

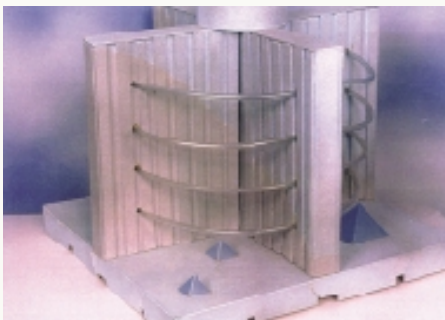
Harmony Village

Makif Het Comprehensive School
Rishon Le-Zion

How it came to be...

It was a routine school morning in November, when the principal of our school, Ms. Neta Zelinger, entered our classroom, and announced that we were chosen to participate in a UNESCO project. This announcement took us totally by surprise, and from that point on, the joy of creating took over. We were swept away in a dozen directions, until they coalesced into the direction of the Global Village — HARMONY.

In the preliminary discussions with our homeroom teacher, Ms. Tammy Cohen, several ideas were brought up, influenced mainly by science fiction movies and books — our favorite genre. Various



concepts were tossed back and forth — a submerged village, a space station, and so on and so forth. In the end we decided to construct a village, here on earth, on dry land, in the form of ten megastructures (towers) of a hundred floors each. Each tower would be a community in itself, totally self-sufficient with access to certain public installations that would be located outside the towers. The towers would be designed to provide a high standard of living, meeting all the requirements of the potential occupants. This idea caused controversy at first, but all those who objected, were finally convinced.

We split up into working groups. A student, who was part of a class council that coordinated the various groups, headed each group. The students met with professional advisers, each expert in his own field, who volunteered to assist the budding project. For example, the economic group consulted a financial advisor, who guided them through the maze of concepts such as budget planning, investment portfolios and so on. Another group met with a lawyer discussing human rights, minorities and the status of women. They were given theoretical material and pointed in the direction of law books in order to formulate a constitution. A third group met periodically with the principal on the topic of education. Parts of history lessons were devoted to the topic of democracy and government. Thus each group became expert in one field through reading, research and consulting.

Later on, we decided to build a model of a tower. The group in charge of the model met with an architect, received professional guidelines and he supervised the actual building of the model. In order to finance the materials for the model, the students had sales of homemade cakes during the breaks. The students even had a teaser publicity campaign in order to promote the sale. All school students and staff helped collect the funds and were very interested in the project.

Bearing in mind that this project was one of the projects of the international organization UNESCO, we decided to do the project in English. We incorporated the project into the English studies curriculum with the consent of the regional English Supervisor. Our homeroom teacher, who was also our English teacher, supervised the translation of all written material to English.

The intensive work surrounding the project integrated the class and raised our status in the eyes of the school. We were the “UNESCO Class”. We were totally involved, constantly occupied with complex issues and dealt with formidable problems. We were introduced to fascinating topics never before encountered in the framework of school.

Not that it was free of hardship. More than once, it seemed that the whole thing must fall through, that the differences of opinion were insurmountable. But through patient discussion, and after

hours and hours of deep thought and contemplation, solutions were found, compromises agreed on, in the very spirit of our creation — the Global Village Harmony.

In retrospect, the work on the project enriched us enormously, in an academic aspect as well as a social one. We realized the complexity of government and social issues, things we took for granted were now seen for what they were. We came to terms with the sad fact that there can be no black and white approach to human society, and compromises are a fact of life – which is a difficult concept for a teenager to grasp. We believe that this project has made us more responsible, tolerant and widened our horizons considerably.

The Right for Rights



What is the most important issue in human society? Our rights! In Harmony village, human rights were given the prominent position, and were first in our priorities.

Minimum Life Standard

- **Minimum Salary** – everyone has the right to a minimum salary, which will be updated monthly.
- **Welfare** – everyone has the right to receive welfare according to criteria specified in the law.
- **Social security** – every person who reaches retirement age has the right to a monthly pension according to criteria specified in the law.

- **Special Pension** – A widow/er has the right to a special pension according to criteria specified in the law.
- **Work Accidents** – A person injured as a result of work accident has the right to a full salary until full recovery and return to work or an early retirement pension according to criteria specified in the law.
- **Work and Rest** – every person has the right to 24 days paid vacation annually.
- **Privacy Act** – no person has the right to invade another person's private life unless they have a court order. The Harmony Village will ensure privacy without interruption, unless conducted by an official with a court issued warrant.
- **Personal Security** – a resident or visitor to Harmony Village is entitled to freedom of body, mind and property, protected by law, according to provisions set in the letter of the law.

Education:

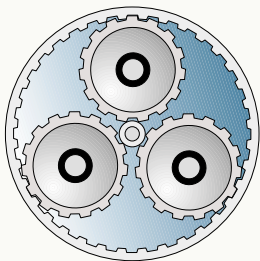
- **Mandatory Education** – every child between the years 2-18 will receive education in a state-supervised institute.
- **Free Education** – Every child has the right to be educated for 16 years in public school.
- **School Tuition** – to be covered by tax and any other payment regarding education will be decided by a majority of parents.

Children's Rights:

- All human beings are born free and equal.
- Children have the right to privacy.
- Every child has the right to live and express himself/herself.
- Children must be protected from physical, mental or sexual violence.
- The law will prevent any discrimination or harm to children caused by the fact that the parents engage in different beliefs.
- Children have the right to attend regular studies in different study frames.
- Children have the right to the best possible care, the right for nutritious food, drink, clean environment and medical care.
- Certain children have the right for special support in order to provide them a suitable quality of life.
- Children shall not be separated from their parents unless a court of law decides that they may be endangered in their home environment.
- If one of the parents is dead or the parents separate, the children have the right to know exactly what happened to absent parents.
- Adoption will be carried out only by the state, while ensuring the best interests of the to be adopted child.
- A child has the right to be protected from the use or distribution of narcotics.
- A child has the right to be protected from sexual exploitation, including prostitution and participation in pornography.
- When a person turns 18, he/she is considered an adult.

