



ASPnet Activities in Israel

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Beit Berl College Report

Dr. Yael Harel

Three prominent UNESCO guests were invited to Bet-Berl. Unfortunately, the visit of Dr. Traugott Schofthaler, Secretary General of the German National Commission, did not take place due to the sudden death of Dr. David Harari, of blessed memory, on 16 March 1999. Still, one month later, in April 1999 we received the visit of Elizabeth Khawajkie, the International ASPnet Coordinator who came to attend the Global Village final event. She stayed in the German-Israeli House Hotel on Bet-Berl campus for a week and was the guest of the College for one day.

During that day, she visited the Diaspora Museum in Tel Aviv, met

Bet-Berl staff in the International Relations office, visited the library and the art campus. In the evening she had dinner with Dr. Aharon Seidenberg, Head of Beit Berl College, Dr. Varda Sharoni, Head of the School of Education, Dr. Gad Arnsberg, Head of the Foreign Relations Office and myself. During the discussions, Elizabeth suggested that we hold a Peace Education Summer School on the campus.

The Peace Education course idea was approved by Colin Power, Deputy Director-General of UNESCO for Education. He arrived for the Third International Conference on Teacher Education "Almost 2000: Crises and Challenges in Teacher Education" held between June 27 - July, 1999. The lecture he gave as keynote speaker for the closing session was entitled: "Meeting the Challenges of Change: Teachers Today and Tomorrow".

The conference was co-chaired by Dr. Sarah Ziv from the Ministry

of Education and Dr. Bracha Alpert from Bet-Berl College. The lectures were held in Hebrew and in English. 1000 participants took part in the conference, more than 100 from abroad. An illustrious gallery of keynote speakers from all over the world enriched the program of the conference. A book of articles will be published shortly. The following themes were discussed:

Ideology, values and society in teacher education.

Curriculum of teacher education programs: contents and pedagogy.

Professional development in times of change.

Teacher education policy: structural, organizational and economic dimensions.

Media, technology and teacher education.

We are looking forward to the year 2000, the year for **"A Culture of Peace"**, and to the Peace Education Summer School: Learning to Live Together.

The Peace Cruise

Visit of Scout Peace Ship to Haifa

Dr. Esther Lucas *

On August 15, 1999, the Peace Cruise Ship was welcomed in Haifa port on the first leg of its Mediterranean cruise to promote peace and reconciliation in the Mediterranean.

The sailing ship, the Black Knight, belongs to the Polish Scouting Association and 15,000 young people have already sailed in it on many seas. The ship can carry 80 passengers but this time there were some 30 youth representatives aged 18-25 on board, as well as four trainers and the Polish Scout crew.



* Pioneer of ASPnet in Israel

The young people, members of the scouts and other youth organizations, hailed from Algeria, Bosnia, Cyprus, Egypt, France, Greece, Israel, Italy, the Palestinian Authority, Slovenia, Spain and Turkey. The cruise was conceived and organized by the World Scout Movement and sponsored by the European Union, the North-South Centre of the European Union, the European Youth Forum and UNESCO as well as governments and local authorities.

The Patrons of this innovative venture were Yasser Arafat, Jacques Chirac and Hosni Mubarak as well as Jacques Santer (President of the European Commission), Miguel Angel Martinez (President of the North-South Centre of the Council of Europe), Federico Mayor (Director General of UNESCO), Ahmad Esmet

Abdel Meguid (Secretary General Arab League), Shimon Peres (Winner of the Nobel Peace Prize), Jacques Moreillon (Secretary General of the World Organization of the Scout Movement), and Paul Solanila (President of the European Youth Movement).

Divided into four legs, the

cruise started in Alexandria on August 8 1999 and ended in Piraeus on August 21. The Israeli contingent took part in the first and last leg.

The aim was to train young mediators-negotiators, both male and female, to become leaders in the youth sector by organizing activities to prevent and manage



conflicts and by designing training modules for their own organizations. Training took place on board with special programmes in the ports of call.

In Haifa, they were welcomed by the deputy mayor, representatives of all the organizations involved in supporting the cruise, the Polish ambassador, and by an Arab Scout band. A poster prepared by the UNESCO Associated Schools Project (ASPnet) also welcomed the young people. Responses to the welcome were made by two representatives of Arab countries.

We were allowed to go on board and talk to the "sailors". The ship seemed very small for such a long voyage round the Mediterranean. Some members admitted they were seasick at first. I learnt that life on board ship was tough. There

was no air-conditioning and quarters were cramped. Furthermore, they had to get up every few hours at night to take their turn on watch duty. But everyone agreed it was a wonderful experience that they would not have missed for anything.

