

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING OF REPRESENTATIVES OF SCHOOLS PARTICIPATING IN THE
SCHEME OF CO-ORDINATED EXPERIMENTAL ACTIVITIES IN
EDUCATION FOR LIVING IN A WORLD COMMUNITY

INDEX

23-27 November 1953 - Unesco House, Paris

REPORT

PART I: ORGANIZATION

The Meeting of Representatives of Schools Participating in the Scheme of Co-ordinated Experimental Activities in Education for Living in a World Community* was held at Unesco House from 23 to 27 November 1953. The following attended:

Representatives:

- Mr. H. F. ARTUCIO, Director, Instituto Alfredo Vasquez Acevedo (Uruguay)
Mr. K. BOEKE, Director, Werkplaats Kindergemeenschap de Bilthoven (Netherlands)
Mr. A. BREKKE, Vice-Chairman, State Secondary Schools Committee; Director, Fagerborg Skole, Oslo (Norway)
Mrs. M. A. CARRILLO DE MATA MARTINEZ, Director, Colegio Nacional "24 de Mayo", Quito (Ecuador)
Mr. T. L. DAVIES, Senior History Teacher, John Bright Grammar School, Llandudno, North Wales (United Kingdom)
Mr. R. GAL, Director, Educational Research Service, Musée pédagogique (France)
Miss B. GOODYKOONTZ, Director, Comparative Education, U. S. Office of Education (United States of America)
Mr. A. INGLANDER, Director, Hogre Allmanna Laroverket, Arvika (Sweden)
Mrs. S. KRATKI, Director, Lycée XII, Belgrade (Yugoslavia)
Mr. E. LOUSSE, Professor at the University of Louvain; Lecturer at the Ecole de Guerre; Vice-President of the Belgian Federation of History Teachers (Belgium)
Mr. G. MIALARET, Laboratoire de Psycho-Pédagogie, Ecole Normale Supérieure, St. Cloud (France)
Mr. N. NISHIZAKI, Member of the Japanese National Commission for Unesco (Japan)
Mr. A. PUTTEMANS, Inspector of History Teaching in Secondary Schools and Teacher Training Colleges; President of the Belgian Federation of History Teachers (Belgium)
Mr. H. REIMERS, Senior Inspector of Schools; Member of the Board of Education, Hamburg (German Federal Republic)
Mr. R. RIVENC, Laboratoire de Psycho-Pédagogie, Ecole Normale Supérieure, St. Cloud (France)
Mrs. de SAINT-BLANQUAT, Director, Lycée de Sèvres (France)
Mr. K. M. SULAMAIN, Director, Government High School No. 3, Peshawar (Pakistan)
Mr. T. SUZUKI, Member of the Japanese National Commission for Unesco (Japan)
Mr. M. E. TREJOS DITTEL, Teacher at the Liceo Heredia and at the Teacher Training College of Costa Rica (Costa Rica)
Mr. D. M. VAN WILLIGEN, Director, 2e Hogere Burgerschool, Amsterdam (Netherlands)

Observers:

- Mr. N. W. MEJIA, First Secretary at the Embassy of the Dominican Republic in Paris
Mr. A. PEDRONI, Member of the Italian Permanent Delegation to Unesco
Mr. R. ARIAS PEREZ, Director, WFUNA Office for Latin America; WFUNA delegate to Unesco
Mr. E. HOMBOURGER, Secretary of the Joint Committee of International Teachers' Federations
Mr. C. R. E. GILLET, Deputy Director of the Unesco Institute for Education (Hamburg)

Members of the Unesco Secretariat:

- In addition to Messrs. H. L. ELVIN and D. V. IRVINE:
Mr. J. GUITON, Deputy Director of the Department of Education; Miss FRIDERICH; Messrs. W. D. WALL and F. WALTER (Division for Education for Living in a World Community)

PART II: SUMMARY OF THE DISCUSSIONS - DECISIONS AND RECOMMENDATIONS

1. Opening of the Meeting and election of the Chairman (item I of the agenda)

After opening the meeting, Mr. H. L. ELVIN, Director of the Department of Education, referred to the great interest which the scheme of co-ordinated experimental activities had aroused in Member States. Sixteen of them had already decided to participate in it:

* See document ED/127, dated 22 May 1953.