Senior Citizen Rights:

- **Taxes:** Every citizen over the age of 65 has the right to 25% discount on taxes.
- **General Discounts:** Senior citizens have the right to 10% discount in all stores and services, including libraries, vacations, country clubs and so on.
- **Bank Benefits:** Every senior citizen can receive special benefits from the Harmonium Bank. These benefits are adjusted to the market fluctuations, but are within parameters set by the Harmony Central Bank.
- **Old Age Homes:** A senior citizen, upon reaching the age of 65 may join any Old Age Home of his/her choice, based on availability.



Harmony Law

In Harmony Village it was decided to embrace a set of Constitutional Laws, instead of a constitution, in view of the rigidity of the latter. These laws form the basis of Harmony's legal system and spirit. Harmony puts the principles and values of the democratic system ahead of all other concerns while ensuring the rights of minorities and the underprivileged. The fundamental principles of Harmony are Freedom of Belief, Freedom of Expression, Natural Rights and Freedom to choose the leadership of the village. These laws may be changed under certain special circumstances. A majority of 40 Council Members out of 50 may bring about changes in a Constitutional Law excepting the Bill of Rights, which requires a unanimous decision.

Harmony Constitutional Laws

Village Mayor Constitutional Law:

The Mayor is elected by a majority of Harmony citizens in a municipal election. These elections are held every 4 years. The Mayor resides every year in a different Tower. The Mayor heads the executive branch and carries out the laws legislated by the Village Council. The Mayor together with the Council decides upon village policy. The Mayor is accountable to the Village Council for his/her actions. The Mayor is the head of the Security Forces.

Village Council Constitutional Law:

The 50 Village Council Members are elected by a majority of Harmony citizens. The elections are held every 4 years. All Village laws and ordinances are drafted and decided upon by the Village Council, and the Mayor and the Tower Superintendents carry out their decisions. The Village Council supervises the executive branch.

Tower Council Constitutional Law:

Each Tower's residents elect 5 Tower Council Members and the Tower Superintendent. The elections are held every 4 years. The Tower Council may draft ordinances, but they are subject to Village Council approval. The Tower Council advises and assists the Superintendent and supervises his/her actions. The Council must act according to Village Laws and their ordinances must comply with the Village Laws.

Village Comptroller Constitutional Law:

The Village Comptroller supervises the actions of the Mayor and Tower Superintendents and ensures that all such actions comply with and are in accordance with the Village Laws. The Village Comptroller has the authority to subpoena village and tower official papers and documents without notice, and may subpoena government workers for questioning. However, all sensitive material has to be approved by the censor before being published. The comptroller's conclusions must be accounted for in the village

and tower actions. No Mayor or Council Member may ignore any such conclusion, other than in a court of law, by proving it to be groundless.

Bill of Rights Constitutional Law:

All citizens are equal before the law, regardless of religion, race or gender. All the citizens have the right of freedom of speech, thought and belief. All citizens have the right to freedom of movement, the right to property and protection of their lives. Any infringement of this act carries with it a severe penalty and compensation for the injured party.

COURTS OF LAW

There are 4 kinds of court in Harmony:

Tower Court - for civil offences, moral and social issues. The verdicts in this court involve mostly fines.

Village Court - For criminal charges. Verdicts in this court involve fines and jail time.

Supreme Court - For capital offences, verdict appeals and civil appeals against the government. The verdict of the Supreme Court is final.

Military Court - for soldiers charged by the military.

Harmony is very proud of its democracy. The Mayor is elected by general elections. There are internal elections determining who will hold the positions of Tower Superintendent, and Tower Council Member. Each Tower residents elect their representatives. The 10 Tower Superintendents are accountable to the Village Council.

Laws are passed in the Village Council. There are special ordinances that are decided upon for individual Towers, but they are subject to Village Council approval. The Mayor is the Chairperson of the Village Council.

Education for All

The Harmony education system is designed to ensure total and complete freedom of belief.



The schools are public schools and in the classes all three religious groups attend lessons together. School days are Monday to Thursday, leaving Friday to Sunday free for worship and recreation. Parts of the curriculum are conducted in the language of the majority. In other subjects, such as Math, sciences and so on, these are conducted in the students' mother tongue. All students study the three official languages (Hebrew, Arabic and German), and the histories of the various minorities.

Mandatory Education - every child between the years 2-18 will receive education in a state-supervised institute.

Free Education - Every child has the right to be educated for 16 years in public school.

Institutes:

- 3 months to 2 years – Day Care
- 2 years to 3 years – Pre-Kindergarten
- 3 years to 4 years – Kindergarten
- 4 years to 5 years – Pre-school
- First Grade to Sixth Grade – Elementary School
- Seventh Grade to Ninth Grade – Junior High
- Tenth Grade to Twelfth Grade – High School

Academic Education:

The Academic Institutions are not compulsory, and require entrance exams. The studies are free and are supervised by the Village Education Department. The institutes are the university, college and seminary.

