



Life-Link

Friendship-schools



Life-Link Report

Concluding Conference Petra, Jordan
3-6 June, 2008

A Life-Link & UNESCO ASPnet Schools Pilot Project

*Culture of Care & Water for Life
2007-2008*

Dialogue among cultures – Water for Life



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1. INTRODUCTION

1953. The UNESCO Associated Schools Project in Education for International Co-operation and Peace was launched with a planning meeting held in November 1953. The main purpose is to encourage educational institutions at all levels which have been selected by their National Commissions for UNESCO to organize special programmes designed to increase knowledge of world problems and international co-operation, to develop international understanding through the study of other peoples and cultures and to strengthen understanding and observance of the principles of human rights. The UNESCO Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is today a network of some 7900 educational institutions in 176 countries (ranging from pre-schools and primary to secondary schools and teacher training institutions), who work in support of quality education in practice.

1987. The Life-Link Friendship-Schools Programme (Life-Link), and independent NGO with international office in Sweden, was launched on the UN Day 24 October 1987, as a reaction to the perspectives of young peoples fear facing the Cold War and a possible Nuclear Weapons annihilation, and experiencing the environmental pollution worldwide. Based on natural and social sciences, the Life-Link program promotes concrete Peace / Care actions or lessons to be undertaken by students age preferably 12-19 at and around their schools. The proposed lessons are structured within the interdependent peace themes: *Care for Myself – Care for Others – Care for Nature*. The Life-Link program is oriented towards the individual teenager with the aim to have an impact on knowledge, cognitions, attitudes and behaviour.

More than 560 schools in 80 countries, all continents, now use the Life-Link program (2008).

2006. In December 2006, the UNESCO regional office Amman Jordan identified the Life-Link Friendship-Schools Programme as a useful resource for the ASPnet schools in the Arab region.

2007. A *Workshop on how to promote the Life-Link Friendship-Schools Programme in relation to the UNESCO Decades for Peace and Sustainability* was run in Amman, Jordan in May 2007. This sub-regional workshop recommended in ten points to promote the Life-Link programme to Ministries of Education and to ASPnet schools in the Arab Region. The workshop also set up the theoretical foundation to establish a dynamic partnership between ASPnet and Life-Link.

A concrete 50+50 schools program was launched, inviting 50 ASPnet schools in six Arab countries, and another 50 Life-Link associated schools in ten countries worldwide to a pilot project 2007-2008. Some classes with students age 14-17 at each school should be inspired to work on the two Life-Link actions *Culture of Care* in October 2007, and *Water for Life* in March 2008.

2007-2008 Pilot Project. The project was coordinated from the Life-Link office in Uppsala Sweden, in close collaboration with UNESCO Amman regional office, and UNESCO ASPnet Headquarters in Paris.

2007 Action One. Teacher's Guidelines on the theme *Culture of Care* → *Culture for Peace* was written, printed and spread to participating schools in 6 + 10 countries via UNESCO

NatCom coordinators and Life-Link advisors. The action, including 3 lessons plus 2 self-studies, was performed at and around the schools in October and November 2007.

A Regional Training Workshop and Pilot Project follow up Workshop for ASPnet Coordinators and Teachers was performed in Amman December 2007. Students and observers enriched this workshop.

The workshop recommended a further and strengthened collaboration and coordination between ASPnet and Life-Link Friendship-Schools Programme, and a continuation of the 2007-2008 Pilot Project. (A final comprehensive UNESCO report is available at the Amman regional office).

2008 Action Two. Teacher's Guidelines on the theme *Water for Life* was produced by Life-Link staff members and sent out to participating schools, now more than 120 schools in 10 Arab countries plus 10 countries worldwide.

Classes at participating schools in March and April performed 3 lessons and 2 self-studies. This second action included self-studies on the Water at Home situation, thus involving parents and families into the Water for Life action. The Water for Life action also had a Dialogue-Schools phase when each participating school could communicate on their water study experiences with two other schools within the project, one school in the nearby region and the other school in a distant country/continent. An assessment instrument was developed and introduced into both actions, with questionnaire forms separately for students and for teachers (Appendix D).

Countries with schools taking part in the pilot project *Culture of Care & Water for Life* 2007-2008: Egypt, Iraq, Jordan, Kuwait, Lebanon, Palestine, Oman, Qatar, Sudan, Yemen, Argentina, Australia, Chile, Germany, Ghana, India, Iran, Romania, Russia, Sweden.

