



A SENSE OF BELONGING

Guidelines for values for the
humanistic and international dimension
of education.

A UNESCO/CIDREE Publication

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ISBN 1 85955 090 8

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The principal aim of this document is to help European education authorities and teachers realise the major objective of 'instruction, education, and intellectual, moral and vocational training' thereby creating 'a more lively perception of the values, thinking and behaviour that follow from recognition of the humanistic, cultural and international dimensions of education'¹.

The ideas, therefore, described in this document reflect a European perspective. A global approach would have, perhaps, resulted in different definitions and nuances.

¹ MINEDEUROPE Conference of European Ministers Report 1988

FOREWORD

We live in an increasingly diverse and multicultural world where each segment of society tends to regard its own values as sacrosanct and its own needs as paramount. Yet although we belong to different cultural, ethnic, religious and linguistic groups, we share one planet and a common humanity. How then, can we contrive to live in peace?

Is it possible to define some basic outcomes which education systems should provide that would help us to live in tolerance and peace, respecting the cultural and individual worth of others?

The UNESCO World Conference on Human Rights (June 1993, Vienna) unanimously agreed that all human rights are universal, indivisible, interdependent and inter-related. The conference considered human rights education essential for the promotion and achievement of stable and harmonious relations among communities and the fostering of mutual understanding, tolerance and peace. This consensus strengthens the impetus of those in the educational community to seek a universal value base related to peace, human rights and democracy.

The Sixth Regional Conference of Ministers of Education and those responsible for economic planning in Asia and the Pacific, organised by UNESCO with the cooperation of ESCAP (Kuala Lumpur, June 1993) stated in its final declaration that "the size and complexity of this region, which accounts for nearly two thirds of the world's people and is predicted soon to become the largest force in the global economy, would suggest that a consensus on educational priorities would be difficult to achieve". The Conference agreed however, that two overarching concerns stood apart from all others. The first was the importance of values, ethics and culture in education; the second, the need to improve the situation of women and girls within education systems.

The Medium Term Plan of UNESCO for 1990-995 foresees the enhancement of the humanistic, cultural and international dimensions of education as a contribution to peace, human rights and elimination of all forms of discrimination in formal and non-formal education within the framework of the World Decade for Cultural Development.

In accordance with the provisions of the Plan, during the first biennium (1990-91) studies on humanistic, cultural and ethical values were carried out in Africa, a regional meeting was organised in Asia (Tokyo, Japan), a workshop was held in Europe (Budapest, Hungary) with papers prepared for each of these activities. During the 1992-93 biennium experimental projects were launched in different regions and annotated bibliographies were prepared in Africa, Europe, Latin America and the Caribbean on values education in order to enhance the exchange of information on values related to cultural pluralism, peace, tolerance and democracy.

These guidelines on Values for the Humanistic & International Dimension are the outcome of the European experimental project organised by UNESCO under

contract with the Consortium of Institutions for Development & Research in Education in Europe (CIDREE).

The project has resulted in a pedagogical approach, concentrating on specific principles, qualities and ideas as the basis on which to build a learning experience that promotes the humanistic and international dimension.

The reader should critically examine these principles, qualities and ideas with a view to determining both their universal applicability and the appropriateness of the guidelines that have been adduced from them. In this way the document will achieve its major purpose: to stimulate critical thinking on issues which are at the heart of education.

UNESCO

A draft of these guidelines was used as the working paper at the UNESCO International Conference & Workshop held in Oslo in October 1993. The guidelines have been refined in the light of views expressed during that event.

UNESCO and CIDREE are grateful for the generous support and hospitality given by the Royal Norwegian Ministry for Education, Research & Church Affairs which made the workshop possible.

**Section for Humanistic, Cultural
& International Education
UNESCO (PARIS)**

INTRODUCTION

In 1990 the Consortium of Institutions for Development and Research in Education in Europe (CIDREE)² recognised that the concept of Values in Education was an interest common to a significant number of member institutions across Europe. It was clear that there were many different perceptions; about what was meant by values; whether there are genuinely universal values; whether there can be consensus on values; whether values can be taught; if so, by whom; whether it is legitimate for educationists to engage in this field; or are values simply, or not so simply, acquired?

The outcome of this shared interest within CIDREE was the setting up of a collaborative programme on Values in Education (VEEP)³ This programme involves 11 institutions in 7 countries (England, Germany, Northern Ireland, Norway, Scotland, Spain and The Netherlands) as full participants or observers. The programme is essentially a framework for sharing and discussing aspects of Values education across the countries involved with a view to each institution, and by association, every country gaining deeper insights into and understandings of how the values dimension of education might be addressed.

The focus of the VEEP initiative is curricular and aims to provide a range of strategies, guidelines and experimental approaches in the field of values education. It is based on the following assumptions and beliefs: that 'in every educational approach and in every teaching group there are... implicit values' ⁴ ; that it is legitimate for schools and other educational organisations to instil values, setting aside for the moment what these might be; that consensus, no matter how difficult to achieve, is worth striving for; and that the curriculum is as concerned with attitudes, values and human relationships as with information, facts and skills.

1. Purposes of the Document

The document aims to;

- clarify the combination of ideas of which the notions of peace, human rights, ethical and cultural values, and the ideal of international understanding are a part' ⁵.
- provide guidelines and principles for the development of education systems, formal and non-formal, that promote the importance of the values dimension as a means of fostering humanistic and international understanding.