Believe What You Will

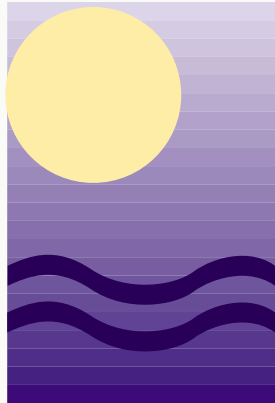
The most important issue in Harmony is the Freedom of Belief. In Harmony there are 3 major religions: 70% of the population is Jewish, 20% Muslim and 10% Christian. All religious Sabbaths are respected, and so are rest days. Every person in Harmony is able to practice his/her religion as they see fit. Friday, Saturday and Sunday are rest days in Harmony, according to Jewish, Muslim and Christian beliefs. Harmony Village's holidays observe all 3 religions. On these days, there is no school or work, and all can observe their customs. Everyone can choose his/her own religion according to his/her

faith and wishes on condition that it is not the cause of disturbance for other religions or against Harmony laws.

There is an absolute separation between religion and state. There is the option of civil weddings, divorces and funerals. There are also religious officials who perform religious ceremonies for those

who desire them. For those who prefer kosher foods and restaurants, those are available throughout the village.

In each village tower there are chapels, on every tenth apartment floor. In addition, there are special Sabbath elevators that are fully automatic and are adjacent to the synagogues located on every fifth apartment floor.



We are the Earth

Harmony Village is aware of the ecological problems that affect our world, so we wish to conserve the natural environment as much as possible, and to counteract pollution.

The village is structured so that the population is concentrated on a small area, surrounded by green areas. All wastes are directed to recycling centers and processed so as to cause the least damage to the environment.

The industrial areas are mostly in the towers, where they have to meet the strictest standards of minimum pollution. Industries that require open spaces are dispersed in the midst of "green areas" that surround them. All industries have to meet the environment standards stated in the law: Usage of environment-friendly materials and waste disposal to the recycling centers are compulsory.

Paper in the Harmony Village is a commodity that is considered

harmful to the environment. The use of it is under strict supervision via a monthly allocation. It is recycled as much as possible and researches are being conducted in order to find another synthetic material, which could take its place. In order to decrease the consumption of this material, all the press is electronic. Every citizen has the option of publishing a printed version of his interests, but it is part of a family's monthly allocation. At schools, all students have laptops, and papers are presented on disks. Most of the books are electronic.

In Harmony Village there is no option of owning a private car. All vehicles are electric trains, which link between the buildings and institutions located outside. The one case for a car is a recreation jeep, owned by HarmonyJeep. This can be rented complete with driver. This car is also based on electric energy and must comply to very strict standards. Outside the towers, parks and beautiful gardens have been planted among the natural vegetation, which has been preserved. On the building roofs there are giant parks for the welfare of the citizens.

The air in the village is very clean, and there is no air pollution caused by cars, trucks and buses. In addition, the industries make sure that the barest minimum of smoke will be exhausted to the air by using special filters, which meet very strict conditions.





We designed Harmony Village in the form of ten towers, 100 stories high. Each tower can support up to 50,000 residents, providing a domicile, health services, education facilities, commerce, entertainment centers and so on. It is not necessary to go outside the tower for basic needs, since everything a person can want, is provided for in the building. For example, indoor pools, courts, all the facilities a country club can offer are located on the seventh floor.

There have been discussions on the advantages and disadvantages of living in a tower. The disadvantages mostly referred to the uniformity of the domiciles, a sense of cramping one's style, the similarity to a hotel. However, we have decided that this was an acceptable price to pay for a clean environment, lack of traffic jams, proximity to all needed services, pooling resources and recognizing the fact that the earth is a finite place, whereas the human race will only expand and grow in numbers.

Each tower is divided into three sections. The first 10 floors constitute the service section – including building facilities, health, education, commerce, education and tower administration. The 90 floors above are intended for residence. On each floor there is a security and information desk, health checkpoint and various small businesses such as coffee shops, etc.

Every residential floor has apartments ranging from 2 bedrooms up to 6 bedrooms. In each apartment there is a **computer terminal** connected to the tower Intranet (internal network) and world Internet. Through the Intranet, each resident can contact tower staff (maintenance, administration, security, health and so on), as well as receive a copy of the various electronic papers (daily, weekly, etc.). A resident can print out any part of the electronic paper from his/her monthly allocation of paper. Through

the world Internet, a resident can contact people from other towers and outside the country.

In each apartment there are **waste chutes** that allow waste disposal according to material: paper, glass, metal and so on. The trash is sent down to the basement recycling center.

The towers were designed to take care of every creature comfort as much as possible. All facilities are found in the first ten floors.

Sub-level 4: The Basement

This center boasts the newest technology in recycling. All wastes directed here from the upper floors are processed, and what cannot be reused, is burnt in special furnaces, and the heat generated from the furnaces is used for tower facilities.

Sub-level 3: Train Station

Underground Train Station for the electric trains from other parts of the village. Here the passengers disembark, and enter the tower through the elevators.

On this sub-level are the building generators and other machinery. This part of the area is off-limits for everyone except tower personnel.

Sub-level 2: Light Industry

All indoor factories and light industry are on this floor. The industry has to meet the high standards set by the government for waste disposal and gas filtering.

Sub-level 1: Recreation Center

Here you can find coffee shops, cinemas, theatres, event halls, discotheques and pubs. This is the hub of entertainment. If you seek recreation, a lively nightlife - this is the place. It is open 24 hours a day, and can provide diversions of all imaginable kinds.

Entrance:

As you enter the building, you immediately see the Main Information Center (MIC) of the tower. Here you can find out anything you need to know about the tower you are in, other towers and anything else about the village. You can also contact tenants of the tower using the Intranet. There is also an Internet connection to contact other towers, or any other site on the World Wide Web. Next to the information center, is the tower's Main Security Center (MSC), which is connected to security booths on every floor.