Belgium, Costa Rica, Ecuador, France, German Federal Republic, Japan, Netherlands, Norway, Pakistan, Philippines, Sweden, Switzerland, United Kingdom, United States of America, Uruguay Yugoslavia.

2. Plan of action (item III (a) of the agenda)

The discussion opened with statements by Messrs. GUITON and WALL.

Mr. GUITON explained the objects of the scheme of co-ordinated experimental activities. He reminded those present that the task of the working meeting was to select a number of comparable typical experiments, fix - at least in their broad outlines - the experimental methods (having due regard to the resources of the schools represented), and establish a system of exchanges of information and services between these schools.

Mr. WALL dealt with the experimental aspect of the programme, which must be conceived with due regard to the means available to the teacher of a normal class.

The participants then each described the situation of the schools they represented, and the programme of experimental activities envisaged in each case. In these statements the following points were stressed: the number of establishments in which the representative can take the necessary measures; the scope of those measures, which can relate to one or more disciplines or to the whole of the school curriculum; the possibilities of modifying the existing school curricula.

This exchange of information revealed the extreme diversity of the programmes proposed. Certain participants thought that education for living in a world community should form part of the teaching of different subjects; others suggested that it should also be included in out of school activities; others, again, felt it would be preferable to confine it entirely to out of school activities. Some would be willing to devote one lesson each week to the study of international problems, or to modify the school curriculum to some extent. Lastly, a large number of representatives favoured a "global" experiment in which all disciplines, and out of school activities, would share.

All the educators present at the meeting hope to organize exchanges of school correspondence and information about their respective countries, as well as exchanges of pupils and teachers.

3. Choice of a "minimum experiment" (items III (a), IV (a) and IV (b) of the agenda)

In order to obtain comparable results, the members of the working party decided that all the programmes of experimental activities would include a "minimum experiment", which all the participating institutions would undertake to carry out in accordance with a common plan of action and evaluation.

It was decided that each participating institution would organize a "minimum experiment" in one of the three following fields:

- (a) Rights of women,
- (b) Study of other countries,
- (c) The Universal Declaration of Human Rights.

The schools that have chosen the same theme will work in close co-operation. Each of them will choose its own teaching methods, but the methods of evaluation will be the same for all the experiments relating to the same subject, which will permit valid comparisons between them to be drawn. Very careful control will have to be exercised, both at the beginning and at the end of every experiment. Various techniques of evaluation have been proposed: tests of knowledge, tests of attitudes, essay technique, group discussion, interview technique. Whenever possible, these methods will be applied under the direction of a psychologist not belonging to the staff of the school concerned. The instruments of evaluation and the special teaching material will be tested in advance, preferably on groups of pupils not taking part in the experiment. Lastly, it will be necessary to study simultaneously the development of control groups, some of which will, and others of which will not, participate in the experiment.

4. Duration of the experiment (item IV (a) of the agenda)

Most of the participants felt that the "minimum experiment" should cover a period of two school years. This experiment could hardly begin before the spring of 1954, for it will call for methodical preparation. This will not prevent schools that have drawn up more extensive programmes from beginning their task immediately.

5. Liaison with Unesco and between institutions (items III (b) and IV (c) of the agenda)

The Unesco Secretariat will maintain contact with all the participating schools, supply them with documentation and practical advice, and transmit to them whatever requests it receives for information. These schools will have to establish direct contact with one another, so as to co-operate more closely. This direct liaison must naturally be closer between the establishments participating in a "minimum experiment" relating to a common theme; they will send quarterly reports to the other schools and to the Unesco Secretariat at the same time. The reports on the implementation of programmes of experimental activities of a more general nature will be sent only to the Unesco Secretariat, which will publish from time to time, for information purposes, a document describing the progress of the various experiments in all the participating schools. All the reports must be accompanied by specimens of the teaching and evaluation material used. Each school will draw up its final report not later than two years after the beginning of the experiment.

6. Services to be provided by Unesco

(a) Documentation (item III (b) of the agenda)

The Unesco Secretariat will assemble and transmit to the participating schools appropriate documentation

on the three main themes chosen for the "minimum experiment" and on the other subjects chosen by certain of them. This documentation will consist mainly of reference documents and will include either selected documents, which will be given or lent according to possibilities, or a critical bibliography with summaries of the works mentioned.