2 CIDREE Paper setting out purposes and objectives of organisation. 1990

3 VEEP Proposal statement 1990

4 TIANNA, A Research Project Proposal on Educational Values Madrid CIDE 1991

5 BEST Francine UNESCO paper

The main audiences for this document are:

- curriculum developers and syllabus writers
- national commissions and agencies concerned with educational development.
- school administrators
- teachers
- authors and publishers of educational resources

It is hoped that these guidelines will be helpful in addressing a particularly complex and delicate intellectual and cultural area; that of values in education. There are many philosophies of education, theories of curriculum development and education systems within Europe. These guidelines therefore do not commend one particular approach to values education, in the belief that the particular circumstances of an education system, school or classroom will require that the most suitable approach is one tailored to suit these circumstances. The guidelines are designed to address all types of educational setting, formal and non-formal, and all subjects within the curriculum.

The guidelines draw, inter alia, on a number of values education projects developing in a number of European countries. Whilst these do not represent all the projects active in Europe they illustrate a wide range of approaches and positions. From them the document attempts to draw out the common threads and to clarify the essentially straightforward ideas which underpin the clarification and communication of values for the enhancement of the humanistic and international dimension of education.

It is not legitimate for international projects or organisations to suggest to individual states or education systems what the particular components of their curricula should be. The range of approaches to values education set out in the associated survey of approaches to values education in Europe⁶ and the bibliography of values education materials in Europe⁷ makes it obvious that any one set of specific content proposals would not only be impossible but would work against the importance of diversity and plurality. Nevertheless, in an interdependent world striving for peace, tolerance and compassion it is reasonable to argue that there must be certain principles that should underpin any education system that claims to be committed to the promotion of international and inter cultural understanding.

Therefore, it is on this basis that these guidelines commend not a particular set of values but rather a set of underlying principles, qualities and key ideas which the

6 TAYLOR, Monica - Values Education in Europe - A Survey. CIDREE 1994

7 TAYLOR, Monica - Values Education in Europe : A Select Annotated Bibliography of Published Work in 27 Countries 1985-1992. CIDREE 1994

authors believe should inform and enhance any education system intent on developing the humanistic and international dimension of education.

2. The Nature of a Changing Society

A number of major trends and developments in society require that more careful attention be given to the international and humanistic dimensions of education systems. For example:

- technological developments and the processing, storing, accessing and transmission of information of all kinds continually present new possibilities and challenges, many of which impact on the nature of relationships at both a personal and a societal level.
- the 'information revolution' that has taken place creates a danger that Jerome Bruner describes as the shift 'from mind and meaning to computers and information'⁸ where the concept of 'meaning' is replaced by 'the concept of computability'.
- modern media present a disconnected, fragmented and unmediated view of the world with the potential to diminish the individuals sense of purpose, meaning and interconnectedness.
- ecological issues are reaching critical stages. Developments in bio technology, resource consumption and sustainability present challenges of enormous proportions.
- an overall decline in religious faith has led to a more fragmented quest for spiritual fulfilment.
- individuals' beliefs and understandings of themselves and others from similar and different cultural backgrounds are built on a wide and undifferentiated range of information and experiences. This can lead to misguided and narrow views of individuals and groups in society, as well as limiting the opportunities available to some .
- industrial restructuring in response to the economic need to seek world rather than local or national markets and its impact on employment patterns have given rise to wide scale social distress and anxiety.
- associated with this, the concepts of work and employment are now seen in a much wider frame than before, creating more flexible patterns of work but often doing nothing to reduce the exploitation of certain groups of workers.
- the participation and contribution of women in work and the concept of equal opportunities has had a significant effect on social thinking and policy.

⁸ BRUNER J 'Acts of Meaning' Harvard 1990

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- relationships within families are more complex than hitherto and a cluster of interpersonal and psychological factors associated with the nature of family groups have become commonplace.
 - pluralism, ethnic and cultural, while always present in any society, are growing realities that impact increasingly on the lives of young people.
 - social and economic disadvantage is a continuing reality for many ethnic and cultural groups. The unequal distribution of economic wealth continues to exacerbate issues of disadvantage.
 - national boundaries are changing and reappearing along different lines. While there is generally an encouragement to look outward beyond national borders there are also darker signs of cultural elitism that could damage the ideal of international peace and understanding.

3. Educational Implications

Whether or not as a reaction to all or some of the points listed in Section 2 almost all European countries are in the process of renovating or adapting their education systems in order to respond to the likely requirements of the twenty-first century. In that process it is increasingly obvious that responses to the challenges can no longer be found in a strictly national context, but require intensive international cooperation and coordination⁹. It is equally obvious that attending to curriculum content only in terms of information, concepts and skills will fail to develop sufficiently the dispositions necessary for life in an increasingly diverse society. Norway and Spain provide two examples of countries where specific attention is being given to the values dimension of the curriculum.

