youth Caring and Sharing Actions".
4. To develop plans for ASPnet schools that coincide with the three main interdependent dimensions of peace which are supported by the Life-Link Friendship-Schools Programme.
5. To incorporate Life-Link programme with ASPnet Programme.
6. To develop a joint action plan between ASPnet and Life-Link for implementation.

# UNESCO Decades, Culture for Peace, Water for Life and Education for Sustainable Development in Harmony with Life-Link Friendship Schools Programme

Dr. Hans Levander
Chairperson of Life-Link Friendship-Schools
Sweden

**Life-Link Friendship-Schools Programme
An inspiration for Youth and Schools World-wide**

A choice among more than 50 concrete care and peace actions/projects that will benefit your schools International Curriculum and promote a Global Classroom at low price.

501 schools in 74 countries now (March 2007) profit from the peace education programme: "Youth Caring and Sharing Peace Actions at Schools World-Wide".

Proposed peace actions (care actions, peace lectures, and short projects) are listed below, and a manual as well as the web-site www.life-link.org offer guidelines for each of the proposed peace actions. Your class, some classes together or a youth club can at low costs perform peace action/s either within the schools curriculum or during a few hours' extracurricular activities.

The Life-Link programme has two interrelated parts:

## 1. Peace Actions (projects, lectures):

Youth, age preferably 12-19, in co-operation with teachers, and if possible also parents and community resource people involved, perform one or several "2 hours" or part-day peace actions as proposed in the Life-Link Manual. (www.life-link.org, resources, Life-Link manual). The peace actions/projects can be chosen from a list of more than 50 actions within the themes of *Care for Myself, Care for Others, Care for Nature* and *Lets Get Organized.* The actions should take place at/around your school or within your community, and can be initiated by a class or a club at your school. Each performed peace action should be summarized to Life-Link on a short Report Form by letter mail, fax or E-mail, or directly from www.life-link.org.

For new schools: By sending the first accepted Peace Action report, your school will be welcomed and your school will be listed on www.life-link.org in practice: *Schools & Actions.* The Life-Link programme needs no specific application form or entrance fee! Just join by performing local peace actions! Your school must cover the financing for performing peace actions, usually possible to run at low cost! A Life-Link manual chapter on Project Management gives ideas on fundraising at the school!

## 2. School-Linking or Partner-Schools collaboration:

When your school and your performed action/s are reported and listed on www.life-link.org : Schools & Actions, you can study if other schools in the world have performed similar peace action/s. Search on the specific peace action/s of your interest such as Tree Planting (action 3:06) or Community Service (action 2:12). Your class, club or school might be interested to contact other school/s in order to exchange protocols and experiences on your specific peace actions of interest. You are allowed to take such contacts directly using any available means of communication. Life-Link stresses the importance that you in your first contact with an

other school propose a time-limited partner-schools collaboration, perhaps "2-months", and also describe what communication you want to carry out. A partner-schools collaboration benefits from good planning, project management. Prolonged collaboration and projects can of course be the result of your first contact. Individual Pen-pal contacts can grow out from early Partner-Schools contacts, and continue after the Partner-Schools programme is finalized.

## Life-Link Programme – Ethics

The Life-Link programme is built on natural and social sciences. Life-Link has neither political nor religious "strings". The basic ethical value is to *Care*, to take personal *responsibility* and to *behave* within a Global Citizenship commitment. The Life-Link concept of "peace" is to develop sustainable relations and behaviour on three interrelated levels:

- *Care for Myself* - The relation with myself including my attitudes and my concern for a healthy lifestyle.
- *Care for Others* - My relation with other people, including the traditional definitions of "Peace", "Conflict Resolution", "Reconciliation", "Human rights" and "Security with others - Common Security"
- *Care for Nature* - My relation with Nature, the "environment"; A relation and "Reverence for Life" to be built in accordance with sustainability, "sustainable development" within Planet Earth's limited resources.

The Life-Link programme also stresses the importance of "project management" *Lets Get Organized*. Any performed peace action or school-linking project must be carefully planned; *Failing to Plan is Planning to Fail!*

Performing small peace actions locally and at the same time involving a thinking and feeling of global partnership is in accordance with a behaviorist pedagogic and psychological strategy; man must adapt his/her behaviour within our common "living-room" on Earth.

Life-Link has partnership with the UNESCO Culture for Peace programme, and has been awarded the " World Aware Award 2000" by the Council of Europe. Life-Link is registered in Sweden as a Non Governmental Organisation NGO, an *Association* with regulated and controlled finances and regular board meetings and protocols. The official working language internationally is English. The Life-Link Manual is translated into Russian and Spanish. It was also translated into Arabic in 2005. A revised edition of the Life-Link Manual was presented in January 2007. The Life-Link present programme is built from a base of more than 1500 peace actions proposed by 179 schools in 55 countries year 1999, an initiative taken for the new Millennium 2000.

Benefits: We believe that this programme with a holistic peace concept, will benefit Youth, Teachers, Schools, Communities, States and finally but not least the Earth. Some specific beneficial points and consequences are listed below.

Welcome to perform at least one peace action at your school. You surely have several activities ongoing at your school that qualify for reporting, such reports will be an inspiration for other schools world-wide. A minimum of four (4) reported Actions during a year will merit a Life-Link Certificate for your school.

The *Green School Garden* action (3:10) is open for campaigning 2007-2008 – more information on www.life-link.org.

The *Water for Life* (3:08) and *RRR Reduce-Reuse-Recycle* (3:05) campaigns will be promoted 2008. A peace action discussing *Human Trafficking* is prepared for introduction on the Life-Link agenda.

## Who Benefits from the Life-Link Programme, and How?

### Youth

- Self-esteem, Health concerns and Hope for the Future
- Learning through practical projects and problem-solving
- Language and Communication training
- Collaboration

### Teachers – Educators

- Global Classroom and Global Education
- Pedagogic for teaching-learning through problem solving
- Theory into Practice
- Conflict resolution and Mediation skills
- Interaction with community experts

### Schools

- International curriculum
- Quality - Attractive reputation
- Peaceful relations

### Community

- Favorable interaction: School-Parents-Community
- Campaigns – Clean Up, Water, Tree planting, Anti Drugs etc.
- Non-violence
- Caring and Sharing society

### States and Countries

- Building confidence across borders
- Dialogue Among Civilizations
- Building Common Security
- From Culture of War to Culture of Peace

### Our Planet Earth

- Reverence for Life and Biology on Earth
- Biological security
- Behaviour in Favor of Sustainable Development

**Proposed"2-hours" Actions and Projects Overview:**

## Care for Myself

1:01 My Thoughts – Visions – Beliefs – Attitudes – Behaviour
1:02 State of Mind – "Have a Rest"
1:03 Green Medicine Day
1:04 Healthy Food and Healthy Eating Habits
1:05 Voice of the Youth
1:06 Religions and Peace
1:07 Art Expression and Peace
1:08 Massage
1:09 Self-Confidence – "3 Small Actions a Day"
1:10 Drugs – Alcohol – Cigarettes – Steroids -
1:11 Violence – Effects on My Body and Mind
1:12 Sexually Transmitted Diseases
1:13 Global Citizenship – Taking Responsibility
1:14 Social Addiction – Gambling, Computers etc
1:15 Sport & Peace - Get on the Move!

## Care for Others

2:01 From a Culture of Violence to Culture of Peace/Care
2:02 Constructive Collaboration
2:03 Peer Mediation and Conflict Resolution
2:04 Land Mines and Guns
2:05 First Aid
2:06 Democracy
2:07 A Kindness Day and One Daily Action of Random Kindness
2:08 Multiculturalism
2:09 Children and War
2:10 The Rights of the Child
2:11 Contact Day
2:12 Community Service
2:13 Women Day – Men Day; Gender Equality
2:14 Handicapped People in Society
2:15 Anti-Harassment Program
2:16 Fair Trade
2:17 My Family
2:18 Poverty and Wealth

## Care for Nature

3:01 SOS – Switch Off Something; Energy Resources and Sustainability
3:02 (IDEAS - reported actions will be registered under the topic 3:03 Clean Up)
3:03 Clean Up the World Campaign

3:04 Endangered Animals and Plants - Biodiversity
3:05 Passing the Message: "RRR; Reduce-Reuse-Recycle"
3:06 Tree Planting Action
3:07 Dramas – Art – Music – Writing - Poetry; about the Environment
3:08 Water for Life
3:09 Transports At and Around Our School
3:10 Green School Garden
3:11 Chemicals and Nature
3:12 Bushfire and Forrest Fire Prevention
3:13 UNESCO World Heritage Programme
3:14 Biodiversity – Agenda 21
3:15 Contact with Nature

## Let's Get Organized

Inspiration, Project Management, Fundraising actions.
4:01 Hope and Joy. "Jumpstart Hurray – Let's Do It!"
4:02 Party for the World – Creating Public Awareness
4:03 "What's Up" – E-mail and Website Reporting
4:04 Fundraising, Dances and Services
4:05 Teamwork through Games and Challenges
4:06 Project Management
4:07 Eco Club
4:08 Festival of Music and Poems
4:09 Media Project
4:11 Life-Link Campaign – Forthcoming Actions and Agenda at Our School
4:12 Model Parliament – Students School Council
4:13 United Nations and Intergovernmental Organizations
4:14 Economy and Financing

## Resource and Reference materials:

1. Instead of Nuclear Weapons" IPPNW (International Physicians for the Prevention of Nuclear War - Nobel Peace Prize 1985) International Seminar at the Russian federation Duma, Moscow 2002. www.slmk.org

2. "Life-Link 12 international conferences 1989 - 2005" Unpublished lectures 1990-2007". Dr. Hans Levander, Physician Uppsala Sweden.

3. "Publications and books on Human Growth". Mr. Paul Bjerre, Physician and Psycho synthesis specialist. Sweden. Early 20th century.

## Websites:

## E-mail for general requests
friendship-schools@life-link.org

**Internet Homepage**
www.life-link.org

**E-mail for action reporting**
actions@life-link.org

Participants were provided with a copy of the presentation in addition to the Life-Link booklet in English and Arabic and copies of Life-Link poster.

# Global Overview and Background of ASPnet

Dr. Hadeel Talli
Educational Programme Assistant & ASPnet regional coordinator
United Nations Educational, Scientific and Cultural Organization
Amman

## ASPnet... Historical Background

Founded in 1953 under the name UNESCO's Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools.

ASPnet is a global network of some 8000 educational institutions in 177 countries (ranging from pre-schools and primary to secondary schools and teacher training institutions).

## Mission Statement

ASPnet is a network of committed schools engaged in fostering and delivering quality education in pursuit of peace, liberty, justice and human development in order to meet the pressing educational needs of children and young people throughout the world.

## Goal

Inspired by the UNESCO Constitution, ASPnet aims to promote quality education for all in pursuit of justice, liberty, peace and human development.

## ASPnet Values

- Peace (Culture of Peace)
- Human Rights
- Tolerance
- Respect
- Positive change in Attitudes
- Innovation
- Equality and equity
- Liberty

## ASPnet Strategy

- Expanding of ASPnet Schools.
- Strengthening ASPnet Coordination at country level.
- Facilitating mainstreaming of ASP successes.
- Focusing on quality assurance.
- Promoting learning throughout life skills.

## Main Themes of Study for ASPnet
ASPnet schools are encouraged to conduct pilot projects on four main themes of study:

1. World concerns and the role of the United Nations system.
2. Human rights, democracy and tolerance.
3. Intercultural learning
4. Environmental concerns (ESD).

## Main Themes of Study

1. World concerns and the role of the United Nations system:
   - Poverty, hunger, disease, unemployment, pollution, illiteracy, cultural identity, women's issues, population ... etc.
   - UN Values
2. Human Rights, Democracy and Tolerance
   - Aims at eliminating all manifestations of intolerance, racism, prejudice and at strengthening education for democracy, mutual respect, civic responsibility, tolerance and non- violent conflict resolution.
3. Intercultural Learning
   - To promote a better understanding and appreciation of other customs, traditions, heritage and values, by contributing to exhibitions or by providing speakers to address students about the country and its role in the UN family.
4. Environmental Concerns
   - Studies on pollution, energy, forest conservation, marine and atmospheric research, soil erosion and conservation of natural resources, desertification, the "greenhouse effect", education for sustainable development, recycling and ultimately on how science contributes to the future of humanity.