A final Evaluation Conference and Workshop; Life-Link & UNESCO ASPnet Pilot Project Culture of Care & Water for Life 2007-2008 took place in Petra, Jordan, June 3-6 2008.

A summary of the sessions and proceedings from this conference follows. A comprehensive UNESCO report is produced at the Amman office.

2. PILOT PROJECT 2007-2008; SUMMARY AND RESULTS

2.1. Description of the Pilot Project structure and contents

Steering-Advisory Committee

Life-Link Friendship-Schools Association at the Life-Link office in Uppsala Sweden in close collaboration with UNESCO Regional Office Amman, Jordan, and UNESCO ASPnet Headquarters in Paris, France. An Executive Director at the Life-Link office was appointed for this mission.

National Coordinators

UNESCO National Commission ASPnet coordinators and Life-Link national coordinators were appointed and coordinated the program at participating schools.

Participating Schools and Countries

50 schools in 6 Arab countries (Egypt, Iraq, Jordan, Lebanon, Oman, Palestine authorities) and 50 schools in 9 other countries (Argentina, Chile, Germany, Ghana, India, Iran, Romania, Russia, Sweden) registered for the first action Culture of Care in Oct-Nov 2007.

39 additional schools from Kuwait, Qatar, Sudan, Yemen, and Australia joined the second action Water for Life March-April 2008.

2-3 classes at each participating school, students age 13-17, were appointed by the school administration.

Teacher's Guidelines

Teacher's Guidelines booklets were produced on the two chosen Life-Link action themes: *Culture of Care* to *Culture for Peace*, and *Water for Life*. Each action included 3 lessons plus 2 students' self-studies.

Translations from English were made by UNESCO Amman office and by active voluntary teachers into Arabic, Romanian and Spanish languages.

Assessments

Assessment forms for the two actions were worked out with separate form for students and teachers. The assessments were part of the Teacher's Guidelines. (Appendix D)

Website

A specific website within the www.life-link.org was structured and organised to fulfil the demands for each school's teacher coordinator as regards pilot program information and reporting, www.life-link.org/aspnet. Each school was supplied with specific username and password for entering their school's page on the website.

Teacher Training

National teacher training seminars were organised in Argentina, Egypt, India, Jordan, Chile, Palestine, Sweden.

Dialogue-Schools

Within the Water for Life action, a "Dialogue-Schools" program was introduced. Each participating school was given the E-mail addresses for two other schools in the pilot program, one school in a "neighbouring" country, and one school in a distant country. The schools were instructed to exchange their Water for Life results and protocols in order to enrich the international and Global spirit of this action.

Conferences

Two conferences were arranged in order to report on results and to learn for a possible extension of the program.

1. An evaluation work-shop in Amman Jordan, December 2007
2. A concluding conference in Petra Jordan, June 2008

Reports handling

The sent in reports from schools and national coordinators were handled by statistical programs and arranged into charts and graphics. Power-point presentations were made at the follow up conferences.

Teachers and schools feed-back was listed, and presented at the follow up conferences.

2.2. Some results and early conclusions from the Life-Link & UNESCO Pilot Project

Reporting from schools

Complete and detailed statistical reporting were performed by 36 schools

Incomplete reports or overview reports were sent from 25 schools

Withdrawal or non-feed back for other reasons from 60 schools

Teacher's Guidelines and website quality

The reactions from school teachers on the Teacher's Guidelines were in general very positive. A Teachers workshop performed at the Petra concluding conference came up with constructive proposals on how to make a revision and a second edition of the two guidelines even more user-friendly.

Impact on students by the actions Culture of Care and Water for Life

Statistics based on reports from 36 schools and 2243 students fulfilling the Students Assessment forms, indicated an increase in awareness as well as behaviour by one step on a five grade scale. The assessments were performed at the beginning of Lesson 1, and then at the end of Lesson 3, thus including the impact within a 3-4 weeks time period. Long-term assessments after 6 and 12 months, on awareness – knowledge – attitudes – behaviour, would be important to perform within a possible extended program.

Feed-back from teachers on students' interest to perform the two actions were most positive.

A certain biased influence on the results must of course be considered as possible.

