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Editorial

Editing this report has been an exciting experience. Our ASP members have carried out original projects, many of them based on coexistence, in which different groups have reached out and met each other. In this issue, we have some twenty reports that give a very good overview of what ASPnet Israel is doing. As our National Coordinator says, this has been a very active period, probably the most active in our forty year history. What a long way we have come since the days when activities consisted only of exchanging albums and tapes with schools abroad and later some student exchanges.

In this issue, after the Coordinator's report, contributions have been listed alphabetically with an ABC as a conclusion. We have reports from two primary schools, four junior highs, five high schools, one of which is also a college, one academic college of education, three organizations, and two news items.

School projects include: Coexistence between Arab and Jewish communities: (Ben Zvi-Tira, Baka el Gharbia, Hayovel schools and others), the Global Village: (Alnajah and Mekif Chet Rishon), Road Safety: (Hayovel) Oral History: (Itzhak Navon Holon), Meeting of Cultures in a Zoological Garden: (Reuth Hod Hasharon-Al Mustakbal Jaljulia) On the Banks of the Alexander River: (Ramat Hefer-Ibn Sina Kalanswa), as well as Youth Seminars Abroad: (MekifChet and students of Hayovel). The activities are described with so much enthusiasm and hope when there are difficulties, that they are an inspiration to everyone.

From the organizations we learn about the successes of the C.L.I.L. program that minimizes violence, about the Model UN attended by ASP students, and about the wonderful coexistence activities of the Garden of Peace commemorating Bat Chen.

We have two news items, a report on the new UNESCO Chair at Beit Berl College, (Congratulations Yael!), and a reporter's write up of the Fiftieth Anniversary ASP Meeting in Auckland, New Zealand. The ABC about UNESCO ASP is reprinted from a UNESCO Newsletter.

I am sure you will enjoy reading these reports, as much as I did editing them.

Esther Lucas
Editor

REPORT OF THE ASPnet NATIONAL COORDINATOR

Yael Harel

The past two years have been particularly busy. The Steering Committee, the Projects, Delegations and Publications Sub-committees have been working all the time. Obviously all the schools have been very active as well. There are two main reasons for this active spirit: the allocation of budgets made by Daniel Bar Elli, Secretary General of the Israel; National Committee for UNESCO and the recruitment of ten highly qualified new schools to the ranks of ASPnet Israel. We have grown in quantity but mainly in quality.

I would like to mention some of this year's projects:

- TIMEMUN which included 18 schools and was coordinated by Averil Shulman in cooperation with the American International School in Kfar Shmaryahu.
- The staff room meetings of the Ben-Zvi-Tira and Ramot

Hefer-Kalansua coexistence projects.

- The Global Village carried out by Tammy Cohen of MakifChet School in Rishon.
- Carmella Goldglass now Shaked Elementary School principal. We congratulated her at the last Steering Committee meeting. Right away she embarked on a colorful program for Human Rights Day, involving drawing and printing on batik, which may evolve into a calendar with the ASPnet Israel logo.
- Hurya Gazmauy and Ziad Majadali principal of the Eastern Baq'a el Gharbia Junior High hosted Ayelet Shahak for a very moving commemoration of her daughter Bat Chen, murdered in a terrorist attack. The meeting was filmed by Dr Hagit Gal

Ed, head of the Garden of Peace Association in New York, and presented on her TV channel.

- Michal Ohayon, Head of the "CLIL" Association, gave an enjoyable and instructive workshop to the teaching trainees of the English Department of Beit Berl College on assuming responsibilities. I recommend this workshop to all pre-service students in teacher education!

A number of delegations have travelled abroad:

- Eight students of MakifChet Rishon, accompanied by Tammy Cohen, Vice Principal, and Neta Zellinger, Principal, participated in a summer camp in Germany with Jordanian, Palestinian, Greek, German and English students.

- Averil Shulman's students from Hayovel Herzliya took part in the annual ASPnet meeting in Berlin.
- Carmela Goldglass together with Ahmed Ghenaïm, the organizer, were in Germany in the spring planning a summer camp.

In the summer, Averil Shulman and I went to New Zealand to celebrate the 50th Anniversary of ASPnet where we met 217 representatives from all over the world including Elizabeth Khawajkie, always an example of dedication and enthusiasm. We made a presentation of ICT (Information Communication Technologies) in the classroom, and showed Carmella's activity based on a drawing competition on the topic of Coexistence organized by the Seamline Museum (Muzeon Kav Ha-Tefer). We also made a number of contacts and took part in the Auckland Declaration, which will be submitted to

the UN General Assembly and will hopefully be adopted as a resolution. Friday night, we were hosted for dinner by the Rabbi of Auckland. Between lectures we spoke to the Palestine representatives with whom we had warm relations and even the Iranian representative gave me a hug and said: "In science there is no war". During one of the dinners, we were seated next to a Kuwait school principal and one of his teachers. So, in ASPnet, across the oceans, at the end of the world, it is very easy to make peace in the Middle East! On the other hand, being so far away from home, we made sure to do you proud.

Now a word about future plans:

- A new assembly of TIMEMUN in February 2004
- An intercultural project at Mevo'ot Hanegev

- A Global Village in cooperation with the Czech Republic at MakifChet
- More coexistence activities between Benzvi and Tira, Ramot Hefer and Al Mustakbal Kalanswa, Ibn Sina Jaljulia and Reuth Hod Hasharon, Shaked Raanana and Ibn Sina Tira.
- A Human Rights publication by Ehud Peleg of Matach.

On February 8, 2004, we are holding a Project Day when we will also celebrate the inauguration of the UNESCO Chair for Multiculturalism in Teacher Training at Beit Berl College. I have the honour of becoming the chair holder. The Chair has many plans, such as setting up an international course for ASPnet teachers in cooperation with Norway, Austria, Canada and Romania. We also want to do more research and produce publications, but first of all we

need to summarize the curricula developed in our ASPnet schools, which have been our main field of research.

For 2005, we are planning a Model UNESCO International Conference, and there are many more plans that we have not published, but which are blooming in the enthusiastic and inspired minds of our members. Thanks to all of you and special thanks to Esther Lucas. Keep up the good work!



ALNAJAH JUNIOR HIGH SCHOOL

NEW METHODS AND “HOVERING DREAMS”

Intissar Haj Yihyeh

Alnajah Junior High is a young school, only seven year old, situated in Taibeh in the Southern Triangle. It is relatively big, with approximately 700 students. The school offers a wide variety of subjects and educational projects including electives. A large percentage of students come from very low socio economic backgrounds, thus lack motivation to become literate. The majority of parents are uneducated and totally uninvolved in their children's studies. Most students encounter difficulties, especially in English, science and math. The school building is inadequate and too small for 700 students. It is unable to answer the needs of the current century. The building has to be expanded and supplied with computers and other essential equipment.

New methods and attitudes

The teaching staff, together with the principal, have started looking for

solutions to improve the situation and thus raise standards, keeping in mind that any solution should include suggested ways of creating a more relaxed and supportive educational environment where students can express themselves freely and show progress.

It is worth noting that the principal is very active and deeply involved in the teaching process. He has taken the initiative to expose his teachers to the latest innovations in education, and has recently enabled the school to join the Institution for Improving Social Integration at Bar Ilan University. This institution offers the school:

1. Seminars in the Cooperative Learning Approach.
2. A variety of teaching methods such as group work, pair work, jigsaw, STAD, and peer teaching.
3. Building school policy to emphasize the Learner

Centered Approach, focusing on improving students' self image and self evaluation..

4. Development of authentic learning tasks that motivate students to learn.
5. Use of Alternative Assessment portfolios that enable teachers to watch students' performance and progress through projects and mini projects, writing papers (research) on subjects chosen by the students. Also improved traditional tests planned by teacher teams.
6. Development of teachers' team work.

The school has recently chosen to reorganize the learning process as initiated by the Ministry of Education. The school conducts its own educational program that includes the following:

1. Minimizing the number of subjects studied

simultaneously. Children should not have more than 9-10 subjects a week.

2. Introduction of elective subjects: music, drawing, art, creativity, and agriculture. Students choose their subject.
3. Semestrial teaching. History and geography are taught in the 7th and 8th grades.
4. Interdisciplinary teaching. Subjects are integrated. For example: a) Islam religion and history of Islam becomes Islam civilization. b) An interdisciplinary subject such as VIOLENCE is taught in the 8th grade in languages, history, geography, religion, and the homeroom teacher's lesson.
5. The combination of education and citizenship taught by the homeroom teacher includes: Israeli citizenship, educational

activities, "I am against violence" project, safety on the roads, life competences, current events, and dilemma discussions.

In short, the school has undergone radical changes in pedagogical methods and in attitudes to the learning process. All these wonderful activities have been implemented under minimum conditions.

"HOVERING DREAMS"

Four groups participated in the UNESCO ASPnet GLOBAL VILLAGE contest. The "HOVERING DREAMS" village was the winner. Once again it has been proved that history repeats itself. In 1516, Thomas Moor wrote "Utopia", where he dreamed about an ideal imaginary island. Now our students dream about an imaginary village where HUMAN RIGHTS are respected. They call their village "HOVERING DREAMS".

They believe that great actions always start with little dreams.