## ASPnet Coordination

- Global ASPnet Coordination –UNESCO HQ
- Regional Coordination – Amman Office
- National Commission for UNESCO
- National ASPnet Coordinator: Either be located at MOE or NATCOM
- School ASPnet Coordinator/Focal point within the schools

## ASPnet National Coordinator

- The National Commission for UNESCO appoints and trains a well-qualified person to be the ASPnet National Coordinators.
- The ASPnet National Coordinator coordinates, monitors and evaluates the implementation of ASPnet projects at country level.
- He/she also undertake the following missions:

## Role of the ASPnet National Coordinator

- Supervisory visits to ASPnet schools in his/her country.
- Raising awareness of ASPnet programme and receiving information from ASPnet schools on project activities at school level and informs ASPnet schools of new innovative programmes.
- Regular updating and renewal and processing of new ASPnet applications.
- Capacity Building of ASPnet teachers and school coordinators.

- Mobilizing funding resources for ASPnet from UNESCO and partners.
- Liaison with UN Agencies on celebration of UN Days/ events at country level .
- Liaison and collaboration with relevant Ministries on thematic issues such as environment, culture and human rights to implement at school level.
- Cooperating with ASPnet schools on the development, monitoring and evaluation of their ASPnet project activities.
- Ensures participation of ASPnet Schools in the regional flagship projects.
- Production of ASPnet brochure, newsletters etc.
- Liaison with UNESCO ASPnet International and Regional Coordinators on ASPnet matters.
- Coordination of ASPnet Twinning programme with other countries.
- Liaison with relevant Divisions/Directorates in the MOE to implement ASPnet Themes as an extra-curricular activity( for instance consultation with Curricular Department) .
- Publication and dissemination of reports on major ASPnet achievements locally, nationally and internationally.

## How to join and participate in the ASPnet

Schools interested in joining ASPnet should contact the National Commission for UNESCO in their country for an application form. The completed ASPnet Application form attached with project proposal should be returned to the National Commission who will then submit it to the Coordination Unit at UNESCO Headquarters in Paris, France. The form could be submitted via any UNESCO National or Cluster Offices.

## Funding

(Support ASPnet Projects)

> Participation Programme Funding (PP)
> UN Agencies at country level
> Donor Agencies such as: US AID, DFID, NORAD, Embassies etc...
> Private sectors
> Global NGOs

## ASPnet School Coordinators/Focal Points

- The Head Teacher himself can be the ASPnet coordinator and/or designate another teacher to assist him
- School coordinator approved by the Head Teacher in consultation with ASPnet National Coordinator.
- The ASPnet school coordinators are committed persons who are ready to do voluntary work.

## ASPnet School Coordinator/Focal point Activities

- Communicating with the National ASPnet Coordinator.
- Preparing plans of action for proposed ASPnet projects.
- Conducting approved ASPnet projects in his school.

## ASPnet School Coordinator/Focal point Activities

- Inviting Guest Speakers to speak on ASPnet themes such as environment etc.
- Organizing internal in-service training for the ASPnet Teachers within the school.
- Preparing and submitting final and progress reports about ASPNET school activities/projects.

## Membership of ASPnet by Educational Level/type

- 2 % Nurseries & Pre-schools (N/P).
- 36% Primary schools (P).
- 9% Primary & Secondary schools (P/S).
- 46% Secondary schools (S).
- 3.3% Vocational & Technical Education (VTE).
- 3.7% Teacher Training Institutions (TTI).

## Distribution of ASP Schools According to Region

- 23% Africa
- 6% Arab States
- 18% Asia & Pacific
- 31% Europe & North America
- 22% Latin America & Caribbean

## ASPnet Schools by Country (Dec. 2006)

1. Algeria: 7
2. Egypt: 69
3. Iraq: 4
4. Jordan: 100
5. Kuwait: 34
6. Lebanon: 48
7. Libyan Arab Jamahiriya: 5
8. Morocco: 91
9. Oman: 3
10. Palestine: 38
11. Qatar: 45
12. Saudi Arabia: 2
13. Sudan: 60
14. Tunisia: 50
15. U .A. E: 52
16. Yemen: 13

## Examples of Global and Regional Pilot Projects

- According to an adopted theme, schools conduct some pilot projects relevant to the theme.

Some examples of Global pilot projects:
- Water Flagship Project for the Arab Region
- World Heritage
- Great Volga River Route
- Breaking the Silence (slave trade)
- Mondialogo
- This is our Time
- Baltic Sea
- Caribbean Sea
- Sandwatch
- Zambezi River
- Western Mediterranean

## UN Decade on Education for Sustainable Development (UNDESD)

- Education for Sustainable Development is an investment in our future. Each respective country should ensure that appropriate resources are made available for its development.
- The UN-DESD started at 1st January 2005, extending to the end of the year 2014.
- Among many other objectives the UN Decade of Education for Sustainable Development seeks to evaluate the achievement of measurable results in realizing the aims and objectives of the Decade, particularly in regard to the integration of ESD in national educational policies, programmes and systems

## UN Decade on Culture of Peace (UNDCP)

- In 1997, the United Nations General Assembly declared the period 2001-2010 the "International Decade for a Culture of Peace and Non-Violence for the Children of the World".
- The expression "Culture of Peace" implies that peace means much more than the absence of war. Peace is considered as a set of values, attitudes and modes of behaviors promoting the peaceful settlement of conflict and the quest for mutual understanding. In fact, peace is one way to live together. The expression "Culture of Peace" presumes that peace is a way of being, doing and living in society that can be taught, developed, and best of all, improved upon.
- The culture of peace is peace in action. Introducing such a culture is a long-term process requiring both a transformation of institutional practices and individual modes of behavior. Finally, in order to survive and become entrenched in our values, a culture of peace requires non-violence, tolerance and solidarity.

## Achievements of UNESCO ASPnet in the Region

- Launching a regional Water Flagship project
- Regional Database of ASPnet institutions in the region
- The World Heritage in Young Hands(1st & 2nd )
- UNESCO/ICCROM manual for secondary students on the protection of World Heritage (Petra manual revised)

- Connecting Cultures
  (Oman). Encourage young people in dialogue on contemporary issues while traveling in the desert.
- Capacity building workshops ( Regional & National )

## Challenges in the Region

- Improving coordination between the School coordinator and ASPnet coordinator.
- Increasing the number of ASPnet schools in the region (6% in Arab States).
- Identification of theme for ASPnet schools.
- Careful Planning and integration of ASPnet projects within the Curriculum.
- Participation in regional flagship projects eg: Water.
- Promotion of participation in ASPnet Twinning projects.
- Strengthen Capacity Building at the school level.
- Developing and adapting global resources manuals for implementation by ASPnet schools such as World heritage in Young Hands Kit, Human Rights manuals etc.
- Close collaboration, coordination and sharing and exchange of information with ASPnet national Coordinators in the region.
- Mobilization of financial resources to strengthen ASPnet at country level.
- Awareness raising of ASPnet programme at national and school level through newsletters, websites, brochures etc.
- Promoting close collaboration and coordination with Directorates within the Ministry of Education, UN Agencies, NGOs etc.
- Effective coordination and facilitation with UNESCO ASPnet International Coordination Section and UNESCO regional coordination.
- Effective consultation with UNESCO field offices in the region.
- Transition of ASPnet programme to other countries in the region.

## Potential Life- Link / UNESCO Partnership

Some suggestions:
- Incorporating Life-Link in ASPnet schools.
- Identifying two joint themes for implementation in ASPnet schools.
- Developing a one year joint programme .
- Conducting joint workshops at the country or sub – regional levels for Life-Link and ASPnet.
- Coordinating joint study visits to Sweden.
- Promoting exchange of experiences between Life-Link and ASPnet schools.

## Life-Link Programme is in Synergy with  UNESCO ASPnet Themes

| UNESCO | Life-Link |
| --- | --- |
| 1. UN Concerns | Care for Myself |
| 2. Environment | Care for Others |
| 3. Intercultural Learning | Care for Nature |
| 4. Human Rights | Lets get Organized |

Participants were provided with copies of the presentation and of the latest ASPnet Newsletter as well as the ASP brochure in Arabic and English. They were also provided with a list of related websites and the ASP Final Report, Sept 2006 (Arabic & English versions).

**Websites:**

- www.un.org
- www.unesco.org/education
- www.whc.unesco.org
- www.unhchr.ch
- www.undp.org
- www.un.org/docs/sc
- www.unaids.org
- www.life-link.org

# The United Nations Decade of Education
# For Sustainable Development (2005-2014)

## An International Perspective

Mr. Robert Parua
Educational Programme Specialist
United Nations Educational, Scientific and Cultural Organization
Amman

## Definition of Sustainable Development (SD)

According to the WCED (92), this is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." **Sustainable development implies economic growth together with the protection of environmental quality, each reinforcing the other. The essence of this form of development is a stable relationship between human activities and the natural world, which does not diminish the prospects for future generations to enjoy a quality of life at least as good as our own. Many observers believe that participatory democracy, undominated by vested interests, is a prerequisite for achieving sustainable development**

## Why ESD? *(Another perspective)*

Turning the population of the earth into a small village of 100 people, keeping the same proportions of today, it would be something like this:

61 Asians, 12 Europeans, 14 Americans, 13 Africans and 1 Australian

- 50 women, 50 men.
- 33 Christians, 18 Muslims, 16 Hindus, 6 Buddhists, 11 practice other religions, and 16 are non-religious.
- 16 villagers would speak Mandarin Chinese, 10 Spanish and Portuguese, 9 English, 8 Hindi, 4 Arabic, 4 Russian, 3 Malay-Indonesian, 3 Bengali, 2 French, 2 Japanese, 2 German, and the rest as many as 39 other languages.
- 6 people own 59% of the entire wealth of the community
- 17 females and 8 males live in abject poverty
- 70 % of the work of the village would be done by women but they would only be paid 10 % of the village's revenue
- 70 are illiterate; only 1 person has a university degree
- Of the 23 children aged 5-14 years, 6 are working, 3 of them full-time and receiving no education

**And this village will be marked by, for example:**

- *Deforestation, half of the village forests is destroyed.*
- *Difficult access to safe drinking water and sanitation.*
- *Many languages threatened with extinction.*

This perspective – the miniature earth – reveals the need for change and to face the challenges of our century!!!

## Why Education for Sustainable Development?

" Education - in all its forms and at all levels - is not only an end in itself but is also one of the most powerful instruments we have for bringing about the changes required to achieve sustainable development. "

*Koïchiro Matsuura*
*Director-General of UNESCO*

## What is Education for Sustainable Development (ESD)?

Education for Sustainable Development is:

- A new vision of education at all levels of education systems, all modalities, and in all social contexts
- An education for democracy
- Is practice of values and respect for:
- dignity and human rights of all people
- rights of future generations and inter-generational responsibility
- the greater community of life (eco-systems)
- cultural diversity and a commitment to build peace
- An education empowering people to commit themselves to sustainability

## ESD enables us to learn:

1. **About sustainable development:** introduces content and knowledge about sustainable development issues.
2. **For sustainable development:** emphasizes learning for change. Understanding that current practices are not sustainable and need changing.
3. **As sustainable development:** leads the change process as a result, the class-room, students, teachers, administration, school, community, professional organizations etc become contributors to sustainable development.