In Europe, political, cultural and educational renovation is perhaps most marked in those Central and Eastern European states moving through a period of transition from totalitarianism to pluralism and to a market economy. Such a move creates many difficulties. An unconsidered acceptance of what are perceived as Western European freedoms may not promote new ways of thinking. The encouragement of critical autonomous thought and the establishment of a firm base for civic education of the kind that supports, sustains and develops the twin ideals of plurality and cooperation are essential if the simplistic replacement of one set of ideological beliefs with another is to be avoided. The realisation that the worst aspects of a market economy, including unemployment and inflation, may lead to short-term solutions which could obstruct the search for those values on which to build new democracies. It is therefore important that all education systems regard with priority the development of a coherent long-term plan.

⁹ UNESCO Proposal for a new European Programme in the Field of Education 1990

4. Values, Society and Schooling

It has been suggested that the purpose of schooling is to promote the well-being of young people. Human well-being is defined 'in terms of basic values such as survival, health, happiness, friendship, helping others (to an extent) insight, awareness, fulfilment, freedom, a sense of fair meaning in life' ¹⁰. Clive Beck goes on to argue that the school can better play its distinctive part in achieving the goal of promoting human well-being if it greatly increases its emphasis on personal and social education. While not neglecting the traditional basics such as literacy, numeracy and scientific knowledge the school should give much more attention than at present 'to fields such as values, culture, religion, politics, economics and ecology' ¹¹. These guidelines particularly pay attention to the ways in which values can be integrated into the curriculum.

The Guidelines are based on a view of the school as a cultural and social organism. Human beings are social animals and to survive and develop they must live interdependent lives within mutually supportive social settings. The school provides one such setting. Individual schools exhibit their own particular characteristics, rituals and behaviours. Each school is a distinctive culture of individuals and is also a powerful model for the wider society within which it exists. Schools, like society, depend on cooperative behaviour. The conduct of each individual citizen towards others is a principal outcome of an education system. Schools must attend to their educative responsibilities and strive to enable students to grow both personally and socially, thus allowing them to generalise from their school experience to society at large.

In society normative pressures and moral codes can be seen as social requirements which must be able to constrain individuals' motives and actions when these conflict with long-term personal prudence or social harmony and efficiency¹². The centrality of this concept to any cohesive social grouping is such that it must be at the heart of any school's aims.

Of course, students and teachers do not only inhabit the school environment, they also take more or less active parts in a large number of other social groupings; family groups, religious groups, social groups, political groups, and bring to the school their experiences of these groups. The school is, like all social groups, constantly in a state of change. Conflict, dissent, rejection are always present to an extent in institutions, not least schools. Alternative views will exist, sometimes challenging authority, often co-existing within an atmosphere of mutual toleration. As society becomes more and more diverse and more susceptible to internal conflict, there is a need to pay particular attention to the role of the school in the promotion of diversity. The ultimate objective must be to celebrate the richness of humanity and simultaneously promote an appreciation of the need for social cohesion.

10 BECK C Better Schools

11 BECK C *ibid*

12 VINE I Moral Maturity in. *Socio-Cultural Perspective in Lawrence Kohlberg: Consensus and Controversy*; Ed Modgil and Modgil Falmer 1985

Values and attitudes are central to the development of that role. We live in a diverse world but equally we live in a world that depends on co-operation and mutual understanding. Schools have a fundamental responsibility to promote these ideas. That is to say, the school as a community requires to develop a culture and ethos consistent with the ideals of co-operation and understanding. It must be a community in which peace, human rights, tolerance, international and intercultural understanding, solidarity and co-operation, peaceful conflict resolution and democratic organisation are fostered. These guidelines strive to provide a framework upon which each of these can be developed both within the subjects of the curriculum and the whole climate and ethos of the school.

5. The International Dimension

Educational establishments will find that the internationalisation of the curriculum provides a wide range of challenges and opportunities, some concerned with content and some with organisation. Regardless of a school's particular focus there are principles that are prerequisites for any school intent on developing an adequate international and intercultural dimension. Intercultural education should:

- recognise the interactions that take place between cultures
- recognise the value of different cultures in a way which does not hide relations of dominance but enhances the status of migrants' cultures.
- be a principle which underpins all school activity
- challenge socially biased and ethnocentric assessment criteria
- introduce the intercultural approach in all areas of the organisation and life of the school
- develop mutual solidarity and acceptance in the living community of the school
- recognise and value the symbolic role of the presence of mother tongues in the school
- promote a pluralistic approach to the acquisition of knowledge
- recognise the potential of the arts to develop an appreciation of different cultures
- promote intercultural activity among pupils and recognise that it depends on the quality of co-operation in teaching teams and between indigenous and foreign teachers

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- promote communications between the school the home, the social environment in which the children live and the whole community, both migrant and indigenous
 - recognise that intercultural education provides a perspective which concerns both the countries of origin and the host countries and which calls for solidarity between countries with differing levels of resources
 - develop teacher skills which allow these principles to become effective practices ¹³

The earlier children are helped to develop an awareness of the importance of this dimension and given opportunities to engage in and reflect on it the better. Education systems must provide a framework upon which young people can base critical thinking and-judgements and which will allow each individual to make sense of the complex and discontinuous change that characterises twentieth century society and which enables them to participate as active and responsible citizens in the personal, social and political dimensions of society. ¹⁴ There is no more effective means of developing the necessary understandings than through the experience of this dimension in action.