*Hold fast to dreams
For if dreams die,
Life is a broken-winged bird
That cannot fly.*

(Langston Hughes)

Our students tried to show others how to make the world a better place. Since they believe that the world belongs to the optimists, they always view the world through pink glasses. They dream of a new green world where people can live peacefully together. "HOVERING DREAMS" was founded on five pillars: love, freedom, good citizenship, equality and democracy. The pillars can be seen everywhere in the village. They are based on Human Rights, which contributed to the building of the village. Students updated themselves on the latest technology through the Internet and other sources Coexistence was one of the major issues

dealt with. The group's main concern was how to let people with different cultural; and religious backgrounds live peacefully together. All people in "HOVERING DREAMS" are free and equal in dignity and rights. Work won't stop in this village. People will work in shifts. No more unemployment. Our students think that religious fanaticism is the root of all evil, so they wisely separated religion from state affairs, and focused on citizenship. Every person will be able to choose his/her own religion and practice it in a place called "God's House" where there is room for all religions. There will be justice for all citizens who live in harmony. Focus will be on a person as a human being, who won't be judged by color, ethnic background or religion, but by character, deeds and education.

Projects for the school year 2004-2005

1. Cooperative Learning: heterogeneous groups, group discussions
2. Alternative Teaching Methods
3. Alternative Assessment: portfolios, mini projects
4. Debates: dilemma discussions
5. "Against violence"
6. Safety on the roads
7. Life skills
8. Education for healthy family life
9. Gender equality
10. Cooperation with "Seeds of Peace"
11. Human Rights activities, e.g. Global Village Project
12. Education for social values
13. "Good Morning My School"
14. Education for Peace.



Anti-drug ceremony

BEN ZVI JUNIOR HIGH AND TIRA JUNIOR HIGH

PEACEFUL COEXISTENCE PROJECT

Carmela Goldglass

The city of Kfar Saba is situated geographically in the narrowest “bottle neck” of Israel, squashed between the coastline and the West Bank (part of which now belongs to the Palestinian Authority). On this narrow stretch of land, Jewish and Arab settlements were established side by side, creating the need to face reality and respect each other’s differences.

The two neighbouring cities, Kfar Saba and Tira are the main cities in this area serving over 100,000 people of both communities.

The project started in 1989, not long after the outbreak of the “intifada” when tension between the two communities reached its peak. The need to coexist, therefore, is not a gimmick, but a vital way of living peacefully together. It must be taught and carried out daily at every possible level of the two communities. In fact, teachers and parents have met throughout the present difficult

period even when terrorist attacks were being carried out.

The overall goal is to establish a normal peaceful way of living. The project’s objective is to plant the seeds of coexistence as early as possible through educational activities in the schools, to ensure a natural acceptance of the reality, and to develop respect and tolerance towards each other’s differences. Each year the project covers more students, and hence reaches more people in both communities.

The success story of this project is well known in the region among the ranks of educators, school heads, and administrators, as well as among inspectors of the Ministry of Education.

Many schools have approached us wishing to learn from our experience. Through these contacts, news of this project can be spread to many more

schools and communities, not necessarily only in Israel, but in places where minorities strive for respect coexistence with majority despite differences and conflicts.

The target groups taking part in the project yearly are 800 (400 from each school) students of the 8th and 9th grades, aged 14 and 15. About 100 parents also take part. Participants are recruited in the schools by teachers specifically trained to carry out this project. Recruiting students to the project is an integral part of the two schools’ curriculum.

The project operates throughout the normal school year. It is planned to move from one peak activity to another, ensuring ongoing interest and excitement on the part of the students. The scale of activities depends heavily on the availability of funding, and hence our request for a grant.

Note: This is one of the local projects supported by UNESCO. Representatives from UNESCO, Paris visited the school in 2003. Further information can be obtained from Carmela Goldglass, e-mail: goldglas@netvision.net.il

BEN ZVI JUNIOR HIGH AND TIRA JUNIOR HIGH

MEETING ON HUMAN RIGHTS

Michal Hirsch-Negri, Principal and Lili Harari, Head of Project

Purpose of the Meeting

To provide an opportunity for 15 year old students to get to know one another, to form friendships and apply in theory and practice a chapter of the Charter for Human Rights.

To have mixed groups produce banners on the subject of Human Rights from the Charter, and to hold a competition to choose the 10 best banners for classroom exhibitions.

Program

On December 12th, Human Rights Day, students in both schools began a program studying the essence of the Human Rights Charter and its meaning. They studied the Rights and their implications during lessons on the culture of democracy at Ben Zvi and in civics lessons in Tira. 60 students from each class level, altogether 120 students, were chosen by their teachers. Preference was given to those

who had participated in a similar meeting the previous year.

9.00 - 9.30 Assembly in the Hall. Greetings from local mayors and their representatives, representatives of UNESCO, principals of the two schools and the class coordinators, followed by an artistic program with music and songs in both Hebrew and Arabic.

9.30 - 10.15 Meeting with Ayelet Shahak, mother of Bat-Chen who was killed in the terrorist attack at the Dizengoff Centre on her 15th. birthday. Ayelet described the kind of person Bat Chen was, and read some of her poems, all of which were on the subject of love of one's fellows and the yearning for peace. Two students read two of her poems: one in Hebrew and one in Arabic. Students were then divided into 10 mixed groups and drew lots for the Rights on which they would be working. These were: respect; equality; freedom; life;

quality of life; education; health; freedom of speech; privacy and freedom of religion.

10.30 - 11.00 Students get acquainted with each other in their individual working groups.

11.00 - 11.30 Visit to the exhibition organized by the art teacher on the subject of coexistence. This was a collection of proclamations on the subject from all over the world, including the Seam Line Museum, Jerusalem. Students learnt the principles of constructing banners, expressing content, form, color and concept.

11.30 - 12.45 Creative workshops for the production of a banner representing one of the Rights. Students worked in groups of 4-5, and produced at least two banners for each Right. The Rights expressed in their language and in their form a message of equality and mutual respect between peoples in general, and in the land of Israel in particular.

13.00 - 14.00 **A musical Happening** given by the “Jumby Jam” group of drummers which projects a message of mutual love between peoples, religions and cultures. There was drumming, singing and a great deal of optimism. Telephone numbers were exchanged, and it was decided to produce a contact list of all the participants. Photographs were taken of each of the working groups.



At the end of the program, students gave points to the banners which expressed the message of the Rights in the clearest and most interesting way. From the banners chosen, large banners will be put together and exhibited in the two schools. Competition between the banners was extremely close and it was decided to consult with the art teacher and a graphic artist

THE C.L.I.L. PROGRAM

EFFECT OF THE C.L.I.L. PROGRAM ON MINIMIZING VIOLENCE

Changing violence into responsibility and the benefits of communicating

Michal Ohayon

In the course of the last nine years, my sister, Anat Hazaz and I have taught The C.L.I.L.* Program in the form of seminars for teachers, parents and students across Israel. During those nine years we have modified and upgraded the program as a result of constant feedback. The C.L.I.L. Program is recommended by UNESCO and has been taught to teachers during their practice year at Beit Berl College. The Project is recognized by the Ministry of Education, and its activities have been approved by the Psychology Service Department, the Social Education Department, and the Value Education Department.

The Program

The C.L.I.L. Program is all about taking personal responsibility. "I believe in my ability to think and act out of freedom, while seeing the needs of myself and

the other, in order to donate and benefit, without harming or being harmed."

The Tools:

1. Creating a framework of rules based on four categories and rewards. The framework is constructed by the teachers and students themselves.
2. Recreating and recommendation – a tool based on theater, teaching communication through experience.
3. The point of multiple possibilities – a cognitive tool teaching observation and choosing the most responsible possibility.
4. Documentation – a tool teaching the arousal of awareness of mistakes and success, both receiving

equal attention in the process of studying.

Results

During the years, two hundred schools throughout Israel competed for the "Izhak Rabin Award for Peace". The criteria were minimizing violence. Each school presented the program they had used. Oranim School in Rishon LeZion won the Award, having used The C.L.I.L. Program for six years.

A national survey was conducted in May 2003 regarding behavior and environment in schools. Negba School in Rishon LeZion, which was only introduced to the C.L.I.L. Program in September 2002, showed significant results after five months compared with the national average. The school had suffered from severe violence.

• C.L.I.L. is the Hebrew acronym for "Tools for Taking Responsibility".

Annual survey after using the C.L.I.L. Program

1. **Clear order and boundaries:** Negba – 98%, national average – 87%. An indication of the effectiveness of the framework of rules – a constitution written by the teachers and the students themselves.
2. **Relations between students:** Negba – 83%, national average – 73%. Shows the effectiveness of “recreating and recommendation” and the “point of multiple possibilities” – this tool is being assimilated through communicating and using the learned material in order to see the whole picture and choosing the most responsible option that is of benefit for myself and the other.
3. **Satisfied students:** Negba – 79%, national average – 75%.
4. **Students who are afraid of school:** Negba – 6%, national average – 17%.
5. **Violent incidents:** Negba – 6%, national average – 18%.

Now that the C.L.I.L. Program has proved itself, we are in the process of publishing a kit to include a book, a video cassette and a computer disk, giving details of our system for work in schools. We are also creating a web site (in Hebrew and English) that will support teachers facing difficulties in the field. The site will be constantly updated with the inevitable development of the program.

EASTERN BAQA EL-GHARBIA JUNIOR HIGH SCHOOL

COEXISTENCE AND ENVIRONMENT PROJECTS

Horeia Gazmauy

1. UNESCO ASPnet Coexistence Project

We are tired of wars and conflict. We are tired of enmity and hatred. We want to teach a formula of win-win, not of win-lose or lose-win. We, as human beings, have to realize that peace cannot be attained by only one party's claims. There can be a solid peace only if we consider each other's claims. Both identity and dignity have to be respected. And so, as members of UNESCO ASPnet, we decided to invite the parents of Bat-Chen Shahak* (from Tel Mond), who was killed in Tel Aviv, so we could meet each other and share our thoughts.