Dialogue-Schools experience

The Dialogue-Schools program encountered different results. Some schools had rich experiences from their communication with their two Dialogue-Schools, while others encountered technical problems in getting into contact with their appointed partners, due to computers, invalid E-mail addresses and/or access to Internet. We do not have any trustworthy statistics on this matter. Still we find that the success stories show that a Dialogue-Schools program must be part of a possible extended program 2009-2011. Dialogue internationally between youth and schools around vital concerns such as Violence-Care and Water is part of the solution for peace and sustainability in a regional as well as Global context.

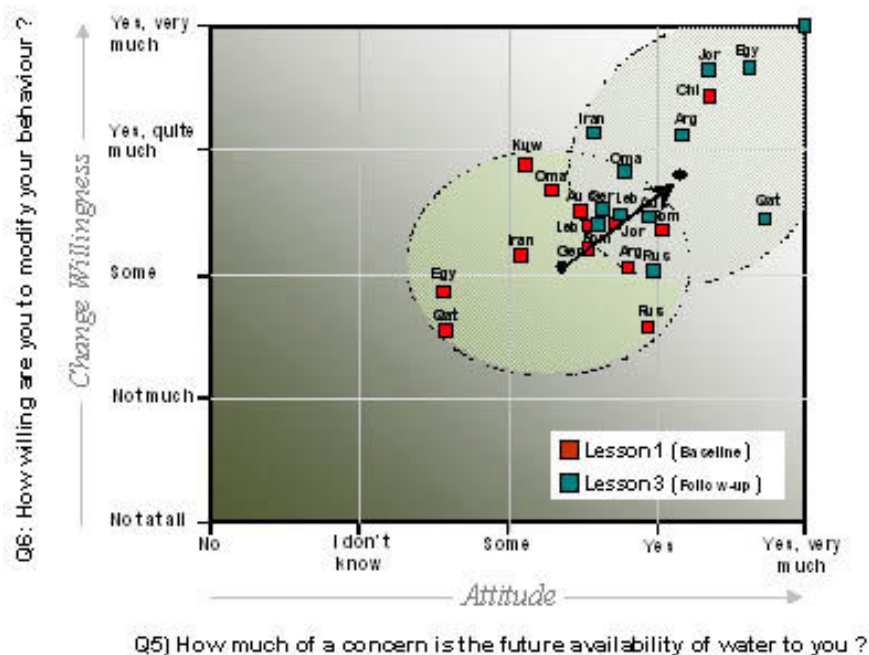
Life-Link Friendship-Schools Programme and UNESCO ASPnet collaboration

Life-Link Friendship-Schools Programme (Life-Link), an independent Non Governmental Organisation with international office in Uppsala Sweden, constructively collaborated with UNESCO regional office in Amman, UNESCO ASPnet Headquarters in Paris and UNESCO Doha office Qatar during planning and performance of this pilot program. Life-Link was authorized a leading position in this unique undertaking.

2.3. Overall conclusion from the pilot program, 2007-2008

- A Life-Link & UNESCO ASPnet pilot program 2007-2008, based on the two actions Culture of Care and Water for Life, has been performed at more than 50 + 50 schools world-wide.
- The organizing structure has been efficient, due to professional skills combined with multicultural skills and commitment. Joy has lubricated the process!
- Participating students, teachers and schools have expressed great satisfaction to be part of this unique program, even though many schools could not fulfil the program due to technical deficiencies, language problems and not least lack of time and energy.
- Students gain an increased awareness and knowledge and even behaviour as concerns the themes of Care and Water.
- Parents and communities became involved in a positive “spin off” effect, a basic principle built into the base Life-Link peace education program.

Figure 1. Example on statistical result. Students concern regarding water and willingness to change behaviour before vs. after the Water for Life Action. (Note, the black arrow indicate the average shift).



- The perspectives of a continued and extended program 2009-2011 are most favourable, when human and financial resources can be mobilized. UNESCO delegates from 13 Arab countries signed a statement at the Petra conference with the following recommendation:
 “We, delegates at this concluding Life-Link&UNESCO ASPnet Culture of Care & Water for Life conference, strongly recommend that an extended 3-4 years second pilot project, with refined methodology, should be performed at defined schools within the Arab region, paralleled with defined schools worldwide.”