It goes without saying there are bound to be difficulties experienced as young people and adults face the realities of the world. Progress towards a tolerant multicultural society presents challenges and raises controversial issues. It is important that these are addressed by all educational institutes and not ignored, devalued or regarded as too difficult. It is of course important that the context in which they are taught is suitable and this requires conscious consideration and planning. Coping with difficult and often controversial issues is best developed in a climate of critical enquiry. Both critical enquiry and critical thinking need to be understood in terms of issues and not in terms of crises and problems in need of solution. In the social sphere problems are often not amenable to solution only to careful consideration.

The complexities and problems of late twentieth century life we all face are enormous and education cannot be the only mechanism for addressing them. Progress towards a more balanced society will only occur if the important role education has to play is taken in conjunction with other aspects of social and economic policy. Nevertheless, at its heart the challenge in Europe is for many moral and educational rather than political.

Education at all stages must seek to promote the development of thinking, rounded and well-balanced human beings who have a respect for self and for

13 COUNCIL OF EUROPE Training Teachers in Intercultural Education Strasbourg 1986

14 ROYAL NORWEGIAN MINISTRY OF EDUCATION, RESEARCH AND CHURCH AFFAIRS Plan for Promoting the International Dimension in Primary and Lower Secondary Education 1991

others and an empathetic understanding of their own and other traditions and cultures¹⁵

The imperative is to provide young people with a sound foundation on which to base moral and ethical decisions and behaviours which respect the nature of the interdependent world in which we live, which respect the rights and dignity of others and thus incorporates implicitly an international perspective.

While it might be thought that some of the ideas involved might be more appropriate for older students it is the view of the writers of these guidelines that very young children have the capacity not only to cope with these ideas but to have developed understandings of their implications.

6. Values and Consensus

The debate between and among philosophers about the identification and nature of values is a central issue in moral philosophy. It is not a discourse that will lead to unequivocal answers, and neither should it. Nor is it a debate for curriculum developers to engage in at a philosophical level. That is not their function and it would be naive for these guidelines, aimed at helping curriculum developers and teachers grapple with the important matter of operationalising values in education, to delve into a quest for definitive philosophical statements.

General statements about the range and nature of moral values are often not in themselves particularly helpful since most practices can be rationalised in the light of such statements. They lack specificity and the individual parts are often in tension, one with another.

Equally, philosophical consideration of the abstract aspects of values can present a somewhat pessimistic picture. This needs to be leavened by a sense of reality and common sense and recognition that if civilised society is to advance then there must be some aspects of social behaviour that can transcend the cultural differences that exist between different cultural groups. An acknowledgement that co-existence demands at some level a sharing of something beyond basic human instincts.

'We must not dramatise the incompatibility of values - there is a great deal of broad agreement among people in different societies over long stretches of time about what is right and wrong, good and evil'¹⁶

These guidelines are built on the belief that consensus in relation to values issues is worth aiming for. "However, even when consensus is achieved there will be tensions. Principles will conflict and the reconciliation of these presents us with considerable challenges. Perhaps the best that can be done as a general rule is to maintain a precarious equilibrium that will prevent the occurrence of desperate

15 Education for Mutual Understanding Project Northern Ireland Curriculum Council 1991

16 BERLIN I The Crooked Timber of Humanity, Murray, London 1990

situations, of intolerable choices - that is the first requirement for a decent society; one that we can always strive for, in the light of the limited range of our knowledge, and even of our imperfect understanding of individuals and societies. A certain humility in these matters is very necessary"¹⁷. The process of seeking that consensus is as important as the outcome. Taylor '¹⁸ states that values are not static and there must be opportunities to amend the values that formed the consensus. While this might be the case, if too much attention is focused on the products of consensus, charters, policy statements, codes of conduct, it can inhibit the opportunities to respond to shifts in values orientations.

7. Principles and Qualities

These guidelines are based on the belief that there are principles or precepts which are essential cornerstones on-which an education for a humanistic and international society must be built. The principles are:

- a sense of self-esteem; both personal and cultural
- a respect and tolerance for others; both as individuals and as members of ethnic/cultural groups
- a sense of belonging; meaning that all must have a secure physical, emotional and political locus within society
- a sense of social responsibility; meaning an understanding that the diverse society in which we live must recognise the imperative to act with tolerance and responsibility in relation to social, political, cultural and environmental factors
- an appreciation of the importance of learning; meaning a recognition that knowledge, in whatever construction, is a means to new understandings, insights, creative opportunities, and an appreciation of the interconnectedness of our world.

Such principles on their own are not enough. They need to go hand in hand with certain 'ethical qualities' ¹⁹ or dispositions that foster humanistic and international understanding. The necessary qualities are;

- openness, a willingness to discuss and to listen, and
- decency, meaning to have 'an attitude of goodwill towards non-intimates, which will be expressed in different ways in groups. It will often involve not

17 BERLIN, I. *ibid*

18 TAYLOR, M. *Values in Education: A Comment* Barr/Hooghoff (Eds) «Values Schooling and Society CIDREE 1991

19 LEICESTER IN *Leicester and Taylor 'Ethics, Ethnicity and Education'* Kogan Page 1992

insisting on one's rights and giving other people more than is due to them' ²⁰

In schools the importance of these principles and qualities must be made explicit as must their liberal nature. What must also be made clear is that the principles and qualities are not negotiable, although there will be occasions on which they collide with each other. It is this inevitable conflict of principles that creates many of the difficult issues of practice in the area of education for humanistic and international understanding. Nevertheless, educators must recognise not only the primacy of the principles but also their role in the peaceful and respectful resolution of conflict. In this the two ethical qualities of openness and decency are particularly important in "promoting and preserving an uneasy equilibrium, which is constantly in need of repair".²¹

8. Three Key Ideas

In the planning and implementation of educational experiences three general ideas:

- Co-operation
- Interdependence
- Autonomy

provide a unifying base for development of the principles and qualities set out in section 7 and a framework for conflict resolution.

