

EDUCATION  
FOR  
International Understanding  
AND  
Co-operation



(A UNESCO PROJECT FOR SCHOOLS)



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## FOREWORD

We live in an age when man is confronted with situations of baffling complexity and urgency. Life, which for centuries had seemed to follow—at least, comparatively speaking—a smooth and somewhat predictable pattern, has been shaken to its foundations by many spectacular developments. The growth of science and technology, during the last two centuries, have given it a new orientation and created many new problems with which we have been struggling desperately. The two world wars, well within the memory of the present generation, brought many of the tendencies to a head and people began to realise that old patterns of thinking and action could no longer guide us in the world. While we were still trying to adjust ourselves to these new forces, there was that great “explosion of knowledge” which brought atomic energy and its dramatic symbol, the ‘Atom Bomb’, into the picture. It has, on the one hand, given man unlimited power and, on the other, opened out the possibility of this power being used in such a way as to bring about his total annihilation. One spectacular demonstration of what can be done with this power is the experimentation in “space travel”, which has started within a decade of the tragedy at Hiroshima. Many countries of the world are busy trying to adjust their educational systems and their science and technology to this “explosion”. The scouting for scientific talent and the allocation of tremendous resources for scientific and technical research—particularly in the field of armaments—are manifestations of this preoccupation. A preoccupation, which incidentally has assumed the shape of an unhealthy obsession in some parts of the world.

Why do I call it unhealthy? Not merely because of the application of atomic power to destructive uses but because we have missed the real meaning of this scientific revolution. We do not realize that the “explosion of knowledge”, we are so concerned about, has overflowed the boundaries of *knowledge* and entered imperiously into our everyday life, our group behaviour and our international relationships. We have been greatly impressed by the first “explosion” because it had a dramatic sequel, but from the

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point of view of man's future, the other two "explosions" are equally, if not more, important—that is, in social relationship and international relationships. If the first one had not taken place, life would have continued its even tenor. But now that it has come, its impact on our group and national relationships is so profound that we cannot possibly ignore it. We have to learn to live with it or we will be devoured by forces "which we had the intelligence to create but not the wisdom to control". It is a challenge to the spirit of man to bear the emotional and ethical burden of this new responsibility and to order his personal and group life in such a way that the new knowledge and power will be used for their enrichment and the fulfilment of their unlimited promise. What the United Nations and its various agencies are trying to do—and what all men and women of goodwill are striving for—is to operate on many fronts with the object of assisting in the peaceful evolution of this new world. The special field of UNESCO, in this global effort, is the domain of education, science, culture and the mass media as they impinge on the heart and mind and conduct of man.

UNESCO has adopted a wide variety of programmes in order to mobilize these forces in the service of peace and international understanding. This brochure is concerned with explaining the genesis and development of one small but interesting pilot experiment which is being carried on as part of the global programme of UNESCO. It aims at the utilizing of educational institutions with all their resources, as an agency for this purpose. About 180 Schools and Teacher Training Institutions, spread over 41 Member States—including 13 institutions in India—are at present participating in this project. They have organized a variety of activities, projects and programmes through which students will get an opportunity to study with sympathy the life and culture of other peoples and thus develop attitudes of understanding and appreciation towards them. The resources that exist in textbooks but have not been quickened into life, the opportunities that are provided by extra-curricular activities, the general reading which a good library encourages will all be pressed into the service of this task. An attempt is also made to teach the students about the organization and activities of the United Nations and to interest them in that basic document of human freedom,

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the Declaration of Human Rights. The point of emphasis, however, is not the acquisition of knowledge but the quickening of sympathy and appreciation and actually engaging in activities which will bring the reality of this "One world" home to the students. Not only its 'one-ness' but also its fascinating variety which calls for large-hearted tolerance and mutual understanding without reservations. How this can be attempted is described in some detail in this brochure.

I have stated earlier that this is a "*small* but interesting" experiment. But the size of an experiment need not be measured only in terms of magnitude; it can more aptly be measured in terms of its significance. What is important is not the number of schools which are participating in it but the success with which effective methods are devised to cultivate attitudes of understanding in the growing adolescents at an impressionable period. The results that are gained and the techniques that are developed can be transmitted directly and indirectly to many other schools. Quality of work eventually counts in all worthwhile projects and I hope and trust that these schools—whether in India or outside—will really be able to work out methods which will make a genuine contribution to the development of attitudes of international understanding, based not only on woolly and vague 'good will' but on knowledge and enlightened appreciation of its rights and dignity of each man and all men!

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## CHAPTER I

### THE CONCEPT

Most educationists will agree that, to quote the words of a UNESCO publication, "one of the chief aims of education today should be to prepare boys and girls to take an active part in the creation of a world society." This purpose is more urgent today than in any other period of educational history. For the first time in the history of mankind we have an opportunity to remove poverty and ignorance with the help of modern science and technology and yet no plan has yet emerged which can even guarantee the safety of our social, economic and cultural achievements. The scourge of war "which twice in our life-time has brought untold sorrow to mankind" is a grim reminder to, what H. G. Wells once described as "a race between Education and Catastrophe", and throws a stern warning that we shall once again find ourselves painfully ill-equipped to meet the challenge of an adult world of tomorrow, unless we are determined to lay its foundations in the schools of today. The key to the salvation of mankind, thus, lies in the reorientation of the minds of the people, or, to speak in the language of the UNESCO preamble, "in constructing the defences of peace in the minds of men". And can there be any better base for raising the structure of lasting peace than the impressionable years of our young boys and girls in schools?

A few teachers may, however, feel sceptical about the consistency of this ideal of education with its currently conceived objective of full development of human personality and the eventual preparation of its pupils to become good citizens. It is necessary, therefore, to clarify in the beginning that such apprehensions are really unjustified. The ideal of education for international understanding and co-operation is, in fact, inherent in all true education. The growing sense of citizenship must be an integral part of the community life of the school in which the promotion of international understanding and co-operation must come naturally and spontaneously through stages beginning with an understanding and co-operation of the local community. Thus conceived, it might be stated that there can, indeed, be no proper education for citizenship without an education for international understanding and co-operation.

Moreover, Education like any other institution of society, has a social purpose to fulfil, and must, therefore, serve the always changing and increasingly complex needs of the modern

world. The educational institutions that isolate themselves from the social milieu from which their pupils are drawn, only allow themselves to become stagnant pools of unrelated knowledge. Even though such a conception of education, as that of promoting international understanding and co-operation among young people, may imply the indoctrination of children with particular views, and an interference in the pursuit of an academic excellence by the institutions, it should ungrudgingly be accepted in the vital interests of maintaining world peace. For any other 'system of education which refuses to concern itself with world peace is shutting its eyes to the stark fact that, if world peace is not maintained, there must come a time when there will be no one left to educate.'

It is hardly the purpose here to suggest anything that might have the effect of lowering genuine academic standards or the introduction of any new courses in an already over-crowded school curriculum, or even the allocation of a period in the school time-table for the direct study of international understanding. It is essential to understand that "International understanding and Co-operation" is not a branch of learning with its own corpus of subject matter; but something which forms part of the general school subjects and should, therefore, naturally spring from them. There is hardly any subject in the present day curriculum which cannot in one way or the other, lend itself to creating in the pupils a love for a new world of peace and fellowship and inculcating in them the ideal of human unity; although some subjects like History, Geography, Civics, Science etc. may contribute more readily towards this end than others. As the former Director-General of UNESCO, Mr. James Torres Bodet has put it, "Education— and hence the teaching of every subject in the school syllabus is governed by three inseparable aims : Securing a balanced development of the personality; fitting the individual with the social life of his community; inculcating practical and theoretical knowledge, a way of thought and moral outlook. UNESCO's intention is not to lay on educators a fourth task distinct from the other three, but rather to bring the whole of education in its three-fold aspect into the service of international understanding". In short, education for international understanding cannot be taught in isolation; and accordingly what the ideal implies is not the education *of* international understanding, but the education *for* international understanding which is quite a different thing.

It thus follows that "Education for international understanding and co-operation" is something that cannot be pursued



in a vacuum; but that it must pervade the whole of school life and learning. As the spirit in which the school functions provides the very base for the healthy growth of an atmosphere for the promotion of education for international understanding and co-operation, it is extremely important that the school itself should 'live' a life of an ideal compact human society. For it is here that the loyalties and attitudes are first fostered through small familiar groupings which may progressively expand over wider fields up to and beyond the national community. Perhaps the best example of how school life may be 'lived' is to illustrate it with the example of Vidya Bhavan, Udaipur. To quote Dr. K. L. Shrimali : "In Vidya Bhavan, there is a minimum of distance between the teacher and the child. Not only are no barriers allowed between the two, but whether it is a question of study or social behaviour the teacher considers himself as much a part of the school community as he expects the child to be. He (the teacher) is expected to keep an open mind on all social and intellectual issues, and through study and experiments, to keep up his search for knowledge and continue the process of learning. Another feature of Vidya Bhavan which has grown into a valuable tradition by now is the part that the teachers take in running the school. The Staff Council is an institution by itself and has a rich record of work to its credit. It discusses almost all matters connected with life, the organisation and maintenance of Vidya Bhavan. This factor has given dignity and stature to the teacher, which is rather uncommon. One has to detach oneself from Vidya Bhavan in order to fully appreciate the significance of this point.."

Dr. Shrimali's words convey something of the spirit in which an educational institution should function so as to provide easy ground for sowing the seeds of education for international understanding. The example of Vidya Bhavan evidently suggests how the qualities of mind and behaviour which the children develop in the school are the very products of the school's purpose, spirit and philosophy. It also indicates how delicate and important is the role of the teacher in transforming the school life into an 'ideal home' of mutual understanding and co-operation. Whatever methods and materials are employed to achieve the desired ends—whether it is through the teaching in the classroom or through activities outside it—it is the teacher who holds the key position in the developments discussed here, and must, therefore, form the spearhead of any solid advance on the wide front of education for international understanding and co-operation. There are immense opportunities that offer themselves to an intelligent teacher, to foster

attitudes and behaviour of his pupils favourable for international understanding and co-operation, without his attempting to make conscious efforts in introducing the subject direct to them. As stated earlier, there is hardly any subject in the school curriculum which the teacher cannot exploit in making its contribution to this end. So also the wide variety of co-curricular activities in any school affords excellent opportunities to the teacher to influence the minds of his young pupils.

It is not possible within the small compass of this publication to discuss, at any length, the detailed suggestions regarding the materials and the methods which may be employed by the teacher in fulfilling his role in this field. The interested teacher will find ample material already published in this field. Among this, mention may be made of a number of publications brought out by UNESCO under the series "Towards World Understanding" as also Masani's "Education for World Understanding", all of which are designed to serve as guides to the teachers in working out an effective programme of education for international understanding and co-operation in the course of their normal duties. Special mention might, however, be made here about the visual and aural aids that can be effectively used to enliven the methods of presentation and to enrich the materials provided by the teachers. Film and radio as well as other prevailing visual aids like illustrations in books, charts, diagrams, maps, display panels, models and the rest play an important part as instruments of public information and enlightenment, provided care is taken to see that these do not tend to create and spread inert ideas among the pupils. Alongside the use of audio-visual aids, mention may also be made of the importance of foreign visits and exchanges as effective instruments for the promotion of education for international understanding and co-operation. Francis Bacon's dictum that "Travel in the younger sort is part of education" is not only true of education in general, but is even more true of education for international understanding in particular. The value of such visits and exchanges is generally enhanced by continuing contacts with the foreign people visited, not only by correspondence, but by the mutual exchange of cuttings, pictures and other materials illustrating the life and work of the peoples abroad. In short, these and other devices which might appropriately be grouped under the "Activity Method" as distinct from "Classroom Teaching," if creatively used in association with subjects of social significance, can be of greatest assistance in fostering education for international understanding and co-operation among young people.

Having said something about the teacher and his tools, it would be worthwhile to give some thought to the pupil. Most

educationists now agree that every pupil should be educated according to his age, ability and attitude. This may imply that there is an age or maturity in the pupil below which 'international understanding' as such, should not be introduced in any direct form. It is interesting to note in this connection that UNESCO, which, in one of its earlier publications had suggested "some direct introduction" about the United Nations to the children of 7—9 had to withdraw from this position in its latter publication. Thus, up to the primary stage, at least, the teacher would do well to concentrate on producing in his pupil a happy balanced character and a sense of curiosity about the world around him, leaving the civic implications to take care of themselves at a later stage. The intrinsic curiosity of the pupils at this stage may, however, be excited with a view to acquainting them about the children of other lands, their food, dress, game, songs, hobbies etc. All such activities are helpful in laying foundations on which a sense of international understanding may later be built. Yet any attempt to teach directly for international understanding ought to be avoided at this stage.

Even at the secondary stage, where the pupils are supposed to have acquired maturity to digest the direct teaching for international understanding, there is still the need to guard against over-estimating the potentialities of the pupils to profit from it, since this stage presents a wide range of ability and aptitude from the brightest to the least bright of its pupils. In fact, this 'caution' is particularly important in all efforts designed to work out an effective programme of "Education for International Understanding and Co-operation" which is a relatively new and unexplored area. In recent years there has been some activity in this field of education but few serious attempts have been made to determine whether the well-meant efforts of teachers and educators are really achieving their purpose. Yet before teachers can proceed with real assurance, the terrain must be more fully charted, its pitfalls and potentialities better known. In other words, it is essential at least to think more precisely about this relatively new area in terms of definition of its meaning and content, before attempting to put it into operation.

It is obvious that the phrase "Education for International Understanding and Co-operation" does not suggest any new plan or system of education; but that it only indicates a direction in which education should move; a set of ideals towards which it should be oriented. But what are these ideals? On this and other details about the definition of the phrase, there

is a general consensus of opinion among the educators, Recently a statement in this regard, representing the general prevailing views in the field, has been prepared by UNESCO to the end that it is essential to analyse and formulate certain specific attainable targets with a view eventually to making possible the evaluation of the progress achieved. This statement suggests that "Education for International Understanding and Co-operation" should :

- (1) Make it clear that unless steps are taken to educate mankind for the world community, it will be impossible to create an international society conceived in the spirit of the Charter of the United Nations.
- (2) Make clear that States, whatever their difference of creeds and ways of life, have both a duty to co-operate in international organisations and an interest in so doing.
- (3) Make clear that civilization results from the contributions of many nations and that all nations depend very much on each other.
- (4) Make clear the underlying reasons which account for the varying ways of life of different peoples—both past and present—their traditions, their characteristics, their problems and the ways in which they have been resolved.
- (5) Make clear that throughout the ages, moral, intellectual and technical progress has gradually grown to constitute a common heritage for all mankind. Although the world is still divided by conflicting political interests and tensions, the inter-dependence of peoples becomes daily more evident on every side. A world international organisation is necessary and it is now also possible.
- (6) Make clear that the engagements freely entered with by the Member States of international organisations have force only in so far as they are actually and effectively supported by these peoples.
- (7) Arouse in the minds, particularly of young people, a sense of responsibility to this community and to peace.
- (8) Encourage the development of healthy social attitudes in children so as to lay the foundations of improved international understanding and co-operation."