3. CONFERENCE SESSIONS SUMMARY

3.1. Opening Ceremony

Welcome speeches were presented by

- ❖ Prof Hani Hayajneh, Dean of Faculty of Archeology, Tourism and Hotel Manangement, Al-Hussein Bin Talal University.
- ❖ Mr Robert Parua, Deputy Director of UNESCO Regional office Amman.
- ❖ Dr. Hans Levander, Chairman of the Life-Link Friendship-Schools Programme Sweden
- ❖ Prof. Ali Al-Hurrut, President of the Al-Hussein Bin Talal University.

Prof. Al-Hurrut also greeted the conference on behalf of Jordan Minister of Education, Dr. Tayseer Al-Nuaimi.

Dr. Levander stressed the importance of bringing a quality of Optimism to young people facing many huge problems today that must be solved in regional and international constructive collaboration. Some characteristics of true Optimism are attached as an appendix B to this report.

Life-Link green leaf pins were given to each delegate, a symbol of the link between organic and inorganic life on Earth.

3.2. Schools Presentations

Egypt, Al Nasr Experimental Language School, Tanta

Power-point presentation about the school, that “Water is Life”, and nice paintings, and a nice water-game.

Jordan, National UNESCO ASPnet coordinator

Power-point presentation about the scarce water situation in Jordan (80 % desert), that 10 schools have participated in the Culture of Care & Water for Life actions, with several positive results and spin off effects: saving water programs and meetings, films, posters, Mother cards. Problems with Dialogue-Schools communication was discussed.

Sudan, Ahmad Bshier Alabbade School, Al Khortom High old School

There is a total of 52 UNESCO ASP schools in Sudan, The World Water Day is celebrated, The Water situation in Sudan is favourable for the agriculture needs. Specific figures on *Water for Life* actions performed are two schools, not yet ready.

Sweden, Katedralskolan (Cathedral School) Uppsala

Water at School and Water at Home reports. Uppsala clean ground-water situation was explained. 9% of Sweden area is water with 11 500 km coastline.

Lebanon, UNESCO ASPnet deputy coordinator

Lebanon is rich in water quantity, but better water preservation is needed. The Water for Life theme and action is important for all school subjects, it is cross-curricular. A successful Dialogue-Schools communication Lebanon – Egypt – Sweden was highlighted. Students at

schools were inspired to visit nearby streams at to discuss pollution sources, such as restaurants. There are rich quotations on Water from the Holy Quraan.

Germany, Hainberg Gymnasium Goettingen

The Water for Life actions at this school were clearly reported within a Water in the World framework. Some figures: students drink water from bottles 68% and tapwater 32%, and consume 187 liters of water per day = 63 cubic meters per year. The Dialogue-Schools action with schools in Russia and Jordan was performed successfully.

Kuwait, ASPnet school Teacher Coordinator, Kuwait city

Kuwait is dependent on saltwater and desalination programs. Five schools, including one school for disabled, participated in the Water for Life program. Some of the actions: Comparing water bills, a Life-Link Water campaign in City Kuwait, visits to water sewages, etc. The Ministry of Education is in favour of Water for Life program, actions, seminars, posters etc

Iraq, ASPnet school Coordinator, Baghdad

10 distinguished schools are registered for Life-Link actions since 2007, 3 girl schools and 7 boy schools. The schools have been in contact with the Culture of Care and Water for Life programs, still lagging with the specific reporting due to lack of computers and the security situation in Baghdad city. A reflection: "To Care or Not to Care?"

The Life-Link program will 2009 be spread outside the Baghdad area.

Romania, Colegiul National, Bacau

The Teachers Guidelines Culture of Care and also Water for Life were translated into Romanian language by the committed teacher at this school. This was beneficial for all five Romanian schools participating. Surveys on water use and consumption patterns were clearly explained in statistical data etc. The school is motivated to continue 2009-2011.

Qatar, Alshaymaa' Secondary School for Girls

Introduction with Global Water figures. "Life comes from Water!" A Video animation stressed the risks if we pollute our water resources, there is a lack of water in Qatar.

Sweden, Sigtuna International School, SSSL, Sigtuna

Ongoing Life-Link and solidarity programs at the school were explained. A solidarity program with Kenya is ongoing at the school. The International Baccalaureate program includes a CAS program that is close to the Life-Link program.

Russia, Moscow school 1414, Moscow

A video informed about Russian rivers such as the Volga river, and lakes such as the Baikal lake. The *Water for Life* including a Water at Home study was considered as successful. This internationally oriented school highlights several of the official United Nations days.