These have implications for the ways in which schools and teaching are organised and for the nature of interactions between and among all members of the school community. That is to say, opportunities which allow students to act variously as interdependent members of groups working on cooperative tasks, and as autonomous individuals must be built in to the planning of all educational experiences (see section 14 for a range of practical suggestions).

Society is complex and if social cohesion is to be maintained, attitudes which value cooperation are essential. **Cooperation** is characterised by a willingness to engage with others in mutually agreed tasks aimed at a shared purpose. This entails; an ability to consider the needs and purposes of both the group and its individual members and to negotiate the means by which these may best be addressed; a capacity to judge the contribution each might best bring to the enterprise, paying attention to the particular attributes and skills of the group members; a readiness to concede individual objectives in favour of the wider group purpose.

In learning and teaching situations it is possible to utilise activities that engage learners in co-operative learning. These activities include:

20 WHITE PDecency and Education for Citizenship Journal of Moral Education Vol 21, No 3, 1992.

21 BERLIN *ibid*

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- using group work and paired activity which rely on co-operative working strategies
 - using whole class discussion
 - promoting project work as a means of reinforcing the importance of co-operation and negotiation

Through co-operative activity, pupils will also address such matters as self-esteem and mutual respect. Additionally, group work and paired activity help broaden learners' perspectives on their work and that of others, develop an appreciation of consensus-forming and an understanding of the importance of democratic process.

Interdependence is characterised by an understanding of how all members of society inter-relate in a variety of ways, sometimes as autonomous individuals, sometimes as co-operating groups. It is characterised by mutual respect which arises out of self-esteem and awareness of the need of others. It is based on trust and consideration. It is important for people to accept the rights and dignity of others and to co-exist in a productive and supportive manner. Teachers can foster mutual respect by creating opportunities where learners can:

- learn from each other
- see diverse views and values as important
- recognise the individual worth of others

In developing mutual respect, teachers will need to be consistent in their behaviour and be willing to help learners take responsibility for their own learning.

"Learner **autonomy** is characterised by a readiness to take charge of one's own learning in the service of one's own needs and purposes".²² This means that personal awareness, self-image and self-esteem are necessary for the development of self-directed autonomous learning. Autonomy, however, does not mean individualism. Personal decisions are necessarily made with respect to social and moral consideration. The development of autonomy is, thus, a matter of personal, social and moral education".²³

Teachers can help learners develop a positive self-image and a sense of individual worth by designing activities in which:

22 Leni Dam. «Learner Autonomy in Practice - An Experiment in Learning and Teaching» In «Autonomy in Language Learning» CILT, 1990

23 Towards foreign language learning as learner growth: supporting self-esteem and collaborative skills in language learning: Viljo Kohonen, Tarja Folland and Leena Taivalaari, University of Tampere: Finland

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- all pupils have a sense of achievement
 - each individual's response is valued

Often, the learner's positive self-image is undermined by a lack of success in learning tasks. Success in learning is intrinsically motivating as well as fundamental to successful achievement of the next learning task. Similarly, when learners know that their efforts are valued both by the teacher and their peers their self-esteem is enhanced.

9. Democracy

In school settings democracy is characterised by a willingness to allow and encourage young people to become involved in matters of decision making and choice within the community of the school, thus fostering a clearer understanding of the influences which shape their lives and of their own responsibilities in shaping the future.

In engaging in these processes the school can become an institution that values individual worth, promotes co-operative activity, practices mutual respect and consolidates democratic processes through its policies, practices and behaviours. Mutual understanding can only become a reality and flourish when there is a commitment to these ideals.

Learners used to working in these processes are more likely to acquire an understanding of the importance of values for humanistic and international respect, skills and pattern of thinking and behaviour consistent with tolerance and appreciation of the importance of democracy and learning.

There must therefore be real engagement in democratic processes in the classroom and the school at large. Out of this comes genuine understanding of the importance of interdependence, tolerance, human rights and responsibility and the challenges they present.

"Education must prepare individuals for life in democratic societies by helping learners accept the rights and responsibilities they have as citizens. Teachers should involve learners in activities that:

- foster the right to be heard and the responsibility to listen to others
- promote involvement in decision making in real situations
- recognise the right to be treated fairly and the responsibility to treat others in a similar fashion

-
- allow students to understand the consequences of their decisions and subsequent actions

Democratic processes are enhanced when learners have a sense of their own worth, a respect for others and a belief in the importance of co-operative activity" ²⁴

Given that no school can be entirely democratic in all its processes, it might be reasonable to ask what any school can understand by democracy. Key words in any such understanding must be rights, responsibilities, respect, a sense of belonging and negotiation

Schools might consider the extent to which democratic processes can be practically achieved in the everyday life of the school by:

- examining the contribution of the following areas of school life:
 - the classroom
 - the whole school
 - the school in its wider community
- examining the following related issues:
 - the promotion of self-esteem in the classroom
 - the management of change
 - teacher attitudes
 - departmental and whole school management issues

Schools can offer young people experiences in the classroom which promote an understanding of the concept of democracy by encouraging them to contribute to the negotiation of their own learning

SOMETIMES they can decide

- what to work on
- with whom to work
- where to work
- how to involve the teacher
- when and how to evaluate their own work

SOMETIMES they can be asked to work as part of a group or whole group. The teacher can structure experiences to let them see when best to do this.

