A Safe Classroom

Looking back at my primary school period, it looked as if it was one big adventure. This was probably the case for the last years I was in primary school, aged 10, 11 and 12. At that age all boys are adventurous.

Of course I was not aware that, at that time, Indonesia had become independent from The Netherlands. And because of the complicated political situation, each year more and more Indonesians came to The Netherlands. Our class became multicultural, because, at the same time - from a different colony - other children came in. It was one big adventure to get to know all of these classmates. An optimal strategy to dive into these adventures was reading stories about these countries, becoming friends with the new classmates and trying to get invited to come and play and later to come and have dinner at their homes.

Our teachers encouraged this in organising projects about these countries. Cognitive adventures: trying to find texts and pictures about these tropical destinations, which were - in reality - for a certain time no destinations any more.

How different is that today? Meeting and being curious about backgrounds, about families about histories is sometimes no option any more. Teachers have no time for that. The role/position of several minorities has already been settled by the majority and open questions about religious backgrounds are out of order. But it could be so different if suspicion is not part of the classroom culture, if teachers are prepared to give information, are prepared to create an atmosphere of trust, respect but also fun together. And teachers are equipped to do that.

But society is also there. The biggest challenge will be to find a balance between a safe classroom atmosphere in which society can enter and be discussed, where there is respect for persons, backgrounds and religions but also with clear limits to where borders of democracy are crossed or are likely to be crossed.

Neglecting the actual (multicultural) situation in a classroom is nowadays not a position to take any more.

Gerard de Kruif
Editor

Content
Editor .......................................................... 2
Leader in Me: Leaving a Legacy ................... 3
Rights in a Belarus Classroom ................. 4
Teaching English as a Foreign Language 5
Not a Stranger ............................................. 6
UNESCO Key Partner ............................... 7
SOS - School Out Side ............................... 8
Magic Science ............................................ 10
Lessons for Sustainable Development 12
Values as Such ........................................... 14
Globally Networked Classrooms .............. 16
NGOs Reshaping the Future ................... 17
The Zagreb Conference ......................... 18

Authors in this edition

Articles with no author mentioned are produced by the network's admin team.

www.facebook.com/learningteachernetwork

Printed at JustNu, Karlstad, Sweden on eco-labelled paper, ISO 14001

Front page photo:
Courtesy by the TEMI Project Team
Leader in Me: Leaving a Legacy

On April 20, 2015, Ridgewood Public School has become a Leader in Me Lighthouse School, the first such school in the Peel District School District, third in Ontario, and sixth in Canada.

The Leader in Me is Franklin Covey’s whole school transformation process. It teaches 21st century leadership and life skills to K-12 students and creates a culture of student empowerment, based on the idea that every child can be a leader.

The Franklin Covey Foundation granted the school this high recognition because of the outstanding results brought about by the Leader in Me process that the school implemented and because of its impact on students’ personal and academic growth. Now the school is leaving a great legacy of leadership, care, and service in the greater community lightening the way for other schools to follow.

Balneet Singh, the principal of Ridgewood Public School, said, “We are honored to become a Leader in Me Lighthouse School. We have seen such amazing results from implementing The Leader in Me process at our school, such as an increase in the number of students taking leadership roles within the school.

The Franklin Covey Foundation granted a $10,000 grant to the school to help implement the Leader in Me process at our school, such as an increase in the number of students taking leadership roles within the school.

The Leader in Me utilizes a number of leadership and educational models and processes, including The 7 Habits of Highly Effective People, The Four Imperatives of Great Leaders, and The 4 Disciplines of Execution. Content from The 7 Habits of Highly Effective People by Stephen Covey is a key component of the overall The Leader in Me process.

The Leader in Me differs from other whole school transformation practices in that it offers a holistic, school wide experience for staff, students, and parents, and creates a common language and culture within the school. The leadership principles and lessons are incorporated into the curriculum and the school environment, which encourages all students to discover their true potential.

At the beginning of the school year, every student is given a chance to choose a meaningful leadership role, such as a school tour guide, greeter, or technical support person. Then students reflect on how this job helps them become a better leader in their Leadership Binders.

Students determine their Wildly Important Goals (WIGs) and keep track of them in their Leadership Binders as well. Holding student-led conferences with teachers and parents also gives each student a leadership role within the school.

Our school has a weekly student-led Leadership Assembly. This event gives children opportunities to sharpen their public speaking and presentation skills as well as to maintain the leadership focus of the school. Ridgewood P.S. has become a frequent site for visits from other schools, and student tour guides lead whenever the opportunity presents itself.

Ridgewood Annual Leadership Day is also a student-led process, including all students from Kindergarten to Grade 5. Children decide which team they would like to join to prepare for the major event. One instructional period (in a 10 day cycle) is dedicated to staff and students who get together in their 24 Action Teams to prepare for the Leadership Day.

Student empowerment is a great source of strength throughout the entire school; consequently, student voice and choice are consistently apparent in all everyday interactions. Students organize and participate in community service projects, such as the Halloween for Hunger empowerment project, chocolate sale, and ink and toner cartridge recycling.

The Library Café is an excellent way to engage parents in leadership building in the school. Using that time to formally train parents and new staff in The 7 Habits of Highly Successful People and building capacity around the school’s implementation of The Leader in Me process deeply embeds these practices into the overall culture of the school and inspires further efforts toward continuous improvement.

Sean Covey, the Education Practice Leader from The Franklin Covey Foundation, said, “We are thrilled to recognize Ridgewood Public School as a Leader in Me Lighthouse School. Schools who achieve the Lighthouse Milestone are great examples of a strong leadership model and of what it means to be a Leader in Me school.

This school has experienced transformational results by implementing the paradigms and practices related to The Leader in Me. We are so pleased to celebrate the success they are experiencing.”