As mentioned earlier this statement is only one of many on the subject and does not suggest any rigid application. Those responsible to plan the programme can set their own goals or targets which can be attained within relatively short periods of time and which are within the competence of the school and of the pupils under the conditions which exist. This pre-determination of the "specific objectives" of the programme has a practical value in that it makes possible the evaluation of the progress achieved by the experiment.

However, to establish criteria for evaluating the progress towards goals of international understanding and co-operation is itself a very difficult task. Very often the objectives of education are conceived in terms of bodies of information acquired by the pupil. While it is true that 'knowledge' is an important factor in promoting international understanding and co-operation, it is by no means certain that the acquisition of more information will in itself result in better understanding. The ultimate means of the programme has to be judged by the way in which the pupils behave as adults. It would be futile if the experiment did not result ultimately in some modification of behaviour and attitude of pupils. If a choice had to be made, one would probably judge it less important that the pupils should have acquired a large stock of accurate information than that the interests of pupils should have been aroused in other peoples and their problems and that people should tend to regard foreigners as fellow human beings to be treated with understanding and consideration and some regard for their dignity as individuals. In a programme like this, it is, therefore, important to ask what kind of knowledge is relevant and useful and what the possession of it really signifies. In any case, apart from knowledge, some other categories of objectives in education for international understanding and co-operation would be necessary; and these, to borrow from a UNESCO document, might be designated as (i) *Intellectual Skills*—the ability to read and understand a text such as that of the Charter of the United Nations; the ability to analyse a new situation; using relevant knowledge; the ability to ask relevant, sensible questions, to formulate reasonable, hypothetical explanations etc.; (ii) *Study Skills*—the ability to use relevant sources of information; (iii) *Social Skills*—the ability to discuss a question unemotionally as one of a group with sharply divided views, backgrounds etc.; tact, good manners and self-confidence in contacts with foreigners, etc.; (iv) *Interests*—curiosity about other cultures, use of initiative in looking for further information; making a significant choice among alternatives; and finally (v) *Attitudes*—disposition or tendency to act towards

others in a friendly, co-operative way, freedom from pernicious prejudices; sensitivity to the human aspects of a problem; acceptance of differences in interests or ideas as normal.

It is obvious that the qualities or characteristics, referred to in the different categories mentioned above, are inter-related. For example, there is presumably some correlation between an interest in learning about other peoples and a willingness to meet foreigners; sensitivity towards the feelings of others may be affected by knowledge of their background or other problems; and a considerable body of relevant information is needed to understand the conditions under which race prejudice is likely to have intensified. This close inter-relation, thus, re-emphasizes the need for developing an integral mature personality of the pupils as the basis for adult attitudes favourable to international understanding and co-operation. For, the essence of an attitude lies deeper in the personality, and the dynamics of its growth may be completely obscured by its surface manifestations. Merely to bring it about that the pupil expresses more friendly opinions about people of a different country or a different colour may have little bearing on what his attitudes will be as an adult. Again, attempts to influence attitudes whether at the deeper or at the more superficial level may engender hostility and resistance due to all kinds of reasons, including the normal tendency of adolescents to reject adult standards as well as the normal resistance of any individual to the attempts by others to change him. Even if this danger is avoided, one must still expect to encounter apparent negativism, since a healthy and progressive development of personality often involves stages of confusion, disturbance and seeming retrogression.

The conditions stated above only restate the truth that all those responsible for working out a programme of education for international understanding and co-operation in educational institutions should approach this particular problem with an awareness of some of its pitfalls. They should also possess considerable insight to draw from the inert behaviour of adolescents legitimate conclusions about the development of attitudes and behaviour.

## CHAPTER II

### THE UNESCO PROJECT

In the preceding chapter, an attempt has been made to state, albeit briefly, the ideal of education for international understanding and co-operation, its meaning and content, its urgent need to the modern world, as well as the special role of the teacher and the methods and materials in realising this ideal. It has been thought advisable to premise this discussion on the theoretical and practical basis of the ideal in order to enable the reader to appreciate fully the practical efforts now being made to realise this ideal by the UNESCO in close collaboration with its Member States, particularly through its special programme of Associated Schools Projects for Education in International Understanding and Co-operation. Indeed, by the very nature of its origin and constitution UNESCO has dedicated itself to the task of harnessing the resources of education, science and culture towards the promotion of better understanding and co-operation among nations and the maintenance of world peace. Thus, since its inception, the Organisation has carried out activities aimed at fostering education for international understanding and co-operation. In the advancement of this purpose, the Organisation has received a great moral reinforcement by the adoption, in December, 1948, of the "Universal Declaration of Human Rights" by the United Nations General Assembly, which announced in unambiguous terms that education "shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace." (Article 26, paragraph 2)

The first principal step UNESCO has taken towards this end has been the organisation of international seminars for a limited number of educators selected by the Governments or the National Commissions of Member States. The general problem of education for international understanding was considered at the Seminar held in 1947 at Sevres, near Paris. The training of teachers in education for international understanding was studied in the 1948 Seminar at Ashridge, England. In the same year, two other seminars were held along similar lines: the seminar on Education of Children from three to thirteen years of age at Podehrady, Czechoslovakia; and the seminar on Teaching about the United Nations and the Specialised Agencies, organised jointly with the United Nations in New York. In

1950, the teaching of Geography for international understanding was discussed at a Seminar held in Montreal, Canada; and the improvement of textbooks, particularly history textbooks, was studied at another Seminar held at Brussels. In 1951, a Seminar on the teaching of history for international understanding was held at Sevres, near Paris. Finally, in 1952 active methods of education for living in a world community, with special reference to the Universal Declaration of Human Rights, were considered at a Seminar held in Utrecht, Netherlands.

While these seminars helped in clearing the ground in as much as they facilitated the exchange of ideas and the dissemination of information on the problem, their scope was, nevertheless, limited. In the first place, the approach of these seminars was indirect, as they tried to reach the main body of teachers and through them the school children of the world, by means of small groups of "Pioneers". Secondly, the work of these international meetings was not systematically followed up by controlled experiments in schools. There have been excellent experimental ventures in some Member States, but they have not been planned in such a way that the results can be compared internationally. In some other Member States, even though they did not lack the "will" and the necessary "know-how" to plan such programmes, the limited financial resources of their schools prevented the undertaking of any new experimentation.

Owing to these and other difficulties, it was felt that a more direct international action was necessary to mobilise the resources of knowledge, experience and finance in a concerted effort to, further the objectives of education for international understanding and co-operation. The necessary initiative for this much needed action came, once again, from UNESCO which, among the international organisations, was alone competent to undertake this venture. Accordingly its General Conference which is the chief policy making organ of the Organisation, at its seventh session held in November-December, 1952, adopted Resolutions (1.341 and 1.3411) authorising the Director-General of UNESCO "to assist Member States to carry out experiments within the framework of an international plan in order to encourage the development of education in the aims and objectives of the United Nations and the Specialised Agencies and in the principles of the Universal Declaration of Human Rights". It was in pursuance of these resolutions that the Director-General launched in 1953 a special UNESCO Project known as the "Co-ordinated Experimental Activities in Education for International Understanding and Co-operation"



which, through its several stages of growth and development, has since come to be designated as the programme of "Associated Schools Projects for Education in International Understanding and Co-operation".

This explains the origin of a project, representing a pioneer effort, international in scope, in a domain which had hardly been explored in an experimental way even at the national level. Its record of working, since its inception in 1953, has been sufficiently encouraging as will be evidenced by the physical expansion and material progress achieved by it during the last six years. But, before its growth and development is traced through these six years of its existence, it would, be worthwhile to pause here for a moment to acquaint the readers as to *what* the Project really is and *how* it is being operated.

From the outset, the Project has had two broad aims : firstly, to promote the general development of education for international understanding and co-operation in the selected Secondary Schools of UNESCO Member States; and secondly, to provide substantial information on the effectiveness of different approaches, methods and materials in developing attitudes favourable to international understanding and co-operation. Obviously, the scope of the Project is precise and limited; for it represents, in fact, a pioneer activity, designed to operate practical programmes of education in International Understanding and Co-operation in a limited number of institutions in the Member States of UNESCO and through these programmes to acquire and furnish useful information which may eventually serve as a guide to the Member States in undertaking their own national programmes in the field. It will be observed that the two broad aims set out by the Project are mutually inter-dependent, for any special programmes carried out by the participating institutions—whether through formal teaching or co-curricular and out-of-school activities—are apt to furnish useful raw material from which to draw observations and conclusions about the relative value of the different methods and materials employed in the working of these programmes; conversely the application of the conclusions and observations thus drawn helps further in the strengthening of these special programmes. Owing to this close inter-relationship, the Project is designed to make simultaneous efforts to achieve the two aims mentioned above. It will, however, be seen that the achievement of the second aim presents a more familiar challenge than the first. For, without the use of some kind of systematic evaluation, it would be difficult to make a reliable assessment of results obtained from the special programmes carried out by the institutions. Yet, for co-ordinated inter-

national research in the field of education there existed no ready-made and tested technique of evaluation. It was, therefore, necessary to improvise adapting methods and instruments which had served usefully in educational research for other purposes. Thus, from the very beginning, when the Project was launched in these peculiar circumstances, it had to chart its own terrain through trials and errors, necessitating, as it forged ahead, frequent consultations amongst the "Pioneers" responsible for the working of the Project in their institutions, as will be evidenced by the history of the Project outlined in the later pages of this publication.

With a view, therefore, to permitting the employment of evaluation technique, it is necessary that the experimental activities undertaken by the participating institutions should be given some common form or pattern. Accordingly, the Project, although it leaves the participating institutions free to propose activities they wish to undertake, gives a form to, at least, some part of their work to ensure that the activities are comparable, co-ordinated and, at the same time, in the strict scientific sense, adequately controlled. Further, the Project is designed to promote comprehensive experiments pervading the whole life of the institution and aiming, not only at the dissemination of knowledge, but also at the development of understanding and the formation of lasting attitudes. This, once again, emphasises what has already been stated in the last chapter; it is the general atmosphere and organisation of the school life which can make the most important contribution to this end. The spirit in which the school is run, the opportunities for individual development, the teaching methods used, the degree of initiative allowed to pupils, and the role of the school in its environment—all these have a direct bearing on education about the aims and activities of the United Nations and its specialised agencies and about the principles of the Universal Declaration of Human Rights. The degree to which these factors are consistent with the implications of the teaching and the out-of-class activities in connection with it, largely determine the final effectiveness of the work done under the Project.

As far as the formal teaching is concerned, the Project is intended to be developed in such a way as to draw upon the resources of several courses in the normal curriculum and the whole work co-ordinated so that instruction in a given course is supplemented by teaching about other aspects of the subject in other courses. Thus, for example, the teachers of History, Civics and Literature might undertake a project on this subject of human rights, with each making his individual contribution to the integrated whole. Subjects of a more academic charac-

ter, such as Psychology, Philosophy and Methodology, and the study of techniques for the appraisal of attitudes and knowledge have a specially important part to play, as they afford scope for a theoretical and practical study of the aims and methods of education for international understanding, on the basis of the study topics selected for the experimental programme. For instance, pupils might be invited to plan and prepare the teaching materials required for a series of lessons for a given age-group, either on the topics selected for the experimental programme or on some other subject having a bearing on international understanding.

In addition to formal teaching, the project conceives the undertaking of useful extra-curricular and out-of-school activities by the participating institutions. For example, it is useful to organise discussion clubs on current events and international affairs, with emphasis on the development of international co-operation in different fields; projects related to the welfare of the community; special assemblies on appropriate occasions such as the United Nations Day and Human Rights Day; exhibitions and other relevant activities in which the pupils themselves would play a large part. Arrangements may also be made for exchanges of correspondence and teaching material with "associated institutions" in other countries and even for visits and exchanges of pupils and teachers.

Thus, the educational significance of the Project depends mainly on the comprehensiveness of the experiments—the extent to which the school, in all its operations, is adapted to and engaged in the work. And since the value of the work also depends in part on its duration and continuity, it is intended that the experimental activities planned as part of the project should continue throughout an entire school year or at least for a full school term. It is evident that the project, if conceived in this comprehensive way, will have values for the pupils themselves, for the staff concerned and for the participating institutions. If, however, the experiments are to have more than local and immediate significance and are really to point the way to new developments, it is essential that they should be planned also as controlled research projects. This means the use of adequate preliminary measurements of knowledge, attitudes and the like, appropriate sampling techniques and the use of control groups; comprehensive final evaluation and the collection of results in such a way as to permit of, at least, an elementary statistical analysis. Clearly, the reality and value of the educational side of this activity should not be sacrificed in the interest of an abstract scientific rigour; but

the work should be planned in the light of current knowledge of the techniques of experimentation on teaching methods.

To help participating institutions to achieve the above-mentioned aims and purposes of the Project, UNESCO has undertaken to assist them through its documentation, liaison, co-operative and consultative services as well as through fellowships for training and study abroad. In detail, the services provided by UNESCO, take the following forms :

- “(1) The Secretariat of UNESCO provides *technical information and suggestions* in the form of documents, publications, and the source material;
- (2) The Secretariat provides consultative services; and the participating institutions may feel free to call upon it at any time for information or suggestions. UNESCO will answer enquiries on specific matters within its competence or will refer them to the appropriate source of information.
- (3) The Secretariat assumes responsibility for liaison between the participating schools in different Member States and keeping each of them fully informed of the progress in all the experimental activities.
- (4) The Secretariat makes available to all UNESCO Member States reports from the participating institutions or examples of materials produced or used by them.

Upon request from a Member State or Institution concerned, UNESCO may be able in certain cases :

- (5) To send a Member of the Secretariat to consult with local and national authorities and with the staff of the participating institutions on the development, special problems and evaluation of their programme, the expenses involved being paid in whole or in part by UNESCO.
- (6) To provide for the translation of a limited number of UNESCO or United Nations Publications into languages other than English and French and to make arrangements with participating Member States or Institutions for the reproduction of these translations in quantities up to 1,000 copies, all or part of the cost to be borne by UNESCO.
- (7) To make travel grants and award fellowships to representatives of some of the participating institu-

tions to enable them to visit participating institutions in other countries for study, observation and consultation."

In short, the Project is planned as a co-operative venture involving a regular exchange of information, services and documentation between UNESCO and the participating institutions.

Since the Project, as already indicated, is restricted only to a limited number of educational institutions in the UNESCO Member States, it is but obvious that only such institutions be associated with it as can really 'deliver the goods'. This, however, does not imply that only well-equipped institutions are selected. On the other hand, an attempt is made to reach a balance between the schools that are well-equipped and those which are not, the former being called upon to help the latter. This exchange of services between the participating institutions is, in fact, one of the most interesting features of the Project. As regards actual procedure of selecting the institutions, all applications for participation in the Project are submitted to UNESCO by the Government of the Member State or its National Commission for UNESCO, along with the following particulars :

- "(1) The name(s) of the Institution(s) proposed for participation together with a brief description of each including the following details : (a) name of the Principal or Head Master; (b) name of person(s) who will direct the School's experimental activities; (c) address of the School; (d) outline of the syllabus; (e) number of staff members; (f) number of pupils; (g) a short description of the School facilities.
- (2) A brief description of any current programmes and methods relating to teaching about the United Nations and the Specialised Agencies and the principles of the Universal Declaration of Human Rights.
- (3) A brief description of the experimental activities proposed.
- (4) An indication of the assistance sought from UNESCO within the limits defined in the preceding paragraph.
- (5) An assurance that the Institution intends to participate in the Project for at least the two-year period."