This was no ordinary International seminar. This was indeed a unique experience.

Unesco's support for this cruise says it all. Equipping young people with mediation skills and providing them with a forum to express themselves and to exchange views and experiences, which is precisely what the Peace Cruise endeavours to achieve, corresponds fully to the UNESCO Strategy for Action with and for youth. We therefore support this effort to bring youth together in a spirit of dialogue and cultural exchange.

Makif Het High-School, Rishon Lezion

Ms. Netta Zelinger

Makif Het High School was built in 1997 in the town of Rishon Le'Zion.

Since its founding it has been involved in three different projects. The main project was the "Global Village Harmony".

The second project on environmental conditions was called "Holit". Rishon Le'Zion was built on sand dunes near the sea. Most of these disappeared because of the building. Our pupils give special importance to such conservation efforts since they are the natural habitat for some animals on the way to extinction such as birds, foxes, rabbits, etc.

Every Sunday 35 pupils check the area to prevent building contractors from destroying the environment in which they usually throw rubble. The pupils also trap birds for registration and check the water to detect levels of purity. All these activities may be seen in a video movie produced by the pupils and



which has been exhibited as part of the project. Next year they will be involved in a project together with Palestinian pupils. The main goal of this project called "Blue Sky" is to prevent the area from becoming one huge dump and to avoid air pollution.

The third project is the responsibility of a group of special education pupils who participate in a course called "Contribution to the Community". Here they learn how to assist elderly people and part of their program includes the following subjects: Sociology, Psychology, and Nutrition. Once or twice a week

during the day they work at old age peoples' institutions to help them.

The main goals of this project are twofold. On the one hand, the senior citizens continue to be connected to the community in which they live and feel the sense of belonging and on the other hand, the pupils involved in the project have an opportunity to find work related to their experience.

In addition to this work, it is essential to note that not only do these pupils participate fully in the project but they have to comply with the same demands as the rest of the school enrollment.

Baqa Junior High School, Baqa

Ms. Horeia Gazmawy

Baqa is an Arab town in Israel close to Hadera. It is a beautiful town. We have four elementary schools, two junior high schools and one high school.

There are forty four teachers on the staff and five hundred and seventy pupils in our school.

The students used to infuriate us by helping each other with set-work in order to achieve better marks than anyone else.

We have different sports activities during the day, with teachers and parents. Every year we invite the parents to join us in many activities.



We have sport activities at school to raise the level of English and other languages. We have educational programs for students. "Children Teaching Children" / "Yami"

This program aims to break down stereotyped images that both Jews and Arabs have about each other, through face to face meet-

ings. The students exchange ideas, share their fears and hopes and discover common interests.

The students visit each other's homes, meet each other's families, begin to understand each other and all agree that the peace process must be continued despite the dangerous difficulties. After many meetings, they are convinced that

peace is the only way to achieve their goals.

The schools produce a newspaper in Hebrew and Arabic in which the students describe their activities **and** feelings.

At school we use the book "We and Our Neighbours" which emphasises learning to live together, to live in peace with each other because any other solution will bring blood and killing. Also to learn about our backgrounds and their backgrounds, (culture, language, religion, way of living and thinking). Our school also develops innovative ways and teaching methods and strives to make known the results of our work.



Ben Zvi Junior High School, Kfar Saba

Planning the Town of Tomorrow

Carmela Goldglass

Let me tell you about our new project that we have carried out this school year and which is unique and has been studied by schools and educators throughout the country.

We were invited to join a project suggested in Barcelona to study the topic of "Fair Trade" in Israel and provide another 10 countries in the world with the information and study about our partners as well.

At the same time we were challenged by the town planner of the municipality of Kfar Saba to encourage our students to take part in the planning of the futuristic town



of Kfar Saba. (The idea was to involve teenagers in town planning for the future)

We combined these two initiatives and decided to carry out a project to provide answers about the topic of commerce in the town of the future.

To become both more specific and more relevant to the world of the teenagers, we made up our minds that our topic would be "The

future mall in our town, Kfar Saba". In our project we decided to consider the needs and desires of young people, needs of our town and area and other facts concerning principles in town planning and in commerce.

So, what did we do?

- We created six groups of 10-13 students to deal with the project.
- 20 teachers from our school started learning about town

planning guided by a town planner who taught us new concepts and a completely new language and attitude.