They accepted our invitation and came to our school in Baqa. We welcomed them with open hearts, and a lot of common sense and willingness to listen, learn, and understand each other.

Every student talked about his/her feelings and thoughts

and we discovered that we're all the same inside and that we're all aiming for the same goal, true peace.

2. First Environment Project

Name of Project: Pollution in the Environment

Teacher in charge: Horeia Gazmauy

Initiators: Students and Teachers

Classes involved: Two 8th grade classes

Teachers involved: English and Biology

Duration of Project: Three months

Aims and Description of Project

I talked to the biology teacher and she agreed to help. Pollution causes diseases, and we the teachers decided that this would

be the topic of our environment project with two 8th grade classes aged 14. The project would be carried out in English. Participants were divided into three groups and each group decided how to develop its project.

Tasks

- a. The first group was to find the most polluted places and seek a solution to this problem.
- b. The second group had to find samples of pollution that could be recycled and thus find ways to improve the environment
- c. The third group read reports and books about the problem and had to talk to people to persuade them to keep the environment clean, suggesting to them what they should and should not do.

The Questionnaire

The students were involved in a questionnaire, which they made up about “How green are you?” For example:

	always	sometimes	never
1. Do you throw your rubbish in garbage cans?			
2. Do you turn off the lights when you leave a room?			
3. Do you recycle paper?			

A questionnaire is a personal evaluation. The survey looked at results of the groups. Students discussed why the word “green” is associated with a healthy environment.

The Exhibition and Final Presentation

The students prepared an exhibition to show how to recycle paper and how to make something useful and important from things we usually throw away. When the project was finally presented, students made posters and hung them in the exhibition, in classrooms and corridors for everyone to see.

3. Second Environment Project

Name of Project: **Know our Earth Plants**

Teacher in charge: Horeia Gazmauy

Initiators: Students and Teachers

Classes involved: Two 7th grade classes

Teachers involved: English and history teachers who teach “Know our Country”

Duration of Project: One year

Aims and Description of Project

Our nature is very colorful in spring and summer. Each year we are surprised by the beauty of nature. Our students like to collect leaves, stones and plants.

Tasks

With science, and history teachers, we worked with the students who were divided into four groups. Each group wanted to find things.

- a. The first group wanted to collect plants in nature that we can eat.
- b. The second group wanted to collect interesting stones.
- c. The third group wanted to collect leaves off trees. They dried them and made designs and pictures.
- d. The fourth group wanted to collect water plants.

The groups discussed their finds.

Exhibition and Final Presentation

Each group examined its work and then prepared an exhibition. A cassette was used and photos taken. The exhibition was entitled: "Take care of these plants and these stones". Through our work we helped others protect and preserve the plants and stones. Finally the projects were presented as competitions.



* See also: Report about Bat Chen in The Garden of Peace, Association for the Commemoration of Bat-Chen, and in the report of the Ben Zvi-Tira Human Rights Project, in this issue. (Ed.)

THE GARDEN OF PEACE

ASSOCIATION FOR THE COMMEMORATION OF BAT-CHEN

Ayelet Shahak and Esther Lucas

The Association was founded after the 15 year-old girl, Bat Chen, was killed by a suicide bomber in Tel Aviv in 1996. After her death, her mother found diaries and poems she had been writing secretly.

Aims of the Association: **Yes to dialogue, No to violence**

- To promote peace, co existence, tolerance, dialogue among the citizens of the region
- To encourage meetings and dialogue between Arabs and Jews
- To develop research in the field of creative writing.

The program aims to introduce students to the diary genre as well as promoting coexistence through meetings of Arab and Jewish students in relation to the writing of diaries. Each student creates a portfolio that records his/her emotions and thoughts.

From Bat Chen's 7th Grade Diary

"There is a lot of unrest in our country.

It's very hard for me to make up my mind. One moment I'm for the left, then suddenly the radio news reader says "Jews have been murdered. The terrorists have been captured", and I say: "It could have been one of my family". All this hatred has lasted over 2,000 years, and we and the Arabs all live in fear. I always say there are good Arabs too, but I only hear about the murders.

I want peace and believe that it will come in the end, because peace is vital for the continuation of life.

Peace, "**Shalom**", is a beautiful word. A word with a wonderful meaning.

A word of value and significance. Every day and every hour"

The Program

At the first meeting a questionnaire about students' reading and writing likes and dislikes is handed out, filled in, and collected. Brainstorming takes place on the word "diary". Later, excerpts from texts of different diaries are distributed and discussed. Students describe and explain reasons for writing diaries. Students encounter Bat Chen's writing and prepare an identity card for Bat Chen. A book about Bat Chen is distributed as well as her 7th Grade Diary. Students discuss why the diary was written in the 7th grade in junior high. Students choose a text or sentence that they can relate to. They summarize characteristics of writing a diary: It's not addressed to anyone. It doesn't have to be perfect. It's secret. No need to erase anything. There's no fear of criticism. Questionnaires are handed out a second time. Students may write a letter to Bat Chen or her family. Website address is given.

Finally, students meet Ayelet, Bat Chen's mother. The diary writer's dilemma is echoed in what Bat Chen wrote: "I tell it everything, without worrying that it will be discovered and there will be a slip of the tongue. I know the diary is a real friend". On the other hand there is always the possibility that the contents will be published: "And perhaps one day you'll read it in the paper. Who knows?"

Conflict Resolution

Meetings take place at Jewish and Arab schools throughout the country, where students discuss the diary. It has produced not only creative writing but also meaningful contacts where none existed before. At an exhibition in 2003 marking seven years since Bat Chen's death, a film of student activities was shown and diaries, written in Hebrew, Arabic, and English, were displayed. A 14 year-old girl Arab writes: "We, the

Moslems greet each other with the words "Peace be upon you". Peace, which is one of God's names and qualities, is a purpose for all of us. Our prophet, Mohammed, peace be upon him, has commanded his fighters during war, not to hurt elderly people, not to kill women or children, not to uproot trees. That is our religion. That is how we are".

A Jewish girl writes to Bat Chen's mother, after having been introduced to the project:

Dear Ayelet,
Thank you for giving me hope
The dream for peace to help
me cope.
THANK YOU for showing me that
Jews and Arabs can live together
and get along.
When I first heard about the
forum of families meeting with
Arabs, I thought:
How is this possible? Aren't
they afraid? But now I see

things differently, in a better perspective. Peace has to be made with enemies. Bat Chen is a special girl who saw everything in a way that makes things possible, and I was very moved to read and hear what she wrote.

When I was a little girl, I would write poems, which made it easier for me to live my life, and then, I stopped. But after my conversation with you, when I returned home, I had a strong desire to write, and due to you, I am writing once again..... I admire you for continuing with the peace process in spite of Bat Chen's death, caused by the conflict between Arabs and Jews, and that you manage to meet with Arabs and convey all their messages to us. And I admire you for publishing Bat Chen's diaries, because she wanted to write poems that would convey feelings, and that's exactly what she did.

Note: See also Report from Eastern Baqa El Gharbia Junior High School, and Ben Zvi-Tira Meeting on Human Rights, in this issue. (Ed.)

HARISHONIM HIGH SCHOOL HERZLIYA

STUDENT EXCHANGES

Naftali Mannheim, Principal and Esther Lucas

Harishonim High School was the first school in Israel to join the Associated Schools project 40 years ago, and it has continued its tradition of student exchanges with schools abroad.

In 2002, the Principal and youth organizers from Israel joined their colleagues of the Bayerische Jugendring in Germany to discuss how to make youth exchanges more attractive. Following this meeting in the summer of that year, 13 10th grade students and 2 teachers took part in an exchange in Bavaria. The security situation unfortunately precluded a return visit.

In 2003, a group of five students accompanied by a teacher participated in an international conference in the USA together with representatives of 8 countries, to discuss fairness in sport. On their return, the students worked on the problem in the school.

A visit to Ingolstadt in Germany is planned for July 2004, where

students will meet others from France, Italy, Poland, Slovenia, Turkey and Germany. The Israeli 10th grade students are part of the planning team. The meeting will likely discuss topics such as foreign workers, the union of Europe, and school curricula.

Some 230 students visit Poland annually, a Ministry of Education sponsored activity. They meet Polish students whenever possible.

Model UN

Two students took part in The Middle East Model United Nations in Israel in 2003, and two will do so again in 2004.

Environment Studies

Harishonim is one of the few schools in Israel that includes Environment Studies in the curriculum leading to the school leaving examination (Bagrut). Their major field of study recently has been pollution.



International youth meeting in

HAYOVEL HIGH SCHOOL HERZLIYA

ACTIVITIES DURING 2002-2003

Averil Shulman.

1. ROAD SAFETY IN ISRAEL

With SOLAM -Schools On Line In The Middle East

Sigal Alovitz (Arabic Teacher) and Yaffa Ben Dror (Computer Teacher) are in charge of this project

Students and teachers involved in this project

10th grade students from HAYOVEL HIGH SCHOOL in Herzliya and 10th grade students from SHIBLI HIGH SCHOOL in Haifa, 2 teachers and 40 students from each school. SOLAM and the principals of each school are also actively involved

This is an ongoing project. Each year HAYOVEL HIGH SCHOOL has carried out a project with an Arab school on a different topic

2000/2001: UNICEF and Children's Rights

2001/2002: Water Pollution

2002/2003: Road Safety

2003/2004: Problems of Sleep with the Sleep Clinic from Tel HaShomer Hospital

Each year the participants from both schools have dealt with a problem that is both personal and national and affects all the citizens of this country and is common to both the Jewish and Arab population.