The institutions are finally selected by the Director-General of UNESCO having regard to the following factors or criteria :

- (1) The educational values of the activities proposed.
- (2) Possibilities of extending these activities to other educational institutions.
- (3) Extent to which a school is able to undertake research work, make an impartial, systematic appraisal of the experiment, and, if need be, adapt the syllabus to the aims it has set itself.
- (4) The resources of the school (teachers, psychological and social services, facilities and equipment).
- (5) Nature of arrangements for supervising, controlling and evaluating activities and for maintaining liaison with UNESCO.

The participation of any institution may be terminated by an exchange of letters between the Director-General of UNESCO and the appropriate authorities.

The Project envisages that the co-ordination and supervision of the work done by the participating institutions at the national level should be undertaken by the National Commissions of UNESCO through the national supervisors of the Project specially designated for this purpose. The national supervisors of the Project, who are expected to be outstanding educators of authority in the field of educational research, are responsible for planning and conducting the experimental activities for the institutions participating in their respective countries. Their assignments include the carrying out of necessary preliminary investigations, drawing up of proposals for the projects to be carried out, and attending meetings of representatives of the institutions at which final plans are worked out. Subsequently, they are responsible for directing the actual work and they assume responsibility for liaison with the Secretariat of UNESCO. Where a group of schools in the same country is taking part in the Scheme, the supervisors may set up a standing committee of the teachers and administrators.

The nature and scope of the Project having been explained above, it would be interesting to trace its growth, both in regard to physical expansion and material progress. In 1953 when the Project was originally launched, it started with only 33 secondary schools drawn from 15 Member States of UNESCO. Next year, five more Member States, including India, joined the Project and the number of participating Secondary Schools rose to 57. In pursuance of a resolution of the eighth session

of the General Conference of UNESCO, the Project was further expanded during 1955-56 and 12 more countries joined the Project, bringing the total number of participating Member States to 32 and the participating schools to 100. The programme for 1957-58 further envisaged the expansion of the Project under the authority of resolutions [1.32 (h) and 1.32 (i)] of the Ninth Session of the General Conference of UNESCO; but this time in a different way. The UNESCO Secretariat felt that the time had come to associate primary and secondary teacher training institutions in the implementation of this programme, since the extension and success of education for international understanding obviously depended ultimately on the training received by the future teachers. Accordingly, as a result of this expansion of the Project, a few more institutions, mostly teacher training colleges, have since associated with the Project, and the latest figures indicate that, in the middle of 1958, some 180 secondary schools and teacher training institutions were taking part in the Project.

Obviously, this physical expansion of the Project from some 33 participating institutions in 1953 to about 180 institutions in the middle of 1958, was due to the progressively encouraging results shown by the Project during this period. The progress seems all the more notable when one remembers the peculiar circumstances in which it was originally launched. Among these, mention has already been made of the absence of any ready-made and tested techniques of evaluation in this particular area of education without which it would be difficult to make a reliable assessment of the results obtained from the special programmes carried out by the participating institutions. Accordingly, it was thought necessary from the very outset that at least some part of the work to be undertaken by the participating institutions under the Project should be given some common form which could permit the employment of evaluation techniques. This was done at a planning meeting convened by UNESCO at Paris in November, 1953, when the representatives of the Schools then associated with the Project agreed that, if possible, the schools should undertake limited teaching experiments organised along similar lines within the framework of whatever general programmes they decided upon. It was recommended at this Meeting that the proposed experiments might consist of teaching on a selected special theme in an "experimental" class, with evaluation before and after in this class and also in a "control" class which followed its usual programme and received no special instruction. By comparing results of the evaluation in both groups, an estimate of the effects of special instruction in experimental classes might thus

be made possible. Briefly, this whole process might work on the following lines :

- Step 1* : Preliminary measurement of the pupils' knowledge and attitudes (in both "experimental" and "control" classes).
- Step 2* : Analysis of findings resulting from Step 1.
- Step 3* : A period of special instruction on the subject chosen as the theme of the minimum experiment.
- Step 4* : Final measurement of the pupils' knowledge and attitudes (in both experimental and control classes).
- Step 5* : Analysis of findings resulting from Step 4.
- Step 6* : Comparison of findings resulting from Steps 1 to 4 and formulation of conclusions to be drawn from the experiment.

The meeting considered it important that the 'Control' group be used for the purpose of the experiment. The pupils in the control group should be similar in age, sex, educational level and intelligence to those in the experimental group. This may be another class of pupils in the school or a class of pupils in another school. The same methods and materials should be used to measure the knowledge and attitudes of the control group before and after the period of time set aside for teaching on the subject of the experiment, but the control group should be given no special instruction. A comparison of the results of measurements carried out in the two groups would, thus, help to show to what extent changes of attitudes and knowledge take place without special instruction and to what extent special instruction is responsible for them. The Meeting proposed the following four different methods for measurement of pupils' knowledge and attitudes before and after the period of special instruction : (1) Tests of Knowledge; (2) Attitude Scales; (3) Group Discussions; (4) Essays, and (5) Individual Interviews. It was suggested that schools should employ a combination of two or more of the techniques.

As for the selected special themes for the limited teaching experiments to be undertaken by the "Experimental Group", the Meeting selected the following three :

- (1) The study of other countries;
- (2) The principles of the Universal Declaration of Human Rights.
- (3) The Rights of Women.



Each participating institution was left free to choose the theme of its basic experiment from among the three listed above and to present the subject in the classroom by whatever methods it considered appropriate. It was agreed, however, that the same methods of evaluation should be used by all schools; and that all schools should aim at the same objective, *i.e.*, the development among pupils not merely of knowledge but also of desirable attitudes on the subject concerned.

Once a pattern for experimental work had been established, there remained the problem of choosing methods and instruments of evaluation. This was attempted at another Meeting convened by UNESCO in July, 1954 which consisted of a few experts in the field. The problem before this Committee of Experts was to devise simple, usable instruments which could assess, at least approximately, not only the increase in knowledge as a result of special instruction but also the parallel or concomitant changes of attitudes produced as a result of that. After prolonged discussions based upon some broad assumptions concerning the relationship between knowledge, attitudes and international understanding as also upon the form and content of the proposed teaching experiments, already defined by the representatives of the participating schools at their meeting in 1953, the Committee finally drafted the following three papers for distribution amongst the participating schools :

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|--|---|
| (1) UNESCO/ED/Co-ord. Projects/<br>17 A: | Test of General Knowledge.  |
| (2) UNESCO/ED/Co-ord. Projects/<br>17 B: | Suggestions on Drafting Tests of information about other countries. |
| (3) UNESCO/ED/Co-ord. Projects/<br>17 C: | Attitude scales for use in the study of other countries.            |

Owing to the great usefulness of these papers to the educational institutions wishing to carry out the experimental activities, on their own, these papers are given as Annexe I, II and III respectively at the end of this publication. A brief description of each of these papers is, however, given below :

(1) *Test of General Information* : This test is intended for use in all the participating schools, whatever the subject chosen for their minimum experiment; and is meant to be given both before and after the period of special instruction and to both the experimental and control classes. The test consists of 40 "Multiple Choice" and 10 "Matching" items which have been selected as being representative of information which the informed adults might reasonably be expected to possess. This

test is designed to give an indication of the pupil's knowledge of facts of general significance in several fields, e.g., geography, history, international affairs, literature and the arts and sciences.

(2) *Suggestions on Drafting Tests of information about other countries*: These suggestions which may be seen at Annex II are designed to assist teachers and others who may be charged with drafting tests of information about the different countries selected for special study under the Project. As the schools choosing the "Study of other countries" might deal with a number of different nations, the Committee did not attempt to draw up sample tests of information on each country to be studied.

(3) *Attitude Scale for use in the Study of other countries* : This test, which is meant to be used both before and after the period of special instruction to both the "experimental" and "Control" classes, is designed (1) to give a broad indication of the pupils' attitudes of acceptance or rejection of people of other nationalities, races and religions; (2) to give a broad indication of the pupils' tendencies towards objectivity or emotionality in their attitudes; and (3) to give a broad indication of the pupils' tendencies towards generalisations or differentiations.

The tests and suggestions embodied in the above mentioned three papers have been offered to the participating schools, not with any intention of imposing a rigid and identical pattern on their experimental activities, but to provide examples which they may use directly or adapt to meet their specific needs. Attached to the tests of general information and attitude scales are charts for tabulating replies by individual pupils, group or classes of pupils which are meant to facilitate the compilation of data and the analysis and evaluation of the results. Apart from these methods of the results of the experiments, it would be useful for teachers if they kept a day-to-day account of the experiment in which they might describe in detail the special instruction and other activities carried out, the materials and methods used, and the reaction of pupils to particular projects and lessons, etc. In connection with the general problem of testing and evaluation it would also be useful if the participating schools could have the assistance of Institutes of educational research.

The preliminary plans of the Project, including the methods of its testing and evaluation, having been so thoroughly worked out at the above mentioned meetings, held in 1953 and 1954, the experimental activities undertaken by the participating institutions were favourably disposed to show concrete results. The progress achieved by the Project has since been published

by UNESCO in two progress reports : (1) UNESCO/ED/141 dated the 13th April, 1955; and (2) UNESCO/ED/149, dated the 4th February, 1957. These Reports outline the nature and progress of the experimental activities undertaken in about 100 Secondary schools in 32 Member States, excluding the remaining 80 schools and teacher training Institutions which have only recently been associated with the Project. The extent to which the aims of the associated schools projects have been fulfilled varies from country to country and from school to school. As regards general development of education for international understanding there is evidence of heightened interest and activity and of significant achievement in the great majority of schools and countries associated with the Project.

While it is not possible, within the scope of this publication, to describe, at any length, the individual programmes of experimental activities undertaken by all the participating institutions, some of the common and salient features about the working of the Project in these institutions are, however, summarised below :

(i) *Nature of Institutions participating in the Projects* : With a very few exceptions, the participating institutions are secondary schools of different kinds. The majority are schools that are offering traditional or academic curricula; others are secondary 'Modern' schools, technical schools or vocational schools. Schools supported wholly or in part by public funds far outnumber those supported from private sources. A few of the schools are attached to Universities (Greece, Japan, Philippines) and some are "experimental" schools (France, Turkey). From 1957-58 experimental projects have also been carried out in teacher training institutions.

(ii) *Age-range of pupils and duration of the Project* : The age-range of pupils involved is broad, extending from 11 (France and Switzerland) to 19 (Norway and Sweden) and the duration of the experimental projects has also varied considerably, i.e., from four weeks to two years or longer.

(iii) *Nature and aim of Experiments undertaken* : The ultimate aim of the work undertaken by the Member States has been more or less the same, i.e., to develop attitudes favourable to international understanding and a respect for human rights and to this end, to broaden the students' knowledge of other countries and their problems and to show how these may be solved through international co-operation and the system of the United Nations.

(iv) *The 'Minimum' Experiment* : Of the three themes proposed for the 'minimum' experiment by the Meeting of Specia-

lists in 1954, the "Study of other countries" was selected in the great majority of participating schools, possibly because it offered fewer difficulties in fitting a project with the regular school syllabus. "The Universal Declaration of Human Rights" was the subject of almost one-third of the Projects undertaken so far. A study of the "Rights of Women" was attempted by only a relatively small number of schools. In some Member States, participating school used all the three themes successively or simultaneously with different age-groups.

(v) *Contents used for the programme*: The contents used for the programme have varied widely involving several curriculum subjects. Most frequently mentioned are History, Geography and the Social Studies; but courses in foreign languages, literature, Law, Natural Sciences, Mathematics, Music, Art, Religion, and hand work have frequently been adapted to contribute to the Project. In some Member States (Australia, Belgium, Ecuador, France, Japan) curriculum and general organisation of some of the schools have already been directed towards education for international understanding in accordance with instruction from the Ministries of Education or other educational authorities; and for a great majority some teaching about the United Nations is included in their official programme

(vi) *Methods used for the programme*: In a few instances, experiments have been carried out through extra-curricular activities alone; but the usual practice is to supplement formal studies by appropriate activities organised outside the classroom. These have sometimes taken the form of field work, planned and prepared in advance to illustrate a series of lessons (Japan, Sweden and Ecuador). Interviews with Ministry officers or representatives of Foreign Embassies were also arranged for students engaged in special projects; and a group from one school (Denmark) travelled to Italy during the summer vacation to conduct an on-the-spot study of the work of economic rehabilitation and fundamental education schemes in the Mezzogiorno region. The student councils (Canada, Austria), the U.N. and UNESCO Clubs (India, Yugoslavia, Ecuador, France, Norway) and school groups and organisations, such as Junior Red Cross, Scouts or Girl Guides, have also taken the responsibility of organising out-of-class activities and have helped towards the success of the programmes. Other extra-curricular activities include maintaining wall newspapers, the exchange of school correspondence, small gifts, stamps and scrap-books, folk dancing and cinema shows, excursions to historical sites, museums and art galleries and collections for

UNICEF, organisations for refugees and for the UNESCO Gift Coupon Scheme.

For the implementation of the Project in the Member States, UNESCO continued to provide its services which included, among others, (1) the supply of sets of selected documentation, including booklets and picture sheets published by other specialized agencies of the United Nations as well as a copy of each issue of the UNESCO Courier, to the participating schools; (2) circulation of UNESCO exhibition, Album on Human Rights, among participating schools; (3) supply to some participating schools of two UNESCO travelling exhibitions—"Man against the Desert", and the "Japanese Art"—to help them to illustrate their projects; (4) provision of special material at the national level in countries not using English, French and Spanish; (5) the supply of some printed and mimeographed reports of completed projects (France, U.K. and Japan); (6) assistance to the organisation of two regional Seminars—one organised by the Swedish National Commission in July 1956 with the co-operation of Danish and Norwegian National Commissions, and the other held at the UNESCO Institute of Education, Hamburg in July 1958, and (7) the provision of 15 fellowships for travel and study abroad in 1955 and ten in 1957 (including one from India).

The physical expansion and the material progress accomplished by the Project have encouraged UNESCO, not only to further strengthen it, as has been done by extending the Project for the first time to the teacher training institutions, but also to widen its scope to serve the objectives of a ten-year Major Project on the Mutual Appreciation of the Eastern and Western Cultural Values launched by UNESCO with effect from its programme for 1957-58. Accordingly, UNESCO has urged participating schools to link their projects, wherever possible, with the effort being made by the Organisation to promote better mutual appreciation of Eastern and Western Cultural Values, and has offered some practical suggestions in this regard. Participating schools in Western countries might thus select as the central theme of their experimental project an Eastern country or a group of countries. They would aim at giving their pupils a deep understanding and thorough knowledge of the history, culture, way of life and main problems of the countries selected, subjecting them to simultaneous study in Literature, History and Geography classes. Similarly, schools of the East will be able to make a study of one or more Western countries in several different courses. Without overlooking the latter's social and technological achievements, attention should, in all fairness, be given to their contribution to culture and

philosophy. The primary aim of any such programme of study will be to bring out the part played by the East in the development of Western Civilization and *vice versa* and to demonstrate the importance of East-West relations and their development in the present day world. This study will also afford many opportunities for showing how the United Nations and the Specialized Agencies are helping through such means as Technical Assistance, to cope with some of the difficulties facing the countries of the East and the West through international co-operation.