Anna Opanasyuk  
persist2001@gmail.com

Ridgewood Public School  
http://peelschools.org/schools/Pages/profile.aspx?id=1111  
Leader in Me  
www.theleaderinme.org  
Franklin Covey Co.  
www.franklincovey.com/tc/

The next issue of The Learning Teacher Magazine will be published in September. Articles may be submitted no later than 15th August 2015.
Rights and Responsibilities in a Belarus School Classroom
- An example of innovation

Smorgon Information Centre on Children’s and Human Rights Education was working for Belarus Ministry of Education as a think tank and innovative platform for teaching, promoting and protecting children’s rights at school and in society.

It lasted for six years and local schools got a lot of innovative approaches on how to promote and protect children’s rights. For instance, it focused on how to involve pupils in class social life, respecting each other and teachers as well. So, we asked all motivated classes to join our campaign to create a Code of Conduct for a class. All pupils in cooperation with the class teacher have to create their rights and responsibilities they have to respect.

After discussions and approving a common framework of the conduct (they have to vote for it) teacher and pupils sign an agreement to follow it. After that, the Code of Conduct should be printed and put into a frame on the classroom wall.

What do we achieve by that? The realization of the right of the child to express themselves, according to the UNCRC, to learn how to discuss documents related to their rights and responsibilities and raise the level of discipline and social activities. If somebody is trying to do something wrong at school and in class, the class leader could invite him/her to the common meeting to get an answer before the class as to why he/she is behaving like that. It is much more effective than what the teacher or school staff are doing at the moment.

Another innovation we have created is a volunteer school service - “Voice of Ombudsmen”. Every class by voting has to elect their representatives to the school council to defend their rights at all levels.

Anybody can ask any questions they want to and the class leaders, school administrative persons, school canteen service, etc. If something is wrong with the child’s rights situation or quality of food is not good for pupils, questions could be put in a special box on the school wall.

Example of Code of Conduct
Gymnasium N4
Smorgon Belarus

<table>
<thead>
<tr>
<th>MY RIGHTS</th>
<th>MY RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be tolerant of others different from myself</td>
<td>To be respected as an individual</td>
</tr>
<tr>
<td>To respect the opinions of others</td>
<td>To be listened to and have a voice</td>
</tr>
<tr>
<td>To speak sensibly and with purpose</td>
<td>To feel and be secure and happy at gymnasium</td>
</tr>
<tr>
<td>To listen to other people and to act in support of others</td>
<td>To be well taught so that I can learn and achieve</td>
</tr>
<tr>
<td>To use the guidelines on bullying and anti-racist behavior</td>
<td>To enjoy a clean, safe and comfortable environment</td>
</tr>
<tr>
<td>To be considerate towards other people and be cooperative</td>
<td></td>
</tr>
<tr>
<td>To always do the best I can and support others to learn</td>
<td></td>
</tr>
<tr>
<td>To respect the property of other people and to look after and care for the environment</td>
<td></td>
</tr>
<tr>
<td>To behave sensibly on and around the site</td>
<td>Accepting our responsibilities will encourage others to respect our rights!</td>
</tr>
<tr>
<td>&quot;For each of us to be successful at Smorgon Gymnasium N4 we all need to play our part!&quot;</td>
<td></td>
</tr>
</tbody>
</table>

A school meeting with people concerned follows after the pupils’ questions. The youth can see how democracy is working at the level of school, how to discuss and defend their rights, how to solve the problems and find a way of cooperation and integration from both sides. In the left column is an example of an innovation we created at the local level.

Vlad Kalinin
vladlt11@gmail.com
Smorgon, Belarus
Teaching English as a Foreign Language

English, like all human languages, is full of difficulties for the foreign learner. Some problems are easy to explain and understand. Other problems are tricky and cause difficulty even for advanced students and teachers. Today, English is an official language in more than 60 countries—an only global language for communication.

Some of the existing varieties of English such as UK English, US English etc have posed a great threat to the universality of it. If someone makes too many mistakes in a foreign language, s/he can be difficult to understand, so a reasonable level of correctness is important. Nonetheless, it's not essential to speak or write a language perfectly just to communicate effectively.

Owing to the practice of journalese and officialese, non-native speakers have difficulty in attaining a natural English style. As a matter of fact, there's a high impact of India's homely English on Nepal's English standard. Nepal's English heavily relies on the standard of Indian English, for most of the books published in India are imported and used widely at the school level. The books published or imported from English-speaking nations aren't affordable. In the past, there's a dearth of teachers, lecturers, professors, authors, resource persons with a good knowledge of English or expertise in using English efficiently.

English, in Nepal, is taught right from the pre-primary level to the university level. Moreover, English is a compulsory subject up to the first year of tertiary level. Since the growing importance of English has been realized, private schools and colleges teach all subjects in English except one—Nepali, the official language.

Parents strongly believe that the knowledge of English helps their children blossom into a successful citizen endowed with all academics and worldly qualities required to keep the pace with the changing world. The government organizes workshops, training, conferences aiming at teaching in the current tech-savvy world. In addition, teachers of English can avail different methodologies of teaching, paving the way for up-to-date information. Above all, I've been to the UK due to British Council's reciprocal visit grant.

On the other hand, I've got through several ordeals and repellent situations. In other words, I've to confront conflicting ideas, pig-headedness, bootlicking, arrogance etc of know-it-all colleagues. Some teachers are exasperated when their mistakes are rectified. They don't consult authentic dictionaries. They endeavor to be jack of all trades but the master of none.

The following are a few common mistakes made by the faculty of English: An employee receives a higher dearness allowance (a high cost of living allowance); someone expires (dies); five into five is twenty five (one); someone is in charge of; a student requests me to help (requests helps from me); someone talks (speaks) English; a participant stood (came/finished) first; a student passed in the exam (passed the exam) etc.