Access to Information, use of Internet and email, Links, Forums, Building a Site and Teamwork

The aim of the project is for students to do the research together by using the Internet and to produce the results on a PowerPoint Presentation and by building a site. There is also a forum to facilitate communication. This year

the object was to involve the younger generation in the problem of Road Safety through teamwork and thus to develop social tolerance and respect of the "other" by exposing the students to the different norms in their communities. The aim is to try and bridge gaps and establish dialogue between the two student populations in order to nurture mutual understanding and respect for diversity with the purpose of avoiding hostility and emphasizing the common goals by encouraging teamwork and exchange of ideas.

The conclusion reached by the participants was that we can learn much from the findings and by working together and sharing information and ideas and always keeping an open mind.

All information is available on the HAYOVEL HIGH SCHOOL site: <http://welcome.to/hayovel>

2. STUDENT EXCHANGE BETWEEN HAYOVEL HIGH SCHOOL, and SACHSEN-ANHALT SPORTS UNION, GERMANY.

Pazit Tabak (Sports Teacher) is in charge of this project.

The project was initiated by the SACHSEN ANHALT SPORTS UNION and the HERZLIYA MUNICIPALITY and facilitated by

DIALOGUE – The Centre for Intercultural Meeting and Cooperation

The classes involved are 10th and 11th grade students who are interested in sports activities. For the past three years, two teachers from Hayovel School have taken

a delegation of 14 students – 7 boys and 7 girls to Sachsen-Anhalt for an educational tour, which included Sporting Events. The duration of the trip was 10 days and included a trip to Berlin and a visit of **ALL** participants to a previous concentration camp, where a memorial service was held. They understood that only through tolerance and deeper understanding could such atrocities be prevented. Workshops were held in small groups and the students prepared PowerPoint Presentations and a video documenting their experiences.

The aim of the project was to foster ties between the youth of both countries, to encourage dialogue and intercultural understanding through educational trips and sporting activities such as Street Basketball, Bicycle Trips in the

mountains and Camping. This year the pupils and teachers from Herzliya met not only German students and teachers, but also participants from Poland, the Czech Republic, Japan, and Lithuania.

The students, especially the Israelis, organized social and cultural activities and strong ties were forged. The students and teachers from Hayovel hope that there will be a reciprocal visit from the Sachsen-Anhalt students, but that all depends on the political climate.

3. THE ISRAEL MIDDLE EAST MODEL UNITED NATIONS TIMEMUN

Hayovel School played a significant role in TIMEMUN in 2003 and will do so again in 2004.

See Report on TIMEMUN in this issue. (Ed)

HAYOVEL HIGH SCHOOL STUDENT REPORT

UNESCO YOUTH SEMINAR IN BERLIN

Ornit Stern and Nir Reinish.

30.11.03

We arrived at Berlin airport at noon, by which time we were exhausted from the long flight and the two-hour delay at Ben Gurion Airport. We were met by Mrs. Wilhelm who took us sightseeing in Berlin by car. Later we went to Mrs. Noack's house and met some of the other students attending the seminar, the Norwegians, Hungarians, and Slovaks. We were sent on a mission to find the train station that would take us to Glinicke, where the seminar was to be held. We couldn't reach our destination, since none of us spoke German and we stood there freezing in the station, with no hope of surviving. After a while we managed to find the train, where we met Mr. Noack and two French girls. We got to Glinicke after not having slept in over 15 hours, and our day was only just beginning. The seminar began that evening with opening words and an introduction to the topics of the seminar. There were 30 students from all over

Europe, 2 from each country, and 10 from Germany, the hosting country. That evening there were games for us to get to know each other. We two were so tired by that point, that we could hardly communicate with our surroundings. Later on it all changed. By 10:30 the discussion was over and we could finally go to bed.

1.12.03

We got up at 8 for our first day in full consciousness. The seminar began after breakfast with brainstorming and discussion. We talked about the topics of the seminar, and divided them into seven smaller topics. Nir decided to join **Children's Rights**, while Ornit decided to work with the **Racism** group. After lunch several important people came to the seminar to talk to us, from **Amnesty International**, **Greenpeace**, **Courage Organization** as well as authors. The students had the opportunity to pick the one person with

whom they wanted to talk. Ornit chose **Hans Christoph Buch**, a **German author and journalist**. Nir went to the discussion group with **Ahmed Khammas**, a **Syrian-German author**. This was an educational experience, and we both enjoyed the meetings.

By the end of that day we had already got to know most of the students and even made some friends, especially the two Polish ones – Mat and Iza, and two of the Germans – Raymond and Franzi. After dinner we sat around in the dining room talking to our fellow classmates until we went to bed.

2.12.03

The day began with a theatre workshop. What in the beginning seemed boring, turned out to be one of our best memories of the seminar. We began playing games involving movement and sound. It was all pretty weird at first. Later we were divided into groups, each group would act

out a scene regarding different conflicts that might occur between different people. We two decided to go with the group on domestic conflict together with two other Germans, Raymond and Dominika, and our act was one of the best acts. Other groups showed other **types of conflicts: international, racial, gender inequality** and so on. After lunch we all went to work on our projects, in our groups. We had a lot of material to cover but we didn't have much time. Another problem occurred when there was a clash of languages; while some of the group members preferred speaking English, others preferred German. Each group managed to reach an understanding nonetheless, even with the language barrier. That evening, after dinner, most of the pupils went to the gym and played basketball. There was absolutely no order in the game, but it was extremely amusing and a lot of fun. The teams were a mixture of countries, languages and genders and we all enjoyed

ourselves. After the basketball game we talked until we finally went to bed.

3.12.03

This day was probably the most enjoyable day of the week. The entire group went to the center of the city. We began with Mr. Noack taking us sightseeing in Berlin, showing us interesting places in the city. We even entered the beautiful Reichstag building. After the sightseeing, we were left in the city in groups of six, each guided by someone from Berlin. Each group had to go to a different organization, to hear a lecture about its activities. We two went to an association that deals with refugees from the war-struck Balkans. We talked to some of the refugees, and to the other people who explained the different accomplishments of the organization. Afterwards we had free time until the evening when the groups met for dinner. We had a chance to see the beautiful city. We visited the Christmas

markets, went to some of the city's shopping centers, and even bought a gift for one of the other pupils who had a birthday. That evening we all met in a restaurant and had a wonderful dinner. We celebrated the Hungarian guy's birthday, talked, and had a great time. We were very tired when we got back to our lodgings.

4.12.03

The day began with groups from the day before telling the rest of the students about the organization they had visited, its activities, their impression of the meeting and of the entire day. Afterwards we returned to work on our projects. We worked for a long time since we had to finish them by that afternoon, as that evening was the presentation of the entire project. The presentation of the different projects took a long time since the groups had done a great job researching and gathering information, and it took them a long time to convey it all to the

other students. That evening we had a farewell party. It began at about 7 and ended very late. We had a great time; we danced, and laughed with everyone, talked and partied, and didn't want to go to bed because we knew that the next day we'd have to say goodbye to one another.

5.12.03

The last day of the seminar. The day began with one last session, a final discussion about the main topics of the seminar, evaluation of the entire week, suggestions for the future and criticism. Each of the students had an opportunity to say a few words of closure. All the participants of the seminar began saying their goodbyes, an emotional and touching experience. Many people began crying at that point, since they were parting from friends whom they might not see for a long time, if ever.

Our flight back to Israel was only due two days later, and so

we stayed in Berlin with Mrs. Wilhelm for the weekend, and she was the one who took us to the airport on Sunday morning. We weren't the only ones who stayed in Berlin that day. We joined two Norwegian boys that afternoon and went to "KDW", the biggest shopping center in Berlin. That evening we went to a Pizzeria with Mr. and Mrs. Wilhelm, Mr. and Mrs. Noack, the two Norwegians and two Lithuanian girls, who also stayed for the weekend in Berlin. We had a good time at the restaurant, but again, after dinner, we had to say goodbye once more, this time to Mr. and Mrs. Noack, and the two Norwegians, who had become good friends. We slept at Mrs. Wilhelm's apartment.

6.12.03

This was our last day in Germany. We made plans to meet Raymond from the seminar. Mrs. Wilhelm took us to the meeting point, and then we spent the entire day with him. He took us

sightseeing so we had one last chance to be with him before we left the country. Later we two said goodbye to Raymond, and went to the Philharmonic with tickets that were given to us as a gift by Mr. and Mrs. Wilhelm. Afterwards, the Wilhelms took us out for dinner, and we came back to their apartment for our last night in Berlin.

7.12.03

We had to get up pretty early to catch our flight back home. It was an unforgettable experience and we are very grateful to our German hosts who were so hospitable. We would like to thank our teacher, Aviva Shulman, our school Hayovel Herzliya, and UNESCO ASPnet for giving us the opportunity to take part in this very special seminar.

ITZHAK NAVON HIGH SCHOOL, HOLON

ORAL HISTORY PROJECT

Julia Muradov

The Itzhak Navon High School Oral History Project started in the 2002-3 academic year and has become an integral part of the 10th grade pupils' Personal Commitment Program, incorporating each pupil's personal efforts, experiences and performance in the domain of socially highly relevant issues - peaceful relations between the two peoples, Israelis and Palestinians

The Project was initiated by Julia Muradov, history teacher at Itzhak Navon High School, who supervises the teachers doing the Project, and acts as coordinator between the Project and (MECA) the Middle East Children's Association. MECA focuses on educational problems that the two peoples have in common. Substantial work for the Project has been conducted by both Israeli and Palestinian home-room teachers, who have joined efforts in encouraging high interest and age-appropriate interaction between the two peoples.