### CHAPTER III.

#### THE PROJECT IN INDIA

The Progress Reports, brought out by UNESCO, on the present status of the "Associated Schools Projects", reflect the varying degrees of their development as also their widely divergent character as to the scope, content and organisation, although their aims and problems are somewhat similar. In the context of such divergent approaches to the problem, it would be interesting to survey what we have done under this project and to assess the contribution made by our participating institutions towards the overall progress achieved by the Project throughout the world.

As mentioned earlier, India joined this UNESCO Project in 1954—that is, a year after it had been launched by that Organisation. To start with, six secondary schools from this country which were selected by UNESCO on the basis of the recommendations of the Indian National Commission for Co-operation with UNESCO, were associated with the Project. Two more secondary schools were added to it during 1955-56, thereby bringing a total of eight schools from India under the Project. The Programme of UNESCO for 1957-58 further envisaged the expansion of the Project, as the Organisation, having been fairly impressed by its growth and progress, felt that the time had come when the Project should also embrace a few selected Teacher Training Institutions in the Member States. This expansion of the Project further brought five additional Indian institutions under the Project, three teacher training colleges and two secondary schools. Thus, from 1957-58 a total of 13 institutions from India—10 Secondary Schools and 3 teacher training colleges are participating in the Project. The names of these institutions are given below :

- (1) Government Moinia Islamia High School,  
Ajmer.
- (2) Vidyodaya Residential and Day School for Girls,  
Thyagarayanagar,  
Madras-17.
- (3) Government Higher Secondary School,  
Mercara.
- (4) Stanley Girls' High School,  
Hyderabad (Deccan).

- (5) Scindia School,  
Gwalior.
- (6) Mahboob College Higher Secondary School,  
Rashtrapati Street,  
Secunderabad (Deccan).
- (7) Banasthali Vidyapeeth,  
P.O. Banasthali (Jaipur).
- (8) C.M.S. Tyndale Biscoe Memorial High School,  
Sheikh Bagh,  
Srinagar.
- (9) Teachers Training Institute,  
Jamia Millia Islamia,  
Jamia Nagar,  
Delhi.
- (10) Vidya Bhavana,  
Santiniketan (West Bengal).
- (11) Vidya Bhawan Teachers College,  
Udaipur.
- (12) The Lawrence School,  
Lovedale.
- (13) The New Era School,  
17, Hughes Road,  
Bombay.

This publication is, confined to a brief description of the work done by the first eight institutions under the Project. The last five institutions have only recently joined the Project and report about their activities will be included in a subsequent publication on the subject. Experimental activities in the eight schools began in the autumn of 1955 under the supervision of Shri K. G. Saiyidain, Educational Adviser and Secretary, Ministry of Education and Dr. N. S. Junankar, Deputy Educational Adviser, Ministry of Education and Secretary, Indian National Commission for UNESCO who has been designated by UNESCO to act as supervisor of the Project in this country. All the relevant UNESCO documents concerning the Project were distributed to these participating schools in order to enable them to carry out experimental activities in accordance with the plans of action suggested in the documents. The schools were also asked to submit their reports on the activities undertaken by them, which were later considered at a Meeting of the Heads of participating schools at Secunderabad in December, 1955. Since the programme had been operating in these schools only a short time when the Ministry called for their reports, not



much progress could be recorded by them. However, the reports reflected a high degree of interest and enthusiasm among both students and teachers engaged in the activities.

Regarding the nature of activities undertaken by these schools, the reports revealed that five schools had initiated intensified programmes for teaching about the United Nations through discussions, lectures, film shows, exhibitions and other activities. Two schools reported celebration of U.N. Day; and one U.N. Club was planning an exhibition of the art of different countries, a festival of music and dance and the celebration of the national holidays of other countries. Two Girls' schools showed interest in correspondence with children abroad and contacts had already been established with school girls in Australia, the United States of America and Europe. Two minimum experiments were being planned on the study of other countries. In one school the teachers of Social Studies were organising a project in which several countries were planned to be studied against a background of world history. In another school, six classes of boys and girls were taking part in a study of countries of South East Asia through an adapted curriculum in History, Geography, Art, Literature, Civics and Economics.

As already mentioned, a meeting of the Heads of the participating schools was convened at Secunderabad towards the close of 1955 to review the work done by them on the Project. At a time when these schools had just undergone a new experience of consciously working on a Project of such international significance, the Meeting provided a timely and much-needed forum for a free exchange of their ideas and experiences. From these exchanges emerged a number of useful suggestions and recommendations for the future development of the Project on sounder and more effective lines. Thus, one of the major recommendations of the Meeting emphasised the need for a common programme of general and minimum experiment for all the participating schools. To facilitate comparison and co-ordination between the schools, it was proposed that all the 'minimum' experiments should be on the 'Study of other countries'. Although the prevailing trend of the Meeting favoured the study of Afro-Asian countries as part of the school programmes under the Project, it was recommended that Europe and America may also be included in the range of countries to be studied.

The part played by the extra-curricular activities towards the success of a Project of this kind was particularly emphasised by the Meeting which recommended, among other activities, the celebration of United Nations and Human Rights Days as well

as National Days of different countries. Mutual Exchanges of School delegations and teachers working on the Project was another important suggestion on which stress was laid by the Meeting. The participants of the Meeting also felt that they should keep in touch with one another and exchange their ideas and their day-to-day experiences on the working of the Project, as that would help them in evaluating the results achieved by them in their respective schools. The Meeting also felt that after preliminary work had been done, reports of various schools on evaluation might, if necessary, be submitted to a group of psychologists, and the Central Institute of Education at Delhi might be invited to help in the work of evaluation, after one year.

Thus equipped with new ideas and suggestions on the further development of the Project, these Heads of the participating Institutions parted company to meet again after two years—on the 6th January, 1958—at New Delhi to review and compare the achievements accomplished by their respective schools under the Project and to consider the future course of action. Accordingly, this intervening period between the close of the Secunderabad Meeting and the opening of the New Delhi Meeting chiefly represented the period of implementation of the recommendations of the former Meeting. These recommendations may be grouped under two categories : one required to be implemented by the Indian National Commission for Co-operation with UNESCO, and the other, by the participating Schools.

On the part of the Indian National Commission, no effort was spared to assist the participating Institutions in carrying out their special programmes launched by them in connection with the UNESCO Project. The Commission approached the concerned State Governments in India, within whose jurisdiction the participating schools were located, to extend to them all possible assistance to enable them to carry out their experimental activities under the Project. It is gratifying to report that the Commission's request in the matter has since been accepted by the State Governments.

To further help the participating schools the Commission during the period under review, actually took upon itself the role of a 'Clearing House' for dissemination of information between them and their counterpart schools, participating in the Project in other Member States of UNESCO, by establishing active external relations with the National Commissions of the countries where this scheme was in operation. This kept the Indian participating schools fully informed about similar experimental activities undertaken abroad. This information proved,

in no small measure, useful to them in the conduct of their programmes in their respective schools. The Commission also kept the Indian participating schools informed about each other's activities by sending to each of them the reports received from the other schools. The Commission, during this period, was also able to send abroad a teacher, who had been closely associated with the working of the Project in one of the participating schools, on a UNESCO fellowship for a period of three months to study, at first hand, the working of the Project in the U.S.A., Canada, the United Kingdom, Germany and France. Finally, the Commission, in pursuance of another recommendation of the Secunderabad Meeting, called for the reports of work done by the participating schools and got them evaluated by the Central Institute of Education, New Delhi.

The implementation of the recommendations of the 'Secunderabad Meeting' by the participating schools is reflected in their respective reports. These reports indicate that in a few schools, experiments were carried out through extra-curricular activities alone, although the usual practice in the other schools was to supplement formal studies by appropriate activities organised outside the classroom. A brief account of only the highlights of the activities undertaken by the participating schools, as revealed from their respective reports, is given below:

1. *Scindia School, Gwalior :*

This School undertook an experimental study of a Project on the eight countries of South East Asia (Ceylon, Burma, Thailand, Laos, Cambodia, Viet-Nam, Malaya, and Indonesia). The main purpose of the study was to ascertain whether a concentrated study of the History, Geography and life of the people in these countries made a difference to the knowledge and attitudes of boys of about 14 years of age. The study lasted two and a half months from mid-August to the end of October, 1956. The subjects which were specially emphasized were : Languages, Literature, History, Geography, Politics, Civics, Economics and Arts. The work under the Project included such diverse activities as preparation and study of maps, globes and charts, study of paintings, sculptures, etc., preparation of models to depict various aspects of life in these countries and classroom lessons. The study revealed that the experimental group definitely gained in knowledge and had some favourable attitudes in general to the life and people of the countries than the control group. The project also proved of great value to the teachers associated therewith. The only two respects in which the Experiments could have been better organised are : (a) a more careful matching of the two groups and (b) the adoption of better evaluation techniques. Besides, the basic

material on some of the lessons of study appeared to be too informative and not sufficiently interesting. On the whole, however, the report on this experiment was quite stimulating and proved of great value to the pupils and teachers alike.

During 1957-58 this school had been pre-occupied in celebrating its Diamond Jubilee and as all its co-curricular work was devoted towards the celebration of this function, not much work could be undertaken by it under the UNESCO Project. However, the co-curricular work of the U.N. and the problem of international understanding was continued as part of the School Programme.

## 2. *Vidyodaya Residential Day School for Girls, Madras :*

The experimental work in this school was conducted mainly through the extra-curricular activities, although the programme for two months (January-February, 1956) provided for visiting professors to lecture on China and Japan—these two countries having been chosen as subjects for regional studies. The extra-curricular activities of this school included the tree-planting ceremony by children to mark the admission of 16 new countries into the United Nations; celebration of the U.N. Day through a colourful programme of music and dance and the study of the discussions at the 11th session of the U.N. General Assembly. The Report from this school shows that no special period in the time-table of any class or group of pupils was provided for the work relating to the Project nor were any groups of pupils (Experimental group or control group) formed for experimental activities. Since the experimental activities were not conducted by any specifically selected group of pupils, there could be no proper evaluation of the work done by the School.

During 1957-1958, the experimental work under the Project was conducted in this School through Form VI consisting of 35 pupils. The work for the year was divided into two sections: (a) Study of Special Subjects, and (b) Cultural Activities which included pupils from Form I to VI on certain occasions.

Under the former section, the story of China and the work of the United Nations and Specialized Agencies was undertaken. The previous year's discussions about China had already set the children thinking and they were particularly disappointed that China was not yet a Member of the United Nations. The children were interested in the work of UNESCO, W.H.O., F.A.O. and World Bank and their special help to countries of the East and particularly India.

In the "Cultural Activities" section of the Programme, special emphasis was laid on Music and Art—the instruments that form the best medium for understanding the people. The Study and Appreciation of Western Music formed part of the classroom work under specialist teachers. The folk songs, especially the ones in the language of those countries were generally loved by the children. Jewish, Congo, Russian, Chinese, Hawaiian, Australian and Dutch songs were some of the many songs which the children learnt and used for the school programmes. The children were also taken to the various concerts of Western Music. Alongside Western music, the children also enjoyed talks on Western Art especially arranged for them. The other highlights of the programme included in this section were the English literary appreciation, talks on great men and women of the world and on Science, which instilled in the children high ideals and helped in widening their horizon and outlook on life. The work on these subjects was conducted before the class time-table began, a particular subject being set apart for each day of the week.

The general activities of the school provided a congenial atmosphere for the special work undertaken by the School as part of the UNESCO Project. The cosmopolitan character of the pupils of the school, the daily devotion of time to the discussion of current events by the whole school, the special study of India's Five-Year Plans with special reference to aid received from other countries, the normal collections by pupils of visual material for the United Nations Corner of the School and the visits of foreigners arranged by the School from time to time for the benefit of the pupils—these are some of the important normal activities of the school that bent themselves to the success of the experimental work undertaken by the School under the UNESCO Project.

Amongst these general activities the highlights of the year's work was the celebration of the U.N. Day on the 30th October, 1957 with great enthusiasm and excitement. The special programmes organised on the occasion included (a) "In an Arab Camp" by Form I through which pupils learnt about the country, the manners and customs of the people, their costumes, food etc.; (b) "And Ye be Kind"—a short story re-written as play for the junior pupils for the understanding of other people; (c) "The Perfect Ring"—a one-act play representing 16 countries of the world dressed up in typical costumes—forming a perfect ring of friendship amongst these people; and (d) "Virtues Light the World"—an original item composed by a school teacher and enacted by Form VI which depicted the virtues

which may be practised by the people of the world for establishing world fraternity.

From 1958-59 the school has already chalked out a tentative programme to be undertaken under the UNESCO Project. This would include (1) Study of Burma and Malaya as well as Declaration of Human Rights; (2) Enlargement of the scope of the work of U.N. Club; (3) Writing to Pen-friends during school hours; (4) Celebration of U.N. Day and the continuation of the cultural activities as before.

### 3. *C.M.S. Tyndale Biscoe Memorial High School, Srinagar :*

The experimental activities in this School were conducted by two groups, viz., the Experimental Group and Control Group—each group consisting of 25 pupils with an average age of 13 years. The School time-table was made in such a way that the Experimental Group had at least one period in a week. The countries selected for the subject of special study included China, Burma, Japan, Afghanistan, the United Kingdom and Brazil; and the study lasted from April to November, 1956. The lessons covered the Geography, Cultural History and background, Languages and Religion, Economics, Social and political structure and everyday life of each of the countries selected for special study. At the conclusion of the special study, different tests were administered to each of the two groups. From the Control Group, only three boys could pass the test—the majority failed. On the other hand, two boys in the Experimental Group failed to pass the test adequately. Whatever they were taught week by week could not be assimilated by them. On further tests it was observed that their Intelligence Quotient was lower.

However, during 1957-58, relatively better results were achieved in the working of the Project. This year, 10 boys passed from the Control Group, while all the boys from the Experimental group got through the various tests administered to them—viz., tests of knowledge, attitude scale, group discussions, essays and individual interviews. The countries selected this year for special study included : Ceylon, Indonesia, Nepal, Austria, Denmark and Germany. Apart from the classroom work, the part played by the visitors to the school, the exhibition of filmstrips and the contacts established by the school with other institutions were determining factors in the achievement of better results this year.