Grabbing at job opportunities without fluency in English has been almost impossible in Nepal as well. The one who speaks English is highly regarded in society. People in Nepal are highly influenced by English and western cultures. Nowadays, parents name their new-born babies after English names. Despite living below poverty line, some people manage to send their offspring to English medium schools. This tendency has resulted in the shutdown of state-owned Nepali medium schools. To my surprise, youths have started singing English songs even at their social, cultural and religious functions.

Due to the knowledge of English, students subscribe to English papers, do online research, download e-books, watch English programs on TV, listen to English music, communicate in English on the phone, text pals in English, write letters in English etc. This hints at the improvement and disseminating high influence of English on Nepal's new generation.

Amar Bahadur Sherma
amarsherma@gmail.com
English Teacher at Graded English Medium School (GEMS); founder member of Sustainable Education Group-Nepal (SEG-N)
The Order of the Teaspoon is a Swedish NGO, founded in Stockholm in 2006. We work with an emphasis on culture primarily by using literature, but also film, theatre and games, to raise awareness in schools and in society about our core issues: diversity and tolerance.

Through an active dialogue with children and youth, we continuously work to spread our message about tolerance and respect among citizens of our country. Our motto is therefore “Together for diversity and tolerance”, and was inspired by the book *How to Cure a Fanatic*, written by the well-known Israeli author Amos Oz.

In 2014 we started the project *Not a Stranger!* – a web series of personal stories and thoughts about topics such as identity, discrimination, homophobia, anti-Romani sentiment and racism. A new contribution was presented every week throughout the year. In 2015 we will publish one text a month.

*Not a Stranger!* brings out famous as well as non-famous people who have experienced alienation and gives them a platform to tell their story. Among the writers are Swedish celebrities Rikard Wolff, Dragomir Mrsic, Zinat Pirzadeh, and Behrang Miri.

The purpose of these stories is to celebrate diversity and to give young people, and people in general, role models within non-normative groups. The first story was published on Tuesday 4th February 2014 and is written by the comedian, author and actress Zinat Pirzadeh.

The successful web series touched many readers’ hearts with its diverse and personal stories, but we decided that we needed to find a way to reach an even larger audience. These stories were too important to be forgotten. We got in touch with Norstedts, a well-known Swedish publishing company, which offered to publish the book pro bono.

Thanks to them we can now proudly present part of our web series’ stories in book form! Make sure to watch the translated book commercial on Youtube. You will find it by typing ”teskedsorden”, click on “TeskedsordenSverige” and you will find “No Stranger!” at the top of the page.

The book, which is entitled *Not a Stranger - 41 stories about identity and diversity*, is going to be used for teaching Swedish as a second language. As it contains stories that are relevant to students with diverse backgrounds and life experiences, it is an excellent tool for teaching language and tolerance.

The different texts represent a wide range of difficulty levels, ranging from very simple and basic Swedish to a more poetic and advanced use of the language. As part of the production of the book, we have also released a teacher’s guide full of tips and exercises. It can be downloaded free of charge on our website and helps teachers get the most out of the book. It can, for example, be used as foundation for discussions about norms and attitudes.

During spring 2015, The Order of the Teaspoon is distributing the book for free to teachers of Swedish as a second language.

By doing so, we hope to ensure the book’s continued existence, and ultimately its contribution to more tolerant and positive attitudes in our society.

Camila Alvarez Cea
Camila.alvarezcea@teskedsorden.se
The Learning Teacher Network (LTN) is now a Key Partner to UNESCO in the GAP-ESD Partner Network for Capacity Building of Educators (GAP Priority Action Area 3). GAP-ESD is short for the United Nation’s Global Action Programme on Education for Sustainable Development.

The Partner Network met in May for the first time discussing working methods and how to coordinate, and how to scale up and start new joint activities.

Only 21 - but all wide-range - organisations around the world have been selected by UNESCO as official Key Partners in this priority action area for educators.

The organisations of the UNESCO Partner Network Priority Area 3 are:

- The Learning Teacher Network (LTN)
- International Network of Teacher Education Institutions (INTEI)
- UNESCO-Chair “Higher Education for Sustainable Development”, Germany
- World Organization for Early Childhood Education (OMEP)
- Association for the Development of Education in Africa (ADEA)
- China National Working Committee for ESD
- RCE Tongyeong, South Korea
- Environmental Education Association of Southern Africa (EEASA)
- Mohammed VI Foundation for Environmental Protection, Morocco
- Queen Rania Teacher Academy, Jordan
- Microsoft Devices, India
- South Korea National Commission for UNESCO
- Groen Gelinkt, the Netherlands
- The Organization of Ibero-American States
- The Regional Environmental Center for Central and Eastern Europe (REC)
- The Partnership for Education and Research about Responsible Living (PERL)
- The Swedish International Centre of Education for Sustainable Development (SWEDESD)
- The National Institute of Teachers Training of the Dominican Republic (INAFOCAM)
- Planeta Océano, Peru
- The Asia-Pacific Centre of Education for International Understanding (APCEIU)
- Education International

The Learning Teacher Network invites to the 2015 International Seminar on Education for Sustainable Development (ESD) in Edinburgh, Scotland UK on 6-7 November 2015. The title of the seminar is ‘Capacity Building for Educational Action in ESD’. With input from internationally recognized experts and interactive discussions among the participants the seminar will address capacity building and local action in relation to UNESCO’s new Global Action Programme on Education for Sustainable Development (GAP/ESD).