SOMETIMES the teacher can encourage them to work autonomously and support them as they do this

24 SCHIRP, Heinz: Democracy and Education in the School - The promotion of a moral - democratic capacity, Landesinstitut für Schule und Weiterbildung, 1984
DOBBELSTEIN - OSTHOFF, Peter. Just Community - Basic Democratic Playground - Landesinstitut für Schule und Weiterbildung, 1984

OFTEN the teacher can encourage them to contribute to the negotiation of the "classroom rules". This will help them to begin to understand:

- how to value the opinions of others
- how to consider other points of view
- how to see how decisions affect everyone
- how to understand the reasons for the final decisions
- how to share
- how to function as a member of society

OFTEN the teacher can encourage them to contribute to fostering a sense of belonging in the classroom by:

- valuing them as individuals with individual needs
- allowing them to form supportive relationships with the teacher and other pupils

The whole school can offer young people and teachers experiences which promote an understanding of the concept of democracy by:

- encouraging them to take responsibility for some decisions by:
 - planning some areas of school time, such as extra-curricular activities
 - electing speakers and representatives
 - publishing a newspaper
 - participating in projects
 - promoting the capacity for taking initiatives
- encouraging them to learn to respect the opinion of others by:
 - negotiating school rules
 - participating in clubs
 - developing a concept of decision making
 - considering the views of others
 - understanding how decisions affect everyone
 - understanding the reasons for the final decisions
- encouraging everyone to develop a sense of belonging by:
 - sharing opinions and experiences
 - taking part in special ceremonies at the start of the mornings or on special occasions
 - looking after the resources
 - fostering a sense of membership
 - creating an atmosphere of emotional security
 - taking part in school activities
 - developing a co-operative relationship between teachers and students

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- encouraging everybody to develop consideration for others by:
 - appreciating diversity
 - understanding and valuing different world views
 - developing the capacity for empathy
 - bringing in ones own individuality
 - developing a human and flexible kind of assessment
 - organising solidarity actions
 - campaigning for school partnerships

The school can offer young people experiences in the wider community of the school which help promote an understanding of democracy by:

- engaging parents and students in discussion about school issues and school policies
- including parents and students in the governing bodies determining school policies
- producing an introductory booklet outlining school issues and school policies to new parents and councillors and local companies
- fostering co-operation between parents, teachers and student clubs and creating a common body with decision making powers
- organising events at school open to the public. This will include: social activities at school festivals, arts exhibitions with invitations to local artists, sports events that will include local sports clubs
- producing a bimonthly school circular which will disseminate information and include the parents and thus the community
- publishing a year book which will include adverts from local companies. In particular those companies with whom the school has established close relations will be explained in detail and "personalised"
- informing parents and public about details of school expenditure and projected needs
- encouraging students to develop ecological projects in their school vicinity in conjunction with the local council or organisations
- organising work experience placements with local companies
- inviting speakers from local organisations or companies to address students on matters of interest

A climate in which the spirit of democracy is abroad cannot be achieved by chance or through random planning. A major consideration would therefore be that of coherent planning in classrooms, in departments and throughout

the school. Recognising and responding to teachers' needs in any process of change would be essential. These might include the need for:

- staff development
- resources
- time for reflection and discussion with colleagues
- supportive management

Teachers would have to be supported as they reconsidered assessment and reporting procedures and ways of supporting the learning of all pupils. Staff development must offer teachers opportunities to understand better how learning takes place and to learn how to evaluate their own progress

This will only be achieved if those in positions of leadership within a school recognise that a participative consultative management style encourages the development amongst staff of the self-esteem, co-operation and consideration in which new attitudes can flourish. ²⁵

10. Realisation in Schools

In education systems a first requirement is to recognise the quality of those who learn and those who teach. Without explicit and implicit affirmation of the people involved in the educational process any venture will be doomed to failure.

In giving consideration as to how this dimension of learning might be made effective it is worth remembering the important shift in thinking that has occurred since the 1980's in respect of how we believe learning takes place. The move has been from a stage model of development to one that is more gradualistic and socially determined. A model where, as the learner grows and experiences the world, the mind's 'scaffolding' is gradually built to greater levels of sophistication the constructivist model of learning.

The basic tenet of the constructivist model is that we construct knowledge out of our experience. Such a model is particularly relevant in the area of education for humanistic and international understanding, since the construction of values is a central part of that learning.