- 6 teachers taking part in the group previously discussed, became the groups' counselors and led the children through the entire process accompanied by experts and parents who are involved in marketing, town planning, architecture and trade.
- Many meetings were held with mall managers, and owners of businesses.
- Each group decided on a specific direction they wanted to investigate. For example: a futuristic food zone, a special zone for teenagers, a Mediterranean style mall, the most successful and profitable mall in the Middle East.
- Each group of pupils worked for 20 weeks accompanied by experts in the planning and



marketing fields as well as in the computer field. They collected information from articles and from the Internet taking large successful malls such as "The Mall of America" as examples.

- Each group was evaluated three times during this period by experts, peers and parents according to their presentation on the computer. The presen-

tations were held in front of a large audience which required the pupils (9th graders) to be very clear and specific and to stand and perform in front of many people.

The ideas were fantastic and the whole project made all of us in school think, talk, and work differently. We feel the great change in us adults and students' ability and attitude, alike.

Tira Junior High School, Tira

Co-Existence Project

Gazi Iraqi

The activities that have been performed in the frame of the project of the co-existence between Tira Junior High School "A" and Ben Zvi Junior High School, Kfar Saba, are as follows:

23.9.1998

At a meeting of the representatives from the two schools they decided on the new and additional stages of the project and the ways of application.

15.11.1998

The second meeting of teachers from the two schools. A teacher from Bet-Berl guided the workshop by a survey and a questionnaire in order to try to provide answers to all the demands and goals of the project.

23.11.1998

Parents meeting; about 80 parents from Kfar Saba and Tira attended. The meeting was held in Kfar Saba. The leaders from the Ministry of Education held workshops in groups with a different subject for each

group. The discussions were held willingly and successfully. A number of decisions were agreed upon concerning the importance of such meetings and their influence on the population of the two towns.

2.12.1998

A meeting to plan the activities for the 8th grades, was held in Tira. We agreed upon all the activities to achieve the goals of the project.

25. 12. 1998

The second meeting of parents. About 80 parents from the two towns participated. The meeting was held in Ben Zvi Junior High School in Kfar Saba under the guidance of a person from the Ministry of Education. All the parents were active and ready to work.

24. 1. 1999

Mutual meeting held in Kfar Saba between the pupils of the 8th grades from the two schools for summing up all the activities and decisions that were taken and carried out during the previous meetings.

2.2. 1999

This was the march from Kfar Saba to Bet-Berl, and from Tira to Bet-Berl. The march ended in Bet-Berl

with a very big and successful party attended by the mayors of the two towns, parents, headmasters, teachers and head teachers of the two schools.

At the end of the party the two principals of the schools asked the mayors to organize a meeting next year between the citizens of the two towns and to invite representatives from all over the country.

10.2.1999

We were invited to the El-dad Junior High School in Netanya after they heard about the project. In this meeting it was decided to start with meetings of one class from each school to work on the project of co-existence next year.

The mutual work, educators, students and parents activities to create a better understanding between Jews and Arabs has been carried out for the last ten years and includes meetings at the schools, at each other's homes and outdoor activities and makes a big difference for all participants who attempt to break through stereotypes and become more aware of each other's needs.

Neve Shalom/Wahat al-Salam

Primary School

Bob Mark

Description of the Project:

The Neve Shalom/Wahat al-salam (NS/WAS) Primary School is a Jewish-Palestinian bilingual school. Half of the teachers and pupils in the school are Palestinians and half are Jewish, all of them citizens of Israel.

Objectives of the Project:

The school strives to serve as a model for bilingual education elsewhere in Israel increasing number of teachers who visit the NS/WAS School every year reflects growing demand in the country to learn about this alternative educational approach. The school has been working to respond to this demand by preparing the opening of a resource and teacher training center in the field of Jewish-Palestinian



bilingual education. In the year 2002 the school plans to open a junior high school level.

Implementation:

The pupils learn reading, writing and arithmetic as they would in many schools. However the binational and bilingual structure of the school forces the teachers and pupils to confront different perspectives and languages, enriching the subject matter of the regular curriculum.

Material:

Much of the material used comes from the Israeli Ministry of Education. The staff needs to create material to supplement the regular text books.

Evaluation:

The school has been accepted by the Ministry of Education as an experimental school. A few small research projects have been conducted in the past and the school is searching for funding for major research.

The Jewish-Arab Center for Peace, Givat Haviva

Children Teaching Children

Children Teaching Children has been chosen as an international model of dialogue between two conflicting communities and will be featured for fifteen months at the Millennium Village, Epcot Center, Disneyworld, Florida and at Expo 2000 in Hannover, Germany. During these two important exhibits we have been given the opportunity to present cultural events which will express our desire for dialogue and peace to people of all ages, cultures, and nationalities. This will also express UNESCO'S theme of Culture of Peace to millions of people.