## CORE ISSUES OF ESD

### Environmental Issues:

- Conservation of natural resources
- Addressing climate change
- Transformation of rural societies and environments
- Sustainable urbanization
- Disaster prevention and mitigation

### Economic Issues

- Poverty reduction
- Greater corporate responsibility and accountability
- A "benign" market economy

## Socio-Cultural Issues

- Fulfillment of human rights
- Promotion of peace and human security
- Gender equality
- Good health (e.g., HIV/AIDS prevention)
- Good governance
- Reinforcement of intercultural and international understanding
- Preservation of cultural diversity

## Key Characteristics of ESD

- Interdisciplinary and holistic
- Values-driven
- Focused on critical thinking and problem solving
- Multi-methodological
- Participatory in decision-making
- Locally relevant

## (DESD) VISION

A world where everyone has the opportunity to benefit from education and learn the values, behaviors, and lifestyles required for a sustainable future and for positive societal transformation.

## This vision has four main thrusts

- Promoting and improving basic education
- Reorienting educational programs
- Building public understanding and awareness
- Providing practical training

## DESD Implementation

As the Lead Agency for DESD, UNESCO prepared the Int/Impl/Sch (IIS) through consultative and participatory processes. The IIS:

- Sets out a broad framework for all partners
- Summarizes the goals and objectives of DESD
- Emphasizes the importance of partnership
- Outlines UNESCO's leadership tasks
- Lists key milestones for the DESD
- Lays out seven strategies for moving forward
- Provides succinct summary of key trends and other background information.

## Strategies for Implementation

- Vision-building and advocacy
- Consultation and ownership

- Partnership and networks
- Capacity-building and training
- Research, development & innovation
- Utilization of ICTs
- Monitoring and evaluation

## What is expected from the UN Decade of Education for Sustainable Development?

- Broad consensus on the strategic importance of ESD
- Public sensitized to the concept of sustainability
- Integration of ESD into education and development plans
- Regular and substantial media presence for sustainable development issues

## Is this realistic?

- An approach not a recipe
- No single start or end point
- No "right" way to do it
- A focus on principles and ethics that underpin Sustainable Development
- Practice of principles and ethics
- Unifying concept that is not uniform

## UNESCO's leadership role

- Catalyzes and strengthen partnerships;
- Encourages monitoring and evaluation;
- Encourages a research agenda and serves as a forum for relevant research on ESD;
- Serves as forum for bringing together important stakeholders in the Decade such as: representatives of key multinationals, faith-based institutions, youth associations, indigenous people, etc.;
- Shares good ESD practices;
- Links Member States that have put in place ESD curricula, policies, research, etc., with those Member States that are requesting help;
- Convenes flexible working groups on particular topics.
- Fulfill its strategic role with regard to ESD.

## Challenges:

- DESD purpose: Education Decade not Decade on Sustainable Development
- Moving beyond Environmental Education
- Addressing expectations raised by the Decade
- Mobilizing resources (human, material and financial)
- Developing and strengthening capacities at local and national levels to address educational issues and ESD
- Mobilizing stakeholders at the national and local levels in improving the quality of teaching and learning

Participants were provided with copies of Life-Link forms and publications concerning Sustainable Development- Water for Life and Green School Garden.

**Resource and Reference materials:**

Material of this presentation was drawn from related internet websites.

**Websites:**

For more information on DESD

- Global:

www.unesco.org/education/desd

- Asia-Pacific:

www.unescobkk.org/esd

- Europe & North America:

www.unece.org/env/esd

# Report of School Visit

A school visit was organized by the UNESCO for all the participants in the workshop including Dr. Hans Levander and Christina McMahon to Al Baqa'a ASP School. This school is located outside Amman near Al Baqa'a refugees camp. The school contains approximately 750-800 students. It was recently established by a gift from His Majesty King Abdullah II. It contains good facilities such as labs, workshops, a library and a performing stage. The participants were warmly welcomed by the school principal and staff teachers. The school staff accompanied the visitors in a tour to the exhibition presenting the students' products made of painted straw, glass and embroidery . Then ,they showed the visitors the workshops where all the souvenirs, tools and dresses were made. In addition to a machine used for covering books. All these products were for sale and the revenues go to the poor families in the surrounding community. This is why this school really represents the enhancement of " Education for Sustainable Development" which is the ASP theme selected by this school. After that they showed the visitors a dramatic play performed by the students about Petra .It is a part of a campaign to collect votes for Petra to be considered one of the seven wonders of world; the visit was considered successful by all means and it concluded at that point and every body left the school happy and satisfied.

# Culture for Peace, Conflict Resolution
# and
# Constructive Collaboration Skills at Schools

Ms. Christina McMahon
Director Conflict Resolution Schools Development, Australia

## Introduction

The Conflict Resolution Network (CRN), an independent community organization, was founded by the United Nations Association of Australia in 1986. CRN also had close links with Conflict Resolution Programs in Australian and overseas universities. Conflict Resolution Network Schools Development (CRNSD) evolved as a specialist training network and was directed by Christina McMahon for 11 years. In 2002 Conflict Resolution Schools Development became an independent organization.

Conflict Resolution Schools Development aims to provide excellence in the presentation of workshops for teachers, students and parents. Workshops have been conducted throughout Australia for thousands of teachers at every level of education.

These workshops are specifically designed to be experiential to improve participants' skills in the handling of conflict. CR Schools Development's vision is to inspire school communities to actively create conflict resolution, constructive collaboration and mediation programs, to change students' behavior to be positive and constructive. CRSD programs give the school community the opportunity to develop skills to enhance self-esteem and create harmonious school communities. Teachers learn skills to pass on to students to make a difference in everyday life. Schools are taught skills to:

Provide practical skills and strategies that are immediately applicable.

- Create co-operative staff teams.
- Develop new conflict resolution programs.
- Train students and parents in conflict resolution techniques.
- Train students in constructive collaborative techniques.
- Create school communities where people are empowered and motivated to create outcomes that work for everyone.

## Why Conflict Resolution & Constructive Collaboration Skills?

Learning skills to be constructive collaborators and to resolve conflict is now a very acceptable idea for teacher training at the school level. In schools across the world there are now many innovative programs at the level of staff, students and parents. There is a significant change in the approach to constructive collaboration and conflict resolving, and at present this is escalating as schools model successful programs with outcomes demonstrating improved skills and a reduction in violence and conflict.

Many keen and enthusiastic teachers wish to promote programs to have skillful students in constructive collaboration and effective conflict resolving. When we talk of conflict resolution we are concerned with the teaching of very practical skills that improve the lifestyle of the individual, group, family or society. Terms such as "Win / Win", Negotiation

and Mediation are quickly becoming part of the language of individuals, pressure groups, media, and politicians. Some of these groups are using skills to achieve solutions pleasing to those involved in dispute. Teachers in their important position as educators have the opportunity to train the adults of tomorrow in skills needed in our changing society.

There is a need to raise awareness of constructive collaboration and conflict resolution skills for many teachers. Unless a different approach is considered at a class and curriculum level, the increasing demands on teachers by students, parents and society are not going to be met. For many teachers, thinking about conflict differently and using new skills of conflict resolution in a Win | Win manner is a major lifestyle change. It is not only teachers who are being asked to reassess their communication skills; it is society as a whole that is undergoing a fundamental change. When our teachers in training colleges, universities and in the schools are sophisticated conflict resolvers, we as a world will have set the foundations for peaceful societies. The children of our nations can be taught constructive collaboration and conflict resolution skills to ensure a peaceful future.

Our society is at present very concerned at the perceived level of conflict in the school systems. This conflict and violence is also reflected in our society. As a society we are undergoing tremendous change; and as part of that change the role and behaviour of children have changed greatly. For many parents and teachers, there is a desire to have schools as they were. No noise meant effective learning. This view is no longer accepted by the leaders of education. The children of today are much more active learners. They wish to be heard, involved and respected. Teachers and parents, as the guardian of children's learning, need to teach constructive collaboration and conflict resolution skills so the adults of the future have the skills to take care of each other and the world. The majority of our children are responsible caring individuals. Constructive collaboration and conflict resolution skills allow all students to have a better opportunity to be effective adults of the future.

## Using Constructive Collaboration and Conflict Resolution as Life-Link Actions

Many schools have commenced work on the implementation of constructive collaboration and conflict resolution skills into the school community. Sometimes this is in the form of a program for a particular age group, or some form of peer mediation program. A few schools are attempting to change school culture and climate. The Life-Link program offers schools the opportunity to participate in activities that ask students to become more aware of and skilled in constructive collaboration and conflict resolution skills. Life-Link Actions support the vision to make schools positive places for children and teachers to be; the actions help students to effectively use constructive collaboration and conflict resolving skills to be confident problem solvers and project managers.

The Life-Link manual offers numerous practical ways to achieve constructive collaboration through student's involvement in actions and participation as part of an international program based on Care for our Self, Care for Others and Care for the Environment. The success of the Life-Link program comes from the enthusiasm and vision of members of the school community.

Generally, implementation of the Life-Link program is motivated through a perceived need or inspired vision for the students of a particular school. Constructive collaboration and conflict resolution skills fit naturally into international programs which support peace. Students will gain in many ways when they are given the opportunity to learn these skills and practice them at an international level.

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It is important to realize that a school, when it is committed to an international program supporting peace and using constructive collaboration and conflict resolution skills, is in fact creating a new climate and culture in the school. Schools that have already started this process are continually inspired by the difference they have seen in the school and the positive effective it is having on students.

Constructive Collaboration and Conflict Resolution Skills are presented in a "tool" kit of 12 skills that when learnt individually and then put together as needed, form the foundation for powerful constructive communication and problem solving. When students are given the opportunity to learn these skills they are able to cooperate in projects in a manner that supports peace at a group level and eventually peace at an international level.

## 12 SKILLS OF CONSTRUCTIVE COLLABORATION & CONFLICT RESOLUTION

| | | |
|---|---|---|
| **WIN/WIN**<br>Go back to needs | **CREATIVE RESPONSE**<br>Ah conflict what an opportunity | **EMPATHY**<br>Check how it is from the other side |
| **APPROPRIATE ASSERTIVENESS**<br>Say how it is from my side | **CO-OPERATIVE POWER**<br>We do it better together | **MANAGING EMOTIONS**<br>Don't indulge<br>Don't deny<br>Create richer relationships |
| **WILLINGNESS TO RESOLVE**<br>Which "coloured glasses" am I looking through? | **MAPPING THE CONFLICT**<br>What are the needs?<br>What are the concerns? | **DEVELOPMENT OF OPTIONS**<br>New choices for better solutions |
| **NEGOTIATION SKILLS**<br>Soft on the people<br>Hard on the problem | **BROADENING PERSPECTIVES**<br>Solutions that reflect all points of view | **THIRD PARTY MEDIATOR**<br>Providing a safe learning environment |

**Resource and Reference Materials:**

Implementing conflict resolution and peer mediation skills into the
School community -A whole school approach-3rd. Edition, Trainers manual,
Christina McMahon, Conflict Resolution Schools Development.

**Website:**

www.conflictresolutionbooks.com.au

# Conflict Resolution and Constructive Collaboration Skills Practical Classroom Exercises

Ms. Christina McMahon
Australia

## Mapping the Problem, Issue or Conflict

## Aims:

- To learn the technique of mapping.
- To be able to clearly identify and state a problem, issue or conflict.
- To learn how to focus on needs and concerns.
- To understand how to apply mapping to planning situations, problems solving or conflict situations in a number of different ways.

## Learning Outcomes:

On completion of this activity the learner will be able to:

- Map a conflict, issue or problem.
- Precisely state the nature of the conflict, issue or problem.
- Identify the needs and concerns of all parties involved in the conflict, issue or problem.
- Choose to use mapping as a technique in many different situations.

## Mapping as a Technique

Key Concepts/ Questions/ Focus
introduce mapping as a technique to broaden the perspective on a conflict, issue or problem.
assist participants to clearly define conflicts, issues or problems.
help participants to focus on needs and concerns of all involved in the conflict, issue or problem.
create greater understanding and empathy in conflict resolving.
Activity
30 minutes Mapping - A Technique
Presenter introduces the concept of mapping.
"Mapping is a technique to help us see the complete picture; for us to recognize and understand all the needs and concerns of the parties involved in the conflict.
Mapping can be used in a number of ways. You can use it to prepare for a communication with others in a conflict; you can use it in a conflict situation; you can use it to plan a project; you can ask someone else to facilitate a mapping of a conflict or a problem; or you can use it as part of a mediation process."
Presenter explains how mapping is used. Choose a conflict, issue or problem and briefly demonstrate how to carry out the steps of mapping. In the diagram below fill in examples for the group to understand the process of mapping.
"Today we will each fill in a map to prepare us for a communication in an existing conflict or problem situation or to plan a new project. You will identify the issue, who is involved, and the needs and concerns of the parties. You will try to put yourself in the 'shoes' of the other parties to identify what their needs and concerns are.