Objectives of the Project:

- Broadening, extending and enriching pupils' background knowledge of Israel
- Teaching the human value of peace and tolerance
- Developing respect for and appreciating "the other"
- Arousing and stimulating pupils' interest in a variety of social issues in Israel
- Encouraging divergent and critical thinking
- Challenging and motivating pupils
- Providing opportunities for pupils' social interaction by communicating with different people

Topic Studied in the 2002-2003 academic year

The positive phenomena existing in the long-term relations between Israelis and Palestinians before 1948, compared with relations between the two peoples after the founding of the State of Israel. This subject has been elaborated in literature, historiography, and in various types of media, but it has never been chosen as a major innovative tool consistent with the Project's guidelines and objectives.

Methods

Interviews were a specific, highly personal means for gaining information on the subject areas, providing multiple modes of expression and generating a variety of outcomes.

Pupils interviewed senior citizens of Holon, who were, and luckily still are, the living witnesses

of the period before and after 1948. Interviews appeared to become a very special form of conversation, which encouraged those people, whose voices are living history itself, to share their memories, opinions and feelings with the pupils. Their personal stories became valuable sources promoting better understanding of many social issues relevant to the Project.

Pupils; Project activity was conducted in interactive cooperation with the Holon Museum and its archives.

Outcomes

During the on-going process of research, pupils learned many facts about the history of Israeli-Palestine relations before and after 1948. They discovered positive events and mutually beneficial tendencies that occurred in various spheres of life before the War of Independence, such as neighbor bonds, trade contacts,

games for children and young people. Pupils were exposed to the core of a very significant historic period. The knowledge they gained while carrying out the Project tasks affected the formation of their cultural and political viewpoint, and made them conscious citizens

The 2003 Project

This project has another focus of study. It is called "Coexistence Past, Present, and Future", and involves 9th grade students.

Objectives

The rationale of the project as well as its objectives, and tools remain the same as in the previous project, but there are some new real life domains under study.

Topics

This year the project deals with a variety of issues relating to everyday life and relations

between the two peoples, Israeli and Palestinian

- Interactive contacts between Jews and Arabs in the Holon district of Tel-A-Rish
- Trade contacts
- The struggle on the roads
- Politics and the state power system
- Education and games for children
- Security issues
- Neighborly relations
- Work contacts and cooperation.

Outcomes

A joint meeting of pupils from the school and Arab pupils is being planned with the assistance of the Givat Haviva Center.

A better understanding of those real life problems will enable pupils to gain cultural, historical and social insight into the life of the two peoples which, in the long run can be so beneficial for the improvement of neighborly relations between Israelis and Palestinians



KAYE ACADEMIC COLLEGE OF EDUCATION, BEERSHEVA

A DIALOGUE FOR PEACE BETWEEN COMMUNITIES IN CONFLICT

Riva Levenchuk

Education for Peace

An international one week seminar "Education for Peace" was held at the Department of Education at Saragossa University, Spain, where a wonderful opportunity was given to communities in conflict: Israelis and Palestinians to create a dialogue

The seminar participants were young educators: Palestinians from Terra Sancta High School, and Arab, Bedouin and Jewish students from the English Department at Kaye Academic College of Education, Beer Sheva Israel and Spanish students of English at Saragossa University, Spain.

The Seminar was organized by the enthusiastic and energetic believer in peace, Ms. Maria Espinosa, President of "Encounter" a Non-Governmental Organization in Spain and sponsored by Aragon Institute of Youth, Government of Aragon, Provincial Government and Municipality of Saragossa.

Ms. Maria Espinosa said: "We feel that it is the responsibility of those in Europe, who have finally succeeded in breaking cycles of war and violence in our societies and have achieved peaceful resolution of conflicts, to share with those communities at war the skills we have acquired to solve conflicts".

In a week-long encounter, the seminar participants lived together, sharing rooms, eating together and getting to know each other better. They studied, thought, and worked together, exchanging ideas and views, debating, meeting one another in an atmosphere of trust, friendship, mutual understanding and genuine coexistence. Suddenly the three different worlds of Israelis, Palestinians and Spaniards became one world, with the same hopes and expectations. They all agreed that the peace process should be continued and that peace is the only way to achieve the goals.

The Palestinian educator, Doreen, from Terra Sancta school wrote:

"At the beginning I felt strange, but when I got to know the girls better, it did not matter. I still hope and believe in peace, especially after having met such kind people on the Jewish side."

In the interview with the Spanish journalist Natalie Perets, a student at Kaye College of Education, was asked whether she would be able to live side by side with the Palestinians, she said: "Kaye Academic College is an excellent example of coexistence. Before we acquire professional knowledge, we are taught human values - values of respect, tolerance, honesty and trust, and how to convey these values to our pupils, we are taught to live in peace and co-existence with our neighbors, since we are all human beings, we are educators first of all."

The hope is that these young educators will convey the message to their students, enabling them to build a prosperous future, enabling them to live together in coexistence, peace, justice and freedom.

MEKIFCHET HIGH SCHOOL, RISHON LE ZION:

ACTIVITIES DURING 2002-2003:

Tammy Cohen

1. The Global village:

Students of the 10th grade constructed a global village. Their theme was Gothic Castles. They emphasised incorporating new technology without disrupting social interaction and culture. One of the issues decided on, after a lively debate, was the fate of cell phones. No citizen of this village was allowed to have cell phones. Instead, at every corner of the village there were public phones at a modest cost with a suggestion of returning to a version of beepers - silent with the option of vibrating. The main reason – inability to maintain proper social interaction with other people, while others are screaming, arguing, laughing on the phone. The students worked on environmental issues such as recycling and green areas surrounding the castle. No

cars allowed. Instead public free transportation: an electric train going around the castle. Outside the castle – regular trains leading to the major points of call. In schools, the students made sure that religious freedom was maintained. Another hotly debated issue was the type of government. Several students insisted on a monarchy. However, the majority decided on a republic.

2. Model United Nations:

A group of students from the 10th grade participated in the Israel Middle East Model United Nations (TIMEMUN). They represented Mexico. During preparations, they met with the cultural attaché from the Mexican Embassy who hosted them at the Embassy, answered their many questions and gave them pertinent materials.

3. International Youth Summer Camp in Ulm, Germany:

A group of 8 students, accompanied by the Principal, Netta Zelinger, and the Vice-Principal, Tammy Cohen, participated in a multinational summer camp. This camp was organized jointly by UNESCO and the Arab College of Sachnin. Together with a group of Arab Israelis from Haifa, Kfar Manda and Sachnin, the students from MakifChet took part in a preparation session at the Matach Institute, given by Ehud Peleg before leaving for the camp.

The Israeli students and teachers made an impression at the camp. They met with delegations from the Palestinian Authority, Greece, Cyprus, Jordan, England and Germany. During the

two weeks of the camp, the students participated in workshops, lectures and fieldtrips devoted to the topic of Fresh Water Resources. The students learnt about multinational water companies sharing a common water resource such as Lake Constance shared by Germany, Austria and Switzerland. In workshops they designed posters trying to find out ways to avoid polluting water resources and thus decreasing water-borne diseases.

They also took part in a theater, music, dancing and collage workshop, discussing conflict resolution. The students played on drums, produced a dance and a play and even worked in an art workshop creating concrete footprints emphasizing individuality versus community. Parting was very difficult for the students.

Till this day they are in constant touch through a virtual community, created by a member of the English delegation. The students post messages to each other discussing various everyday issues. One of the issues was a homework assignment given to an Israeli student from Haifa. She was given the assignment of researching another culture. She chose to research the Cypriot culture. She posted a message in the forum of the virtual community asking the Cypriots for help. She asked them several questions and they were happy to oblige. There are also planned visits for the vacations. All in all the students had an unforgettable experience, and learnt about ways to conserve and protect water resources, a very important issue in Israel today.

Activities for the coming Year:2004

1. **Global village:** With the help of Yael Harel and Zdenka Maskova from the Czech Republic, we are in touch with a Czech school in order to create a joint Global Village. The students will work together using a forum, chat room and video conference.
2. **TIMEMUN:** our students will participate for the second time in the Model UNITED NATIONS. This time, we will send two delegations. The new students will be trained by the veteran students.

MEVO'OT HANEDEV HSE SCHOOL AT KIBBUTZ SHOVAL

HUMANISTIC SOCIO-ENVIRONMENT SCHOOLING

Nomie Le Guennec

Who We Are

Mevo'ot Hanegev is a small college and high school in Kibbutz Shoval in the Northern Negev. Students, both Jewish and Arab, come from diverse communities in the area, from kibbutzim, agricultural villages, towns and cities. In addition there are groups of immigrant students. All these different people choose to send their children to our school because of our unique school mission and approach.

The school mission was defined in 2001, by a team composed of teachers, parents and representatives of the Ministry of Education. We chose to define it as an HSE School, a Humanistic Socio-Environmental School. We see ourselves as a multicultural school committed to the socio environment. Therefore since January 2003, we have been working with Eran Ben Yamini, an expert on Socio Environment Studies (founder of the "Green

Course" students association in Israel) who is working with the school team to implement our ongoing programs.

Description of the Project Involvement and Contribution to the Community

Each student at high school volunteers to work one day a week in his/her community area.

Aim of the Project

To strengthen a student's contact with his/her social environment

To contribute to the community

To educate towards work values

How it works

Once a week, instead of studying, students work at different places in the neighbourhood. Places of work are allocated by the students together with the teacher in

charge of the project.