Sweden, Graphic Educational Center GUC /gymnasium, Uppsala

The Culture of Care action was successfully performed in October 2007 as an intense "International Week", including First Aid and Ambulance studies etc. The Water for Life action included a Role Play on the Uppsala city water situation. The actions lead to increased awareness on the two actions messages, and specific knowledge also on the Uppsala sewage system.

Oman, ASPnet Coordinator and ASPnet school teacher

Information about the Sultanage of Oman was brought to the delegates. The Teachers Guidelines on Water for Life was easy to follow, but the english was above students level. Dialogue-Schools program – No answers! But will be followed up with Iraqi schools now. Actions undertaken within the Water for Life action: Visits, Presentations, Field-studies, Awareness campaign, Parents meetings, Peace Day, Water Day! Plans for the future include Water bills, More Water Care programs. The program is highly appreciated and will continue with 9 new schools etc.

Morocco, ASPnet National Coordinator

The conference delegates were informed about the ASPnet restarting program in 2006, with visits to “all” ASPnet schools, 30 (?) in total. Microsoft funding for computers. A goal is to achieve a regional and international dimension of the ASPnet schools. The Life-Link & UNESCO program will be planned for within the 2009-2011 forthcoming program.

Jordan, UNRWA ASPcoordinator

A total of 176 schools are connected to the United Nations Refugee schools program, 90 boy schools and 86 girl schools with a total of 124 000 students. The Life-Link & UNESCO program will be considered for some of the schools during the program 2009-2011.

Australia, Oxford Falls Grammar School

The Australian continent is a “dry continent” with large central deserts. The school is active in environmental programs such as the Clean up Day, related to the Australian world-wide program Clean Up the World. A high quality Water for Life report was presented by the two active students at this conference.

Palestine, ASPnet Coordinator report

The Teacher’s Guidelines on Culture of Care and Water for Life were useful. The Dialogue-Schools process was not successful initially, but will still be performed at the 5 participating schools. Some computer and E-mailing logistics need to be refined for a good continuation.

Yemen, ASPnet school delegates and representative of UNESCO Clubs

15 schools are appointed for the Life-Link program. The Water for Life actions included activities such as “painting water drops” with slogans. An increased awareness on the important water resources was achieved as a result of this action.

3.3. Lecturers Presentations

Education for Sustainable Development: Addressing regional sustainable development challenges including Water for Life through improved teaching and learning.

Mr Santosh Khatri, UNESCO Headquarters, Paris.

Mr Santosh informed about the background of the ESD as outlined in the Gro Harlem Brundtland report in the 1980-s. The Life-Link & UNESCO ASPnet pilot program and this conference are valuable contributions to the UNESCO ESD Decade 2005-2014. The concept of ESD was discussed in a video presentation by prominent international experts; still it is a difficult pedagogical task to bring the ESD definition, message and teaching into the classroom curriculum. Mr Santosh welcomed future collaboration with the Life-Link program.

Global Perspectives and Mobilizing Resources; The role of ASPnet (UNESCO Associated Schools)

Ms. Amina Hamshari, UNESCO Headquarters, Paris.

The background and definitions of the ASPnet, as outlined in the introduction of this report, were discussed. A thanks was directed to the organisers of this conference, a conference that also included a special UNESCO NatCom ASPnet coordinators Regional Consultations session. 8% of a total of around 8000 schools and pedagogical institutes that today exist in 177 countries, are situated in the Arab countries. More frequent coordinator regional meetings and trainings are high on the priority list for an active ASPnet regional activity. ASPnet schools examples of “Good Practice” is welcomed to be reported. Ms Hamshari, as representative of the UNESCO Hq ASPnet office, welcomed a continuation and extension of the Life-Link & UNESCO program as outlined in the Petra conference Statement (Appendix A of this report).

Stockholm International Water Institute (SIWI)

Ms. Elin Weyler, Manager, Stockholm Junior Water Prize

Ms Weyler thanked the conference organisers for this opportunity to inform about the SIWI Junior program to educators and schools in the Arab countries. Ms. Weyler informed about the Junior Water Prize rules and scientific approach, awarded for the first time in 1995 to encourage the interest of young people in water and science issues. Since 1997 the Prize is awarded internationally and the competition is open to young people between the age of 15 and 20 who have completed a water-related project. www.siw.org, www.worldwaterweek.org

Baltic Sea Program

Mr. Jonas Oskarsson, Teacher at the Katedralskolan in Växjö Sweden, and Swedish national coordinator for the UNESCO Baltic Sea Program.