Where traditional approaches to learning and teaching are principally concerned with the transmission mode of teaching and an absorptionist mode of learning with the curriculum as 'a course to be run', the constructivist approach gives primacy to the student's own efforts to understand as central to the educational enterprise. The move from transmission through transaction to transformations. ²⁶

²⁵ The Dillingen Tapestry: Taken from the Report of the Workshop on Whole School: Dillingen Symposium 1993, CIDREE 1994

²⁶ MILLER JP The Holistic Curriculum 1988

The characteristics of a constructivist approach to learning are that:

- the curriculum is seen as a matrix of ideas to be explored over time
- curriculum content and process are complex and interactive
- the teacher focuses on the student's attempts to understand content
- the focus is on student thinking and 'sense making'
- the teacher's role is to access for the student powerful ideas from the discipline or subject
- connections are made between subject matter knowledge and the learner's prior experience
- it is important to engage students in authentic activity
- it is important to stress 'knowledge connectedness'
- there are opportunities for students to make personal use of ideas to understand important aspects of their world. ²⁷

Each of these characteristics has implications for humanistic and international dimension and is relevant to all subjects and areas of the curriculum. Each can be realised in all courses and learning situations. The constructivist curriculum is thus "a network of important ideas to be explored. It takes account of; students enthusiasm for learning once purpose and relevance have been established; the rhythm and flow of learning between teacher and student, student and student and among teachers and students; broad goal setting to serve as guides; of ideas and their relationship one to another; a sense of direction without limitation to the ability to explore the conceptual terrain". ²⁸

11. Implementation Strategies

These guidelines provide a set of principles and qualities for the humanistic and international dimension of education. These are consistent with the UNESCO principles and when taken with the Council of Europe principles for the internationalisation of education and the basic tenets of the constructivist model of learning and teaching, they provide a powerful set of organising ideas with which a school can address the curriculum in terms of humanistic and international education.

It is important to remember that 'the curriculum is not just about learning facts and developing skills. Good relationships among pupils, between pupils and teachers,

27 from Prawat RS Teachers' Beliefs About Teaching and Learning: A constructivist perspective in American Journal of Education pp354-385 May 1992

28 from Prawat RS Teachers' beliefs ibid

between teachers and parents and between the school and the local community contribute significantly to children's personal and social development. Children have to learn how to cooperate with and understand others; how to acquire healthy habits and attitudes, how to distinguish between rules, rights and responsibilities' ²⁹

Each sentence and clause of that elementary statement is loaded with value judgements and is ripe for discussion about personal and social values in any classroom and at any level. The statement is an assertion of the centrality of personal and social education, and by implication, of the values for a civilised world. The development of social and personal skills is the responsibility of every primary teacher and of all specialist teachers in secondary schools ³⁰. But that responsibility is wider since education takes place in many settings outside school and social and personal skills are developed not only within the classroom, but also in school corridors and clubs, in the playground, and, most importantly, in the home. Parents, friends, the local community and the media all contribute to these wider aspects of the curriculum.

The curriculum needs to be sensitive to the changing needs, aspirations of society. Equally, society has to appreciate that there are limits to the capacity of the curriculum and the resources of any school staff to encompass all matters, no matter how crucial these may be. However, there is little difficulty in identifying the importance of social and personal education. The overwhelming difficulty is in its design and delivery and education systems must be responsive to this challenge. It is with this in mind that these guidelines provide a five-fold strategy for the implementation of this dimension of the curriculum.

Strategy 1: The School Values Statement: in this approach the focus of attention is the whole school climate and ethos. It is an approach pioneered in Scarborough, Ontario, Canada. ³¹ It addresses not only the formal curriculum and settings within classrooms but takes the view that a school must live and work by example and that all factors are worthy of inspection and consideration.

While such a strategy is important in terms of consensus building, policy formation and strategic planning, unless it is made real the statement will become little more than pious rhetoric.

Strategy 2: Permeation throughout the curriculum: Values permeate all educational activity. All areas of the curriculum are concerned with values education and all can contribute to the development of values for a humanistic and international dimension. In this strategy the dimension is delivered by all teachers at all stages and to all pupils. It is an approach actively promoted by the Scottish Curriculum Council. ³² Permeation may be planned but is often most

29 SCCC Values in Education in Scotland. A Position Paper 1989

30 SCCC Social education Paper 1986

31 SCARBOROUGH SCHOOL BOARD Values Statement 1988

32 Scottish Consultative Council on the Curriculum: Values in Education in Scotland. A Common Sense Approach. Scottish CCC paper, Soest 1993 Values in Education in Europe - Approaches Experiences and Concepts

effective when the teaching or the experience is spontaneous and opportunistic. The teaching skill is to capitalise on, or exploit, an incident or situation which can illustrate a behavioural principle, an emotion, an attitude, a value, a moral dilemma. This is a teaching skill of the highest order. All teachers, or former pupils of good teachers, will recognise that skill and its effectiveness. The difficulty with the permeation strategy in this sense is that it is essentially spontaneous and difficult to monitor or fix in the curriculum planning process.

Strategy 3: Curricular Inserts: These are planned activities within suitable contexts or courses of study and are suitable at most stages of schooling for all pupils. Many subjects provide opportunities for such inserts which, in the context of the humanistic and international dimension might deal with matters such as human rights, democratic processes, citizenship, ecological issues and certain controversial issues.

The advantage of curricular inserts is that they provide a tidy means of managing specific aspects. However, the challenge is to ensure co-ordination and to obviate repetition and inconsistency in approach and method.