The diversity of work places are the "materials" of this project. This is a partial list of the places where our students work.

1. Tutoring for children with C.P problems
2. Work at the city mosque
3. Help in different agricultural branches
4. Help in different hospital departments

The evaluation that each student gets for his/her work is part of the evaluation given to students and parents at the end of the semester.

The fact that this project has been running for many years, as well as the strong commitment of the students are good indicators that the aims of the program have been achieved.

Seminar on the Socio-Environment in 2/2003-3/2003 for 9th Grades Pupils

The school mission reflects the involvement of our school in Socio-Environment issues.

Two days a year are devoted to a seminar on a chosen subject in every grade. During the seminar we use alternative ways of teaching. Our experience shows that when students are responsible for planning and preparing the Annual Seminar we achieve more curiosity and interest.

Work Plan

A group of students, together with an expert, raised issues that are part of the socio environment: agriculture, coasts, transportation, consumer culture and globalization.

Student teams studied one chosen subject. Finally four issues

out of the five were chosen to be the "Seminar Issues". Teams were formed as students chose a topic they were interested in. Each team was coached by a teacher. Students who took part in the seminar planning stage, engaged in brain storming on sources and channels of learning. They looked for data on the Internet. Contact was made with organizations, experts, and relevant sites to fix meetings, interviews or lectures. As a result of the two-day seminar, a learning plan was designed – one day in school and the second out of school, in the socio-environment. We find it important to emphasize that each student had a role in preparing the seminar with the team-leader; meeting the coordinator; documenting etc.

The trip on the second day exposed students to authentic "dilemmas". The Globalization Team met the "Bread Square" people, and experts. The Coasts Team met "Green Course" representatives, Herzliya Marina

Board; and "The Society for the Protection of Nature in Israel". The Transportation Team met the speaker of "Cross Israel Highway" and "The Forum for Public Transportation". The Green Consumer Team met with "Green Designing", Art designers and advertising groups.

The day which took place at school included lectures, discussions with experts; interviews, a mini trial on "Building on Israeli Coasts"; a movie, and finally an exhibition of all issues learned during the Seminar.



RAMOT HEFER AND IBN SINA JUNIOR HIGH KALANSWA

COEXISTENCE PROJECTS

Dorit Hadad and Dafna Shtamper

Ramot Hefer's foremost goal, considering the current situation, is to create a basis for future coexistence between the Jewish and Arab populations, as well as between other sectors in Israeli society. Many of the School's projects are implemented in cooperation with Ibn Sina Junior High School in Kalanswa, which is located just a few kilometers away from Ramot Hefer School. In spite of being neighbors, students of the two schools don't have an opportunity to meet each other. Yet through the innovative programs of Ramot Hefer, the students meet and get to know one another.

1. Start of the School Year Ceremony

We celebrated the start of the new school year in the Alexander River Garden, together with 8th grade students from Ibn Sina School in Kalanswa. During the ceremony, which was sponsored by the Nature

Authority and the Jewish Agency, students flew balloons, representing a year of hopes and peace. The ceremony was honored by the presence of the Deputy Director of the Emek Hefer Regional Council and the Principals of both schools.

2. Self Portrait

The "Self Portrait" project, which aims at bringing Israeli and Arab teenagers closer together, consists of two parts. First, 2 groups of 10 Israeli and 10 Arab students (from the Jewish school of Ramot Hefer and the Arab school of Ibn Sina), will spend a year discussing, analyzing and preparing relevant material in the framework of the program. Each group will work separately, under the guidance of a facilitator. In July 2004, the two groups will attend the

second part of the project, a ten-day summer camp in Austria, which will bring together 40 teenagers, aged 15: the Israeli Arab and Jewish students who participated in the first part, 10 Austrian students (of different religions) from an Austrian School and 10 multinational students from the International School of Vienna. These students will have the opportunity to discuss issues of family and national identity and to exchange ideas that they have developed throughout the year.

The project is intended to encourage participants to accept pluralism, by reassessing the meaning of "identity" in general, as well as their own. It aims to open the teenagers' minds to the differences between nations, religions and cultures and to enable them to appreciate other

identities, as valuable and equal. The discussions during the camp will be varied and will include both issues of identity and general topics, which cross boundaries and concern teenagers everywhere.

3. Improving the Environment

In this project, two classes of 8th grade students of Ramot Hefer and Ibn Sina Schools will study how to improve their immediate environmental surroundings; specifically focusing on the polluted Alexander River, which is in close proximity to both schools. The 8th grade classes will break into small groups and begin to conduct independent research on various subjects regarding the Alexander River, such as: sewage sources of the Alexander River, plant and animal life in the river,

water purification projects underway, the history of the pollution of the river and polluted water in general. Each small group will be assigned a partner group from the other school (who is also researching the same subject) with whom they will work and collaborate in their research.

During this period, students will communicate by telephone, research through the Internet and meet personally both inside and outside class. Formally the classes will meet together once a month, but aside from this they will be encouraged to invite each other to their homes and surroundings on a more frequent basis so that they can see the other side of the river and its situation and meet in groups to discuss the project. Towards the end of the program the participants will present their

projects and conclusions, their acquired knowledge and possible solutions regarding their environmental surroundings.

4. The Cost of Racism

In this project junior high school 9th grade students from Ramot Hefer and Ibn Sina are brought together to study and discuss racism. The project will take place at "Beit Teresin" in Kibbutz Givat Chaim, as the main subject to be analyzed is the Holocaust. Each class will visit "Beit Teresin" twice, and study Holocaust and racism related issues, using "Kamarad", a Youth Newspaper that was published in the Teresienstadt Ghetto. Towards the end of the project, the participants will publish "Kamarad 23", a new newspaper in Hebrew and Arabic that will focus on racism.

5. To Excel Together in Math and Science

The project enables 7th and 8th grade students from Ramot Hefer and Ibn Sina to participate together in a special program for students that are exceptionally talented in the field of math. The project is conducted during and after school hours and is facilitated by teachers from both schools, who are especially trained for that purpose, prior to the beginning of the project. The joint class is taught by two teachers at a time, one Jewish and one Arab.

6. Nir School of the Heart

In this project, which was initiated and supported by "Medinol", a company that operates in the field

of cardiology, Ramot Hefer and Ibn Sina cooperate again. The project includes cardiology studies as well as encounters with Middle East students abroad. A group of 10th-11th grade students from both schools study cardiology together and travel abroad in order to meet young people of the same age from Palestine, Jordan and Egypt. In 2002, the delegations met in Antalya in Turkey, in June 2003, the encounter was in Taba in Egypt, and in August 2003, in Istanbul, Turkey.

7. Jewish-Palestinian Forum

The goals of the Forum, which is currently being formed as a result of The Peres Center for Peace initiative, are to create a dialogue between Jewish and Palestinian youth and to provide them with

the opportunity to get to know one another and learn to respect each other as individual human beings. The Forum will include weekly encounters between Jewish and Palestinian youth, at joint sessions with trained both Jewish and Arab facilitators. During these meetings a variety of subjects will be discussed, some politically orientated and others relating to their personal life.

Our hope is that through the encounters participants will abandon their stereotypes of the other side and replace them with tolerance, openness and understanding. The messages that will be delivered through the activity of the Forum will spread to other young people and the entire community surrounding the participants.

8. Training Center for Jewish and Arab Teachers

Two years ago, our school was authorized as a Training Center for teachers throughout the country. The recognition of Ramot Hefer School as a professional center of education, which implements advanced and innovative methods of education at the highest standards strengthens our school and its staff. We aim to form and maintain contacts with Arab Schools and encourage their managements to send teachers to the Ramot Hefer Educational Center. At the Center, we conduct courses that are based on a constructive learning perception that was developed in our school. According to this unique perception, learning is best achieved when performed

together with a group including practice of what is taught. In this method, the teacher is more of a facilitator, who allows room for the students to lead the process and learn through it.

9. Galil and Yama Arab Schools

In 2003, we included the experimental Galil Arab School in a program that addressed creative dialogueskills. In the course of the program we helped the Galil School teachers create an alternative educational program in light of the constructive learning perception for the matriculation exams in science and history of Israel. We also formed contacts with the "Yama" Arab School and their teachers will probably also attend our educational Center.

10. Ethiopian Parent Involvement Program Remembering the Sudan Deceased

From our educational work experience with Ethiopian new immigrants, we found that the most significant obstacle for these adolescent teenagers was the growing gap between themselves and their family members. Common problems include the father's status in the family, the growing gap due to immigration, and the great breach between parents and children in language, mentality and culture. Young Ethiopians also have an unfulfilled need to maintain closer contact with their heritage, traditional holidays and customs. This project combines a parent-involvement program with an initiative to mark Remembrance Day for the

4,000 Jews that were killed in Sudan, on their way from Ethiopia to Israel.

The project will include the 30 Ethiopian students at the Ramot Hefer Boarding School and their parents who come from different areas in the country. It will be partly conducted in the framework of school studies and partly also to include their parents. Among activities that this project offers is an opening encounter on the Sigad holiday, improvisations, discussions, workshops, celebration of Father's Day, and Remembrance Ceremony for the Sudan deceased.

by a professional facilitated discussion. The project will be implemented to all school grades in turn, and will also include their parents.



11. Promises

The project, which is the result of The Peres Center for Peace' initiative, includes a viewing of the film "Promises", followed

REUTH PRIMARY SCHOOL, HOD HASHARON

A MEETING OF CULTURES AT THE ZOOLOGICAL GARDEN

Aviva Mordokovitch, Principal and David Posner, Parent

The Subject

Meetings between fifth grade students from Reuth School, Hod Hasharon and Al-Mustakabel School, Jaljulya.