(b) Other services

In certain cases, the Unesco Secretariat will be able to:

Send to the Member States concerned a member of the Secretariat for the purpose of helping the local or national authorities and the staff of the participating schools in the preparation and execution of the programmes of experimental activities, and in the evaluation of the results Unesco will defray all or part of the expenditure involved in the sending of these missions.

Conclude contracts with the participating institutions in order to ensure the translation or adaptation, in languages other than English and French, of a limited number of publications of the United Nations, Unesco and other Specialized Agencies, and of certain works which teachers in the participating schools might deem necessary for the carrying out of the experiment. These contracts could also provide for the reimbursement of part of the costs involved in the reproduction or printing of the texts so translated.

Accord, during the second year of the project, a number of travel grants to representatives of participating schools in order to permit them to observe on the spot, in other Member States, the experimental activities of various schools sharing in the execution of the same programme.

7. Possibilities for future extension of the scheme (item V of the agenda)

The programme of co-ordinated experimental activities, in its present form, is simply a "first stage". The participants feel that the scheme should be extended to a greater number of secondary schools and, on the "vertical" plane, to primary and teacher training schools.

It is probable that the scheme will also be extended to other Member States which have already shown interest in it.

8. Other business (item VI of the agenda)

The participants expressed the wish that Member States of Unesco should pay greater attention to the training of teachers in the field of education for living in a world community, and to the teachers' material situation which, in many cases, does not correspond to the importance of their functions.

ANNEX

LIST OF SCHOOLS WHOSE PARTICIPATION WAS ANNOUNCED
BEFORE OR DURING THE WORKING MEETING

<u>Country</u>	<u>Participating Institution</u>
BELGIUM	(1. Lycée Royal de Forest-Bruxelles (2. Athénée Royal de Malines (3. Collège St. Jean Berckmans, Brussels (4. Institut du Parnasse, Brussels
COSTA RICA	Liceo Heredia
ECUADOR	Colegio Nacional "24 de Mayo"
FRANCE	(1. Lycée de Sèvres (2. Ecole pratique d'application, attached to the Ecole (normale supérieure, St. Cloud
GERMAN FEDERAL REPUBLIC	Helene Lange Schule, Hamburg, Bogenstr. 32
JAPAN	(1. Wako-gakuen lower secondary school, Tokyo (2. Tajima lower secondary school, Kawasaki City (3. Higashi-Senda lower and upper secondary schools (attached to the Faculty of Education of the University (of Hiroshima (4. Lower and upper secondary schools attached to the (Tokyo University of Education
NETHERLANDS	(1. Libanon Lyceum, Rotterdam (2. 2e Hogere Burgerschool, Amsterdam (3. Gemeentelijk Lyceum, Utrecht (4. 1st Christelijke Hogere Burgerschool, The Hague (5. Werkplaats Kindergemeenschap, Bilthoven
NORWAY	(1. Fagerborg Skole, Pilestredet 109, Oslo (2. Oslo Katredalskole, Ullevalsveien 31, Oslo (3. Frogner Skole, Nils Juelsgt. 52, Oslo
PAKISTAN	Government High School No. 3, Peshawar
PHILIPPINES	College of Education of the University of the Philippines*
SWEDEN	Hogre Allmanna Laroverket (State secondary school), Arvika
SWITZERLAND	Ecole normale cantonale de Locarno, Locarno, Ticino
UNITED KINGDOM	John Bright Grammar School, Llandudno, North Wales
URUGUAY	Instituto Alfredo Vasquez Acevedo, Montevideo
YUGOSLAVIA	Lycée XII, Belgrade

* This institution was unable to send a representative to the meeting of the working party.

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ADDENDUM

Page 1, PART I, under Representatives, please add:

Miss Felicina COLOMBO, Vice-principal, Ecole normale cantonale
de Locarno, Ticino (Switzerland).

Page 2, PART II, under 1. Opening of the Meeting and election of the Chair-
man, after the list of States participating in the experiment, please read:

In view of the nature of the meeting, the participants felt that it was
preferable for a member of the Secretariat to serve as Chairman. Mr. Elvin
was elected Chairman and Mr. Irvin Vice-Chairman.