From the Seminar Programme:

- Visit to Scottish Parliament for Reception
- Keynote by guest speaker Rosa Murray, Edinburgh University
- Round tables: Emerging Pedagogy and Whole-institution Approaches for ESD
- Study visit to a school in Edinburgh with excellent holistic ESD practice
- Opportunity for guided tour of Edinburgh, museum or art gallery visits, etcetera
- A ‘Taste of Scotland’ evening dinner
- Case study of Scotland’s approach to the UN Decade and initial response to the GAP
- Round tables: Designing Programmes and Curricula in ESD.

The seminar will be held at the Novotel Edinburgh Centre Hotel.

The registration period is open. www.learningteacher.eu/edinburgh-seminar-2015

UNESCO Key Partner
- The LTN is member of the GAP Partner Network on Educators

Five Partner Networks in total
In total five networks have been established by UNESCO, each network covering one of the GAP Priority Action Areas:
1. Advancing policy
2. Transforming learning and training environments (whole-institution approaches)
3. Capacity building of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solution at local level (local community)

The organisations that constitute the Partner Networks have been chosen by UNESCO because they ‘consist of major ESD stakeholders who have extensive outreach capacity, impact potential, political influence and/or innovative activities’.
The contemporary educational system has largely failed to incorporate the idea of practical learning in a natural environment as it favoured cheaper and organisationally simpler classroom-oriented learning. As such, school is predominately considered an indoor institution, constructed around classrooms where children sit and learn from books and occasionally artificially triggered experiments.

Such learning processes resulted in many unfavourable consequences for children's health, behaviour and even the effectiveness of learning processes.

The classical learning process still relies mostly on indoor classroom setting, which leads to growing alienation of younger generations from nature. Some drastic changes in children's lifestyles happened, which led to alienation from personal relations with other people. The time for spontaneous outdoor play was substituted by indoor leisure activities and short periods of organized sporting activities, again mostly indoors. The use of screen technologies increased and led to diminishing personal contact.

The described situation strongly influenced the teaching and learning process in schools and the relations between teachers and pupils. We teachers, often feel helpless in our effort to establish the appropriate learning environment in the classroom. We notice diminished focus ability, poor self-control, the arising conflicts between pupils, poor motor abilities and language skills, which represent basis for quality learning process.

SOS – School Out Side is our response to the described situation. It is an innovation project registered at The National Education Institute of the Republic of Slovenia under The Slovenian Network of Forest Kindergartens and Schools that has been carried out in our school for the second year now. With this project we want to offer our pupils active methods of learning (inquiry-based science education, working with models, inclusion of mentor pupils ...).
and move a part of the learning process outside the classroom (to a nearby forest, park, museum, institute, factory ...). The project supports to a great extent cross-curricular teaching as well as the education for sustainable development.

Our pupils turn into researchers, tourist guides, foresters, ornithologists, filmmakers, editors, reporters as they are given an active role in the learning process from the beginning. They need to think of a research question, anticipate the answer, observe, measure, interview, analyse, construct models from natural and other material, guide an exhibition, film, explain their findings.

We believe that learning about nature in direct contact with nature profoundly changes children’s understanding of the learning matter and enables theory to be immediately experienced and tested in practice. This also raises children’s understanding of purposefulness of school and shows the applicative potential of school matters in everyday life.

At the same time, such a learning process increases children’s independence in learning as they are directly involved in discoveries and are not mere recipients. Secondly, the interaction between teachers and pupils in a less stressful and informal environment can lead to better relations between them and can result in greater mutual respect.

Another advantage of such a learning process is discovering pupils’ true potentials as they are given the opportunity to express and show their strengths.

The goals of the project support education for sustainable development on many levels. We encourage a healthy lifestyle as we promote physical activity as an important part of the learning process. Learning outside the classroom reduces sitting time and improves the physical activity of children as well as helping to reduce health risks, related to being sedentary.

The active role in the learning process helps children strengthen their self-confidence and improve the relations between them. Active methods of learning contribute greatly to the quality and sustainability of knowledge.

Neuroscience links movement and learning. Learning during moderately intensive physical activity could lead to improved brain function due to higher oxygen consumption and due to the interaction between movement and learning. Namely, the part of the brain that processes movement is the same part of the brain that processes learning. Furthermore, outdoor learning encourages the use of all the senses in the learning process (Darwinistic multi-sensory exploration) and thus contributes to the quality of the learning process.

One of our aims is to make the learning process appealing to our pupils. This way the beauty of learning is never going to be forgotten and this memory is the greatest gift for the lifelong learning.

All interested in such a learning process as well as those already practising it, are welcome to join us in our attempt to achieve our final goal, which is to move 20 per cent of our lessons outside the classroom and to complement the recommendation of the European parliament about key competences for lifelong learning (18/12 - 2007) with the ninth key competence, education for sustainable development.

Our school is situated in the European Green Capital 2016. Welcome to Ljubljana!

www.ekologicen.si/article/891/Ljubljana_za_las_u%C5%A1la_nazivu_Zelena_prestolnica_Evrope_2015

Renata Filipič, Aida Zorc
Primary school Valentin Vodnik
Ljubljana, Slovenia
aida.zorc@os-vv.si
1. **Introduction**

The second part of the article "Magic Science – Introducing Mystery to Learning Scientific Inquiry" focuses on two of the 4 innovations of the TEMI project - Teaching Enquiry with Mysteries Incorporated. TEMI is a teacher training programme funded under the 7th Framework Programme by the EU from 2013 to 2016.

TEMI focuses on providing science teachers with tools needed to teach inquiry based science education in a motivating and effective manner by initiating inquiry using unexpected and surprising phenomena and by implementing an innovative model for inquiry learning.