On this floor is the reception desk of the Splendid Hotel, which serves tourists and business people. Next to it are the separate elevators to the rooms, located on the top floors.

There are a number of speed elevators that allow fast access for the tenants. Next to the building, on the outside you can find a mosque that serves the Moslem community.

First Floor — Administration Center

Here are the offices of the Tower Superintendent, and the Tower Council Members. These offices are part of the City Council. Any tenant can contact the tower management through the Intranet console located on every floor and in every apartment. Any complaint, suggestion or query can be directed here via e-mail or appointment.

Second Floor – Shopping Center

All businesses and stores can be found on this floor. Everything and anything from clothes, to shoes, to furniture can be found here. A huge shopping mall - a consumer's dream! The Splendid Hotel suites are ideally located on this floor. Guests of the hotel have every possible service close at hand.

Third and Fourth Floors – Education Center

From kindergarten up to university - your child will be educated here. State of the art facilities are available to all students.

Research for industry and medicine conducted in advanced laboratories by students and scientists result in products and patents which in turn fund the Education Center.

Fifth Floor – Communal Center

Here is the cultural hub of the tower. You can find libraries, museums and more here. These are directly connected to the Education Center. In addition, there are amusement centers for children, with arrangements for parents who need to leave their children while tending to other business. Apart from this, all social services are located here, with free consultation.

Sixth Floor — Medical Center

All medical services are centered on this floor. Local health services on every floor with a nurse and paramedic on call 24 hours a day are connected directly to this center. The health services are under government supervision and are provided at no cost for any person who needs them.

Seventh Floor – Sports Center

Country Clubs with all the sports facilities are located here. Indoor tennis and basketball courts, indoor football and soccer fields, saunas, swimming- pools, all surrounded by grass and trees.

Eighth and Ninth Floors – Education Center

From kindergarten up to university - your child will be educated here. State of the art facilities are available to all students. Research for industry and medicine conducted in advanced laboratories by students and scientists result in products and patents which in turn fund the Education Center.

Tenth Floor – Communal Center

Here is the cultural hub of the tower. You can find libraries, museums and more here. These are directly connected to the Education Center.

In addition, there are amusement centers for children, with arrangements for parents who need to leave their children while tending to other business.

Apart from this, all social services are located here, with free consultation.

Residential Floors

Each apartment section is equipped with a computer station connected to the tower Intranet, to the Internet, the World Wide Web, and telephone services for contact to the other towers and the rest of the world.

Each apartment and section is equipped with central appliances

including vacuum, dish and clothes cleaning, climate control and a recycling station, where refuse is disposed of through a chute and sent down to the Recycling Center in the basement.

Every building and apartment is carefully designed to serve its occupant's needs and interests. However, changes such as repairs, additional building and new facilities are always encouraged. Up to a certain cost these are subsidized fully or partially.

The top floor boasts a huge heliport, and glorious restaurants with an awesome view of the city. Above the seventh floor there are huge pools and parks for the benefit of tenants and tourists. Every 10 floors, has a passage from one wing to other wings. On these floors maintenance stations are located.

Old age homes, orphanages, boarding schools and Medicare dormitories are located in clusters at least 40 apartments wide and several floors high. This enables integration in general society while allowing for specialized service.

The Ideal Global Village

Ben Zvi Junior High School
Kfar Saba

Ben Zvi Junior High School has chosen to deal with the utmost important issues of Democracy and Human Rights both theoretically and practically. Our teachers, students and the students' parents all take part in theoretical work-shops as well as in face to face meetings with various experts and minorities – especially Israeli Arabs – to learn about Democracy in Action, to get to know the principles and values of Democracy, to learn more facts about the large minority that lives in our country – the Israeli Arabs, to get rid of stereotypes and prejudices that go with them, to deal with fears and hopes and thoughts



they might have no other suitable occasion to deal with. Our most meaningful project is the ongoing program we have been carrying on for the last 10 years on the friendship and work with the Arab population of Tira Junior High School in the Arab town of Tira. the gatherings and the work together make both Jews and Arabs understand and respect each other's needs and especially teaches all participants, teachers, students and parents to listen to one another and become more sensitive and friendly and most important better people and citizens of Israel.



Coexistence Education Contents & Ways of Action

- I. Values and principles of democracy**
- II. Human and civil rights in a democratic country**
- III. Civilian involvement in a democratic Society**

I. Values & Principles of Democracy

The unit is studied in classes in ways of investigation, colleague guidance and private meetings.

It is meant to provide a basic knowledge about:

- Principles of democratic culture
- Majority & Minority groups
- Prejudices and stereotypes
- Israeli Arabs

II. Human & Civil Rights in a Democratic Country

- Several activities in classes which demand pursuing and reference to the Bill of Human Rights (United Nations, 1947) and the Declaration of Independence (Israel, 1948)
- Explaining the mutuality principle of “Your freedom ends where mine begins”
- Discussing dilemmas

III. Civilian Involvement in a Democratic Society

- This unit is studied on a basis of discussions between colleagues, by songs, caricatures etc.
- Discussions are set on subjects of citizen's involvement or lack of involvement and the price required.

Acquaintance with the Israeli democracy

Relationships between majority & minority groups and sessions with 'Tira A' Junior High School (an Arab village)

■ teachers ■ students ■ parents ■ communities

Sessions with Israeli Arabs from Tira



■ **Students:** Each class from Ben-Zvi Junior High meets with a class from Tira A' junior-high, a number of times, during a period of two years with over 800 pupils participating.

The sessions are based on acquaintance activities and breaking down stereotypes

■ **Teachers:** there is also a continuous series of sessions between teachers of both schools We create materials for our students of both schools and take part in workshops.