### 4. *Banasthali Vidyapeeth, Jaipur :*

The experimental activities in this residential institute for girls were carried through the formation of two groups—

Experimental Group and Control Group—consisting of 25 girls in each group with an average age of 15 years. The institution selected the study of China with special reference to the Rights of Women as the programme of its experimental activities. This programme lasted from August, 1956 to February, 1957 and covered lessons on the following subjects: Land, Story of Chinese Civilization, the people, their life and society, Chinese Economy through the ages and women in Chinese Society. The classroom work was supplemented by extra-curricular activities which included: establishment of a special China Corner in the School; organisation of China Project week and preparation of charts, maps, pictures relating to the Project. The tests which were administered to the selected groups both before and after the experiment, covered: (1) General Knowledge test; (2) Attitude test; and (3) Knowledge of China test. From the attitude test, three countries—China, the U.K. and America—were selected and the general impression was that the pupils would very willingly mix with other 'peoples'. The attitude towards America was a little unfavourable in the beginning, but showed positive improvement after training. On the whole the Institution felt difficulty in the evaluation of the experiment and felt the need of some expert guidance in this respect.

##### 5. *Stanley Girls' High School, Hyderabad :*

The experimental work in this school was conducted solely through extra-curricular activities which included: observance of the U.N. Charter Day, W.H.O. Day and Human Rights Day; Exhibitions of films, filmstrips, posters and charts; special prayer on important days of International significance; fostering of pen-friendship with pupils and teachers of other countries and the holding of a special talk on a UNESCO subject once in a month. Other activities included the organisation of a Mock Session of the United Nations General Assembly and arrangement of special lectures by the speakers from other countries.

##### 6. *Government Moinia Islamia High School, Ajmer :*

The experimental activities in this school were conducted through a group of 20 boys with an average age of 14 years. Under the Project "The study of other countries", the study of Iraq and Afghanistan was chosen. The Embassies of Iraq and Afghanistan in New Delhi helped the school by supplying beautifully illustrated pamphlets on their respective countries. The lessons given in the study of Iraq covered the country's social development, education, oil industry, foreign trade and special projects; while the study of Afghanistan included the

historical development, social development, cultural background as well as UNESCO's activities in that country. Side by side with the studies, the group was also acquainted with basic facts about the United Nations. The work of the project was also supplemented by extra-curricular activities, e.g., celebration of U.N. Days; Social Education Days and the exhibition of films, filmstrips, etc. Owing to certain local problems of the School, the group was not subjected to a test and hence no evaluation of the experiment was recorded.

The Project, however, was conducted on a more regular basis during 1957-58. This year, regular periods in the timetable of Class X, which was selected for the experimental project, were provided. Another striking feature of the Project this year was that only Science Students were chosen to undertake the study of this Project. The Experimental class was divided into two groups; one group was placed under the charge of a History teacher and the other under the charge of a teacher of Economics. The special study imparted to these groups included three main themes : (1) Internationalism; (2) Aims and objectives of U.N. and its Specialised Agencies; and (3) Declaration of Human Rights. The classroom work was also supplemented by useful co-curricular activities directed to the furtherance of the objectives of the Project.

Unlike the year 1956-57 the pupils of the selected groups were subjected to tests at the conclusion of the special study and the overall results were quite satisfactory. However, the lack of accommodation and the pressure of time due to double shift system in the school prevented the organisers from showing the degree of progress which they would have desired.

#### 7. *Government Higher Secondary School, Mercara :*

Under the Project, this school selected two batches of pupils : one consisting of 80 pupils, out of which 40 were earmarked for the 'Minimum Experiment', and another of 60 pupils, out of which 30 were chosen for the 'Minimum Experiment'. The Project covered a general study of the regions of South East Asia and Africa as well as the study of the United Nations and its Specialized Agencies. At the conclusion of the study, tests in the form of multiple choice and matching types on General Knowledge and world events were administered. The report from this School, however, makes no observations on these tests which could help in evaluating the experiment. The school experienced difficulty in collecting suitable material for the study of the Project.



The Experimental Project initiated in 1956 was continued during 1957-58 with V Form pupils (10th year class) which was divided as before, into two groups: Control Group and Experimental Group. Both these groups were given general lessons on Europe, America and South East Asian countries as part of their regular work. However, the minimum experimental group made an intensive study of South East Asian countries.

A series of lessons were given to the Experimental Group. These lessons were supplemented by co-curricular activities directed towards the achievement of the desired ends. As part of the Project, the U.N. Day, the Human Rights Day, the W.H.O. Day and the Universal Children's Day were celebrated in the school in a befitting manner. During the U. N. Day, a U. N. Corner was set up where letters and gifts received from American Students as part of the Pen-friendship relations established by the pupils, as well as U.N. posters and charts, were displayed. This was very much appreciated by the pupils and the visiting public alike. A mock debate on the 'Admission of China into the United Nations' was also conducted on this occasion to give an idea of how the U. N. General Assembly actually worked. But the most significant activity of this School under the Project related to the active correspondence which the pupils of the Experimental Group carried on with their pen-friends in Darien School, Connecticut (U.S.A.). These children exchanged gifts and friendly letters informing each other about their respective countries, manners, customs etc. The bonds, thus established, were further strengthened by the hospitality extended by the School to the two visitors from the Darien School which was later reciprocated by the hospitality extended by the Darien School to a staff member of this school when he visited the U.S.A. for advanced training in Science. Encouraged by the success of this activity in helping better understanding and appreciation amongst nations, the school is proposing to extend this programme further; and is already establishing similar relations with Richmond Lodge School, Ireland.

The experiment, on the whole, showed better results, in the academic year, 1957-58. A new type test was administered to the pupils at the close of the experiment. The evaluation revealed that the experimental group showed definite improvement over the control group with regard to their knowledge of South East Asian countries. The attitude test showed that a fuller knowledge of these countries resulted in a better understanding and appreciation of these countries.

8. *Mahboob College Higher Secondary School, Secunderabad :*

The experimental activities in this School are conducted through the 'Pupil's Council' which is in general charge of students' activities. This Council maintains a U.N.O. Club and its News Bulletin Board which promotes the ideals of the U.N. in the School. For the purpose of the Project under review, during 1955-56 the school chalked out a common programme of social studies and selected 8th class students for the study. The topics covered by the study included : The Earth, Man and his environments, the Early Revirine Civilizations; Migration of Peoples; and the early teachers and cultural movements, etc. During 1956-57, the 8th class continued its own programme of social studies and in the 9th class the Science Group was given social studies as one of the subjects of the programme. The impact of this teaching on the students was tested. As far as the informative part of the programme is concerned, a fairly good number of boys did well. In one section, however, only 10 out of the 40 faired well. The cause of this neglect was investigated and it was found that most of them had no interest in the subject in spite of the fact that it had a place in the curriculum.

As indicated earlier, the work done by the Schools in India participating in the UNESCO Project, as summarised above, was reviewed by their Heads at the second meeting held in New Delhi in January, 1958. This Meeting which brought fresh talent and experience by the participation of five newly associated institutions with the Project, had also the additional advantage of the presence of Dr. M. Adiseshiah, Assistant Director-General of UNESCO, who attended the meeting by special invitation. Apart from reviewing the work done by the participating institutions, this Meeting was also called upon to chalk out the future course of action for the Project, particularly, in the context of the UNESCO's Major Project on the Mutual Appreciation of Eastern and Western Cultural Values, with which this UNESCO Project had since been integrated by the Organisation.

Reviewing the work already done by the participating schools, it was observed that, although a beginning had been made in the right direction, a great deal of work still remained to be done. The main effort should be to bring about a change in the attitudes and behaviour of students and teachers in the furtherance of the objectives of the Project. The problem should be visualized in the context of promoting the idea of world community and such projects should contribute to its establishment.

The meeting noted that the two main difficulties experienced in the working of the Project were : (1) obtaining suitable materials and (2) evaluation. Regarding materials, it was observed that the participating institutions should be supplied with really imaginative and illustrative material like charts, films and exhibitions etc. As a concrete step it was suggested that UNESCO should produce at least one interesting book on each country in co-operation with the National Commissions of UNESCO to promote mutual appreciation of the various national cultures. This book should be written in an imaginative way making a direct appeal to the readers.

With regard to evaluation, it was suggested that the participating institutions should enlist the co-operation of the educational psychologists attached to teacher training institutions or universities, as was being done in some other foreign countries. The teacher training institutions now brought under the Project could play an important part in this direction, as most of them have practice or demonstration schools at their disposal.

A number of other useful suggestions also emerged from the above meeting. It was observed that the problem of international understanding and co-operation was a larger problem than the mutual appreciation of East and West: and accordingly, the central theme for study by the participating institutions should not merely be confined to the study of Western countries by Eastern countries and *vice versa*, but should also include the study of countries within the region as well as the countries outside the East and West as usually defined.

A few of the important suggestions that emerged from the above Meeting emphasised the need for bringing out literature useful to school children, organisation of pen-friendship, exchange of correspondence and teaching materials between the participating schools, within as well as outside the country, and establishment of closer relations amongst the Indian institutions participating in the Project through occasional exchange of school parties. The institutions were particularly advised to avail themselves of the Central Government scheme of travel concession to school parties for establishing closer relationship.

The above suggestions and observations of the Meeting were brought to the notice of UNESCO and the participating institutions for consideration and implementation as far as possible. Thus reinforced with new ideas on the further working of the Project, these schools have already started experimental activities designed to promote better mutual understanding not only between the East and the West but amongst all peoples of the world, irrespective of the geographical, racial and other barriers that, at present, divide our world.

## CHAPTER IV

### THE PROJECT ABROAD

The salient features of the general working of the UNESCO programme of "Associated Schools Projects" abroad have been brought out in the preceding pages. The diversity of approaches in carrying out these experimental activities by the various participating institutions in the world establishes the need for presenting a few individual projects which might seem typical and representative or strikingly original or readily adaptable to other institutions. As the intention in presenting these selected projects is to help not only the already participating institutions to gain knowledge by the experience of their counterparts elsewhere, but also the other educational institutions wishing to undertake similar experimental projects—their own—one would have wished the inclusion in this publication of a fairly large selection of such individual projects carried out in the participating institutions throughout the world. But in view of various limitations, a brief description of only three significant projects is given below :

#### 1. *Switzerland.*

The Project presented here relates to one of the participating institutions in Switzerland which won the admiration of the UNESCO Regional Seminar on School Education for International Understanding and Co-operation held at Hamburg in July, 1956. This school had chosen the study of Japan as part of its experimental activities under the UNESCO Project. As some of the experiences and methods in this school seemed typically representative of what the Seminar, in fact, wished to recommend for regional studies, we take the liberty of reproducing below relevant extracts from a report from this school which would illustrate the experiment. The project was carried out in two classes of girls aged 11 and 12 years. Parallel experiments were thus made with pupils at the different age and educational levels.

"It need scarcely be said that it was impossible because of the school time-table to make Japan a permanent centre of interest for the whole 18 months. That was not necessary, however, because even in the course of other studies Japan continued to be our principal pre-occupation. On several occasions, and this happened quite regularly, some extraneous circumstances brought Japan back to the forefront of our work.

This might be for example the presentation (unfortunately very imperfect because of our lack of technical details) of the "No" and the "Kioen" by the pupils. Some fine documentary films sent by the Japanese Embassy in Berne, and "The Gates of Hell" gave the girls a picture of what the country they were studying is really like, and made it possible for them to get an accurate impression of many details and gain much information. The travelling exhibition of Japanese wood-cuts organized by UNESCO, also visited us."

"Two very interesting visits put us more closely into touch with Japan. First, that of Madame Kikou Yamata, who reproduced for us a day in Japan and gave us a little picture of Japanese life with its decorated bamboos and bunches of flowers so artistically arranged, and who superintended the preparation of a meal cooked and eaten in the Japanese fashion by 50 pupils of the two classes. Then Mr. Suyama, a counsellor of the Embassy at Berne, came to speak about modern Japan and to reply to the numerous questions put to him by the girls."

"Lastly, an exhibition prepared by the pupils and opened to the public gave as complete a picture of Japan as possible. The articles received by the pupils from Japan were on show together with samples of the products of new Japanese industries, as well as pictures of scenes and landscapes, clothes, food, dolls and flowers, articles in lacquer and porcelain. Popular festivals, religion, drama, music, the art of the prints were also represented. The ethnographical museum in the Town co-operated by lending some more uncommon and more precious articles which gave the exhibition greater documentary value. The pupils constructed a Japanese room and exhibited in it children's drawings received from Japan."

"Apart from crystallising the whole study of Japan, the exhibition added a final touch to the experiment, and the pupils proved in their explanations and descriptions to visitors that the project had not been tackled in vain."

The report from this school has the following summary of the results of the experiment :

*"Before the experiment.*—Even where they were not prejudiced unfavourably against Japan the pupils showed little knowledge of that country, and what knowledge they had, because of the remoteness of Japan, was superficial and sometimes completely false. Even better informed pupils had only a stereotyped impression of the country. They had not the

slightest conception of far-eastern civilisation, and Japan and China were always confused in their minds."

"*After the experiment.*—The pupils were unanimous in considering the project one of the most memorable experiences of their school life. They showed a steady interest which was both emotional and intellectual. The tests revealed a tendency towards improvement appreciably positive amongst the pupils. If, in a general way, a feeling of real friendship has appeared, it is interesting to note that in one class the reply to the question, "Would you like to live in Japan?" was less favourable afterwards than at the commencement of the experiment."

2. *U.K.—Secondary Modern School, Penmaenmawr, Caernarvonshire :*

This is a small school with a total enrolment of 84 pupils drawn mostly from the working people in factories and small local industries. The course conducted by the school is general with a bias towards technical subjects. The Experimental class for the purpose of the UNESCO Project consisted of 29 pupils—both boys and girls—with an average age of 14 whose Intelligence Quotient varied widely—from approximately 60 to a maximum of approximately 100. The Experimental activities consisted of classroom lessons supplemented by film shows, informal discussions and talks by the visitors. Egypt was the area studied by this class and as it coincided with the Suez crisis, the study aroused considerable interest. The classroom lessons were mostly devoted to History and Geography and covered such fields as : Life in Ancient Egypt, Papyrus, Hieroglyphics, Ancient Monuments, Art in Ancient Egypt, Life of the Mohammed, Moslem Religion, Arab women in the Desert, Valley of the Nile, Oilfields of Egypt and Middle East, Cotton in Egypt. On the conclusion of the course, the pupils were subjected to an Attitude Test and a General Knowledge Test to which they responded well.

Some of the highlights of this Experimental Study may be summarised as under :

1. A visit by three Iraqi students to the school, each of whom gave an informal talk on the different aspects of life in the Middle East, showed that such visits can make a real contribution in creating an interest in a project like this. On this point, the report says that "the success of this visit gives a distinct pointer as to the talks to the schools projected by the B.B.C. on their new television to schools experimental programme. Commentators 'coming down to earth' with Secondary Modern School children will reap a good harvest educationally—

a combination of first-hand experience and good picture work is a vital necessity". These Iraqi students supplemented the lessons on Moslem religion given to the experimental class as part of the study and the informal discussion that followed on this subject helped in the Mutual Appreciation of Mohammedan and Christian Religions.

2. The exhibition of films, "Focus on the Nile", "Water for Dry Lands", "Egyptian Village", "Suez Canal", was another pointer that showed the need for audio-visual media in contributing towards the success of such Projects. In this connection, the report points out that the material supplied by UNESCO was, in general, found of not much teaching value and suggests that much simplified material—much more in the way of picture material and especially of films depicting life in various countries—is required for these Projects when dealing with Secondary Modern School Children.