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Find yourself a partner to sit with. You will be working on your map, firstly by yourself, then you will draw out more needs and concerns by helping each other explore the problem deeply. Remember the steps of mapping:

**Define the issue**: It may become clearer and change as you work on your map.

**Identify who is involved**: This could be individuals or groups, directly or indirectly involved.

**List the major needs and concerns of each party**: Needs and concerns may be tangible and intangible."

## MAPPING THE CONFLICT

### The Steps of Mapping

Defining the issue:

In defining the issue, take care not to identify a person as the problem. Rather label the issue in broad, objective terms, in a way that all parties to the conflict would agree.

For example: not "John bullies me" but "Feeling safe at school".

Aim for a clear idea of the issue to be mapped, but don't worry if it's not exactly right. Sometimes the process of mapping itself clarifies the issue. Keep it open ended and objective to provide a good starting point.

Identify who is involved:

Write down all the major parties in the conflict. Include individuals and groups. Include people who may be directly and indirectly involved. If people share common needs and concerns they can be grouped together.

### List the major needs and concerns of each party:

### Needs:

Recognize the different parties' needs as a basis of a Win/Win Approach. When everyone's needs have been identified and understood appropriate solutions can be generated. The word "Need" does not have to be used too precisely. It may include wants, interests or things you care about. Needs may be tangible or intangible. Needs are those things which we are motivated to move towards. Sometimes the same need applies to several people. Listing it for each person shows that there are common needs - a great empathy builder.

### Concerns:

Concerns include fears, anxieties, and worries - those things which we are motivated to move away. They may be tangible (such as not having enough money) or intangible (lack of respect).

Sometimes it's easier under concerns to draw out motivations that don't surface so well when considering needs. For example it is easier to say "I fear being powerless" than" I need to have power".

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**Reading a map:**

Reading a map prepares us to develop appropriate options.
What common threads or points do you notice on your map?
Draw together common needs, concerns, threads and similarities to build partnership.
Notice new perspectives and insights? Hidden agendas or pay-offs?

## MAPPING

In the diagram, define briefly the issue, the problem area, planning project, or conflict in neutral terms that all would agree on and that do not invite a "yes/no" answer e.g. "feeling safe at school," not "John bullies me".

In the Who, write the name of each important person or group.
Write down each person's or group's needs. What motivates him/her?
Write down each persons or group's concerns, fears or anxieties.
Be prepared to change the statement of the issue, as your understanding of it evolves through discussion or to draw up other maps of related issues that arise.

Define the Issue:

| Who. | Who. | Who. | Who. | Who. |
|------|------|------|------|------|
| Needs | Needs | Needs | Needs | Needs |
| Concerns | Concerns | Concerns | Concerns | Concerns |

## Designing Options

### Aims:

- To assist participants to use their map in an effective manner to move forward to options and then possible solutions.

- To introduce participants to the steps of designing options.
- Help participants choose options that recognize a broader perspective based on motivating needs and concerns to increase empathy and co-operation.

### Learning Outcomes:

**On completion of this activity the learner will be able to:**
- Design appropriate options based on the information gained in the mapping technique.
- Identify and understand the steps involved in designing options.
- Develop suitable options for their conflict situation.

### Designing Options - Creating the Options

- Key Concepts/ Questions/ Focus
- To encourage participants not to jump to solutions but rather to create options.
- To encourage participants to be creative in their approach to considering options.
- To creatively brainstorm many ideas.
- To be able to divide a problem into smaller pieces.
- To be able to consider the outcomes you want in a conflict or planning situation.

- To create options based on the needs and concerns of all involved in the conflict.

**Activity**

20 minutes Creating the Options
Ask participants to stay in their mapping pairs to create options based on the reading of your map.
"Reconsider the issue you have identified as the problem or conflict.
Write it on top of a piece of paper. Each person to work on their own map.
Using the technique of brainstorming develop as many ideas as you can without censoring, justifying, or debating what is being written up. Try to think as creatively and laterally as possible. Ideas can be random and disorganized.
If the conflict, issue or plan is very large you may wish to 'chunk' it into smaller parts. An option may be to work on only one part of the problem.
Part of creating options is to also move into selecting and acting on options.
After the brainstorm, work together to help each other to organize and select options.
Selecting means organizing options, making links to similar and complementary options.
Selecting is also about evaluating, and assessing the appropriateness and feasibility of the options.
Selecting is about matching options to needs and concerns of all parties. What options meet most or many of the needs of the parties and takes into account most of their concerns?
After you have selected your options it is time to do an action plan.
**What is to be done? By whom? By when?"**

**Designing Options**

To design options, read your map drawing to gather common needs and highlight points of special concern or importance.

**Common Ground:**

• Look for needs and concerns held by all or several parties.
• Identify common threads that may be described in different ways.
• Explore similarities you may already identified on the map; and can be agreed on in principle.
• Build a sense of partnership from which to consider areas of difference.

**New perspectives and Insights:**

• Consider the way in which the mapping process has changed the perspective on the issue and the people involved. Sometimes there are very significant insights and other times there are small shifts in perspectives.

**Hidden Needs, Concerns and Pay-Offs:**

• Look for unexpressed needs and concerns, as appropriate with sensitivity. Ask gentle, probing questions to explore the needs and concerns hidden under satisfiers.

• Be aware that frequent needs, concerns and payoffs are not intentionally being hidden. They just may have not been considered.
• Be aware also that, on some occasions, people may not want to state their needs, concerns or payoffs because of embarrassment or fear; or because they have intentions they don't want to be known by others.
• Note any areas that need priority consideration.

## Designing Options:

Mapping is the preparation stage before designing options to take action.

When you use your map to design options, people will gain confidence in the problem solving technique that allows them to have their needs and concerns validated.

**BRAINSTORMING** - No censoring, justifying, debating. Use lateral thinking and consensus.

**SELECTING** - Chunking? Researching? Goal setting? A Win/Win Approach? Feasible?

**ACTION PLAN** - Steps involved? What is to be done? Who will do it? When will it be done?

## Designing Options

| Brainstorming Options | Select options<br>What will be done?<br>Who will do it?<br>When will it be done? |
|---|---|
|  |  |

# Current Status of ASPnet Project Implementation in Jordan

Mr. Suhail Shahin
ASPnet National Coordinator
Jordan, Ministry of Education

## Introduction

ASPnet in Jordan has witnessed a significant development over the last three years whether through the increasing number of schools joining ASP net or through the activities these schools carry out or participate in to consolidate the concept of international education through a distinguished network of distinguished educational institutions that work together in a global community which is safe from disputes, far from violence, prejudice, or any discrimination form, cares for human rights, preserves its environment and actively participates in spreading international peace, cooperation and understanding among people of earth.

## ASPnet in Jordan

1. Public Schools: (81) schools
   - North Region: 30 schools (males and Females)
   - Middle Region: 37 schools (males and Females)
   - South Region: 14 schools (males and Females)
2. UNRWA Schools: (10) schools (males and Females)

A full list of these schools, names of their principals and coordinating teachers, addresses and the themes they will work on was prepared.

## Work Themes

- International Concerns and the role of the UN system.
- Education for Sustainable Development.
- Peace and Human Rights.
- International Cultural Learning.

## The Steering Committee for ASPnet

- Secretary-General of Educational and Technical Affairs: Chairman.
- Director of Education Administration and Students' Affairs: member.
- Director of Curricula and Textbooks Administration: member.
- Secretary of the National Committee: member.
- Director of Amman Fourth Directorate: member.
- Assistant of the Secretary of the National Committee: member.
- The National Coordinator of ASP net/ Head of UNESCO Division: member.
- Head of Systematic Education: member.
- Member of UNESCO Division/ Spokesman.

# A report on ASP net activities for the year 2005-2006

- Jordan won in partnership with Syria and Palestine in the Mondialogo Engineering Contest for the year 2005 in "Treating the Waste Produced by Diary Factories".
- Holding three consulting and coordinating meetings (North- Middle-South) for Associated Schools principals, teacher coordinators in Directorates for ASPnet in Jordan on 13-20-27/7/2005.
- Informing about the second cycle of Mondialogo contest 2005-2006. 8 Associated schools participated in Mondialogo contest 2005-2006 from various Directorates (Mafrak, Karak, Amman, Irbid and AL Tafeeleh).
- A visit by 28 ASP net teachers from Denmark to a number of ASPnet in Jordan during the period 14-18/10/2005. They were in a business tour in the Middle East covering Jordan, Syria and Lebanon.
- The National Danish Committee invited Ms Buthainah AL Habahbeh: a teacher from Nayfeh Secondary School for Girls from Fourth Amman Directorate to visit Sonderskoov School in Denmark during the period of 7-16/11/2005. This was within the framework of ASPnet project concerning "International Heritage in Young Hands.
- The participation of two students and a teacher from ASPnet (Ajlun and AL Ruseifeh) in a workshop on "Traditions and the Spirit of Modernization in the Arab World". The workshop was for the Arab and German students held in Tripoli/ Lebanon during the period 26-30/3/2006.
- Disseminating publications on ASPnet (The Arabic Version of The International Heritage in Young Hands: Second Edition, ASPnet Newsletter number 19 and the Evaluating Questionnaire of ASPnet.)
- The participation of (The National Coordinator of ASP net, Head of Systematic Education: member, a teacher and two students from Ein ALBasha and Third Amman Directorates) in the Sub Regional Arabic Cultural Meeting that was held in Amman-Jordan and organized by the Palestinian National Committee during the period of 26-30/3/2006.
- The participation of ASPnet in the celebration of Education for All Week 2006.
- The participation of a teacher and a student from (Bani Kenanah Directorate) and a female student from Fourth Amman Directorate in a Regional workshop on "Media and the Youth" that was held in Beirut on 12/13/5/2006.
- Organizing the first exhibition for ASPnet schools in Irbid the First Directorate under the title " Jordan: A Heritage and a Tradition" on 16/5/2006 in Irbid Secondary School for Girls.
- Sending a list of 7 ASPnet school mail addresses in North and South Regions to participate in European Mediterranean Dialogue Project.
- Participating in NOMA Contest for Illustrative Drawings for the year 2006 through presenting 15 pieces of work from ASPnet.
- The participation of The Jubilee School in " Meters Away" Project that was organized by a Lebanese Organization ( 16sproj.com) to reinforce cultural dialogue among the Mediterranean Sea youth through establishing a platform for dialogue among classrooms of the (16) participating schools).
- Sending application forms for ASPnet for 21 new schools to join it (10 public, 10 UNRWA and 1 from private schools.
- Amman Office in coordination with ASP net organized a training workshop for ASP net teachers in Jordan (31 public schools, 2 private ones and 6 UNRWA ones) on 18-19/9/2006 in order to guide, revise and raise awareness in ASPnet project.

- ASP net schools participated in two contests: literary (article) and artistic (drawing). These were organized on the occasion of celebrating the sixtieth anniversary for establishing the UN. Eight pieces from ASPnet won from the following Directorates: (Amman the Fourth, Ein EL Basha, Zerka, and Kerak).
- Nominating a teacher and two students from the Jubilee School to participate in a workshop on: How to Build Our Future in the Light of Cultural Diversity" which will be held in Berlin/Germany on 2-10/12/2006.