The Venue

The Reuth School Zoological Garden

The Idea

The establishment of a Zoological Garden inside the school grounds exposes the students directly to animals, their way of life, their needs and their environment without the need for study aids. The interaction with wildlife stimulates an emotional response in the students and assists those students with learning difficulties or disadvantages, to develop skills and discover personal abilities (Zootherapy). The Zoological Garden allows the student to be taught personal, social and humane values.

This resource provides fertile ground for the establishment and continuation of inter-cultural meetings. These bi-annual meetings encourage the fair and responsible treatment of wildlife. By the meeting and continued contact with wildlife, the student will become sensitive to and aware of his or her own environment. As part of this project, meetings will be held of parents who wish to become communally involved, creating an environment for interaction and coexistence.

We are hopeful that cooperation between the students of the two different cultures will bring the students together, increase their tolerance towards each other, and provide a basis for the creation of a future with a stable peace.

Aims Of The Program

1. A series of approximately five meetings of two grades

from Reuth School and Al-Mustakabel School, allowing Arab and Jewish students to get to know each other.

2. A cooperative introduction to a different culture in an effort to build a peaceful future and overcome ethnic, cultural and religious differences..
3. Education towards tolerance.
4. Protection and preservation of the environment for the benefit of humans and animals.
5. Obtaining life skills, tolerance and attention, the ability to choose, co-operation, perseverance, and observation.
6. Solving conflicts via non-violent means.
7. Acquisition and broadening of knowledge of science and technology.

8. An introduction to animals, defining their species and matching them to their environments.
9. Developing skills in the fields of: design, problem solving, identification, classification, data collection, observation, experimentation, reporting, showing knowledge both through written and verbal accounts.
- 10 An introduction to the technological process through the solving of problems.



Program Breakdown

First Year Fifth Grade - Flight.

Subject	Goal	Content	Activity
1. The feather.	Introducing the structure and types of feathers	Feather structure, different types of feather, suiting the structure to the role.	Researching the feather. Experiments with feathers.
2. Flight.	Understanding how birds fly.	Bird structure: bones, muscles, adaptation of the structure for its purpose.	The distinction between preserved examples and skeletons. Identification and classification of bones.
3. Types of flight.	Identification of types of flight.	Flight profiles: Diving, gliding, swooping, soaring. Factors affecting different types of flight: Size, food and environment.	Observation.
4. Human attempts at flight.	Understanding principles and processes of technological development.	Technological developments needed for flight.	Video films about flight.
5. Kite building (Parent and student event.)	Implementation of flight principles.	Kite building.	Design and building kites using slogans promoting coexistence.

Second Year Sixth Grade - Migration.

Subject	Goal	Content	Activity
1. Birds of Israel.	Identifying the birds of Israel	Resident, Migratory, Winter or summer visitors.	Classifying birds using different information sources.
2. Why migration?	Understanding the reasons for migration.	Understanding the "Wagtail" its reasons for migrating, and its migratory route.	How the "Wagtail" prepares to migrate – How we prepare for vacation.
3. When to Migrate?	Identifying the seasons of migration. Which species migrate? Recognizing different migration formations.	Migration routes of other birds, according to the seasons of the year. Different types of migration.	Viewing documentary video films.
4. Israel as a central migration location.	Recognizing Israel's important geographical position on migration routes.	What is "Bird watching"? The Legal protection of birds. Bird watching stations in Israel.	How to record your observations of bird watching.
5. Field trip to an observation station – Hula Valley or Kfar Kassem.	Bird Watching.	Recognizing and identifying different species.	Field Trip and Observation.

The Project gets under way

The first meeting of the project **“A Meeting of Cultures at the Zoological Garden”** took place on 1st December 2003. The school was delighted to receive the support of the Deputy Mayor of Hod Hasharon and the Director of the Jaljulya Education Department.

The meeting took place at Reuth School where pupils were led by parents and teachers from both schools in introductory games before building mobiles and painting posters.

In the coming months there will be more meetings and a parallel parents' group will be inaugurated. This group will accompany the activities of the Students Educational Program.



TIMEMUN, THE ISRAEL MIDDLE EAST MODEL UNITED NATIONS

Esther Lucas

The Steering Committee of the Associated Schools Project of UNESCO in Israel decided to make 2003 a year of coexistence activities. The Israel Middle East Model United Nations was one of the projects.

With the support of UNESCO, 250 students took part in TIMEMUN for four days in January 2003, at the American International School in Israel. Sixteen public, private, and international schools and their Jewish, Arab, and international students participated together with their teachers who acted as Advisors. Much of the planning, and all the chairing of the General Assembly and the commissions was done by the students themselves.

The General Assembly was opened by: the ambassadors of the United States and India, The Deputy UN Special Coordinator for the Middle East Peace Process, the Superintendent and Principal of AIS, the local mayor,

and TIMEMUN Directors, Sarah Jane Shapiro of the American School, for whom this was her third MUN, and Averil Shulman of Hayovel High School in Herzliya – an ASP School, member of the Steering Committee of ASP in Israel.

Students had spent much time preparing for TIMEMUN. Each delegate was supplied with a Delegates' Handbook, containing: instructions to the students on behavior and etiquette, a detailed schedule of events, summaries of issues to be discussed, rules of procedure, explanations of how to write a resolution, and lists of phrases to assist students in producing documents correctly. There were also short biographical details of the students serving as executives. Students were reminded in the Handbook that they were no longer high school students, but delegates and diplomats of their assigned country. It was their job to represent their country's best

interests, even if these policies conflicted with their personal views. The students lived up to all expectations. The Executives (chairpersons) carried out their responsibilities efficiently, and delegates maintained their roles consistently. Students were deeply involved in the issues.

They were divided among 31 delegations: Angola, Armenia, Azerbaijan, Bulgaria, Cameroon, Chile, Egypt, France, Germany, Guinea, India, Iran, Iraq, Israel, Japan, Jordan, Lebanon, Mexico, North Korea, Norway, Pakistan, Palestine National Authority, Republic of China, Russian Federation, Saudi Arabia, South Africa, Spain, Syria, Turkey, United Kingdom, and the United States.

TIMEMUN had eight Commissions, The Security Council, Regional Cooperation, Disarmament, Environment, ECOSOC (Economic and Social), Human Rights, Territorial Disputes, and the Mediation (Conflict

Resolution Forum). Students could use the Issue Summaries in the Delegates' Handbook as Background information for debates and resolutions. A team of Advisors (teachers) corrected the resolutions as they were written and OK'd the final drafts for printing.

The Mediation Commission was a new venture. It had not been part of previous Model UNs.

The other seven commissions demanded role-play, but in the Mediation Commission students expressed their own opinions and no Advisors or visitors were present. This commission met the previous weekend and was trained by the Adam Institute for Democracy and Peace. At the closing ceremony, a 12th grade student, who was one of the facilitators and had helped to organize this, his third Model UN, reported on his experience. For the first time at a Model UN, a committee operated, he said, where formal dress was

not a requirement, nor did the participants have to prepare policy statements. There were no formal debating rules, and no resolutions were passed. He described how difficult it was at first to contain the storm of emotions, of rage, fear, disappointment and bewilderment. He learnt that to resolve conflicts one has to bring the conflict out into the open, expose it and confront it. He realized that looking at needs rather than positions was perhaps the focal point of conflict resolution. Instead of asking what we want, we should ask ourselves why we want it and how else we can answer those needs. The students did not reach full agreement, but, he claimed, they learnt skills, made friendships and through pain and emotion and re-evaluation of basic "truths", their commission was real education for coexistence and peace

The resolutions produced by the other commissions were often innovative. The Environment Commission, for instance, urged

among other suggestions that the developed world support a pro-peace project of constructing desalination plants so that water can be shared between Israel and Palestine. The Territorial Disputes demanded the removal of all troops from Jammu and Cashmere and suggested that India and Pakistan hold a peace summit in South Africa. The Disarmament Commission called upon all Member States to support international efforts to prevent terrorist sponsoring nations from acquiring weapons of mass destruction and requested the Secretary General to compile a report on measures already taken by international organizations. The ECOSOC Commission urged Member States to enhance supervision over Internet webmasters and licensed pornography distributors.

All the students interviewed, said the Model UN had been a great experience. An Arab 12th

grader from an international school was attending her 4th Model UN, one in Turkey and three in Israel. Asked which she had liked best, she said the first one in Turkey had been most inhibiting, but she liked it best because of its formality. On the other hand TIMEMUN had been best for informal friendship making. When asked why she came, she said her aim was to attempt to solve problems, to be aware, to think, to learn what had been done. She claimed she had indeed learnt so much. She had talked about things than had never been discussed before. She found the human encounter most worthwhile, and had “tons of” stories to tell. She admitted that some parents had been afraid to let their children come to TIMEMUN, and other families where she lives considered her school “snobs”.

Several girls claimed they came to improve their English. One girl in 12th

grade, who belongs to Seeds of Peace, an organization that brings Arab and Jewish young people together at camps and meetings, had attended such a meeting in the US two years ago. She also attends local co-existence sessions. It makes her life much richer and it means a lot to her to meet different people. She gets much parental support.

An 11th grade student from an international school in Jerusalem, who commutes from Bet Jalla, where he was obliged to celebrate Christmas at home, was full of praise for TIMEMUN. He had come at the suggestion of his English teacher, and found everything interesting. It was a new experience, and he had learnt about the UN. He had already formed definite views about the UN and didn't agree with the veto. Why should one country have more power than others? He appreciated his new friendship with Israelis whom he had hardly ever met before.