### 3. *U. K.—Dane Girls' School, Ilford, Essex :*

The Experimental Group in this School was formed of girls, aged 13 to 14 years, of average ability. The group took up "West Indies" as the subject of special study. A few emigrants from this region were living and working in the neighbourhood of the school and some children had already expressed their intolerance. And so the school decided to meet this challenge. In fact, the spirit of the special study was woven into the whole texture of school curriculum and it was agreed that "each mistress should have in mind the aim of interesting the whole school and making, if possible, a general development of attitudes favourable to international understanding". The special study covered (1) Geography—about 20 periods; (2) History and Religious Instructions—27 periods; (3) Art—10 periods; (4) Music and Dance; (5) United Nations—6 periods. The most striking activity brought out in this school's report was the organization of an Exhibition and Festival for a week at the end of the special course. Each class came and heard the girls talk on every aspect of the work. Stories, mimes, plays and puppet play, life-size models showing dresses, a stall under the market mural were presented. There were many girls in West Indian clothes. The Exhibition was opened to parents and guardians one evening, who were entertained with music and dance by a group of West Indians.

On the whole, the experiment left a healthy impression on the girls whose previous attitude of intolerance was considerably altered as a result of this study. It was felt that West Indian visitors played a very important part in this Experimental Study.

As indicated earlier, the above experimental projects on "the study of other countries" are only a few of the many more similar projects that have been and are being carried out in the participating institutions with a view to inculcating an international sense in their pupils and developing in them attitudes favourable to international understanding and co-operation. Similar results have also been achieved by the participating institutions that have carried out special projects related to themes on the 'Rights of Women' or the 'Universal Declaration of Human Rights'. Thus, through a network of such co-ordinated experimental activities carried out in the participating institutions, both at home and abroad, this UNESCO Project is actively engaged in preparing the younger generation of today to grow into the world citizens of tomorrow with an international outlook that would be at once free from the pride and prejudice of caste, race, creed, religion, sex or nationality. Like any other investment of an educational nature, the results achieved by the Project are slow and steady, but sure and lasting and hold the promise of the emergence of a new generation better equipped, mentally and spiritually, to meet the challenge of an adult world of tomorrow.



## ANNEXURE I

Paris, 6 September, 1954

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### UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

### CO-ORDINATED EXPERIMENTAL ACTIVITIES IN EDUCATION FOR LIVING IN A WORLD COMMUNITY

#### TEST OF GENERAL INFORMATION

#### *Some Notes for the Teacher*

#### **The principles of the test**

The test of general information which follows is intended for use by pupils in secondary schools taking part in the programme of co-ordinated experimental activities in education for living in a world community. It is designed to give an indication of the pupils' knowledge of facts of general significance in several fields, *e.g.*, geography, history, international affairs, literature, and the arts and sciences.

The items in the test were selected as being representative of information which well-informed adults might reasonably be expected to possess. It is in relation to this standard that the questions themselves than the results achieved by the pupils must be seen. The pupils cannot be expected to know the answers to all or even most of the questions. For the purposes of the test, it is less important to know *how many* questions are correctly answered than to know *which* questions are correctly answered.

The test is meant to be given both before and after the period of special instruction to be undertaken in connection with the "minimum" experiment. It should be given in both experimental and control classes. It is hoped that a comparison of results before and after will help to indicate :

- (a) the effects of special instruction in the experimental group;
- (b) the effects of the normal educational procedures in the control classes.

Teachers in experimental and control classes should not make any particular effort, during the period of special instruction, to teach pupils the right answers to the questions in the test. One of the main purposes of the test is to discover the effects

of instruction, whatever subject is dealt with, on general knowledge. To teach directly on the facts with which the test is concerned would render the results invalid for this purpose.

It should be stressed that the test is not competitive in any sense of the word. Unesco will not publish any comparison of the total number of right answers given by pupils or classes in different schools or different countries. Such comparisons, in fact, would have little educational meaning. The primary purpose of the test is to measure the progress of individual pupils, some of whom receive special instruction in experimental classes and some of whom, in control classes, do not receive special instruction.

The test was drafted by an international committee of experts drawn from four European countries, and its content inevitably reflects a certain regional orientation. Teachers in other regions may wish to add items of particular interest in their own regions. It is suggested that any additional questions should be framed in the same forms as those in the existing test (*i.e.*, in multiple-choice or "matching" form). The same standard of content should be followed in selecting additional items (*i.e.*, the items should relate to information which the well-informed adult may reasonably be expected to possess). The alternatives offered in multiple-choice questions should be homogeneous, grammatically consistent and mutually exclusive, and the "distractors", or incorrect alternatives, could be plausible. The use of the negative form of phraseology should be avoided.

A key giving the correct answers to questions in the present test is attached.

#### **Administration of the test**

It is preferable that the test should be administered by someone other than the teacher regularly in charge of the class, and that the same person should administer the test both before and after the period of special instruction.

Before the pupils begin the test, the person administering it should carefully explain the procedure to be followed, so that everyone understands exactly what is to be done. During the test, the person in charge should remain entirely neutral and should refrain from assisting the pupils in any way, for it is important that they depend upon their own resources in answering the questions.

The time required for taking the test will vary according to the age of the pupils and other circumstances. It is not intended as a "speed test" and, if the school schedule permits, pupils

should be allowed to spend as much time as they need to finish the test. To ascertain how much time may be necessary, teachers may wish to give the test to analogous groups of pupils before giving it in the experimental and control classes. If it is found to be too long for one class period, it may be given in sections during two or more periods without affecting its validity.

It is suggested that pupils taking the tests should identify themselves by reference numbers assigned by the teacher. They should use the same numbers each time they take the test. If other tests are given in connection with the experiment, pupils should use the same number on these also.

### Recording of results

Attached are two charts to be filled in by the teacher. On one, individual pupils' answers can be recorded; on the other, the replies of groups or classes of pupils can be recorded. These charts should be filled in by the teacher each time the test is given, both before and after the "minimum" experiment. It is hoped that the filled-in charts, or copies of them, can be made available to Unesco shortly after the conclusion of the "minimum" experiments in which the test is used.

School :

Ref. No. \_\_\_\_\_

Boy or girl :

Age :

Date :

## GENERAL INFORMATION

### PART I

#### Instructions

Each of the sentences below can be correctly completed by one of the items designated by the letters (a), (b), (c), (d) and (e). Select the item which you think correctly completes the sentence and place the letter corresponding to it in the space on the right hand side of the page, thus :

1. The number of Member States in the United Nations is now about : (a) 30, (b) 40, (c) 50, (d) 60, (e) 70. (d)
2. The principal natural resource of Saudi Arabia is : (a) cotton, (b) rice, (c) rubber, (d) coffee, (e) oil. ( )\*
3. Ankara is the capital of : (a) Iran, (b) Turkey, (c) Lebanon, (d) Pakistan, (e) Afghanistan. ( )\*

If you do not know which of the items correctly completes a given sentence, leave the space on the right hand side of the page blank and pass on to the next sentence.

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\*To be filled in under the instructions of the teacher.

You are not expected to know all the answers, and, as you do not need to sign your name on the paper, no one will know what score you have made. The purpose of the test, which is also being given in other countries, is to find out whether pupils in different lands know certain facts of general significance in several fields of knowledge. The test will not affect your marks in school.

If you have any questions about how to take the test, please ask them now.

1. The largest of the five oceans is : (a) the Atlantic, (b) the Indian, (c) the Pacific, (d) the Antarctic, (e) the Arctic. \_\_\_\_\_
2. The numerically largest religious group in the world is : (a) the Buddhist, (d) the Christian, (c) the Hindu, (d) the Jewish, (e) the Mohammedan. \_\_\_\_\_
3. *Uncle Tom's Cabin*, by Harriet Beecher Stowe, was a novel about : (a) a black horse, (b) prohibition, (c) life in city slums, (d) slavery, (e) an old huntsman. \_\_\_\_\_
4. The Vatican is located in : (a) Paris, (b) Rome, (c) Madrid, (d) New York, (e) Berlin. \_\_\_\_\_
5. The General Assembly of the United Nations is composed of : (a) representatives of all Member States, (b) five permanent members and six non-permanent members elected by the Security Council, (c) foreign ministers of all Member States, (d) the Secretary-General of the United Nations and representatives chosen by him, (e) representatives from the various branches and Specialized Agencies of the United Nations. \_\_\_\_\_
6. The author of the *Origin of Species* was : (a) Charles Dickens, (b) Charles Darwin, (c) Thomas Huxley, (d) George Eliot, (e) Charles Dodgson. \_\_\_\_\_
7. A staple food of the Chinese people is : (a) beef, (b) bananas, (c) rice, (d) canned goods, (e) dairy products. \_\_\_\_\_
8. The League of Nations was established in : (a) 1816, (b) 1851, (c) 1907, (d) 1920, (e) 1945. \_\_\_\_\_
9. Ludwig van Beethoven was : (a) a novelist, (b) a painter, (c) a playwright, (d) a composer, (e) a scientist. \_\_\_\_\_
10. The Eskimos live in : (a) the jungles of South America, (b) the Gobi desert, (c) the Sahara desert, (d) the Arctic region, (e) the South Sea Islands. \_\_\_\_\_
11. The No plays are : (a) medieval French plays, (b) Burmese dramatic dances, (c) Finnish children's games, (d) traditional Japanese plays, (e) a series of Tibetan plays. \_\_\_\_\_
12. The nation with the largest population is : (a) India (b) China, (c) U.S.S.R., (d) U.S.A., (e) Canada. \_\_\_\_\_

13. Abraham Lincoln was : (a) a celebrated American author, (b) a president of the United States, (c) inventor of the lightning rod, (d) founder of the American colonies, (e) leader of the American Army in the War of 1812. \_\_\_\_\_
14. The headquarters of the United Nations is located in : (a) London, (b) Paris, (c) Rome, (d) New York, (e) The Hague. \_\_\_\_\_
15. When it is 12 o'clock noon in New York it is : (a) midnight in Bangkok, (b) 10 a.m. in Rio de Janeiro, (c) 4 p.m. in Calcutta, (d) 8 a.m. in Moscow, (e) 11 p.m. in Rome. \_\_\_\_\_
16. The Secretary-General of the United Nations is : (a) Madame Pandit, (b) Mrs. Roosevelt, (c) Dag Hammarskjöld, (d) Trygve Lie, (e) Carlos P. Romulo. \_\_\_\_\_
17. The Inca peoples lived in : (a) South America, (b) the Polynesian Islands, (c) South East Asia, (d) Africa, (e) Australia. \_\_\_\_\_
18. Sigmund Freud was : (a) the author of "The Weavers", (b) first president of the Weimar Republic, (c) the founder of psychoanalysis, (d) the inventor of the twelve-tone musical scale (e) the discoverer of smallpox vaccine. \_\_\_\_\_
19. The Dhammapada is : (a) a collection of Arabic proverbs, (b) a book of the teachings of Buddha, (e) an Indian musical composition, (d) a collection of Chinese songs, (e) a Persian epic poem. \_\_\_\_\_
20. The Security Council of the United Nations is concerned primarily with : (a) improving economic and social standards, (b) peaceful settlement of disputes between nations, (c) regulation of armaments, particularly atomic weapons, (d) international loans and bonds, (e) administration of non-self-governing territories. \_\_\_\_\_
21. One of the great figures in the history of the movement to abolish slavery was : (a) Edmund Burke, (b) James Boswell, (c) William Wilberforce, (d) Gabriele d'Annunzio, (e) Queen Victoria. \_\_\_\_\_
22. The nation with the greatest land area is : (a) India, (b) China, (c) U.S.S.R., (d) U.S.A., (e) Canada. \_\_\_\_\_
23. An organization chiefly concerned with the welfare of needy children is : (a) FAO, (b) ILO, (c) UNICEF, (d) WHO, (e) NATO. \_\_\_\_\_
24. The language spoken by the greatest number of people in the world today is : (a) English, (b) French (c) Russian, (d) Chinese, (e) Arabic. \_\_\_\_\_
25. The Universal Declaration of Human Rights was : (a) adopted by the French Government after the Revolution of 1789, (b) proclaimed by the United Nations, (c) written by Thomas Jefferson, (d) drawn up by the League of Nations, (e) signed by 43 countries after the Congress of Vienna. \_\_\_\_\_

26. A scientist whose researches led to an understanding of the principles of radio-activity was : (a) Pierre Curie, (b) Alfred Adler, (c) C. V. Raman, (d) Henry Ford, (e) C. G. Jung.
27. Marco Polo : (a) invented spaghetti, (b) visited China, (c) swam the Hellespont, (d) climbed Mont Blanc, (e) painted the "Mona Lisa".
28. The present population of the world is about (a) 1,000,000,000, (b) 1,500,000,000, (c) 2,000,000,000, (d) 2,500,000,000, (e) 3,000,000,000.
29. A country which, with the aid of the United Nations, has recently become an independent State is : (a) New Guinea, (b) Western Samoa, (c) Tanganyika, (d) Libya, (e) Togoland.
30. Genocide is the name given to : (a) the antibiotic which cures poliomyelitis, (b) the systematic destruction of particular racial or religious groups of people, (c) the liquid which destroys insect life, (d) the invasion of friendly countries by surprise attack, (e) the violation of laws against traffic in narcotics.
31. The inventor of the modern printing method was : (a) William Caxton, (b) Martin Luther, (c) Johann Gutenberg, (d) Leonardo da Vinci, (e) Erasmus.
32. The Parthenon is located in : (a) Italy, (b) Sicily, (c) Greece, (d) Spain, (e) France.
33. Among the five organizations listed below, the oldest is : (a) Universal Postal Union, (b) International Labour Organization, (c) World Health Organization, (d) Food and Agriculture organization, (e) International Civil Aviation Organization.
34. Mahatma Gandhi was : (a) a great poet of ancient Persia, (b) a Turkish despot, (c) an Arabian religious leader, (d) a famous Burmese navigator, (e) a leader in the movement for Indian independence.
35. Karl Marx was : (a) a landscape painter, (b) a medical missionary, (c) a political philosopher, (d) an industrial chemist, (e) a historical novelist.
36. The Taj Mahal is : (a) a holy book of the Mohammedan faith, (b) an Egyptian temple near Cairo, (c) a marble memorial to the wife of an Indian Emperor, (d) a traditional Jewish holiday, (e) ruler of the Sudan.
37. Simon Bolivar was : (a) a Portuguese explorer in the 16th century, (b) commander of French armies in the 30 Years' War, (c) a celebrated Spanish philosopher, (d) a leader of the movement for South American independence, (e) first president of the Union of South Africa.
38. The Trusteeship Council of the United Nations is primarily concerned with : (a) monetary exchange between different countries, (b) equivalence of university degrees in different countries, (c) non-self-governing territories, (d) liquidating the foreign financial assets of the defeated Axis powers, (e) arbitration of disputes between nations over property rights.