2. **The 4 TEMI innovations**

The TEMI teaching methodology incorporates four key innovations: the use of mysteries to capture the students' imagination and motivation; the 5E cycle to help pupils explore and evaluate their learning; presentation skills to allow teachers to feel comfortable with presenting mysteries in the classroom; and a method by which the responsibility for learning is transferred gradually from the teacher to the student, which flips the traditional learning channel.

2.1 **Presenting Mysteries**

TEMI uses unexpected and unfamiliar phenomena or mysteries to pique curiosity and challenge the students into enquiry. One of the main factors that influence student engagement is the way the teacher implements the mystery. There are various ways to do this: showing a video or a demonstration, asking the students to undertake an experiment, the teacher's performing of an unexpected experiment and using role play or telling a story. You can develop your showmanship skills to make a mystery more exciting.

Showmanship is not just for the theatre. Teachers do it, too. Many analogies have been drawn between the role of the teacher and that of an actor or a director. Both roles involve facing an audience, both must convey a message in a convincing and memorable manner and both must learn to improvise if something takes an unexpected turn.

In fact both must be authentic (an audience will drift off if an actor does not fully step into a role - just as the students do if the teacher is not fully engaging them). That is not to say that the teacher is an actor, but the world of theatre has devised many tools and techniques to improve showmanship and to better master the art of performance, which can be used to let teachers present lessons in a motivating or fascinating way.
2.2 The Apprentice Model

The TEMI method lets teachers gradually release the responsibility of learning to the students. Through a series of different levels of enquiry, the student becomes more able to carry out his or her own independent enquiry, and the assistance of the teacher becomes different, less instructive, but more enabling and flexible. This can seem quite unusual for some teachers, but enquiry-based learning provides students with not only a better understanding but also a stronger scientific approach in the study of science.

There are various levels of enquiry in science education – the initial level where the teacher directs every aspect to the highest level where the student is in control. The aim of enquiry-based learning is to move students through these levels, from closed, directed enquiry to open-ended enquiry, where they need the intellectual and practical skills to become investigators and researchers.

3. Conclusion

The two parts of the article aimed to give an introduction of the TEMI methodology, a new way of teaching that can allow students to become better independent learners. The TEMI toolkit “Teaching the TEMI way” contains an explanation of the TEMI method and practical teaching tips. It can be downloaded at www.teachingmysteries.eu

Teachers interested to the TEMI training can contact us at via the online form at the same address.

The text was written with contributions from the entire TEMI project team, but we would like to thank, in particular, the following individuals for their input: Marina Carpineti, Peter Childs, Johanna Dittmar, Ingo Eilks, David Fortus, Marco Giliberti, Avi Hofstein, Julie Jordan, Dvora Katchevich, Rachel Mamlok-Naaman, Peter McOwan, Cristina Olivotto, Ran Peleg, Tony Sherborne, Malka Yayon.
The Partner Project of the Teachers for Democracy and Partnership (Ukraine) and Global Action Plan (GAP) (Sweden) organizations is for scaling up: it is intended to more than triple the impact of the current, successful ESDA schools program for sustainable behaviour change.

During the previous 6-7 years, the TDP and GAP experts have been working to design lessons on ESD and have them included into the existing school curriculum as a separate school subject the ‘Lessons for Sustainable Development', which comprise a range of optional courses (for grades 1-9), all complete with specifically designed syllabi, teacher’s guides and student books.

There are many arguments for and against including sustainable development as a separate subject in schools. This experience leads us to conclude that introducing ‘Lessons for Sustainable Development’ as a separate school or extra-curricular subject was the best initial strategy. We chose the route of special lessons mainly because:

1. This strategy allowed for selecting and training teachers who then could immediately start teaching ESD themes through a cross-curricular approach (indeed, such an approach is implicit in the very content of ESD).

2. It was possible to keep full focus on action rather than sliding towards conventional knowledge transfer.

3. It allowed opportunities to go beyond school and start working with the parents, families and friends of students to engage them in sustainable practical actions.

4. Within this subject an original and innovative pedagogical model was designed and implemented – a model that is consistent with the purpose and specific features of ESD as an educational area.

5. It allowed for the possibility of ‘inoculating’ a whole school with ESD thinking, without waiting for every teacher to attend special training.

After several years of developing curriculum and delivering lessons to nearly 200,000 pupils in Ukraine, we set up a research program to assess the effectiveness of the lessons.

The researchers have interviewed and collected questionnaires from 1,000 people:

- Pupils, teachers, parents, school administrators

- Who have experience of one or more years of lessons for sustainable development

- With a whole-school or single-class approach

- And control groups with no such experience

A major purpose of the research is to ascertain to what extent pupils’ behaviour has been influenced by the lessons, i.e. how they have translated into action. The data has been analysed by a specialist and a report has been prepared. We propose using the findings to explore questions related to criteria for assessing effectiveness, to separate ESD subject versus trans-subjects (trans-disciplinary) way, and to a whole-school approach versus teaching ESD single classes.

Some after research conclusions.

1. Teaching the “Lessons for Sustainable Development” even during one to two years causes a notable increase in students' readiness to act towards SD and students’ awareness on issues of sustainable development and possible actions in this direction in daily life at home and at school. These children begin to pay much more attention to sustainable resource consumption and conservation of the environment.

2. Many of them are motivated to more proactive behaviour and get sustainable
habits. Such a result can be considered quite convincing, considering the fact that the subject is taught only one hour a week.

2. The rather strong influence of the LSD study on children can be explained by a good teaching solution which is the applied pedagogical model based on the pedagogy of empowerment and interactive cooperation of students during the lessons.

The impact on students’ individuality in this educational model is related to the involvement of students in the discussion of their attitudes, intentions and actions to perform practical actions after school, tracking changes in their own behaviour (repetitive self-exploration), required feedback that is provided to each student through the participation in Eco Teams etc. These and other educational elements keep up students’ motivation to learn and repetitive actions focused on SD throughout the whole school year.