Mr Oskarsson informed about the Baltic Sea Program BSP, one of the UNESCO ASPnet “Flag Ship” programs. BSP is a network of schools uniting schools all around the Baltic Sea, before 1989 separated by political borders, but today bringing youth together around common water concerns in the Baltic Sea Watershed region. Mr Oskarsson much welcomed the perspectives of promoting Swedish Schools into Water for Life collaboration with schools in Arab countries.

From a Culture of Violence to a Culture of Care

Ms. Marcela Masó, Educator and Executive Director for the forthcoming Life-Link international conference in Rosario City, Argentina, August 2008. “Welcome to Rosario in August !”.

World Heritage Education Regional Workshop Bahrain, November 2008

A forthcoming World Heritage Education Regional Workshop at Manama-Bahrain November 23-27 was announced and information material was handed out. This workshop could be an excellent opportunity for UNESCO NatCom delegates to be updated on a 2009-2011 Life-Link & UNESCO extended program.

3.4. Workshops

Students workshop

Hotels as well as Schools world-wide share a responsibility for how not to waste resources. This workshop discussed and came up with proposals on how to make hotels and schools

more aware of the R-R-R principles (Life-Link action 3:05) how to Reduce – Reuse – Recycle. The R-R-R theme and the workshop outcome ideas will be handed to the Faculty of Archeology, Tourism and Hotel Management, Al-Hussein Bin Talal University for further elaboration. The proposals concerning schools will be fused into the Life-Link R-R-R action.

Teachers workshop

Teachers workshop came up with concrete proposals for refinement and revision of the Teacher's Guidelines on *Culture of Care* and *Water for Life*.

The teachers worked in four groups on the following topics: Contents and Editing, Teacher training, Age students, Dialogue-Schools communication, Timing and exchange of information, Language and Translations, Website layout and contents.

The feed-back from this teachers workshop will be included in the revision work of Teacher's Guidelines, facing an extended Life-Link&UNESCO program 2009-2011.

3.5. Core Curriculum Peace Education sessions

Conflict Resolution & Constructive Collaboration. Basic theory.

Ms Christina Mc Mahon, Peace Education and Mediation specialist from Australia lectured about Conflict Resolution & Constructive Collaboration, and based the discussion on the theory of Choose Love and Choose Respect. A summary of 12 constructive communication and collaboration skills was based on two codes of behaviour. Choose Love code of behaviour is to choose to resolve conflict by making a conscious effort to come from a Compassionate Heart. This is supported by The Choose Respect code of behaviour which is to Treat People with Care and Consideration. Each code of behaviour has a number of listed actions to achieve Choose Love and Respect. (Appendix C)

Rehabilitation, Aiming for something better, Strategy and risks

Mr Hans Levander, Physician from Sweden and Chairperson Life-Link, first discussed how to be successful when running a project, the need for Knowledge – Motivation – Strategy – Resources. Second part discussed how to inspire and motivate people to change life-style, by including symbolic activities into projects and programs, and to avoid psychological defence mechanisms.

3.6. Closing Ceremony

Farewell addresses were presented by

- ❖ Prof Hani Hayajneh, Dean of Faculty of Archeology, Tourism and Hotel Management, Al-Hussein Bin Talal University.
 - ❖ Mr Robert Parua, Deputy Director of UNESCO Regional office Amman.
 - ❖ Dr. Hans Levander, Chairman of the Life-Link Friendship-Schools Programme Sweden
 - ❖ Prof. Ali Al-Hurrit, President of the Al-Hussein Bin Talal University.
- Individual certificates were given to each conference delegate.

4. CULTURAL AND SOCIAL PROGRAMME

Lectures

Lecture: Water Care and Handeling at Ancient Petra

Dr Mansur Shkeirat, Archeology Specialist, Al-Hussein Bin Talal University.

A fascinating presentation on the ingenious water care programs and systems at ancient Petra 2000 years ago! Thanks!

Lecture: The Ritual Significance of Water in the Ancient Hear Eastern Culture

Prof. Hani Hayajneh, Dean of the Archaeology, Tourism and Hotel Management Faculty, Al-Hussein Bin Talal University.

Prof. Hani guided the conference delegates through old cultural and religious documents, discussing the beneficial health and spiritual effects from water ceremonies. An appreciated contribution to a cultural holistic view on the Water for Life program.