39. One of the most famous 19th century painters was : (a) Cortez, (b) Don Quixote de la Mancha, (c) Federico Garcia Lorca, (d) Goya, (e) Manuel da Falla. \_\_\_\_\_
40. The seat of the International Court of Justice is : (a) Copenhagen, Denmark, (b) Geneva, Switzerland, (c) The Hague, the Netherlands, (d) New York, U.S.A., (e) Paris, France. \_\_\_\_\_

## PART II

**Instructions**

In the following questions each name in the left hand column is to be matched with the item in the right hand column with which it is associated. In the brackets after each name place the letter for the appropriate item. Put only one letter after each name.

Here is an example of a completed question concerning famous explorers and the regions with which their names are connected :

- |                             |                |
|-----------------------------|----------------|
| 1. Christopher Columbus (c) | (a) Australia  |
| 2. Roald Amundsen (b)       | (b) South Pole |
| 3. Captain James Cook (a)   | (c) America    |
|                             | (d) Africa     |

You will see that there are more items on the right hand side than there are names on the left. This means that one or more of the items cannot be paired with names, and that some of the letters should not be used.

- |                        |                       |
|------------------------|-----------------------|
| I. 1. Chopin ( )       | (a) an educator       |
| 2. Copernicus ( )      | (b) a musician        |
| 3. Pestalozzi ( )      | (c) a chemist         |
|                        | (d) an astronomer     |
| II. 1. Shakespeare ( ) | (a) Faust             |
| 2. Hugo ( )            | (b) War and Peace     |
| 3. Goethe ( )          | (c) Hamlet            |
| 4. Tolstoy ( )         | (d) Les Miserables    |
|                        | (e) Oedipus Rex       |
|                        | (f) Paradise Lost     |
| III. 1. Cervantes ( )  | (a) The Odyssey       |
| 2. Omar Khayyam ( )    | (b) The Divine Comedy |
| 3. Dante ( )           | (c) The Rubaiyat      |
| 4. Homer ( )           | (d) Candide           |
|                        | (e) Don Quixote       |
|                        | (f) The Gallic Wars   |
| IV. 1. Confucius ( )   | (a) Ramayana          |
| 2. Valmiki ( )         | (b) Tale of Gengi     |
| 3. Sadi ( )            | (c) Analects          |
| 4. Lady Murasaki ( )   | (d) Gulistan          |
|                        | (e) Tao Che Tching    |

- V. 1. Darwin ( ) (a) the laws of heredity  
 2. Mendel ( ) (b) evolution by natural selection  
 3. Pavlov ( ) (c) conditioned reflex  
 4. Pasteur ( ) (d) parallel development of individual and race  
 (e) principle of vaccination
- VI. 1. Fleming ( ) (a) law of falling bodies  
 2. Galileo ( ) (b) theory of relativity  
 3. Kepler ( ) (c) discovery of penicillin  
 4. Faraday ( ) (d) discovery of the planet Neptune  
 5. Einstein ( ) (e) laws of planetary motion  
 (f) law of induced electrical current  
 (g) expansion of the universe
- VII. 1. Ptolemy ( ) (a) universal law of gravitation  
 2. Lavoisier ( ) (b) principle of uncertainty  
 3. Planck ( ) (c) principle of flotation  
 4. Newton ( ) (d) conservation of energy  
 5. Archimedes ( ) (e) earth at centre of universe  
 (f) composition of air  
 (g) the quantum theory
- VIII. 1. Bach ( ) (a) Peter and the Wolf  
 2. Verdi ( ) (b) Fidelio  
 3. Bizet ( ) (c) St. Matthew Passion  
 4. Wagner ( ) (d) Don Giovanni  
 5. Mozart ( ) (e) Tristan and Isolde  
 6. Prokofiev ( ) (f) Carmen  
 (g) Aida  
 (h) Symphonie Pathetique
- IX. 1. Costa Rica ( ) (a) a king is head of the government  
 2. Greece ( ) (b) a president is head of the government  
 3. Japan ( ) (c) a prince is head of the government  
 (d) an emperor is head of the government  
 (e) a military council heads the government
- X. 1. Michelangelo ( ) (a) The Thinker  
 2. Praxiteles ( ) (b) Death and the Horseman  
 3. Durer ( ) (c) Mona Lisa  
 4. Rembrandt ( ) (d) Springtime  
 5. Rodin ( ) (e) Frescoes in the Sistine Chapel  
 6. Da Vinci ( ) (f) Hermes  
 (g) Venus de Milo  
 (h) The Night Watch

## Key to

The Test of General Information  
(for use by the teacher)

*Part I*  
 Examples : 1 (d)  
 2 (e)  
 3 (b)

*Part II*  
 Examples : 1 (c)  
 2 (b)  
 3 (a)



1 (c)  
 2 (b)  
 3 (d)  
 4 (b)  
 5 (a)  
 6 (b)  
 7 (c)  
 8 (d)  
 9 (d)  
 10 (d)  
 11 (d)  
 12 (b)  
 13 (b)  
 14 (d)  
 15 (a)  
 16 (c)  
 17 (a)  
 18 (c)  
 19 (b)  
 20 (b)

21 (c)  
 22 (c)  
 23 (c)  
 24 (d)  
 25 (b)  
 26 (a)  
 27 (b)  
 28 (d)  
 29 (d)  
 30 (b)  
 31 (c)  
 32 (c)  
 33 (a)  
 34 (e)  
 35 (c)  
 36 (c)  
 37 (d)  
 38 (c)  
 39 (d)  
 40 (c)

I. 1 (b)  
 2 (d)  
 3 (a)

II. 1 (c)  
 2 (d)  
 3 (a)  
 4 (b)

III. 1 (e)  
 2 (c)  
 3 (b)  
 4 (a)

IV. 1 (c)  
 2 (a)  
 3 (d)  
 4 (b)

V. 1 (a)  
 2 (b)  
 3 (c)  
 4 (e)

VI. 1 (c)  
 2 (a)  
 3 (e)  
 4 (f)  
 5 (b)

VII. 1 (e)  
 2 (f)  
 3 (g)  
 4 (a)  
 5 (c)

VIII. 1 (c)  
 2 (g)  
 3 (f)  
 4 (e)  
 5 (d)  
 6 (a)

IX. 1 (b)  
 2 (a)  
 3 (d)

X. 1 (e)  
 2 (f)  
 3 (b)  
 4 (h)  
 5 (a)  
 6 (c)

**Summary of Replies  
by Individual Pupil on  
Test of General Information  
(for use by the teacher)**

Place an X in the appropriate square:

1st testing :  
Record of replies before special instruction.

2nd testing (experimental classes) :  
Record of replies after special instruction.

2nd testing (control groups) :  
Record of replies after normal instruction.

Name and address of school \_\_\_\_\_  
Boy or girl \_\_\_\_\_  
Grade, form or class \_\_\_\_\_  
Age \_\_\_\_\_  
In experimental or control group \_\_\_\_\_

Reference No. \_\_\_\_\_  
Subject-theme of minimum experiment \_\_\_\_\_  
Curricular subject(s) normally studied by class in which pupil was given test \_\_\_\_\_

Part I. Indicate the pupil's choice below by placing a check mark (V) in the appropriate square. The correct choice for each item is indicated by an X.

No. of item	(a)	(b)	(c)	(d)	(e)	No. of item	(a)	(b)	(c)	(d)	(e)
1			x			21			x		
2		x				22			x		
3				x		23			x		
4		x				24				x	
5	x					25		x			
6		x				26	x				
7			x			27		x			
8				x		28				x	
9				x		29				x	
10				x		30		x			
11				x		31			x		
12		x				32			x		
13		x				33	x				
14				x		34					x
15	x					35			x		
16			x			36			x		
17	x					37				x	
18			x			38			x		
19		x				39				x	
20		x				40			x		



**Summary of Replies  
by Groups or Classes on Test of  
General Information**  
(for use by the teacher)

Place an X in the appropriate square :  
 1st testing : Record of replies before special instruction.  
 2nd testing (experimental classes) : Record of replies after special instruction.  
 2nd testing (control groups) : Record of replies after normal instruction.

Name and address of school \_\_\_\_\_  
 Number of pupils in class \_\_\_\_\_ Subject-theme of minimum  
 Approximate age of pupils \_\_\_\_\_ experiment (experimental  
 Grade, form or level of \_\_\_\_\_ classes only)  
 class or group \_\_\_\_\_ Curricular subject(s)  
 Boys, girls or mixed group \_\_\_\_\_ normally studied by  
 Experimental class or \_\_\_\_\_ class in which test  
 control group \_\_\_\_\_ was given

Part I. In the squares below fill in the number of pupils who chose each alternative. Correct choices are indicated by an X in the appropriate squares.

No. of item	(a)	(b)	(c)	(d)	(e)	No. of item	(a)	(b)	(c)	(d)	(e)
1			x			21			x		
2		x				22			x		
3				x		23			x		
4		x				24				x	
5	x					25		x			
6		x				26	x				
7			x			27		x			
8				x		28				x	
9				x		29				x	
10				x		30		x			
11				x		31			x		
12		x				32			x		
13		x				33	x				
14				x		34					x
15	x					35			x		
16			x			36			x		
17	x					37				x	
18			x			38			x		
19		x				39				x	
20		x				40			x		

Part II. In the squares below, fill in the number of pupils who chose each alternative. Correct choices are indicated by an X in the appropriate squares.

No. of item	a	b	c	d	e	f	g	h
I. 1		x						
2				x				
3	x							
II. 1			x					
2				x				
3	x							
4		x						
III. 1					x			
2			x					
3		x						
4	x							
IV. 1			x					
2	x							
3				x				
4		x						
V. 1	x							
2		x						
3			x					
4					x			
VI. 1			x					
2								
3			x					
4						x		
5		x						
No. of item	a	b	c	d	e	f	g	h
VII. 1					x			
2						x		
3							x	
4	x							
5			x					
VIII. 1			x					
2							x	
3						x		
4					x			
5				x				
6	x							
IX. 1		x						
2	x							
3				x				
X. 1					x			
2						x		
3		x						
4							x	
5	x							
6			x					

## ANNEXURE II

Paris, 6 September 1954  
Original : English

### UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

#### CO-ORDINATED EXPERIMENTAL ACTIVITIES IN EDUCATION FOR LIVING IN A WORLD COMMUNITY

##### SUGGESTIONS ON DRAFTING TESTS OF INFORMATION ABOUT OTHER COUNTRIES

Most of the schools taking part in the programme of co-ordinated experimental activities in education for living in a world community have chosen "the Study of Other Countries" as the theme of their minimum experiments. To assist teachers or others who may be charged with drafting tests of information about the different countries selected for study, the following suggestions were drawn up by a small international committee of experts, which also prepared a test of general information and an attitude scale for use by participating schools.

##### The structure of the tests

The committee felt that the form employed in the test of general information (UNESCO/ED/Co-Ord. Projects/17A) might also serve for tests concerned with particular countries. The test of general information consists of 40 "multiple-choice" items and 10 "matching" items. Should the schools wish to adopt this suggestion, the questions should be constructed according to the usual principles, *i.e.*

- (1) in *multiple-choice* items, the positive form of phraseology, rather than the negative, should be employed;
- (2) in *multiple-choice* items, at least five alternatives, only one of which is correct, should be offered;
- (3) in *matching* questions, the number of alternatives offered should exceed the number of items with which they are to be paired;
- (4) in *both* types of question the alternatives offered should be homogeneous, grammatically consistent and plausible, but mutually exclusive.

Persons responsible for drafting the questions may wish to consult the test of general information referred to above for examples of questions in these forms.

## **The standard of content**

As a general standard to govern the content of the test, it was suggested that the questions should be representative of information which well-informed adults might reasonably be expected to possess. This principle was followed in selecting items for the test of general information. Obviously, secondary school pupils cannot be expected to know the correct answers to all, or even many, of the questions in such a test. (In order to encourage them, it is well to include some easier questions which all can probably answer correctly). The advantage of a test devised according to this standard is that it is more likely than a simple test to encompass and define the boundaries of the pupils' knowledge, even after they have had special instruction. For that reason, such a test may serve better as an instrument for measuring their progress than a test composed of less difficult questions.

### **Points to be covered**

The committee suggested that questions should cover the following points about each country selected for study :

#### **I. Geography**

- (a) location of the country; means of contact (transport and communications) with other countries
- (b) the capital; principal cities
- (c) physical environment (climate, relief, etc.)
- (d) natural resources
- (e) population and its rate of growth

#### **II. History**

- (a) principal events in political, economic, scientific and cultural history
- (b) development of the country as a nation
- (c) persons important in the national history

#### **III. Civilization**

- (a) language(s) in common use
- (b) the development and influence of religion(s)
- (c) arts
- (d) national customs and traditions

**IV. Political Structure of the Nation**

- (a) present form of government
- (b) administrative system of the government
- (c) rights and duties of the individual with regard to government
- (d) relations between basic political ideas and the political structure
- (e) legal institutions and their relation to the political structure
- (f) relations with international organizations

**V. Economic and Social Structure**

- (a) bases for differentiation of social classes, where they exist (tradition ? economic factors ? education ? etc.)
- (b) distribution of wealth
- (c) welfare and social security
- (d) conditions and organization of work
- (e) production; consumption; imports and exports
- (f) nature of ownership or control of means of production

**VI. Everyday Life**

- (a) housing, diet, dress, manners
- (b) uses of leisure
- (c) individual budget (how the individual spends his money)
- (d) organization and life of the family (marriage; role of parents and children; family budget, etc.)
- (e) means of transport and communications in daily use
- (f) social customs and traditions

**VII. Relations with Other Countries and the World**

- (a) political relations with other countries
- (b) economic relations with other countries
- (c) cultural relations with other countries
- (d) participation in international life [see also IV (f) ]



## VIII. Education

- (a). extent and level of literacy
- (b) role of the family in education
- (c) the school system [by whom organized and maintained? free and compulsory? universal? co-educational? differentiated for boys and girls? kind and content of education provided (vocational? "academic" or "classical"? etc.)]
- (d) means of mass communication and their role in education
- (e) social organizations and their role in education

### Administration of tests; recording of results

The committee suggested that a test of knowledge of the particular country or countries selected for study should be given both before and after the period of special instruction, and that it should be given in both experimental and control classes. It is essential that the *same* test be used in all instances. A comparison of results before and after should help to indicate :

- (a) the effects of special instruction in the experimental group;
- (b) the effects of normal educational procedures in the control classes.

It is suggested that pupils taking the tests should identify themselves by reference numbers assigned by the teacher. They should use the same number each time they take the test. If other tests are given in connexion with the experiment, pupils should use the same numbers on these also.

To facilitate the recording and analysis of results, teachers may wish to devise charts similar to those prepared for use with the test of general information. If this is done, the charts for individual pupils and for classes as a whole should be filled in each time the test is given, both at the beginning and the end of the "minimum" experiment. The Secretariat of Unesco would be glad to receive the filled-in charts, or copies of them, at the conclusion of the experiment. It is hoped that copies of the tests themselves may also be made available to the Secretariat.

### Examples of tests

Some of the participating schools have already prepared tests of information about other countries selected for study. The Secretariat will be glad to provide examples of such tests on request.