3. The results of students’ surveys in schools in which along with the “Lessons for Sustainable Development”, ESD is introduced as a whole-school approach, suggest that they greatly exceed the results of schools that teach the LSD as a separate subject for one year only.

4. The survey results also show that the vast majority of parents are happy that their children have the opportunity to be taught the LSD and that they are involved in the homework or projects. Involving children in the education for sustainable development in various forms creates a serious impact on parents’ awareness of SD and their willingness to act in this area. The WSA model needs further development and its broader promotion among teachers and parents.

Prof. Olena Pometun
Creative Director of ‘Teachers for Democracy and Partnership’
Kiev, Ukraine
opometun@gmail.com
In 2014, Slovakia showed its growing interest in education by the prompt exchange of three ministers leading the schools in science, research and sport. In the mid-term of its governance, the Slovak government introduced many changes in leadership positions, which unfortunately lacked consistency, systemic and sustainable improvement and understanding. Let’s look at it step by step.

In July, 2014 minister Čaplovič resigned under pressure from the public, professionals and apparently his governing party’s leader - the Prime Minister. Čaplovič, a former Deputy Prime Minister for Human Rights and National Minorities, got his dream job of Minister of Education in 2012 and claimed that he had thoroughly prepared for this position. His decisions, however, showed lack of consistency.

First he tried to introduce more mathematics and natural sciences to high schools, then he wanted to support technical specialization of high schools. Finally he limited students applying for the gymnasium by average school grades not worse than 2.00 and for non-academic high school by grades 2.75.

Let us say these measures tried to improve the quality of high schooling. Almost no attention was paid to regional and higher education. However all previous ministers understood those were the biggest challenges for systemic change in Slovak education.

Another big passion of minister Čaplovič (and all succeeding ministers) has been the so called “dual education” which means greater co-operation between employers and high schools for the purposes of the labour market.

There is nothing bad about that. Only one remark (of an educational portal (“Nove Skolstvo”) if the high school environment with all its problems has been kept unchanged, and the dual education has concerned only one third of students - those in training - nothing significant can happen.

Čaplovič also faced one of the biggest teachers’ strikes in post-modern history. Teachers were striking for bigger salaries, which are among the lowest in Europe, together with Baltic countries and Romania. Different funds distribution to schools, which was also a target of criticism, and later the increase of teachers’ salaries, were Čaplovič’s policy highlights.

Summarizing, Čaplovič’s performance had not helped the Slovak educational policy and system. As an example, his decision to exclude students of worse than 2.00 academic grading during elementary school to apply for gymnasium ended up at the Slovak Constitutional Court because of violation of rights of those students not performing so well.

He also failed to understand issues of national minorities in schooling - Roma pupils in particular. It has been proposed to solve the Roma’s continuous exclusion from mainstream education by a social experiment - boarding schools. This proposal also caused a big human rights based discussion on splitting up Roma families either on a voluntary or on an obligatory basis; and there were also worries about consequently deepening segregation in other types of special school.

For the next five months a new Minister of Education was appointed - Pellegriini. He came from the Ministry of Finance and showed big interest in “tidying up” the ministry itself. Unfortunately, late after the summer “cleansing” with an unknown result, he put himself forward for the position of the Head of the Parliament.

Another ambitious person, Draxler, came to lead the Ministry of Education in November 2014. He has declared marginal changes, as he has seen comprehensive educational change as the issue for next governmental period (2016 – 2020). Waiting for the next Slovak election (to be held in April 2016), Draxler has been searching...
for new models of students testing and regulation of students applying for the gymnasium (as the model of maximum school grades proved unconstitutional) he has introduced testing in the 5th class and has raised interest in “dual education” by legislative proposal.

Finally, if we mention lack of consistency, we can acknowledge, that there is some; each minister repeats what he (unfortunately we cannot write gender sensitively) finds or does not find interesting.

If we think of sustainable improvement and understanding we should be cautious: no one really cares about so-called humanitarian values in education, on which the Milenium – Slovak long-term vision for education has been developed. The truth is that this document was written and adopted in 1999 with the perspective of 15-20 years.

Since 2004, new EU directives lead our educational strategies, but it seems that a focus on a knowledge-based society and economy outdoes testing in the distribution of human rights, justice, solidarity and tolerance. We think of prosperity and economic well-being, but we still segregate Roma children. We still lack inclusion in education (in other areas of life) and understanding of what it really means.

We ban discrimination in education; on the other hand we adopt many measures which discriminate (not only Roma children). This point acquires significance in the light of recent EC infringement procedures against the Slovak republic.

In 2014, a Slovak ombudswoman pointed out unequal treatment in preschool diagnostics (again testing) of Roma children coming from poor Roma settlements. No decision making authority really paid attention.

Well, if we count how many people want to lead the ministry of education, it seems like everyone wants to change the way it is. While listing problems, one can start doubting about their honesty and wisdom.

Or are those forgotten values, not belonging to education anymore?

Barbora Vaněk
barbora.vanek@osf.sk

---

**Eurobarometer Survey**

Over 13,000 young people between 15 and 30 were interviewed in the 28 Member States of the European Union as part of the Flash Eurobarometer Survey carried out in December 2014.

The survey included questions on democratic participation, participation in activities of various organisations, in volunteering, in culture and questions on employment perspectives for young people who are still pupils or students.

**Participation**

Participation in organisations is decreasing - consequence of the economic crisis?

Around half (49%) of respondents say they have participated over the last 12 months in at least one organisation.

**Voting**

Participation in elections is linked to the educational level and the involvement in non-formal activities.

The more educated and the more involved in non-formal activities young people are, the more they will take part in voting.