■ **Parents:** A unique activity takes place, between parents of both schools. A group of 100 parents gathers once a month for a conceptual joint session

Creating a "Global Village" – Towards the 3rd Millenium

Studying and applying the principles of democracy in an experimental way, through active learning, preserving human rights and responding to minorities' special sensitivities and needs.

Global Village

To conclude talks and work on the topics of Democracy and Human Rights and mutual activities and work with our peers in Tira, we decided to lead the activity of the Global Village as we planned it. The basic idea was presented to us on a summer seminar in Nuremberg, Germany – a seminar of Israeli Jews and Arabs, Germans and Palestinians.

We therefore planned an activity based on the principles presented to us at the seminar.

The whole activity was regarded as an opportunity to conclude and use principles and values previously discussed in class and in mutual workshops in practice.

The activity involved our 9th graders - 250 students who were so much involved in the project that they worked for days with no



interference from the teachers and invested so much of their creativity as well as their knowledge and talent and of course their fresh and unique way of looking at the world.

All students had one task: to plan an ideal village composed of a majority group and at least two minorities.

The task was to build a place which preserves the identity of its individual citizens and protects human rights.

The Procedure

- All 250 students were involved in the project
- They formed groups of 10-15 pupils each and planned 20 "Global Villages"
- Each group first elected a president and other functions needed such as a secretary to take notes of all important ideas discussed by the group.
- Each group was helped by detailed guidelines and had to set down rules and principles by which to "govern" the Village. They had to set basic rules to do with various fields such as education, economy, culture, health, Army, etc...
- Each student was able to obtain information from "resource centers" set up by the experts representing the various sections.
- Each group was required to present their village rules and principles that maintain democratic and human rights to all the citizens in a booklet and brochures as well as in

creative artistic means such as posters, videos, models, role plays, composing hymns and slogans, computer presentations etc...

- Each group had to present their ideas and products In front of the entire school for all students. teachers and parents to choose the "Ideal Village of Ben Zvi Junior High School".



Human Rights in Our Village

- Life in the village is based on Article 2 in the Bill of Human Rights of the United Nations (1948)
“Each and every human deserves the rights to freedom with no discrimination”
- Other main articles:
 - “Equality in the eyes of the law”
 - “Freedom of speech”
 - “Free education”

The Village is divided into squares in size relative to the population size, to allow each religious group to live with style.

- There is no movement restriction.
- The residents in every quarter have to keep the rules of the area.
- The village has a chairman whose authorities are much like the U.S. president. He has the final decision and works jointly with the operating authority.

Religion and Customs

- In the Village There will be praying places for each of the 4 religions.
- Each religious group will have its independent management of religious affairs.
- Friday, Saturday & Sunday will be rest days for all the village people.
- No quarter should allow any official merchandise activity in its resting day
- One central holiday will be selected and all the residents will celebrate it.
- A central and joint day for all the village citizens will take place as “Tolerance Day”.



Education

- Free education to all the village children for 12 years.
- A School will be founded in the village center and will be common for all children.
- First language, learning language will be Hebrew, second language – Arabic, extra language – English.
- Each student will study the principles of each religion and customs of the village.
- The democratic and human rights issue – A major learning issue in school.
- The school will be a cultural meeting place for both the parents and children.

***Expected Achievements: Internalizing the
Democratic Essence in a Way of Experience Learning***

1. Group work that considers the differences of its members' rights
2. Founding a village based on the principles of democracy and human rights
3. Translating the values and principles of democracy into everyday life
4. Using presentation skills to emphasize the values and principles that are applied in the village

Feedback

- Using the product will be used to measure how the principles have been understood
- The students must have learned to consider each other, to work together and activate a democracy. Joint product is a feedback to the project.
- The students have learned to give a feedback and to measure the work and products of their colleagues

Finally...

It was definitely an unforgettable event accompanied by a long and meaningful process in which the 250 students involved had to consider and make all kinds of decisions to do with respecting your fellow men, identifying everyone's needs and sensitivities taking and giving their human rights and planning a better place for all people.

The activity is highly recommended as an excellent way to conclude talks and work on the topics of Democracy and Human Rights. It makes the people involved put values and theory into practice and solve difficult dilemmas and be very creative and sensitive while taking into consideration others needs and principles besides their own.

Good luck to you all who would like to carry out such an important project in your school.



Hovering Dreams Village

Alnajah Junior High School
Taibeh

Let us build the Third Millenium Village !!

1.Village Structure

The pupils are divided into groups. Each group is composed of:

- a. a majority of one and a minority of three others namely:
 1. One group comprising a Moslim majority and a Jewish, a christian and a Druse minority.
 2. One group comprising a Jewish majority, and a Moslim, a Christian and a Druse minority
 3. One group comprising a Christian majority, and a Moslim, a Druse and a Jewish minority
 4. One group comprising a Druse majority, and a Moslim, a Jewish and a Christian minority

Each group has the same task namely to build a village where there are minority groups and in which their identity as well as human rights will be preserved. In order to build this village the children have to set down rules and laws in many different fields. They have to think of the general structure and will be helped in this task by guidelines they will be given.

At the end, each group has to present its village to the others and explain their choices as well as to tell about the problems or difficulties they encountered in their decisions.

They have to convince other people, all gathered in one big forum, that their village is the best one to live in.

A general vote will select the best village.

For facilitating the work of the pupils, each group will be given guidelines to help build the village and to identify the different areas they have to define.