### The Practical Plan for ASP net in Jordan in 2007-2008.

| Aims | Activities and Methods | Evaluation | Notes |
|---|---|---|---|
| 1- Orientation on the role of ASPnet | Distributing brochures on ASP net which describe its role. | Following the work of ASP net schools through mid annual reports | |
| 2- ASP net should assimilate quality education | Allowing opportunity to be informed about the experiences of other countries through the internet and making available good methods, aids and staff that use the most recent teaching methods to have quality education. | Holding contests between ASP net in Governorates. | |
| 3- Helping in achieving "Education For All" | Having a lecture on the importance of teaching for all and preparing informative brochures to show the role of students in achieving this aim and asking them to prepare brochures. | Distributing brochures on local community. | |
| 4- Helping in fighting poverty | Focusing on vocational education for males and females equally and holding training workshops in centers that are responsible for that. (Learning Community Centers). | Observing some of students' production. | |
| 5- Achieving Sustainable Development through education. | <ul><li>Suggesting topics for discussions about Sustainable Development.</li><li>Presenting informative films that illustrate the hazards of consuming resources.</li><li>Informing students about the process of recycling because it has an economic value and preserves resources.</li></ul> | Observing the roles of these schools in these topics. | |
| 6- Consolidating the principles of living together and peace among peoples. | <ul><li>Ecuting cultural programs and elaborating the effects of wars in destroying peoples and nations.</li><li>Holding seminars by students and supervising them by the school coordinator and making some recommendations.</li><li>Executing the project of</li></ul> | <ul><li>Following up the role of these schools in spreading awareness among people in the local community.</li><li>Preparing the</li></ul> | |

| | | | |
|---|---|---|---|
| | reinforcing the ties of communication and cooperation among the national coordinators, school coordinators, teachers and students in ASP net inside and outside Jordan and developing participatory learning materials that were sponsored by UNESCO within the program of contribution 2006-2007. | booklet concerning the best practices and educational materials to reinforce cooperation and partnership. | |
| 7- Over viewing the cultures of other people. | • Cultural exchange through correspondence and agreements among countries.<br>• Holding twining among local schools and other ones through the international guide for ASP net.<br>• Executing the project of consolidating the ties of communication.... | • Participating in Mondilalogo competition for cultural exchange.<br>• The number of participating schools | |
| 8- Participating in pioneer projects in the Arab region "the United Arab Emirates". | Gathering enough information about the pioneer projects and distributing them on ASP net and asking them to prepare students committees that are followed up and supervised to participate in these pioneer projects including the project on Water that is supervised by the United Arab Emirates | Following up students' projects and providing them with information and necessary skills to participate in these projects actively and positively. | |
| 9- Interest in global issues and the role of the United Nations System | Organizing campaigns and celebrations concerning the international days of the United Nations such as Teacher Day, Child Day and Environment Day as we'll as focusing in including topics that are concerned with global issues within these campaigns and celebrations. | Being informed about students' activities in these schools and preparing reports. | |
| 10- Producing a newsletter about the activities of ASP net in Jordan. | • Gathering information about the activities and publications that are produced by ASP net in English.<br>• Making a special brochure in Arabic Language that contains the activities, aims and distinguished projects for some schools. | • Distributing this newsletter on ASP net in Jordan.<br>• Distributing this newsletter on Arab Committees in UNESCO. | |

**Future Aspirations:**

- Evaluating the performance of ASPnet schools in a systematic way.
- Holding an annual consulting meeting for the coordinators of ASPnet schools in Jordan to inform them with the advancements in the project and specifying the difficulties in implementing it.
- Expanding ASPnet through the participation of a larger number of schools especially the private ones.
- Twining among Jordanian, Arab and foreign schools.
- Establishing a communication network among ASPnet schools.
- Establishing an electronic website dedicated for ASPnet schools.

# Evaluation of the Workshop

The workshop was evaluated by participants completing a questionnaire in Arabic and English distributed by the UNESCO staff. Participants were advised to express freely and not to be biased in their comment and feed-back to improve future ASPnet workshops. A copy of the evaluation questionnaire is annexed to this report.

The analysis of the participants' responses shows the participants appreciation of the workshop and they requested UNESCO for more workshops in the future. The appreciation included the overall structure, organization, quality of experts , presentations and the sufficient volume of resource materials and manuals distributed during the workshop.

# RECOMMENDATIONS

1) **Urge** UNESCO and MOE to strengthen the collaboration and coordination between ASPnet and Life-Link Friendship Schools Programme.

2) **Coordinate** the exchange of information about Life-Link and ASPnet.

3) **Establish** an information database to communicate with all ASPnet teachers and coordinators.

4) **Provide** teachers and coordinators with up-to-date materials, books, and other resources.

5) **Conduct** training workshops for ASPnet schools in Jordan and other Arab countries to cover the themes of ASPnet Programme and the Life-Link ethics of care.

6) **Conduct** study visits to Life-Link schools in Sweden and the other Arab countries that participated in the workshop.

7) **Support** ASPnet/ Life-Link joint projects from funding agencies.

8) **Disseminate** the materials of the workshop and the final report to all ASPnet schools , Life-Link Friendship – Schools, MoEs and relevant educational institutes.

9) **Urge UNESCO** and the MOE to translate into Arabic the brochures, publications and any other information materials and distribute them to ASPnet schools.

10) **Recommend** the Ministry of Education to enroll more schools in the Life-Link Programme

# Annexes

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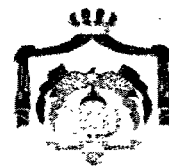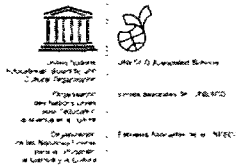
## Agenda of the Workshop

### 23 – 24 May, 2007

**Wednesday May 23, 2007**

**9:30am – 10:10am**  Opening of the Workshop.

- Anthems and Music; National Anthem and Internationally Recognized Music.
- Recitations; from the Holy Quraan .
- Thoughts from the Former United Nations Secretary General Dag Hammarskj ld.
- Speech by the Head of UNESCO Amman.
- Speech by H.E, Swedish Ambassador to Jordan Tommy Arwitz .
- Speech by His Excellency, Chairman of Jordan National Commission & Minister of Higher Education and Scientific Research, H.E. Dr. Khaled Toukan.

**10:\0am-10:30am**  **Coffee Break.**

**10:30am-11:00am**  Objectives of the Workshop. UNESCO Decades, Culture for Peace, Water for Life, Education for Sustainable Development in harmony with the Life-Link Friendship-Schools Programme. By Dr Hans Levander, Chairperson of Life-Link, Med. Dr.

**11:00am-11:30am**  A PP Presentation on "Global Overview of ASPnet Programme". Dr. Hadeel Talli (UNESCO).

**11:30am-12:00pm**  Overview of UN Decade for Sustainable Development. Mr. Robert Parua UNESCO

**12:00-12:30 pm**  Culture for Peace, Conflict Resolution and Constructive Collaboration skills at schools. Introduction by Educator Christina McMahon, Australia.

**12:30 – 02:30pm**  **Fruits Break & school visit.**

**02:30pm-03:30pm**  **Lunch.**

**03:30pm-04:00pm**  A PP Presentation on "Current Status of ASPnet Project Implementation in Jordan. Mr. Suhail Shahin (MOE).

| 04:00pm-04:30pm | **Summing up the first day.** Evening Free Consultations and Discussions on UNESCO and Life-Link Programmes. |

**Thursday May 24, 2007**

| 9:00am-9:15am | Revision of the Previous Day. |
| 9:15am-10:00am | Discussion session (No1) in three Work Groups*. |
| 10:00am – 10:30am | **Coffee Break** |
| 10:30am-11:30am | Discussion session (No2) in three work groups*. |
| 11:30am-12:30pm | Discussion session (No3) in three work groups*. |
| 12:30pm-01:00pm | **Coffee Break** |
| 01:00pm-02:00pm | Developing Plans. Group Work. |
| 02:00pm-02:30pm | Presentation of Developed Plans by Participants. |
| 02:30pm-03:00pm | Evaluation of the Workshop and Recommendations. |
| 03:00pm-03:30pm | **Lunch and Good Bye.** |

* The three work groups will rotate during the discussion sessions 1, 2, 3.

The three themes:
1. Life-Link concrete actions and campaigns at/ around schools. How to benefit from the Life-Link Manual. Dr. Hans Levander, Sweden. Mr. Goran Save, Sweden.
2. Introduction to the Life-Link website: www.life-link.org. Mr. Andrei Neculau, Romania.
3. Care for Others- Conflict Resolution and Constructive Collaboration Skills. Practical Class room Exercises. Ms. Christina McMahon, Australia.

## Annex 2
## LIST OF PARTICIPANTS FROM THE ARAB REGION

| No. | Name of Participant | Country | Address | Tel. | Email |
|---|---|---|---|---|---|
| 1. | Khaled Zyoud | JORDAN | Mafraq- Mafraq Secondary School | 026231936 | |
| 2. | Abdel Fattah Harahsheh | JORDAN | Educational Directorate for Mafraq | 00962 2 6231118 | |
| 3. | Abdul Fattah AlAzzeh | JORDAN | Ibn Rushd Secondary School for Boys | T: 027585356 <br> F: 027585530 | |
| 4. | Sahar El Salem | JORDAN | AlHasan Secondary School for Boys | 027046048 <br> 0777478130 | irhabaschool@maktoob.com |
| 5. | Wafa' Asa'd | JORDAN | Jubilee School / King Hussein Foundation | 5238216 / 114 | wafabatool@yahoo.com |
| 6. | Fawzyah H. Al Masri | JORDAN | Ma'daba Secondary School for Girls | 053243870 <br> 0777030601 | aiamasri@yahoo.com |
| 7. | Dr. Khawla Al Ma'ay'a | JORDAN | Ma'daba Secondary School for girls | 0777745357 | kmaaieh@yahoo.com |
| 8. | Sami M. Harb | JORDAN | Taha Husien Secondary School for Boys | 053611027 <br> 0796743030 | |
| 9. | Myasser Abu Rumman | JORDAN | Baqa'a Secondary School for Girls | 5348776 | |
| 10. | Eva A. AL Khattab | JORDAN | Educational Directorate for Amman First District- Ruqaya Bint Al Rasol Primary School | 4906077 <br> 0777776239 | |
| 11. | Samar M. Al Nadaf | JORDAN | UNRWA | 0777776239 | |
| 12. | Mona Shawahen | JORDAN | UNRWA | 0796211774 | |
| 13. | Dirar Salameh | JORDAN | UNRWA | 0795875566 | Derar24@yahoo.com |
| 14. | Karam R. Khateeb | JORDAN | UNRWA | 0788288394 | |

| No. | Name of Participant | Country | Address | Tel. | Email |
|---|---|---|---|---|---|
| 15. | Ahmed Qatouni | JORDAN | Zarqa - UNRWA | 053743156 | Qaty2002@yahoo.com |
| 16. | Areej Dalgamoni | JORDAN | The International Academy School | 0777627597<br>06 5412109 | a.tarawneh@iaa.edu.jo |
| 17. | Najwa Mansour | JORDAN | New English School | 0795934405 | najwamansour@yahoo.com |
| 18. | Rana Bustami | JORDAN | Baccalaureate School | +962-6-5411191 | Rana_bustami@abs.edu.jo |
| 19. | Suhair Elsayed | EYGPT | E. MOE | +20 27925453 | cadpt@mail.emoe.org |
| 20. | Ashraf Labana | EYGPT | E. MOE | +20 0128959200 | labana_2000@yahoo.com |
| 21. | Amna Salim Al Belushi | OMAN ASP national coordinator | OMAN National Commission for UNESCO | 0096899423838 | Amna220077@hotmail.com |
| 22. | Eman Ahmad Al Abri | OMAN | Dohat Al Adab Secondary School | 0096899449903 | |
| 23. | Numan Musa Mathlum | IRAQ | IRAQ National Commission for UNESCO | 00964 7901309575 | |
| 24. | Abdul Jalil S. Hafud | IRAQ | IRAQ National Commission for UNESCO | 07901374909 | |
| 25. | Sawsan I. H. Saleh | PALESTINE ASP National Coordinator | Palestine National Commission for UNESCO | 2401080<br>2406333<br>Mobile: 0599794910 | Sawsansaleh53@hotmail.com |
| 26. | Lina Abdel Rahman | PALESTINE | Palestine National Commission for UNESCO | 0799759284<br>0792526830957 | |
| 27. | Christiane Jeitani | LEBANON ASP National Coordinator | Lebanese National Commission for UNESCO | Tel: +961 1 749105<br>+961 3 575498<br>Fax: +961 1 749104 | cnlu@cyberia.net.lb |
| 28. | Hussein Chawki | LEBANON | Makassed Philanthropic Islamic Associations of Beirut | 009613813950<br>00961 1 804491 | husseinchawki@hotmail.com |