63% of respondents voted in a political election at local, regional, national or EU level in the last three years; 16% were not old enough yet. 47% voted at local level, 37% at regional level, 43% at national level and 31% at EU level.

**Culture**

Participation in cultural activities is also decreasing.

Almost 9 out of 10 respondents have participated in a cultural activity in the last 12 months.

Overall, the level of participation has decreased by 5 percentage points since 2011, when 94% of young people said they had participated in at least one of the cultural activities.

**Jobs**

Confidence about finding a job is fairly high, although there is much less confidence in job stability.

Three-quarters of young people who are still studying are at least fairly confident about finding a job (74%).

But almost a third of EU respondents are mainly concerned about not finding a long term contract or a stable job.

Globally Networked Classrooms: - A case presenting the collaboration between universities in Buffalo, USA and Chisinau, Moldova

Globally networked classrooms present a model of internationalizing the learning curriculum; one that makes the benefits of cross-cultural learning more broadly available to students and teachers.

There is much written about the value of cross-cultural learning for students. Exposure to values and belief systems different from one’s own can promote a greater degree of cultural competence. Important benefits can include the attainment of ethno relativism and insight into the effects of globalization.

Despite these benefits, cross-cultural experiences in the traditional sense, i.e. student or teacher exchange, study abroad, and international placements, have not been widely available, because of the high costs. An expanded view of cross-cultural collaboration, one that includes globally networked classrooms, allows for a larger number of students to participate.

The term “globally networked classrooms” is used here to describe any series of focused exchanges between classrooms situated in different countries, using an array of available technologies. Activities can vary, but may include team teaching, curriculum design, and project collaboration.

In the present example, a cross-cultural collaboration was developed within a section of the Human Behavior course in a large graduate social work program, University at Buffalo, NY, USA and Pedagogical State University “Ion Creanga”, Moldova.

The cross-cultural collaboration was developed through and reliant upon email exchanges and Skype conference calls. The two instructors set out to develop a course module and presentation assignment.

Despite minimal time for planning, the collaboration quickly unfolded. The Blackboard was used early on for introductions. Students were inducted to develop a presentation, using Microsoft PowerPoint, or Prezi, a presentation software tool freely available for download from the internet, addressing several elements.

Results support earlier findings that in international collaboration around teaching is possible and can be supported through the use of widely available technologies.

Students in the United States learned about the development of social welfare institutions within a context of rapid change and resource constraints in the Republic of Moldova. Reflections from student participants about the course suggest that they found the activity beneficial. Many stated that they wished there were more such opportunities.

One Moldovan student shared that the course “influenced how (she) think(s) about issues.” That the collaboration is opening up other areas of mutual focus is considered an added benefit.

One potential challenge was the very short period of time between instructor introductions and the start of the semester. Despite or perhaps because of this, the instructors were able to quickly identify areas for mutual focus.

Pedagogical concerns were addressed in this beginning stage, which may have helped to ensure the overall success of the project. Thanks to the range of technologies which were employed, few concerns arose related to this aspect. A late decision to use Adobe Connect as a platform for the student presentations required the scheduling of several practice sessions, or “dry runs”.

Additionally, concerns about English language proficiency deterred some Moldovan students from participating.

While the project was deemed a success in terms of student feedback, and acquisition of knowledge, there were some lessons learned, which will be applied going forward. Additionally, more time devoted to actual student interaction will be provided.

Objectives:
1) Participants will understand the advantages of globally networked classrooms, an approach to cross-cultural collaboration that is more widely available to students and teachers.
2) Participants will be able to identify key ingredients of successful cross-cultural collaborations, including the range of technologies that can be applied.
3) Participants will be able to identify the range of activities for which a model of globally networked classrooms can be applied, and will have a framework for implementation.

Ana Niculaes
School Psychologist
Chisinau, Moldova
anya.niculaes@gmail.com

Laura Lewis
Instructor and Director of Field Education
University at Buffalo School of Social Work
New York, USA
lalewis@buffalo.edu

Website: coil.suny.edu/home
NGOs reshaping the future in Macedonia

- Part 1

Living in multi-ethnic and multicultural society is always a challenge, especially in the heart of the Balkan region, well known for its reputation as an area of conflict. Macedonian society is multicultural society faced with ethnic tensions, ambivalence and in constant threat of conflicts.

With a population of approximately two million people, Macedonian society is dominated by ethnic Macedonians, followed by ethnic Albanians, Turks, Roma and Serbs. Several times it has been on the edge of armed conflict. The Ohrid Framework Agreement that put an end to armed conflict in 2001 now provides the basis for a stable, multi-ethnic society, with improved civil rights for minority groups and two official languages in different levels, Macedonian and Albanian.

Despite the fact that the Constitution and the education-related laws contain provisions that promote different cultures, tolerance and non-discrimination, the prevailing understanding of respecting the difference and tolerance is limited to supporting the use of the languages of different ethnic communities.

Support for the development of identity is given through the provision of textbooks in different languages with contents related to the traditions and history of different ethnic groups. The Education system does not match with the challenges of multiculturalism.

Beside the official education policies that result in language separation in schools that leads to ethnic separation, several NGO organizations, including my own, fully recognize that education is a powerful tool that can be used for building bridges or misused for building walls between the ethnic communities. Also it perceives education as the only instrument that can provide systemic changes in people's attitudes towards cultural/ethnic differences.

Those NGOs provide expertise that has been gained through continuous creation and implementation of various activities aimed at improvement of inter-ethnic relations in the Republic of Macedonia. Many of them have already been officially recognised within the education system and/or served as examples of best practice nationwide.