Strategy 4: Specialised Optional Courses: These are offered by the school, chosen by interested pupils and delivered by specialist teachers, usually at later stages of schooling. Increasingly, these are short courses on aspects of such matters as civic, health, environmental or media education. While they provide excellent opportunities to deal with aspects of the humanistic and international dimension they can sometimes tend to adopt the transmission model of teaching. Another potential problem here is that only a limited number of topics can be covered within the time available for choice and the limits on choice can be constrained by staffing expertise.

Strategy 5: Curriculum Audit: This is a management task at the levels of whole-school and subject departments. There are five stages of the audit; discussion of objectives and strategies relating to the delivery of the humanistic and international dimension with the entire staff of the school; the establishment of the actual and potential contributions to the dimension from existing courses; the identification of gaps, overlaps and progression within the provision; achievement of a satisfactory balance between permeation, curricular inserts and specialised optional courses; and finally the monitoring and evaluation of the effectiveness of the delivery.

By using these interlinking strategies it is possible for schools to address the values dimension and the attendant problems of curriculum overcrowding, while still providing a curriculum that is characterised by breadth and balance and to resolve the competing claims of 'utilitarian and economic considerations' on the one hand and, on the other hand, 'the need for all individuals to be made aware.... Of their personal worth, their dignity and their rights and obligations' ³³.

12. Evaluation

All teachers are involved in the process of values in education and equally all should be involved in the evaluation of provision in this area. It is important that the principles and qualities set out in the guidelines are also present in any evaluation process. The climate in which the evaluation takes place is of great importance. Collegiate responsibility with mutual trust and confidentiality is essential if the process is to be consonant with the aims of these guidelines. As Clemett and Pearce³⁴ state: "It is no accident that the root words of evaluation and confidentiality are value and confidence - if pupils, teachers or education itself are not valued, or teachers, managers and politicians do not inspire confidence, then the climate for any kind of development will be a cold and inhospitable one"

13. Recommendations for the Humanistic and International Dimension of Education

Schools should support the development of the humanistic and international dimension of education by promoting in all pupils:

- independence of mind
- consideration for others
- a sense of fairness, together with a respect for justice and the rights of others
- respect for ways of life, opinions and ideas different from one's own, provided they are based on consideration for others
- a sense of decency
- a commitment to the promotion of democratic processes
- a concern for the well being of themselves, other individuals, and society

These objectives present challenges and opportunities for schools in a number of ways; at the level of school policies, classroom climate, in the learning and teaching process, in the pastoral care system, in the physical environment of the school, in the planned curriculum. The guidelines provide a series of ways in which each of these aspects might be considered.

14. Practical Suggestions for the Implementation of the Guidelines

SCHOOL POLICIES

School policies and plans should:

- recognise the importance of the values dimension in all aspects of the curriculum

³⁴ CLEMMETT, J and PEARCE, JS *The Evaluation of Pastoral Care*. Blackwell 1986

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- be collaboratively planned with all staff
 - develop staff understanding
 - be monitored for effectiveness
 - be reviewed regularly

This means fostering a management style that points up the importance of collaboration, positive and supportive relationships, consensus building and consistent monitoring and evaluation procedures.

CLASSROOM CLIMATE

Every classroom should reflect:

- respect for each individual
- respect for self
- respect for a variety of cultures
- a sense of belonging to the community of the classroom
- caring, consideration, empathy
- co-operative working skills
- learner autonomy
- appreciation of learning
- rights, responsibilities and rules
- a continuing evaluation and development of the classroom climate
- trust, a sense of valuing the individual
- the joy of learning

This means planning and developing a climate where both the learning/teaching process and the hidden curriculum of interpersonal relationships:

- promote effective learning for all
- stimulate individual progress
- respond to individual aspirations
- encourage openness and negotiation
- allow pupils to take responsibility for their own learning

THE TEACHING/LEARNING PROCESS

The teaching/learning process should be:

- active
- participative
- investigative
- varied
- co-operative
- supportive
- learner centred
- differentiated

It should encourage:

- independent learning
- personal autonomy
- critical thinking
- self-esteem
- investigation
- imagination
- creativity
- the construction of knowledge in terms of information, concepts, skills, attitudes and values

This means devising strategies and approaches that encourage and validate the contribution of all learners. It also means providing educational experiences that develop and extend the learners' interests and enthusiasms along with the capacity for critical reflection.

PASTORAL CARE

The pastoral care system should:

- value each learner
- build supportive relationships

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- promote the school as a secure emotional base
 - encourage discussion and negotiation
 - promote partnerships between school, parents and the wider community

This means promoting trust, caring and a sense of belonging by devising procedures that; allow each learner to develop a supportive relationship with an identified member of staff; develop channels of communication with parents and others in the community; create mechanisms for conflict resolution and for addressing individual anxieties and thus provide a means of promoting the well-being of all pupils.

PHYSICAL ENVIRONMENT

Physical environment should:

- promote a sense of belonging
- stimulate
- be welcoming
 - comfortable
 - colourful
 - attractive
 - ever changing

This means taking every opportunity to promote a welcoming and reassuring atmosphere in the school and its classrooms. This can be achieved through:

- welcoming signs and notices
- displays and exhibitions of pupil work
- recognition of cultural and ethnic diversity
- warm and responsive interpersonal communications
- attention to the impact of the physical environment
- care for the fabric and condition of the buildings

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