Also a member of Seeds of Peace, a twelfth grader in an Arab school, had met Jewish students from Jerusalem and had been to coexistence meetings in the USA three times. He enjoys discussing issues of peace, tolerance and education and would like to be a camp staff member with Seeds of Peace. His aim in coming to TIMEMUN was to meet people.

A Jewish 11th grader from a local school, who was at an Model UN for the first time, was somewhat reserved when I spoke to him on the second day of TIMEMUN. He was even slightly cynical, wondering what use a student conference of this kind could do. By the end of the four days, he was cooperating fully in his role as chair of the Human Rights Commission. He had made new friends and had realised the value of his role in this assembly. He is now looking forward to participating in TIMEMUN 2004.

Students came to TIMEMUN on the recommendation of their teachers. They came, eager to learn about the UN and the problems that the UN has to deal with. They came to meet other students, and because international schools took part, they met many different nationalities. Those not in “English speaking” schools came to improve their English. They worked hard, and had a lot of fun, including an evening of dancing.

Daniel Bar-Eli, Director General of the Israel National Commission for UNESCO, addressed the Closing Session. When, as Honorary President of the Associated Schools Project of UNESCO in Israel (ASPnet), I mentioned that I had worked for the UN in London after WW2, and had been present at the first General Assembly and Security Council, the applause of the students, I felt, was indeed a sign of their involvement in the whole proceedings.

The organizers of TIMEMUN would like to thank UNESCO for their very welcome support, which made this important venture possible.

Related Site:

www.timemun.org



UNESCO CHAIR FOR MULTICULTURALISM

IN TEACHER TRAINING AT BEIT BERL COLLEGE

Yael Harel

In February 2001, during the “Learning to Live Together” UNESCO Seminar at Beit Berl College, attended by university professors, Daniel Bar-Eli, Secretary General of the Israel Commission for UNESCO and Elizabeth Khawajkie, International ASPnet Coordinator, expressed the need to set up a center for research, curriculum design, and training in the field of multiculturalism in teacher training. Two and half years later, the official papers regarding the Chair have arrived, and Dr. Aaron Seidenberg, Rector of Beit Berl College has signed them. But let me make one issue clear, ASPnet is the field of research and the central pillar of the new Chair.

Plans for the future include curriculum design based on ASPnet projects, the preparation of a curriculum for an international ASPnet teacher degree carried out with the cooperation of the Task Force created in 2001, courses, study days, conferences, research studies, and publications.

The grand opening ceremony for the establishment of the Chair takes place on February 8th, 2004. On that occasion we will all meet and celebrate.



The chairholder of UNESCO Chair at Beit Berl College is Dr Yael Harel, Israel ASP(net) Coordinator.

THE ASP HAPPENING

FOLLOWING THE INAUGURATION OF THE UNESCO CHAIR FOR MULTICULTURALISM IN TEACHER TRAINING AT BET BERL COLLEGE

FEBRUARY 9 2004

Esther Lucas

Although this event took place after the period covered in the ASP Report, we felt it should be mentioned here, because it was such an impressive get-together of the ASP schools, and was the direct result of all the work referred to in the Report.

Following congratulations by the Ministry of Education and Israel UNESCO, and key note speeches by representatives of Beit College, and Gordon College, it was the children's turn to mount the small stage of the library auditorium, and with the aid of power point displays and hand made posters, present their projects

Four 12th grade girls from Hayovel School enthusiastically described their participation in the Model United Nations. They spoke English as if it was their native language. A small, self-possessed girl and slightly bigger boy from Shaked Primary School made quite sure the audience understood their share in the school's human rights project. From Ben Zvi and Tira schools, Arab

and Jewish youngsters explained how their ongoing coexistence works. In an interlude an Arab and Jewish girl from these two schools expressed what they felt (in Arabic and Hebrew) as a result of being introduced to the Bat Chen Project.

Another group of Arab and Jewish junior high students from Ramot Hefer and Kalanswa schools that stride the Alexander River, informed us about their joint environment project.

In another interlude, two immigrant Ethiopian girls from Ramot Hefer sang a duet in Amharic. From a power point display we learnt about a joint project about the flight of birds at the Reuth and Jaljulia primary schools. Illustrated by many pictures, the teacher of MekifChet Rishon High School described student experiences at a UNESCO international youth meeting in Germany.

Bedouin and Jewish teenagers from Mevo'ot Hanegev School told us in Hebrew about the

environmental work they are engaged in, while Arab students from Baka al Gharbia made a great effort to present their activities in English for which they received much applause. Using posters, Arab students from Alnajah Junior High spoke in Arabic and Hebrew about their varied activities: coexistence, anti drugs and involvement in the environment. The teacher from Itzhak Navon School Holon explained their Oral History project and the effect it has on students' attitude to coexistence. The Rashish School Petach Tikva teacher told us that through anti violence projects, this school no longer has any violence. Another of their projects is assistance to sick children at the Schneider Hospital.

An exhibition mounted by the students, and the enthusiastic presentations in three languages by children and teachers from different types of schools, using a variety of methods to tell their stories, showed the vitality of our ASP schools of which we are duly proud.

U.N. MEETING OF ISRAELI AND PALESTINIAN DELEGATES IN AUCKLAND, NEW ZEALAND

From a personal account in the New Zealand Jewish Chronicle, August 2003

Susan Isaacs

Over 200 delegates from 97 different nations, ranging from the Pacific, through Asia and Latin America to the Middle East and French-speaking African nations such as Senegal, and Guinea met in Auckland in early August. This very colourful and unusual meeting was organised by one of the United Nations agencies, UNESCO, to celebrate the 50th Anniversary of one of UNESCO's more successful education programmes, the Associated Schools Project (ASPnet).

This project links students and teachers from more than 7,340 schools and other educational institutions in 170 countries with the aim of fostering international peace and understanding. ASPnet is a practical project that aims to embed UNESCO ideals of peace and tolerance in students' every day activities. Working in groups, ASP students undertake projects or activities that help them to explore their own cultural values while

encountering the values and viewpoints of students from other cultures. They develop an awareness of their place in the international environment and of global issues.

As a member of the UNESCO Secretariat based in New Zealand, I was fortunate to have an opportunity to meet many of the delegates. Among the delegates were two from Israel, Mrs Averil Shulman and Dr Yael Harel, both with many years' experience in the field of education.

Also attending were two delegates from the Palestinian National Commission for UNESCO: Mrs Haifa Al-Agha, Director-General of Unesco in Gaza, and Mrs Sawsan Saleh, National ASP Co-ordinator, Palestinian National Commission for UNESCO, based in Ramalla. In addition, there were delegates from several other Arab nations, including Egypt, Tunisia, Kuwait, and Jordan.

There were many opportunities during the five-day congress for the delegates from Israel and their geographical neighbours to get together. They participate at many UNESCO-sponsored meetings, both in the region and in Paris. Both the Israeli and the Palestinian delegates indicated to me their willingness to work together and their desire to search for peace through programmes such as the Associated Schools Project. After all, as UNESCO's founding Constitution states: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

However each group acknowledged the difficulty of continuing to espouse a message of peace to children when they live with such conflict around them, and the urgency for there to be real peace in order for them and their children to make meaningful progress in all areas of their lives. The ASP Congress was one small step towards that goal.

AN ABC FOR ASP AT 50

Esther Lucas

A's ASP, today's best education.

B's for its **Bulletins** and information.

C's the **Coordinators** who've answered the call,

D's for **Democracy**, essential to all.

E is **Elizabeth** who's shown us the way,

F the "**Four Pillars**" and the truth they portray.

G's "**Global Village**", success from the start,

H for the **Hundreds** of kids that take part.

I's **Intercultural** and **Internet** too,

J is the **Joy** in "Learning to do".

K's for the **Kindness** we get and we give,

L stands for **Learning** to be and to live.

M's **Meeting** others, so hopes are fulfilled,

N is our **Network** on which we can build.

O's **Opportunities** we'd like to increase,

P stands for **Paris** and **Projects** and **Peace**.



Q's for the **Q**uestions accompanying deeds,
R's Human **R**ights that everyone needs.
S stands for **S**tudents, our strength and our pride,
T's for the **T**eachers on whom we've relied.
U is **U**NESCO, our source and our aid,
V's for the **V**alues we've always conveyed,
W's One **W**orld on which all depend,
X is the **eX**cellence we aim to extend.
Y stands for **Y**outh, the future is theirs,
Z is the **Z**eal that all **ASP** shares.



This ABC was written by Esther Lucas, Honorary President of ASPnet Israel, on the occasion of the Associated Schools Project of UNESCO's 50th Anniversary, and published together with a photograph and a few biographical words, under the heading Highlights, in ASP News/Infos, Conference Issue, No.17-2003. It was distributed at the ASP 50th Anniversary Conference in New Zealand in July 2003.

Extract from ASP News/Infos

Esther Lucas

A 40-year Involvement

A highlight of this anniversary year was receiving a poem, “An ABC for ASP at 50” from Dr. Esther Lucas.

Dr. Lucas was born in Finland and lived in England for 25 years. She worked for the United Nations when it was in London after World War II and was present at the very first General Assembly and Security Council, “one of the most exciting moments in my life”. Today she is Honorary President of ASPnet in Israel.

Dr. Lucas has been involved in ASPnet since 1963. She attended the ASPnet 20th Anniversary meeting in Canada (1973), the 30th Anniversary meeting in Bulgaria (1983) and the 40th Anniversary meeting in Germany (1993). We thank her for her poem and cordially invite poetically inclined readers of ASPnet News/Infos to submit their own ABCs in other languages.



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