The following is a short description of our center's activities:

The Jewish-Arab Center for Peace promotes education towards



peace and co-existence and education towards democracy and human dignity. The different departments at the Center deal with an array of issues in various methodologies: education, instruction of languages, research, counseling and community work. They reach out to many sectors of society involving children, teenagers, and adults of different ethnic and religious groups in Israel. The Center's staff consists of approximately 30 full time and part time

members, as well as facilitators who work as freelancers. Over 12,000 people participate in our various activities during the course of a year, most of them youngsters from around the country. Senior staff members participate in programs and conferences around the world, including the USA, Europe, South Africa and Asia, carrying our message abroad and bringing back new insights and expertise. The Center conducts its activities within six departments:

- **Education for Peace and Democracy** offers seminars and workshops on this subject for Jewish and Arab students and educators such as "Children Teaching Children" and "Face to Face".
- **The Institute for Arabic Studies** offers short classes and year-long courses in Arabic language and culture and enrichment seminars for Arab teachers. The Institute features a language lab with 24 stations.
- **The Institute for Peace Research** engages in academic research on topics concerning Jewish-Arab relations in the State of Israel and the status of Arab citizens in Israel. The

Institute publishes its findings and holds colloquia and seminars. This year the Institute published the integrative study: 7 Roads Theoretical Options for the Status of the Arabs in Israel. An extended library and information center is also open for the public.

- **Community and Social Involvement** offers courses and seminars which promote empowerment to women in their communities. Additionally, workshops for teachers and other professionals are regularly offered to the Arab community.
- **Regional Cooperation** primary aim is to develop an understanding and working relation-

ship between Arabs and Jews in the region. The department currently co-sponsors programming in tandem with the Palestinian Authority and deals with such subjects as women's issues, education for peace, and face-to-face encounters.

- **The Counseling Center for Peace Education** assists and counsels other institutions on how to create and run programs of Peace Education. The Center conducts teacher's courses, organizes seminars and programs for students and has established a resource center.

Gordon College of Education, Haifa

The Multicultural Educational Resource Center (MERC)

Dr. Rhonda Sofer

Teaching staff of over 200 members who hold degrees of higher learning and rank from full professors to lecturers. We have approximately 1,500 students studying in our Four Year Bachelor of Education Program, hundreds of teachers studying in a special Bachelor of Education Program for certified teachers, and thousands of educators who attend and participate in enrichment programs offered throughout the year.

As a teacher's college, our staff is involved in close supervision of their students who are sent to over 100 different Hebrew and Arabic Language schools in the north for their student teaching experience. By being closely involved in the reality of Israeli schools, we are



aware of the multicultural nature of Israeli population and felt that there is a real need to address this issue of working and teaching in a multicultural classroom. Prejudice and negative stereotypes of different ethnic and minority groups and the lack of tolerance towards cultural differences, are all problems that we felt were necessary to address in a concrete manner.

To take on this challenge, in January 1997 Gordon College of

Education established the Multicultural Educational Resource Center (MERC). MERC's aim is to promote pluralistic values based on mutual respect and understanding and enhancing attitudes of tolerance and coexistence between different cultural, ethnic, religious and secular groups in Israel through working with educational leaders. In order to promote these values we have several programs.

We developed a specialization



educational track which focuses on the dynamics of teaching in a multicultural society. Today we have over 12 different courses and all of our students, Israel's future teachers, take our courses before they graduate.

We develop learning materials aimed at promoting the values of tolerance and respect in children from kindergarten ages through high school. Our staff has been responsible for the development of several books and learning programs on this topic.

We provide enrichment programs, at MERC's center as well as in schools themselves, for Israeli

teachers on educating children to live in a multicultural society.

We organize conferences for Israeli educators on various topics relating to Multiculturalism in Israel. Our National Conferences have dealt with a variety of topics ranging from Israel a Multicultural Society, East Meets West in Literature, and The Israeli Woman in a Multicultural Society.

Each of our students experiences field trip during the course of their studies in which they learn first hand about different ethnic and minority groups.

We offer multicultural educational field trips for our staff to give

them a better understanding of the whole issue of multicultural education in Israel. We also facilitate meetings between Arabic and Hebrew speaking schools through developing programs for intercultural communication and activities and providing a facilitating staff to help the schools involved.

All of these programs are aimed to promote values of tolerance, understanding and co-existence, first among the future educators of our country and secondly to the children where our future lies. Educating Towards Peace for this New Millennium needs to be aimed at these two populations.