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# LIST OF RESOURCE PERSONS

| No. | Name of Participant | Country | Address | Tel. | Email |
|---|---|---|---|---|---|
| 29. | Hans Levander | SWEDEN | Life-Link Chairperson of the Life-Link Friendship Schools Programme | T: +46 18 504344 <br> Fax: +46 18 508503 | Friendship-schools@life-link.org |
| 30. | Goran Save | SWEDEN | Life-Link Executive Director for UNESCO Life-Link Project | T: +46 18 504344 | Goran.save@life-link.org |
| 31. | Christina McMahon | AUSTRALIA | Life-Link Director Conflict Resolution Schools Development | T:0243652882 | office@conflictresolutionbooks.com.au |
| 32. | Andrei Neculau | ROMANIA | Life-Link Website Manager | +40720277744 | Andrie.neculau@life-link.org |
| 33. | Robert Parua | JORDAN | UNESCO Office- Amman Educational Programme Specialist | Tel: +962 6 5516559 ex: 1123 <br> Fax: +962 6 5532183 | r.parua@unesco.org.jo |
| 34. | Hadeel Talli | JORDAN | UNESCO Office- Amman Educational Assistant & ASP Regional Coordinator | Tel: +962 6 5516559 ex: 1122 <br> Mobile +962 79 5551053 <br> Fax: +962 6 5532183 | h.talli@unesco.org.jo <br> hadeel3000@hotmail.com |
| 35. | Suheil Shahin | JORDAN | Jordan National Commission for UNESCO ASP National Coordinator | Te: 00962 6 5684137 <br> Ex:24 <br> Fax: 00692 6 5688061 | jounesco@wanadoo.jo |
| 36. | Hala Abu Khalifa | JORDAN | Jordan National Commission for UNESCO ASP National Coordinator | +962796561797 | jounesco@wanadoo.jo <br> Khalifa_hala@hotmail.com |

# Annex 4

## Speeches at the Opening and Closing Ceremonies

**(i) Speech of H.E. Dr. Khaled Toukan the Minister of Education and the Minister of Higher Education, the Chairman of the Jordan National Commission for UNESCO.**

**"May peace and Allah's mercy and blessings be upon you"**

Dear ladies and gentlemen,

Allow me first to welcome our friend countries honored guests from Sweden and Australia. Dear participating brothers and sisters from Arab countries and Jordanian schools joining UNESCO (ASP net), I am pleased to share you the opening of this sub regional workshop which came as a result of constructive and fruitful cooperation with between UNESCO office in Amman, Swedish Life Link institution and the Ministry of Education in order to publicize the programs of this institution and joining it in a future partnership to carry out shared projects with UNESCO Associated Schools (ASP net) in Jordan and other Arab countries. This is due to similarity of aims and close relationship in vision and mission which both give the student the opportunity to do small projects that help in reinforcing democracy, human rights and intercultural dialogue, acquiring knowledge, preserving environment and developing cooperative strategies and abilities to develop effective partnerships.

Honored guests and participants

Arab Islamic civilization has witnessed various cultural, religious, intellectual and scientific interactions that extended over ages based on tolerance, respect of human dignity, cultures and religions of other nations. This is the curriculum of our ancestors and carried out by the Hashemite leaders in Jordan generation after another.

Our wise Hashemite leadership represented by his Majesty King Abd Allah the Second son of his Majesty Late King Hussein strives to stabilize peace principles that are built on justice, spreading cooperation and partnership at national, regional and international levels to achieve a sustainable development for all the peoples in the region. These activities that are carried by UNESCO in general and some organizations or non-governmental institutions through their private networks pour in the same pot. They significantly contribute to consolidate the positive values, reinforce dialogue principle, build self trust and develop the concepts of preserving health and the surrounding environment among the widest sector in society namely the youth. They are tomorrow's generations and future hope. Informing them with dangers that threaten their society and the current world is considered a highly affecting factor in curing these threats and minimizing their effects at both national and international levels.

Ladies and gentlemen,

UNESCO Associated Schools Project Network (ASP net) that was established in 1953 has witnessed clear activity over the last years. This is due to the vital role that these institutions carry out to promote the quality of education through consolidating life long learning, acquiring life skills that enable the learner to effectively contribute in serving his society, its economy and develop his character. UNESCO Associated Schools Project Network (ASP net) is considered a base for experiments and an international laboratory for ideas and stations

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for disseminating the successful ideas and thoughts. In line with this role, the Jordanian National Committee for Education, Culture and Sciences in cooperation with the Ministry of Education and its various directorates spreading all over the country expanded the number of schools joining ASP net to cover UNRWA as well as other private sector schools. These schools implement various activities within the framework of Education for Sustainable Development, human rights, and international cultural learning in addition to celebrating the international events that are declared by United Nations System such as Education for All Week, International Day of Environment, Water Day and others.

I would like to confirm in this context the importance of consolidating partnership among schools and the civil society to guarantee the success of educational development plans. Success in expanding life long learning opportunities, securing an effective environment for teachers and benefiting from the best international practices depend on the extent of effective cooperation and partnership in all the events that aim at providing teachers with teaching scientific and cultural expertise that enable them to face the challenges and carry out their mission in the best way.

Finally, I would like to thank all lecturers, participating brothers from Arab countries and teachers from Jordanian schools joining ASP net. I would like also to deeply thank her Excellency the Director of UNESCO Office in Amman and Life Link institution for their support to hold this workshop that will consolidate cooperation and partnership among the parties that seek the same aims and have the same slogans to reach a better world where love and tolerance prevail and where principle of living together, dialogue and non-violence are second to non.

I hope that this workshop will achieve its aims and that its outcomes be disseminated to all schools in all Arab countries, I hope that you will enjoy your stay in Jordan and my best wishes of success.


## (ii) Speech of Dr. Anjum Haque, Head of UNESCO Office-Amman


The Head of UNESCO Amman Office Dr. Anjum Haque improvised a speech in which she welcomed His Excellency Dr. Khaled Toukan, Minister of Education and the guests from Life-Link Friendship Schools, and the participants in the workshop from the Arab Countries. In her speech, she overviewed the background of Life-Link Programme and its linkage with ASPnet. Her Speech stressed the importance of the collaboration between the two organizations and encouraged the implementation of Life-Link peace actions at ASPnet Schools. She also identified the target group and expected outcomes of the workshop. Finally, she conveyed her best wishes to the participants and hoped the workshop will enrich them with more experience in peace actions.

# The Closing Ceremony

The closing ceremony was attended by Mr. Robert Parua who thanked the ASPnet/ Life-Link workshop participants for their fruitful work, wishing more cooperation between the ASPnet schools in the Arab Region. He also hoped to see more collaboration and coordination between ASPnet schools and Life-Link Friendship Schools.

Mr. Suhail Shahin, Jordan's ASPnet National Coordinator thanked all the participants from Jordan and from the Arab Countries for their efforts that add a lot to the log of the ASPnet schools at regional level. He also stressed at the UNESCO commitment to strengthen the relationship with Life-Link and hoped to see more joint projects in the near future.

Dr. Hans Levander, Chairperson of Life-Link Friendship Schools Programme thanked all workshop group and wished them peaceful times. He then granted all the group of the workshop the Life-Link Green Leaf Broche.

Dr. Levander discussed with the participants the proposed plans to be implemented during the scholastic year 2007-2008. Participants showed their commitment toward these plans and drafted the following points:

- ASPnet teachers agreed among each other to submit plans in September, 2007 to their Education Departments.
- ASPnet coordinators and teachers feel more confident now after the workshop and they can explain the Life-Link Programs to their principals.
- Some of the schools in some of the Arab countries have already engaged in the Life-Link programmes such as Egypt and they'll ask the teachers who attended the workshop to supervise the programme and help the students.
- Other schools, like schools in Iraq expressed their well to join, and to do their best in spite of the hard situations they face everyday.

A participant teacher in the workshop said a comment on behalf of all the participants. In his word he thanked the UNESCO Office and Life-Link for planning this workshop that allows the teachers and the coordinators to exchange ideas and experiences to plan for fruitful activities.

## Delivering of Certificates to Participants.

Mr. Robert Parua and Dr. Hans Levander delivered certificates for all the participants for their active participation in the workshop. A memorable photo was taken of the participants and the trainers.

# Annex 5

## Media Coverage

Local Newspapers covered the ASPnet sub-regional workshop. AL-DUSTOUR daily Newspaper and THE JORDAN TIMES daily Newspaper presented the below articles in Arabic and English that gave an idea about the partnership between ASPnet and Life-Link Friendship Schools Programme. They talked about the importance of peace and sustainable development.

# Conference involves schools in environmental programmes

AMMAN (JT) — The UNESCO Amman office, in collaboration with the Swedish-based NGO Life-Link Friendship-Schools (www.life-link.org). brought together school teachers from different countries in the region in a two-day workshop this week.

The workshop, designed to raise awareness on the environmental and culture of peace programmes among educators from the Middle East, was held under the patronage of Minister of Education and Minister of Higher Education and Scientific Research Khalid Touqan.

School teachers and coordinators from Jordan, Iraq, Syria, Lebanon and Palestine were provided with the necessary knowledge, skills and commitment to become involved in the Life-Link Programme global campaign "Youth Caring and Sharing Actions Worldwide 2000+."

The objective of such a campaign is to promote and initiate concrete caring and sharing actions in and among schools worldwide in areas such as the environment, human rights, conflict resolution and constructive collaboration, as a way to achieve a world of security, according to a UNESCO statement.

As a complementary step participants at the workshop also studied ways to integrate the Life-Link Programme in the UNESCO Associated Schools Project network (ASPnet) (www.unesco.org/education/asp), a global platform of some 7,900 educational institutions in 176 countries, ranging from preschools and primary to secondary schools and teacher training institutions, who work in support of quality education in practice.

A total of 454 schools in the Arab states region are already part of this network, out of which some 120 private and public schools are Jordanian.

Synergies between the Life-Link Friendship School Programme and UNESCO's ASPnet Programme represent a new step in helping countries achieve the goals of the International Decade of Education for Sustainable Development, as well as the International Decade for a Culture of Peace and Nonviolence for the Children of the World (2001-2010).

Both decades were proclaimed by the UN General Assembly in 2002 and 1998, respectively, and UNESCO was designated as the lead agency to actively promote them.

في ورشة نظمها مكتب «اليونسكو والتربية ولايف لينك السويدية»

# طـوقـان يـؤكـد اهـمـيـة تـعـزيـز الشـراكـة بـيـن الـمـدارس والـمـجـتـمـعـات الـمـدنـية

□ عمان - الدستور - عايدة الطويل

اكد الدكتور خالد طوقان وزير التربية والتعليم والتعليم العالي والبحث العلمي اهمية تعزيز الشراكة بين المدارس والمجتمعات المدنية لضمان نجاح حملة التطوير التربوي . المستند الى موسع فرص التعلم مدى الحياة وتوفير بيئة فعالة للمعلمين والاستفادة من افضل التطبيقات الدولية .

وقال ان وزارة التربية و التعليم تسعى للمشاركة بفعالية في جميع الفعاليات الهادفة الى نزوع المعلمين بخبرات تعليمية وعلمية وثقافته تمكنهم من مواجهة التحديات واداء رسالتهم على اكمل وجه.