### ANNEXURE III

Paris, 10 September 1954

Original : English

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

**CO-ORDINATED EXPERIMENTAL ACTIVITIES  
IN EDUCATION FOR LIVING IN A WORLD COMMUNITY**  
ATTITUDE SCALES FOR USE IN THE STUDY OF  
OTHER COUNTRIES

*Some Notes for the Teacher*

#### **The principles of the test**

Most of the schools taking part in the programme of co-ordinated experimental activities in education for living in a world community have chosen "the Study of Other Countries" as the theme of their "minimum" experiments. The test which follows is adapted particularly to this study, but it is hoped that it will also be employed in schools which have chosen "the Rights of Women" or "the Universal Declaration of Human Rights" as the theme of their minimum experiments. Teaching on these subjects may affect the attitudes with which the test is concerned as profoundly as "the Study of Other Countries", and the results will therefore be of value to the experiment.

The test was drafted by a small international committee of experts drawn from four European countries. It is designed (1) to give a broad indication of the pupils' attitudes of acceptance or rejection of people of other nationalities, races and religions; (2) to give a broad indication of the pupils, tendencies towards objectivity or emotionality in their attitudes; and (3) to give a broad indication of the pupils' tendencies towards generalization or differentiation.

The test is meant to be given both before and after the period of special instruction to be undertaken in connexion with the "minimum" experiment. It should be given in both experimental and control classes. It is hoped that a comparison of results before and after will help to show :

- (a) the effects on attitudes of special instruction in experimental groups;
- (b) the effects on attitudes of normal educational procedures in the control classes.

Teachers in experimental and control classes should not make any particular effort, during the period of special instruction, to teach pupils which statements in the test, reflect "wrong" attitudes or which statements reflect "right" attitudes. One of the main purposes of the test is to discover the effects of instruction, whatever subject is dealt with, on the attitudes with which the test is concerned. To teach directly on the statements in the test, or to explain what is considered the "right" response to them, would render the results invalid for this purpose.

It should be stressed that the test is not competitive in any sense of the word. Unesco will not publish any comparison of results in different schools or different countries. Such comparisons, in fact, would have little educational meaning. The primary purpose of the test is to show changes in the attitudes of individual pupils, some of whom receive special instruction in experimental classes and some of whom, in control classes, do not receive special instruction.

#### Administration of the test

It is preferable that the test should be administered by someone other than the teacher regularly in charge of the class, and that the same person should administer the test both before and after the period of special instruction.

The test consists of four parts. Parts I, II and IV are concerned with attitudes towards people of specific nationalities. The nationalities should be selected in advance by the teachers participating in the experiment. If the school has chosen "the Study of Other Countries" as the theme of its "minimum" experiment, the country or countries to be studied should be used. Even if only one country is to be studied, it is useful to use two or more nationalities in the test. This will make it possible to compare the pupils' attitudes towards people of different nationalities and, after the second testing, to see whether changes of attitude towards people of the country studied apply also to people of other countries not studied.

In schools which have chosen other subjects as the theme of their "minimum" experiments, it is suggested that, for the purposes of the test, teachers might select one country towards which the pupils are likely to feel *friendly*, one country towards which they are likely to feel *neutral*, and one country towards which they are likely to feel *unfriendly* for one reason or another.

Some teachers may wish to use other races or religions rather than other nationalities in the test. It may be easily adapted for this purpose by substituting the appropriate term

or terms for the word *nationality* wherever necessary. It is suggested, however, that the word *race* be employed as little as possible, as there is confusion over its exact meaning. It should be used only to designate groups showing common inherited physical characteristics. Even in this strictly limited sense, the phrase *ethnic group* is usually preferable to the term *race*.

Unlike Parts I, II and IV, Part III is concerned in a general way with people of other races, religions and nationalities.

Before the pupils begin the test, the person administering it should carefully explain the procedure to be followed, and should tell the class what nationalities are to be filled in at the tops of the columns in Parts I, II and IV. During the test, the person in charge should remain entirely neutral and should refrain from assisting the pupils in any way, for it is important that they express themselves freely in making their responses to the statements.

The time required for taking the test will vary according to the age of the pupils and other circumstances. It is not intended as a "speed test", and, if the school schedule permits, pupils should be allowed to spend as much time as they need to finish the test. To ascertain how much time may be necessary, teachers may wish to give the test to analogous groups of pupils before giving it in the experimental and control classes.

It is suggested that pupils taking the tests should identify themselves by reference numbers assigned by the teacher. They should use the same numbers each time they take the test. If other tests are given in connexion with the experiment, pupils should use the same number on these also.

### **Recording of results**

Attached are two charts to be filled in by the teacher. On one, individual pupil's answers can be recorded; on the other, the replies of groups or classes of pupils can be recorded. These charts should be filled in by the teacher each time the test is given, both before and after the "minimum" experiment. It is hoped that the filled-in charts, or copies of them, can be made available to Unesco shortly after the conclusion of the "minimum" experiments in which the test is used.

## ATTITUDES

School : \_\_\_\_\_ Ref. No. \_\_\_\_\_  
Boy or Girl : \_\_\_\_\_  
Age : \_\_\_\_\_  
Date : \_\_\_\_\_

**Introduction**

In this paper there are a number of statements about people of different nationalities, races, or religions. They are not examination questions but are designed to show how you yourself feel about these different people. There is no right or wrong answer; the only answer wanted is the one which shows *what you really think now*. Do not put down what you think you ought to feel about these people or what someone else thinks. You may be entirely frank. As you do not need to sign your name on the paper, no one will know what you have put down. This test, which is also being used in other countries, will not affect your marks in school.

## PART I

**Instructions**

Below, on the left side of the page, are some remarks which might be made about people from other countries. When you are told to begin, read each statement. Do you agree that it applies, in the main, to people of the nationality given at the top of the column on the right side of the page? Do you disagree? Or do you have no opinion? Depending on how you feel about it, put a check mark (✓) in the proper column under that nationality. Then do the same for the nationalities named at the tops of the other columns on the right side of the page. Your teacher will tell you what nationalities to write in at the tops of these columns.

In making up your mind about the statements, you should *not* make comparisons between the nationalities listed at the tops of the columns on the right side. Consider each nationality *separately* in relation to each statement, and decide whether you think the statement applies, *in the main*, to people of that nationality.

**Example**

	Nationality I					Nationality II					Nationality III				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
Strongly agree															
Agree															
No opinion															
Disagree															
Strongly disagree															
They would make good pen-friends		✓								✓			✓		

The pupil filling in the blanks for this statement agreed that the statement applied to people of Nationality I, and he therefore put a check mark in the second space of the column for that nationality. However, he strongly disagreed that the statement applied to people of Nationality II, and so he put a check mark in the fifth space of the column for that nationality. As to people of Nationality III, he could not decide or had no opinion, and so he put a check mark in the third space of the column for that nationality.

Now, follow the same procedure with the statements below. Put what you yourself really think about each statement in relation to each nationality.

If you have any questions, please ask them now.

	I (nationality)					II (nationality)					III (nationality)				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
Strongly agree															
Agree															
No opinion															
Disagree															
Strongly disagree															
1. They work hard															
2. I would like to live next door to them															



If you wish to add any comments about your response above, write them here. Comments : \_\_\_\_\_

## PART II

### Instructions

We are still thinking about the same nationalities as in Section I, but now particularly of children of about our own age.

If you read the statements below you will see that as we go down we bring the person we are thinking about closer to us. For example, No. 5, "living next door" brings the person closer to us than No. 4, "living in the neighbourhood", and so on. You might be willing to let a person of Nationality I live in the neighbourhood, but might object to his living next door. If so, in the column for that nationality you would draw a line between the figures 4 and 5.

Read down the statements and decide, for each of the nationalities in turn, where you would draw the line. Then draw the line quite clearly underneath the number for the last thing you would be prepared to accept. Perhaps you would agree to all 10 of the statements. In that case, draw the line under the figure 10.

	I (nationality)	II (nationality)	III (nationality)
1. I would let them visit our country	1	1	1
2. I would let them live in our country	2	2	2
3. I would let them go to my school	3	3	3
4. I would let them live in my neighbourhood	4	4	4
5. I would let them live next door to me	5	5	5
6. I would let them play in my house	6	6	6
7. I would have them to tea in my house	7	7	7
8. I would be happy to have one as a very close friend	8	8	8
9. I would not mind a brother or sister marrying one of them	9	9	9
10. I would be quite happy to marry one of them myself when I grow up	10	10	10

Comments: \_\_\_\_\_



## PART III

## Instructions

This time we are not thinking about any particular nationality but of foreigners in general, or of people of other races or religions.

Underneath each of the statements given below you will find the words : Strongly agree. Agree. Uncertain. Disagree Strongly disagree.

After you have read each statement show whether you strongly agree, agree, etc., by underlining *one only* of the five phrases.

## Example

“Foreign workers should be allowed to work in this country.”

Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.

The person reading this statement agreed with it but he did not feel strongly about it. He underlined *Agree*.

Now, do the following statements in the same way. Remember it is your *own* opinion you should express.

1. All kinds of people of all races, nationalities and religions should be allowed to eat in the same restaurant.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
2. In a large city, people of different nationalities should live in different districts.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
3. People of all races should be allowed to go to dance halls.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
4. It would help our country if we allowed foreign workers to work here.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
5. It is right and proper that some of our big hotels should forbid foreigners to stay there.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
6. People from all over the world would get along much better if they visited each other and shared things.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
7. It is a mistake to educate backward peoples because, as they are so numerous, they might then be able to rule the world.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
8. If I were ill and needed a blood transfusion I would be willing to get it from a person of another race or religion.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.

9. My country has enough to do minding her own affairs and should not concern itself with the problems of other countries.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
10. Everyone should have the right to choose and practise his own religion.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
11. Organizations such as UNO are doing useful work and are helping to solve world problems.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
12. Unesco costs our country too much money for what it does.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
13. If necessary, countries should be prepared to give up a certain amount of national sovereignty in the interests of international co-operation.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.
14. Some nations are naturally warlike.  
Strongly agree. Agree. Uncertain. Disagree. Strongly disagree.

#### PART IV

This part is rather like the first section.

There are a number of statements below and, as before, there are columns to be headed by the names of nationalities.

This time put :

- A if you feel that the statement applies to *all* people of the nationality named.
- M if you feel that the statement applies to *most* of the people of the nationality named.
- F if you feel that the statement applies to *few* of the people of the nationality named.
- N if you feel that the statement applies to *none* of the people of the nationality named.

#### Example

	Nationality I	Nationality II	Nationality III
“They are polite and well-mannered.”	M	M	F

The person reading this statement thought it applied to *most* of the people of Nationality I, *most* of the people of Nationality II and *few* of the people of Nationality III.

Now do the same with the following items. Remember to fill in all the squares.

I (nationality)      II (nationality)      'III' (nationality)

1. They are hardworking			
2. They are cruel			
3. They have a hard life			
4. They look like gangsters			
5. They are energetic			
6. They like children			
7. They have funny eyes			
8. They are civilized			
9. They are treacherous			
10. They are strong			
11. They are clean and hygienic			
12. They are handsome			
13. They are fond of fighting			
14. They are lazy			
15. They are intelligent			
16. They are friendly			
17. They are rather smelly			
18. They look fierce			
19. They are trustworthy			
20. They are stupid			
21. They are like us in their nature			
22. They have repulsive faces			
23. They live in a dirty way			

Comments : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Summary of Replies by Individual Pupil on Attitude Scales

(for use by the teacher)

### Instructions

#### Part I

The letters *a, b, c, d* and *e*, correspond to *Strongly agree, agree, No opinion, Disagree, Strongly disagree*, in the order given. Indicate the pupils' choice below by placing one of these letters in each of the three squares next to the number of the statement. The plus sign (+) after the number indicates that the desirable attitude is one of *agreement*; the minus sign (—) indicates that the desirable attitude is one of *disagreement*. The Roman numerals heading the three columns stand for the nationalities named in the test : I for the nationality named in the first column, II for the nationality named in the second column, III for the nationality named in the third column.

#### Part II

Indicate the pupil's choice by inserting in the square for each nationality (indicated by I, II and III, as in Part I) the number *underneath* which he drew a line.

#### Part III

The letters *a, b, c, d*, and *e* correspond to *Strongly agree, Agree, Uncertain, Disagree, Strongly disagree*, in the order given. Indicate the pupil's choice by placing one of these letters in the square next to the number of the statement. The plus sign (+) after the number indicates that the desirable attitude is one of *agreement*; the minus sign (—) indicates that the desirable attitude is one of *disagreement*.

#### Part IV

The letters A, M, F, N, stand for : A—*all*; M—*most*; F—*few*; N—*none*. The Roman numerals heading the columns stand for the nationalities named in the test, as in Parts I and II above. Indicate the pupil's choice by placing a check mark (✓) in the appropriate square next to the number of the statement.



**Summary of Replies  
by Groups or Classes on  
Attitude Scales**

(for use by the teacher)

Place an X in the appropriate square :

1st testing :  
Record of replies before special  
instruction

2nd testing (experimental classes) :  
Record of replies after special  
instruction

2nd testing (control groups) :  
Record of replies after normal  
instruction

Name and address of school \_\_\_\_\_  
 Number of pupils in class \_\_\_\_\_ Subject-theme of minimum  
 Approximate age of pupils \_\_\_\_\_ experiment (experimental  
 Grade, form or level of \_\_\_\_\_ classes only) \_\_\_\_\_  
 class or group \_\_\_\_\_ Curricular subject(s)  
 Boys, girls or mixed group \_\_\_\_\_ normally studied by class  
 Experimental class or control \_\_\_\_\_ in which test was given \_\_\_\_\_  
 group \_\_\_\_\_  
 Nationalities named in test : I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

*Part I*

The letters *a, b, c, d* and *e* correspond to *Strongly agree, Agree, No opinion, Disagree, Strongly disagree*, in the order named. Roman numerals heading the columns stand for the nationalities named in the test. Numbers to the left of the columns correspond to those of the statements in the test. The plus sign (+) after the numbers indicates that the desirable attitude is one of *agreement*; the minus sign (—) indicates that the desirable attitude is one of *disagreement*.



*Part II*

In the squares of each column, fill in the number of pupils who drew a line underneath the number at the left. Roman numerals indicate nationalities, as in Part I.

	I	II	III
1.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>	<input type="text"/>



## Part III

The letters *a*, *b*, *c*, *d* and *e* correspond to *Strongly agree*, *Agree*, *Uncertain*, *Disagree*, *Strongly disagree*, in the order given. Numbers at the left correspond to those of statements in the test. The plus sign (+) after the number indicates that the desirable attitude is one of *agreement*; the minus sign (—) indicates that the desirable attitude is one of *disagreement*. In the squares, fill in the number of pupils who chose each alternative.

	a	b	c	d	e
1. +					
2. —					
3. +					
4. +					
5. —					
6. +					
7. —					
8. +					
9. —					
10. +					
11. +					
12. —					
13. +					
14. —					

*Part IV*

The letters A, M, F, N, stand for : A—*all*; M—*most*; F—*few*; N—*none*. The Roman numerals heading the columns stand for nationalities, as above. Numbers at the left correspond to those of statements in the test. In the squares, fill in the number of pupils who chose each alternative.

	I				II				III			
	A	M	F	N	A	M	F	N	A	M	F	N
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
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16.												
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19.												
20.												
21.												
22.												
23.												