Rational

In Nuremberg, August 1998, a seminar on Human Rights was held by German — Palestinian - Israeli ASP schools. The year 1998 marks the 50th anniversary of the “Universal Declaration of Human Rights”. During this seminar a special Israeli workshop called “ The Concept of the Future Integrative Village on the Eve of the Millennium” was held. The workshop was highly appreciated by the participants.

In our school, Alnajah junior high, teachers as well as students warmly welcomed the project .They were highly motivated to participate in the contest of “GLOBAL VILLAGE” and to run this unique project in the school.

“Since war begins in the minds of adults, it is in the minds of the children that defenses of peace must be constructed.”

We believe that Human Rights begin in the classroom where students can develop and practice mutual respect through authentic activities performed in democratic social environment. Peace and Human Rights do strongly contribute for a better co-existence in dignity and prosperity.

“ Hovering Dreams”

Four groups had participated in the contest of the “Global Village”. The “HOVERING DREAMS” village was the winner. Once again, it has been proved that history repeats itself. In 1516, Sir Thomas More wrote a book called “Utopia”, where he dreamed about an ideal imaginary island. Now, our students dream about an imaginary village where HUMAN RIGHTS are respected. They called their village “HOVERING DREAMS”. Our students strongly 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 to live in. Since they believe that the world belongs to the optimists, they always view the world in pink glasses and optimistic view. They dream of a new green world where people can peacefully live together.

“Hovering Dreams” village has been founded on five pillars : love, freedom, good citizenship, equality, and democracy. These pillars can be easily seen in any utility in the village. They are based on Human Rights which has fed any thought or idea that contributed in building the village. In addition to that, the students made their best to update themselves with the latest technology in the world through varied sources such as the internet webs or architects.

Co-existence was one of the major issues dealt in this village. The group main concern was how to let people with different cultural and religious backgrounds live together peacefully.

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.

There will be work places for everybody, no more unemployment.

Our students think that religious fanaticism is the roots of all evils, so they wisely separated religion from the state affairs and focus on citizenship rather than religion. Every person will be able to choose his own religion and practice it in a place called “God House” where there are places for all religions.

There will be justice for all citizens who will live in a harmony.

Focus will be on a man as a human being who won’t be judged by his color, ethnic background or religion, but by his own character, deeds, and education.

“HOVERING DREAMS” will be a greeny village where people care about ecology. They save in fuel which turn to be friendly to the environment.

We, the students of Alnajah junior high school, hopefully believe that some day our dream will come true.

Green Village

WE SAVE GAS, WE SAVE FUEL,
WE LOOK AT OUR VILLAGE GREEN.
WE SAVE WATER AND ENERGY AS WELL.
GREEN IN OUR VILLAGE IS EASILY SEEN
WASTES ARE RECYCLED,
OUR VILLAGE IS WONDERFUL

SAVING, SHARING AND CARING IS OUR AIM.

Council Members

THERE ARE 20 MEMBERS.
7 MUSLIMS, 6 JEWS, 4 CHRISTIANS,
AND 3 DRUSE, THEY MEET ONCE A MONTH
BUT CONTACT EACH OTHER
BY E-MAIL DAILY.

THE CHAIRMAN HOLDS
A SPEECH ONCE A YEAR TO ALL CITIZENS,
UPDATING THEM WITH EVENTS AND
WORKS DONE IN THE VILLAGE.
CITIZENS CAN CONTACT THE CHAIRMAN
TO THEIR POINT OF VIEW.
THE CHAIRMAN SHOULD LISTEN
TO EVERYBODY AND REACT
ACCORDINGLY.

Local Authority

**THE LOCAL COUNCIL
CONSISTS OF:**



Constitution

ALL CITIZENS HAVE THE SAME RIGHTS
AND THE SAME DUTIES REGARDLESS OF
THEIR RELIGION, SEX, COLOUR OR
LANGUAGE.

ALL CITIZENS HAVE THE RIGHT TO
FREEDOM OF THOUGHT AND RELIGION.
THEY SHOULD ACT TOWARDS ONE
ANOTHER IN A SPIRIT OF BROTHERHOOD.
EVERYONE HAS THE RIGHT TO LIFE,
LIBERTY, AND SECURITY. CHILDREN
UNDER 16 MUST NOT WORK.

ALL CITIZENS HAVE THE RIGHT TO HEALTH
CARE – DISABLED AND OLD PEOPLE HAVE
THE RIGHT TO SPECIAL CARE AND
TRAINING.

NO ONE SHALL BE SUBJECTED TO
TORTURE OR TO CRUEL, INHUMAN OR
DEGRADING TREATMENT OR PUNISHMENT.

Educational Village

■ TEACHING METHODS ■ EDUCATIONAL VILLAGE RULES ■ TEACHING PLANS ■ EDUCATIONAL VILLAGE ■ BUILDINGS ■

Educational Village Rules

OBLIGATORY STUDIED FROM 6 MONTHS
UNTIL ACADEMIC STUDIES.

PUPILS HAVE TO COVER ALL THE MATERIAL IN THE
CURRICULUM. THEY CAN START WHENEVER THEY WANT AND
STUDY WHATEVER THEY LIKE.

SCHOOL STARTS AT 8 A.M. UNTIL 18 P.M.
TUESDAY IS A SPECIAL DAY IN THE CENTER:
ALL PUPILS AND TEACHERS MUST BE AT SCHOOL.
IT'S THE SOCIAL ACTIVITIES DAY.

Educational Village Buildings

BABIES HOUSE – 6 MONTHS-2 YEARS

2-3 PRE-KINDERGARTEN
3-5 KINDERGARTEN
5-7 BEGINNER'S SCHOOL

ADVANCED BEGINNERS SCHOOL

12-15 JUNIOR HIGH
15-17 HIGH SCHOOL
17+ ACADEMIC STUDIES
21+ IN-SERVICE COURSES

Religion

RELIGION AND STATE ARE COMPLETELY SEPARATED.