جاء ذلك في كلمة القاها طوقان خلال رعايته للورشة التي نظمها مكتب اليونسكو في عمان بالتعاون مع وزارة التربية والتعليم ومؤسسة لايف لينك السويدية للتعريف بمراحج هذه الدراسة والدخول معها في شراكة مستقبلية لتنفيذ مشاريع مشتركة مستهدف تنمية مهارات المعلمين .

واوضح طوقان ان الورشة التي تشارك فيها شبكة المدارس المنتسبة لليونسكو في الاردن والدول العربية نسعى للدخول في شراكة مع المؤسسة السويدية نظرا للتشابه في الاهداف والارتباط الوثيق في الرؤية والرسالة . فكلاهما يتيح للطالب القيام بمشاريع صغيرة نسهم في تعزيز الديمقراطية وحقوق الانسان والحوار بين الثقافات واكتساب المعرفة والمحافظه على البيئة اضافة الى تنمية الاستراتيجيات التعاونية والقدرات على تطوير شراكات فاعلة.

واشاد طوقان بدور القائمة الأردنية في شقيق التنمية المستدامة لشعوب المنطقة كما لفت ان قيادتنا السياسية الحكيمة بقيادة جلالة الملك عبدالله الثاني نسعى باستمرار لارساء قواعد السلام العيني على العدل ونشر روح التعاون والشراكة على المستوى الوطني والاقليمي والدولي لتحقيق التنمية المستدامة لشعوب المنطقة .

واشار الى ان مثل هذه الاشطة من شانها ان تسهم بدرجة كبيرة في ترسيخ القيم الايجابية وتعزز مبدأ الحوار وبناء الثقة بانفس وتنمية الحفاظ على الصحة والبيئة المحيطة بنا ، لدى اوسع واهم شريحة في المجتمع . وهي الشباب ، اذ نعتبر توعيتهم بالمخاطر التي تهدد مجتمعاتنا وعالمنا المعاصر امرا له بالغ الاثر في معالجة تلك المخاطر  والتخفيف من آثارها على الصعيدين الوطني والدولي .

والقت ممثلة اليونسكو في عمان انجوم حق كلمة بالمناسبه ركزت فيها على اهمية مشروع المدارس المنتسبة لليونسكو كما لفتت الى اهمية التعاون مع مؤسسة لايف لينك السويدية والى ذلك في تاهيل المعلمين وتزودهم بالمهارات اللازمة للتعلم وبالتالي اعطاء اجيال . سلسة بالعلم والمعرفة والادوات الحديثة اللازمة للحياة .

وتحدثت شارلوتا مانسون السكرتير الاول بالسفارة السويدية في عمان اشادت بالتعاون القائم بين السويد والاردن .

وكرست الورشة التي عقدت امس في فندق راديسون ساس لتعزيز مفاهيم تعليم ثقافة السلام والنوعية بالقضايا البيئية.وشارك في الورشة معنمون من الاردن وفلسطين ولبنان وسوريا والعراق .

## Guidelines of Proposed Action Plans
### ALL GROUPS
### SELECT OPTIONS

What options will you select for you to take this mapping back to your schools?

What options are important for you in your role?

## Action
**What?** What will you do when you return to your school role?

**Who?** Who will do the options?
 You? A group? Students?

**When?** When do you plan to do it? Approximately.

### Group 1
### Issue: problem or conflict
### Culture for peace
**Names of participants in the group :**
1. Moyasser Abou Rumman – Baqa'a Secondary School
2. Rana Bustami – Baccalaureate School
3. Najwa Mansour – New English School
4. Wafa'a As'ad – Jubilee School
5. Sahar Al-salim – Irhaba School – Irbid
6. Dr.Khawala Maayh- Madaba Secondary School
7. Fawzia Al-Masri -- Madaba Secondary School
8. Ashraf Labana - Egypt

| Who: Teachers | Who: ASP net Coordinator |
|---|---|
| Needs<br>Guidelines of human rights<br>Poster explains importance of peace<br>Active students<br>Information about peace<br>Institute<br>Which students involved<br>Students define issues | Needs<br>Visit classroom find out from students what they want re peace<br>Link the schools to gather those working on same project<br>Using internet research for topic concerns etc<br>Practical things |
| Concerns<br>Be part of their topic studying for students to be more involved in global issues<br>How do I "control" relate to them when discussing peace? | Concerns<br>Student to be involved in world affairs / read / discuss |

Options:

- Getting local community involved
- Getting media involved
- Writing essays
- Inviting parents /people
- Drama /sketches to represent ( culture of peace)
- Inviting experts to give lectures on these topics
- Exhibitions of terror actions  from internet stating we are against them
- Writing articles on the wall
- News letter-use
- Distributing leaflets to students
- Doing class activity e.g. debate children drawings Exhibitions
- Expressing opinions of students writing posters ;drawings ; include all things on the website
- Morning assembly used to talk about these issues
- Forming a group for peace within the school-created an annual day
- Conference for Arab region

## Group 2
### Issue: Problem Conflict
### Initiation Action: Culture of Peace

The names of the participants in the group:

1. Eman Ahmed Al-Abri- Oman
2. Amnah Salim Blooshi- Oman-
3. Ni'mat Mousa Mathloom- Ministry of Education in Iraq
4. Abdel-Jaleel Saleh Hafeth - Iraq
5. Dirar Abdel-Rahman Salama – Baqa'a Boys School No.1 ( Jordan- UNRWA)
6. Sami Ismaiel Harb-( Jordan- Taha Houseen Secondary School- Rousyfah )
7. Abdel-Fattah Harahsheh - -Jordan- Mafraq
8. Abdel-Fattah Al-Azzah ( teacher –Jordan- Bany Kinana)
9. Suheer Al-Sayed Ahmed Hassan- Egypt

| Who : Teachers | Who: ASP net Coordinators |
|---|---|
| <u>Needs :</u><br>Security<br>Communicating with other cultures<br>General understanding students agree /have belief<br>Make it achievable at family level not national or even local<br>Connect peace with fairness justice recognition of injustice of their situation<br><br><u>Concerns:</u><br>Violence at present time<br>Students not ready to talk about peace<br>Instability fear chaos insecurity<br>No correction with fairness justice. | <u>Needs:</u><br>Final schools that will participate<br>Using successful school to share experience<br>Gathering teachers coordinators to talk about action<br>Student be role models \help from experts<br>Conferences for students link- how to contact schools<br><br><u>Concerns:</u><br>Students selected believe in culture of peace discriminations –anti<br>human rights –believe<br>against radicalism |

### Group 2

| Who: director | coordinator | Options |
|---|---|
| <u>Needs :</u><br>To be sincere in our work<br>(to be focal point coordinator & schools )<br>Seriousness<br>Be concerned about school .give full attentions<br>Commitment<br>Be aware conference is on .equivalent coordinator<br><br><u>Concerns:</u><br>Attend these workshops<br>Be aware of what is happening<br>Right people to attend correspondence to him. | Posters to show war<br>Plays/drama<br>Debates develop religious<br>Call for peace love educate family first –lecture to students<br>Be polite | respect<br>Start kindergarten about peace /stories<br>Supervisor visit school as counselor-to problem students .mediation, celebrate day of peace, sport activities ,poetry competitions(peace)<br>Promote culture amazing students .distribute short stories –themes .special story. |

# Group 3
## Issue: Problem Conflict
## Initiation Action: Culture of Peace

The names of the participants in the group:
1. Hadeel Talli – Educational Assistant and ASP Regional Coordinator UNESCO Amman Office.
2. Christiane Jeitani – Lebanon- ASP net National Coordinator.
3. Hussein Chawki - Makassed Philanthropic Islamic Association of Beirut.
4. Lina Abdel-Rahman- Palestine National Commission for UNESCO.
5. Sawsan I.H.Saleh - Palestine ASP Net national coordinator.
6. Ahmad Qatouni – Jordan( Zarqa UNRWA).
7. Mona Shawaheen – Jordan-( Irbid Prep. Girls School no. 3) UNRWA
8. Samar Al- Naddaf - Jordan-(Zarqa ) UNRWA
9. Karam R. Khateeb – Jordan-(Hussein Prep. Girls School ) UNRWA

| Who : Teachers | Who: ASP Net Coordinators | Who: Regional Coordinators |
|---|---|---|
| Needs: | Needs: | Needs: |
| More money to do this. Time Planning Good ideas Help of coordinator &other teachers Principals Healthy people Basic needs met Updated resources | Select proper schools Select schools internet English language Select collaborative schools. Supportive principals who will adopt it. Power authority. Credibility of education. Authority to do or implement action. Fund raising. Develop relationship. Work in same field partners. Provide document-materials they need. Concerns: | Vision and mission of LL. UNESCO –culture of peace. Strategies for corp. Needs to be identified. Plan of action for national coordinator for whole region. Clearly identified. Identify people. Making decisions. LL & UNESCO Do budget Do resources ( financal – human) Identify partnership. Establish committees HQ in field to connect. Timetable for implementation |
| Concerns: Reaction- will they accept it. Can I do it very well- how skilled am I? How shall I affect students? New skills. | Discuss the programme with supervisor about programme, directive of Lebanon process. Training of people –teachers to be involved in the programme. | Need packages –videos cd's materials. Encouragement-supervisor, motivator. Concerns: Impact of programme. Will they benefit? Impact generalization into other fields. How to follow up national coordinators. Evaluation. How to monitor. Feedback. |

**Options**

Make best of what I have- resources –activities- materials.

Look at other NGO'S experience.

Look and see what we have.

Where do we start –what do we choose- what gap do we have – what are we not doing

Ideas and solutions e.g. conflict resolutions

Choose a small group of students, explain project to other students – students to all- get their ideas.

Select schools – arrange meeting with nominated coordinators, get them to gather ideas from students.

Ask students methods- actions they want to use e.g.: drama, posters, debate et.

Could give a survey to find out information

Use observation.

Learning styles – group.

# Life-Link Website

Mr. Andrei Neculau
Website Manager

1. **Reminder: What is Life-Link?**
2. **Reporting Life-Link Actions**
3. **The Life-Link Website: www.life-link.org**

## What is Life-Link?

- Care for Myself
- Care for Others
- Care for Nature
- Let's Get Organized!

## Youth

- Teachers
- Parents and community

## Booklet/Manual

- Guidelines/Inspiration
- Flexibility and Benefits

Action Reporting
1st time? - Registration

**Youth, aged preferably 12-19, in co-operation with teachers and preferably also with parents and community resource people involved, perform one or several "2 hours" or part-day peace actions as proposed in the Life- Link Manual.**
**The peace actions/projects can be chosen from a list of more than 50 actions within the themes of Care for Myself, Care for Others, Care for Nature and Let's Get Organized.**
**Each performed peace action should be reported to Life-Link.**

## Action Reporting

- Preferably done by students and teachers
- Preferably directly on Internet
- ASPnet coordinator can receive written
- reports and then send them via email/website
- to Life-Link
- Paper Form – example
  - Copy & distribute
  - Life-Link Manual or Word document

# INTERNET

## Online Forms
Available from Life-Link website: **www.life-link.org**

### Step1: Registration:
- Go to www.life-link.org
- Click "Go to HOME PAGE"
- Mouse over "in practice"
- Click "Schools & Actions"
- Click "Fill in the Application Form" under
- Want to Join in? at the bottom of the page
- Fill in with School & Contact
- Information
- Fill in with Action Report Information
- Click to preview your „R application
- Check if your information is correct
- Sign by typing the letters on the right
- Click to confirm your application
- You are now able to send photos from your action
- Simply select the image file, then click "Add Action Photo"
- When you are done with all the photos, just
- Press to register/confirm these photos
- Wait. The Life-Link Office will process your application, and in less than a week you will be able to see the school and its first report in Schools and Actions

### Reporting:

- Online reporting begins by going in the menu, over "in practice".
- Click "Action Report".
- The same steps (starting with no. 4) are going to take place.