The Center for Human Rights and Conflict Resolution (CHRCR; a local NGO) was the first local center that organized conflict resolution trainings for ethnic Macedonian and ethnic Albanian educators and had big impact on education and acceptance of multicultural nature of the country. Several educational projects implemented during the last twenty years that have had greatest impact during the years should be mentioned:

- **Mosaic** - bilingual (Macedonian-Albanian) groups in public kindergartens is the first and so far the only real model for integrated education in the country. It was launched in 1998 in three pilot kindergartens, and was later spread in many others in ethnically mixed municipalities.

- **Conflict Resolution Games** - a whole year extra-curricular program intended for fourth grade students from schools with Macedonian, Albanian or Turkish as languages of instruction.

- **School of Tolerance** - a five year project in the Costivari high-school (with Macedonian, Albanian and Turkish as languages of instruction) aimed at developing a model for working in ethnically mixed secondary schools towards improvement of inter-ethnic relations among students and teaching staff. The model was based on the Social Identity Theory and the Contact Hypothesis - two theoretical models in social psychology that are commonly used to introduce changes in the inter-ethnic relations in societies that experience inter-ethnic tensions.

- **Human Right Schools** - ten-day camps for ethnically mixed groups of secondary school students intended to offer a possibility of gaining knowledge and understanding about human rights and protection mechanisms, the inter-ethnic understanding and peaceful conflict resolution.

Currently, Macedonian society is facing the greatest challenge after its independence. Tens of thousands of people are demonstrating against widespread corruption, abuse of power and bad educational reforms.

The difference is that, now, for the first time after its independence, thousands of protesters are waving Macedonian and Albanian flags in a dramatic display of ethnic unity against the government. Two flags in one event? It's not coincidence!

**CHRCR** (Centre for Human Rights and Conflict Resolution)
Luan Imeri
luli@chrcr.org.mk

---

*The Learning Teacher Magazine 2/2015*
The 10th International Conference
- Enjoyable and successful days in Zagreb, Croatia

The Learning Teacher Network’s 10th International Conference was held at the Sheraton Hotel in Zagreb, Croatia on April 16-18, 2015. The title of the conference was ‘Innovation for Development in Learning and Sustainability’.

Around 100 delegates from 20+ countries from Europe and beyond participated and enjoyed the conference days, interacting in a large number of quality sessions. Great atmosphere, networking, connectedness and interaction characterized the entire event.

The conference was opened with an astonishing music performance by a number of Croatian music students who all have won first prize in national competitions. Thereafter the audience was greeted with welcoming words from Mr Branko Baričević, Head of the European Commission’s Representation in Croatia; Mrs Sanja Urek, Head of Department, Education and Teacher Training Agency in Croatia; and Mr Ozren Pavlović Bolf, Head of Department for General Education at the Agency for Mobility and EU Programmes in Croatia.

During the first conference session Prof. and UNESCO Chair Charles Hopkins briefed the conference on the new UNESCO Global Action Programme on Education for Sustainable Development and the decisions taken on the implementation of ESD at the UNESCO 2014 World Conference in Aichi-Nagoya, Japan.

Keynote speaker Riel Miller, Head of Foresight at UNESCO, shared mind-thrilling strategies for Education versus Learning: Changing Conceptions of Agency by Using the Future Differently, as a way to advance the capacity to use the future.

Society is now at a stage in history in which one pulse is ending and another beginning. It raises fundamental questions about transformation. The only way to approach such a period, in which uncertainty is very large and one cannot predict what the future holds, is not to predict, but to experiment and act inventively and exuberantly via diverse adventures in living. How we anticipate matters changes the present.

Stephen Harris, Director of the Sydney Centre for Innovation in Learning, Australia, addressed the delegates with a stimulating keynote on whole school transformation, where schools embrace a new paradigm where learning is personalised and collaborative, technology is adaptive, spaces are radically different to the traditional mindset, and a community built on positive relationships is at the core.

In his presentation Stephen made a number of interesting allusions worth thinking about in terms of what kind of education should be provided for the citizens of tomorrow. Near the beginning of his presentation he wondered about Education in 2030, noting that we are transitioning from a teaching to a learning model which may mean that teachers, trainers, and professors are replaced by coaches, course designers, and learning camps.

The third keynote speaker, Prof. Ole-
na Pometun from Kiev, Ukraine, strongly touched the audience with an emphatic speech on ‘Democracy in and through Education: Ukrainian Challenges and Opportunities’, portraying the Ukrainian civil society in action for changes and dignity but also the growing role of education for democracy and sustainable development both for young people and adults.

During the six parallel sessions with workshops and lectures over the two conference days, the participants were able to go into depth, discussing a range of topics where presenters shared their knowledge and practice. 40 presenters from 16 countries altogether ensured that the conference became an important venue for learning, discussions, and international collaboration.

A few examples of the feedback given at evaluation of the conference:

‘A delightful learning experience and a precious opportunity for networking and sharing, and of course spending time together, endless laughs, and most importantly seeing so many educators passionate about what they do on an everyday basis. I would definitely want to return to this inviting and friendly environment which you were able to create. Well done!’

University lecturer, Poland

‘Thank you so much for everything. I had such an amazing time, learning and meeting friends from all around Europe and beyond.’

Teacher student, Nepal

‘Thanks for another great learning experience.’

University colleague, England UK

‘Again, it was a very good conference in all respects - congratulations!’

Teacher, Portugal

‘Thank you over and over again’

Teacher, Denmark

‘Thank you for an inspirational conference!’

Teacher, England UK

‘An inspiring conference!’

International Relations Coordinator, Sweden

‘I warmly thank and congratulate you for organizing a very satisfactory event’

University teacher, Finland

‘Many thanks for a warm welcome and a great conference. I thoroughly enjoyed it. It was most stimulating and I found plenty of useful nuggets to help me in my work.’

Head teacher, Ireland