WE RESPECT EVERYONE REGARDLESS
OF HIS/HER RELIGION.

EVERY BODY IS FREE TO PRACTICE
HIS/HER RELIGION WHENEVER POSSIBLE.

GOD'S HOUSE - A PLACE WHERE PEOPLE
CAN PRACTISE THEIR OWN RELIGION.

Underground Trasportation

A SYSTEM OF SUBWAY TRAINS
CONNECTS ALL INSTITUTIONS TOGETHER.

SUBWAY PARKING FOR PRIVATE CARS.

TRAINS WORK 24 HOURS A DAY.

Trasportation

THE HIGHWAY IS DIVIDED INTO FIVE LANES:

- BICYCLE LANE
- MOTORCYCLE LANE
 - CAR LANE
 - BUS LANE
 - TRUCK LANE

Trasportation

EVERY FAMILY CAN HAVE ONE CAR ONLY ■ DRIVING IS FORBIDDEN DURING REST HOURS ■ BUSES WILL BE USED LESS AIR POLLUTION

Population

SEX, LANGUAGE, RACE, RELIGION

SLOGAN:

EVERY CITIZEN HAS THE SAME RIGHTS AND
THE SAME DUTIES.

Welfare

RESTURANTS

PLAYGROUNDS

CLUBS FOR ALL AGES

Health

THE CENTER IS LOCATED IN THE SUBSUBURBS IT INCLUDES:

MEDICAL WARDS

DENTAL CLINICS

EMERGENCY UNITS

MOTHER & BABY CARE

TRAINING CENTER

Economy

INDUSTRY

OCCUPATIONS

SMART CARD

Our Anthem

OUR ANTHEM
IS THE BIRDS PRAYER,
THE SEAS' PILANTS'
AND THE TREES PRAISE.

RELIGION DOES NOT SEPERATE
A LOVE SONG AND A BOW
GET US TOGETHER.

PEACE LIVES BETWEEN US
CLEMENCY FLAPS ABOVE US
MERCY IS OUR MORNING SUN
AND OUR NIGHT IS THE MOON.

NOTHING GONNA MUDDLE
OUR RELATIONSHIP WE ARE POWERFUL
WHEN TROUBLE COMES,
AND THIS IS OUR SLOGAN
AS LONG AS WE LIVE.

The Villages “A” and “B”

Gordon Teacher Training College
Haifa

1. Introduction

Students at Gordon college were involved in the design of three global villages, all related to theoretical material studied in the English Department in the course "Education in a Multicultural Society."

Following the discussion on different approaches to multicultural education (see attached material), students were asked to create two types of village. The Village-discussion Groups A and B are both based on the concept that differences in a multicultural society have to be discussed and bridged over. The Village B- is based on Neil Postman's theory in his book "The End Of Education" where he recommends that people from different groups work towards a common goal overlooking specific differences.

Alaska served as the image of a remote place, in which nature is still preserved, and that is the only reason it has been chosen 'to be settled in. Postman would certainly recommend, and I agree with him, that every mixed group of settlers should find a way to gather around a common goal in the place where most of its members live. In our case this would be in Israel.

Following the design of these three villages and the discussion on the problems, students studied five approaches to race, class

and gender, based on Sleeter and Grant's book: "Making Choices for Multicultural Education" ¹.

2 Multicultural Education

is characterized by -

2.1 A Postmodern Approach to Education

- No knowledge is considered superior
- No objectives are considered superior to others
- There should be an easy transition from -
 - (i) one type of knowledge to another
 - (ii) one culture to another
 - (iii) identity to identity
- One can change by moving from one culture to another

2.2. Submerging Oneself in Ethnocentrism

Multicultural dialogue is considered a threat, since it could nurture conditions for cultural and social dominance.

Its main interest is to focus on the identity and the understanding of minority groups.

Its aim is to force the knowledge and values of the marginal group/ on others.

3 Education Towards Multiculturalism

Suggests a humanistic alternative

Gives up the universal ideals of the enlightenment and the traditional Western rational way of thinking.

There is no one culture which can be considered superior to another.

Rejects the idea of "marginal" groups

Dialogue between equals must serve as a basis for a better social reality.

4 Education Towards Multiculturalism Comprises Two Versions

4.1 The Liberal Version

This aims at improving the social order within the framework of capitalism, democracy and bourgeoisie.

4.2 Critical Pedagogy

Negates capitalism.

Criticizes the current version of capitalistic democracy.

Equity, freedom, rationalism, recognition of the "Other" and solidarity are perceived as the basis for public dialogue.

4.3 The Source of its Weakness

The difficulty of setting out the rules for dialogue when there is no recognition of the legitimacy of the "Other" ².

5 Cultural Pluralism

This aspires to find the niche for the struggles and achievements of non-white people and peoples as part of the huge saga of the human race.

One aim is to show how the identities and the tribal narratives of members of different groups could be integrated with the broader local story.

Another aim is to find a narrative to focus on the positive and enable representation of people from all groups.

This narrative would comprise different points of view from different groups in society and enable transcendence.

6 The Narratives Proposed by Neil Postman ("The End of Education")

6.1 The Narrative of Earth

This emphasizes the interdependence among people and explains their need for solidarity.

6.2 The Narrative of the "Down to Earth" Viewpoint

Here the demand for perfectionism is rejected; people tend to make mistakes but they are capable of correcting them.

6.3 The Local Experiment

Creating a balance between indifference and national pride on the one hand and avoidance of psychopathic nationalism on the other hand.