For any problem/question/idea please contact me at:
andrei.neculau@life-link.org

**Andrei Neculau**
Life-Link Friendship-Schools
Website Manager
www.life-link.org
E-mail:
andrei.neculau@life-link.org

Evaluation Form of the Workshop

## EVALUATION FORM OF THE SUB-REGIONAL TRAINING WORKSHOP FOR ASPNET COORDINATORS AND TEACHERS ON HOW TO PROMOTE THE LIFE LINK FRIENDSHIP SCHOOLS PROGRAMME

### Amman, May 2007

**Dear Participant**

We all believe in enhancing and revising our work and achievements. We hope that you give us your opinion, which will be a valuable feedback.

| No. | Items | Rating | | | | |
|-----|-------|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Workshop objectives were well defined and clear | | | | | |
| 2 | Objectives were achievable | | | | | |
| 3 | Objectives suited the levels of participants | | | | | |
| 4 | Objectives were strongly related to the topic of the workshop | | | | | |
| 5 | Audiovisual means used were effective and up-to-date | | | | | |
| 6 | Different means were used according to subjects | | | | | |
| 7 | Lecturers used instructing means professionally | | | | | |
| 8 | Participants reacted effectively in workshop activities | | | | | |
| 9 | Participants were given enough time and opportunities for discussion | | | | | |
| 10 | Discussions were done effectively and cooperatively | | | | | |
| 11 | My knowledge about ASPnet is increased after the workshop | | | | | |
| 12 | My objectives are defined now in my institution | | | | | |
| 13 | Workshop objectives were achieved | | | | | |

## Photos from the Workshop



**Life-Link Broche is Granted to a Participant**



**Mr. Robert Parua Delivers a**

**Certificate to a Participant**
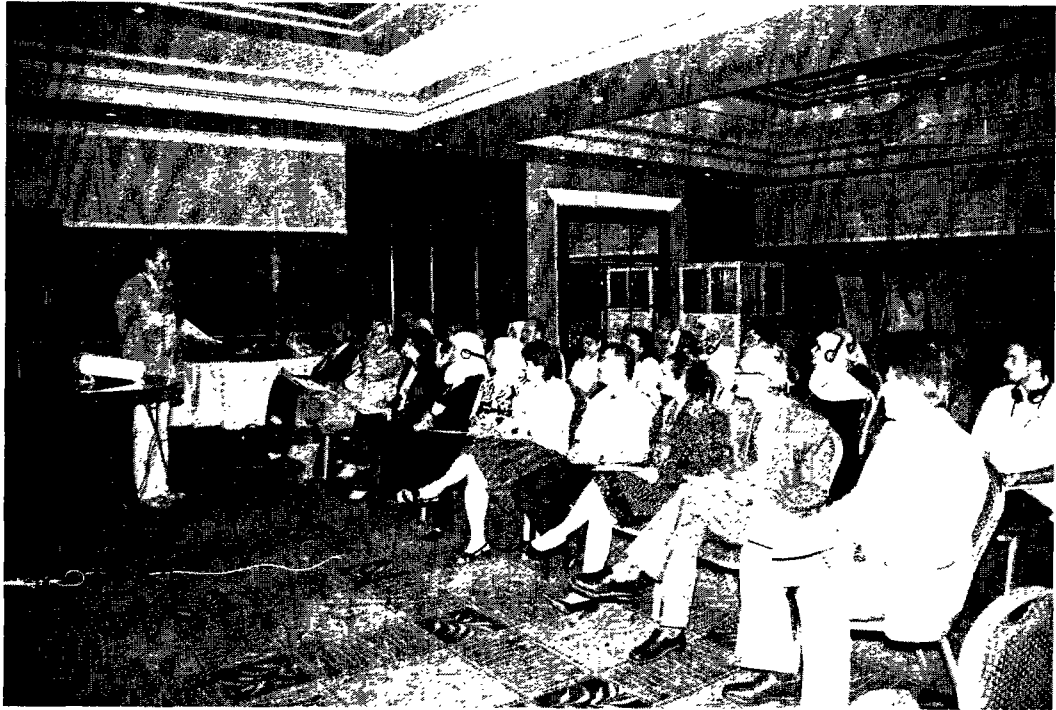
**Trainers presenting their papers**
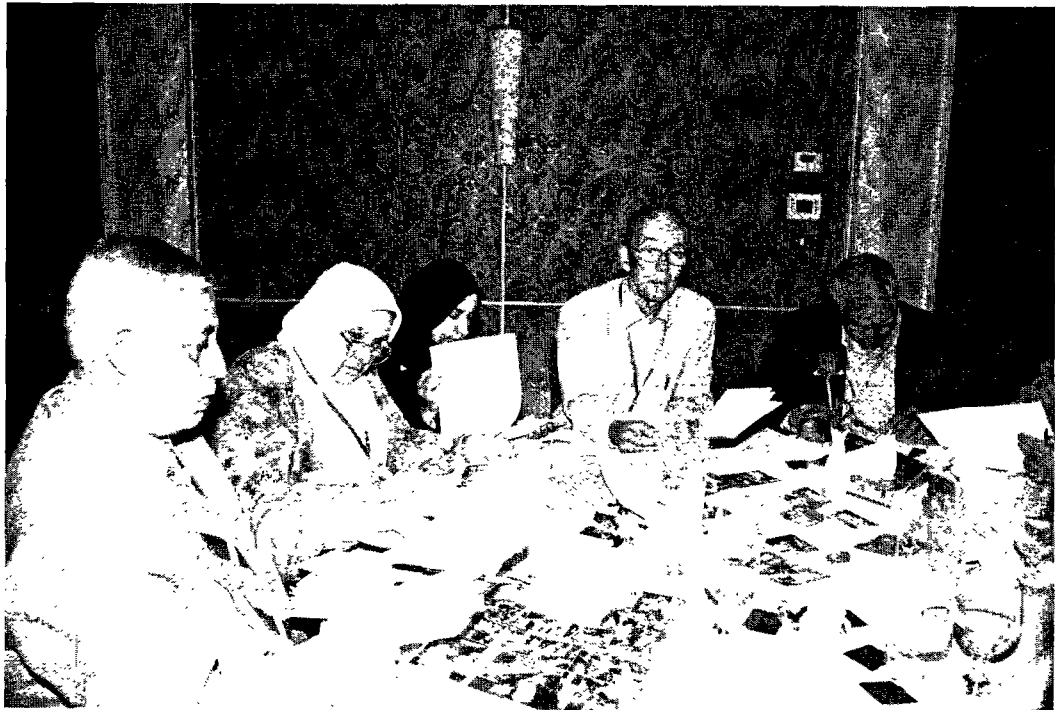


**Working groups in action**

*Life-Link Friendship-Schools Programme*

# Care for Myself

1:01 My Thoughts – Visions-Beliefs-Attitudes-Behaviour

1:02 State of Mind – "Have a Rest"

1:03 Green Medicine Day

1:04 Healthy Food and Health Eatings Habits

1:05 Voice of the Youth

1:06 Religions and Peace

1:07 Art Expression and Peace

1:08 Massage

1:09 Self Confidence – 3 Small Actions a Day

1:10 Drugs

1:11 Violence – Effects on My Body and Mind

1:12 Sexually Transmitted Diseases

1:13 Global Citizenship – Taking Resonsibility

1:14 Social Addiction – Gambling, Computers, etc

1:15 Sports and Peace – Get on the Move

# Care for Others

2:01 From Culture of War to Culture of Peace
2:02 Constructive Collaboration
2:03 Peer Meditation
2:04 Land Mines and Guns
2:05 First Aid
2:06 Democracy
2:07 A Kindness Day and One Daily Action of Random Kindness
2:08 Multiculturism
2:09 Children in War
2:10 The Rights of the Child
2:11 Contact Day
2:12 Community Service
2:13 Women's Day
2:14 Handicapped People in Society
2:15 Anti-Harassement Program
2:16 Fair Trade
2:17 My Family
2:18 Poverty and Wealth

# *Care for the Nature*

# Let's Get Organised!

## Project Management and Fundraising Actions

4:01 Hope and Joy; Jumpstarts Hurray – Lets Do It!

4:02 Party for the World

4:03 "What's up" - Email and Website Reporting

4:04 Fundraising, Dances and Services

4:05 Teamwork Through Games and Challenges

4:06 Project Management

4:07 Eco Club

4:08 Festival of Music and Poems

4:09 Media Project

4:11 Life-Link Campaign, Planned actions to be performed at our school

4:12 Model Parliament

4:13 United Nations and Non Governmental Organisations

4:14 economy and Financing

# Peace Actions in Life-Link Manual
# Structure of action guidelines

## Theory

o  Explains why do we bring this topic up as an action.

o  Emphasises the importance of the topic.

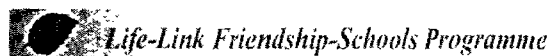o  Notes information that could be linked to this action.


## Action

o  Explains suggested action activites and gives other possible names for short associated actions.

o  Actions can be of a short duration e.g. One hour or could be held on a day or over a number of days. Life-Link suggests short-time actions. Schools can choose what will work for them.

o  Follow up.


## Step by Step

o  Gives details on the types of planning and organising steps that could be taken for this action.

o  This could include suggestions for contacting media, useful associated organisations or external experts.

o  A special list of useful organisations can be found on www.life-link.org, and guidelines for good practice / Project Management can also be found at the end of the Life-Link Manual.

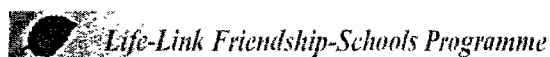# Presentation at UNESCO ASPnet Workshop Amman 23-24 May 2007

Hans Levander (Sweden)
Christina McMahon (Australia)
Andrei Neculau (Romania)
G ran S ve (Sweden)

*Life-Link Friendship-Schools Programme*

*Care for Myself*

*Care for Others*

*Care for Nature*

*Life-Link Friendship-Schools Programme*

- Opening Ceremony Address
- Planet Earth
- The Green Leaf
- My Role – Care
- Care & Share Actions at Schools
- Common Security
- Committed Citizens
- Life-Link / UNESCO ASPnet initiative

- **Planet Earth**
  in our hand
  our living-room
- **Health**
  flora and fauna
  biology – cells
  air – water – soil
- **Energy**
  sunlight
  photosynthesis

## My Importance and Role (1)

Who am I? And what do I want?

- Citizenship?
- Responsibility?

- Part of *destructive problems*?
- Part of *constructive solutions*?

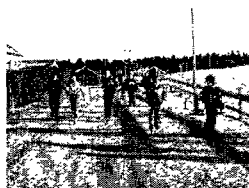## My Importance and My Role (2)

My Thinking – Attitudes – Behaviour

- towards Myself?
- towards Others?
- towards Nature?

## *Care*

- To engage, take an interest
- Healing - Treatment

**Care Actions
at and around
Schools**

Peace Actions
Small projects "two hours"
Lectures

**Care for Myself**
Example
Action 1:15
Get on the Move

Sweden

**Care for Myself**
Example
1:15
Sport and Peace
Get on the Move

India - Pakistan
Schools in
confidence building

**Care for Myself**
Example
Action 1:12

AIDS information
campaign at
school

**Care for Others**
Example
Action 2:12
Community Service

Jordan

**Care for Others**
Example
Action 2:01
Culture for Peace

Georgia

**Care for Nature**
Example
Action 3:03
Clean Up the World

Russia
St. Petersburg

73

**Care for Nature**
Example
Action 3:08
Water for Life
•
Titicaca lake
Chile-Bolivia-Peru

## Benefits

- *Youth*
- *Teachers*
- *School*
- *Community*
- *Country*
- *Planet Earth*

### Benefits for Individuals & States

**Common Security**
**Security:**
1. **Not against**
2. **But together with**
3. **Based on common needs**

## Committed Citizens

*Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has.*

Margaret Mead,
anthopologist

## Life-Link Conference

**Life-Link and UNESCO ASPnet Middle East Initiative 2007-2008**

>50 schools in Middle-East Countries
>50 schools in Europe and Worldwide

Performing Life-Link Care actions
October 2007 – March 2008

• Culture for Peace – Care and Share
• Water for Life

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# Dag Hammarskjöld