Maintaining the principle of ongoing negotiation

6.4 The Rule of Difference

Creating a narrative which would enable a constructive and unifying use of the idea of difference and serve as a basis for a common culture.

Developing the ability to relate positively to things other than the self.

6.5 Creating the World by Weaving Words

Political correctness - use of language which aims at correcting the world; by use of this language which is invented by people, they themselves would change.

7 Options for Life in a Multicultural Reality

7.1

The Village A emphasizes the complexity of the problem. It is based on the belief that awareness is a pre-condition and a first step toward real and sincere treatment of the problem

It forces the participants to set up rules for dialogue between different groups and to create real conditions for living together in one community.

7.2

The Village B focuses on the creation of a common narrative to a community which consists of different sub-groups without focusing on detail.

The assumption is that the common aim they desire to achieve would unify them.

The basis of this approach is the care of people from different groups to members of another group who need their help in another place. An example of this is the organization: "Assistance without Boundaries" which has recently been established in Israel.

This approach is based on the five narratives proposed by Neil Postman, namely :

- (i) The Earth
- (ii) The Down to Earth Angle
- (iii) The Local Experiment
- (iv) The Rule of Difference
- (v) Creating the World by Weaving Words

8. Assessment:

8.1 Discussion Group A

You are members of the "Culture of Light" who live in a village on Mars. You are the majority group and live side by side with the "Culture of Glamour", a minority group of people who have arrived from another planet.

In order for you to be able to live together you have to take a few decisions:

The following points must be considered :-

1. What are the difficulties you may encounter as you discuss the possibility of living together?
2. What rules will you set up for the discussion about your life in the village?
3. What rules will you set up for discussion about the cultural gaps you might encounter? An example of a

difference which you might encounter is a decision made by representatives of one of the groups to leave the forum if their point of view is not accepted. Is there a way to set up rules based on which you all agree to discuss matters until you reach agreement without leaving the discussion group?

4. What are the things you would like to know about the members of the other group? What type of understanding will maintain harmony among you? What type of knowledge could raise conflicts?

After having decided how you would discuss your life together and considered the difficulties you might encounter, try to set up rules for your life in the village. Please report how you reached your decisions and what problems you encountered during the process.

Please explain why your village is a place we should all wish to live in. We will listen to you and to members of other groups before deciding in which village we would like to live.

Following is a list of topics for discussion. You are invited to bring up any others.

1. What are the rights and duties of the children in the village?
2. What are the rights and the duties of the adults?

3. Who will serve as the “Head of the Village”? (For example, the elder, two people - one from each group, two people in rotation, one person elected by most people from both groups, a group of people, other ...)
4. What type of educational system will be established? (for example, one school for everybody, a separate school for each cultural group, one school with one curriculum for all, one school with different curricula for different groups, other ...)
5. How will the traditions of each group be considered? (For example, which day will be the official rest day? Which holidays will be celebrated and how?)
6. How will work life and home life be managed in the village? Who will work at home? Who will take care of the children? (For example will men spend most of the time at home and work part time outside, or the other way around - the same for women, other possibilities...)

establish a large village and your aim is to live in harmony with nature instead of conquering it with massive building projects. You assemble with the aim in mind to determine the rules which would enable you to establish a high quality of life for a long period of time.

1. What points will you bring up for discussion?
2. What strategies will you apply in order to spread your ideas?
3. How will you motivate the people to collaborate in order to preserve nature in the area you are about to settle?

9.2 Our Village

1. Think about specific goals around which members of different groups who live here could discuss.
2. Why you consider such goals might enable co-operation of people from different cultural groups in spite of their differences?
3. How will the co-operative activity of members of each group be expressed.?
4. What results do you anticipate?
5. What difficulties might they encounter?

9 Assessment: The Village B

9.1 Basis of Group

You are members of a heterogeneous group of people from different cultures who are about to settle in Alaska. You intend to

10. The Village A – Dilemma

You are a member of the majority culture and currently serve as the Head of the Village. You were elected to serve in rotation with another person, a member of the minority culture. You are about to appoint people to be in charge of the educational system. When policy related to school is concerned, most members of The Culture of Glamour support the discipline/ domination of children in the name of love. Most members of the Culture of Light support the notion that the only justification for educating children is providing them with tools for responsible thinking.

How are you going to manage the educational system in the light of these two different points of view?

Represent your point of view based on the role you have been assigned as -

1. A child.
2. A parent who supports discipline/ domination.
3. A parent who supports a non-intervention policy.

Compare your point of view against the article: by Yael Tamir *Whose Education Is It Anyway?*⁴.

11. The Village A – Dilemma

You are members of the committee which deals with gender roles in the village. Some of the members on the committee support total separation between boys and girls in the school system, college and university. Others object saying that this leads to separatism and in order to avoid this all group needs have to be sacrificed for the well-being of the majority. They should all study in mixed schools and conform to universal ideas of justice, freedom and truth.

Represent your point of view based on the role you have been assigned from the following:

1. A radical feminist - you believe in total separatism.
2. A traditional man who believes that the woman's role is to manage the household.
3. A liberal feminist who believes that women and men are supposed to co-operate in harmony/partnership.
4. A religious woman.

12. The Village B – Dilemma

You are about to appoint people to be in charge of the educational system. When policy related to school is concerned, most members of The *Culture of Glamour* support the domination of children in the name of love. Most members of the Culture of Light support the notion that the only justification for educating children is turning them into responsible people.

How are you going to manage the education system in the light of these two different points of view?

Compare your point of view against the article: by Aharon Aviram *The Subjection of Children*⁶.

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