Multicultural Evening Event

Delegates from most of the 19 countries made short diverse cultural presentations, and participating schools' delegations brought something special from their cultures such as dances, poems, folk dressing, sweets, Baccalaureate rituals, serenades. A rich evening indeed! The photos in the photo gallery will tell more than thousand words!

The Meals, Jordanian dishes and Confidence building

Rich meals for lunch and dinner and coffee/tea/juice breaks were served during the conference. The delegates much appreciated the Jordanian dishes and friendly service at the Faculty of Agriculture and Hotel Management. The meals also served the important purpose of multicultural new contacts and discussions resulting in small-talks and big-talks and confidence building.

Visit to the Petra World Heritage site

The delegates were offered a high quality guided tour at the Petra World Heritage site, an unforgettable experience for all. The conference theme *Water for Life* has close connection to this site where the inhabitants 2000 years ago had invented ingenious systems for harvesting and distributing the limited water resources for the benefit of agriculture and a society with 100 000 inhabitants.

Physical activities

Included walking, swimming and participation at ritual Jordanian folk music.

5. CONFERENCE FIGURES

Delegates

75 delegates from the following 19 countries gathered for the conference:

Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Palestine, Morocco, Oman, Qatar, Sudan, Yemen, Argentina, Australia, Germany, Romania, Russia, Syria, Sweden.

Greetings were sent from schools and coordinators in **Chile, Ghana, India and Iran**, delegations that for different reasons could not join the conference.

The delegates included: 22 students, 16 teachers, 19 UNESCO delegates, 18 Lecturers and Staff.

Activities (Number)

- Life-Link & UNESCO ASPnet Pilot Project Report (1)
- Schools' plenary and poster sessions (4)
- Lectures on Water and Sustainability (5)
- Core Curriculum seminars on Conflict Resolution and Rehabilitation strategy (2)
- UNESCO presentations (3)
- Workshops and "Looking ahead sessions" (6)
- Opening and Closing Ceremonies (2)
- Cultural and Multicultural events (3)
- Informal Dialogues and Consultations - several hundred or more!
- Media – several newspaper articles and TV presentations
- Meals - wonderful
- Transports – perfect
- Physical activity – swimming

Conference Venue

The conference took place at the Al-Hussein Bin Talal University, the Faculty of Archeology, Tourism and Hotel Management, planning, coordination and supervised by Dean of the Faculty Prof. Hani Haygneh.



6. STATEMENT AND RECOMMENDATION FOR AN EXTENDED PROGRAM, 2009-2011

During a separate UNESCO National Commissions delegates session the results of the Life-Link & UNESCO ASPnet pilot project were discussed in a context of continuation and extension of the Culture of Care & Water for Life actions.

A statement ending with the following recommendation was unanimously signed by UNESCO delegates.

Recommendations

“We, delegates at this concluding Life-Link & UNESCO ASPnet Culture of Care & Water for Life conference, strongly recommend that an extended 3-4 years second pilot project, with refined methodology, should be performed at defined schools within the Arab region, paralleled with defined schools worldwide.

An extended pilot project should be based on the UNESCO values. In the framework of Education For All promoting quality education, such a project is also promoting the Decades Culture for Peace, Education for Sustainable Development, Water for Life, as well as outlined in the UN Millennium Development Goals and the Life-Link Friendship-Schools Programme proposed Care Actions”.

Signed by delegates from Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon (separate commitment), Morocco, Oman, Palestine authorities, Qatar, Sudan, Syria, Yemen, as well as delegates from UNESCO ASPnet Hq Paris, UNESCO Doha Office Qatar, UNESCO Amman Office, Jordan, UNRWA Jordan and Life-Link Friendship-Schools Association international office Uppsala Sweden.



The concluding document is attached as Appendix B to this report.

7. ECONOMICAL AND FINANCIAL SUPPORT – THANKS!

The Life-Link & UNESCO ASPnet Pilot Project 2007-2008 and the Petra concluding conference have received financial support from several sources listed below.

Important to mention is the indirect economical and financial support provided by participating schools, and privately by delegates, families and local donors not mentioned below – Thanks a lot!

- Swedish International Development Cooperation Agency (Sida)
- Swedish Ministry for Foreign Affairs – Folke Bernadotte Academy
- Life-Link Friendship-Schools Association, Individual members
- UNESCO Doha Office, Qatar
- UNESCO Amman Office, Jordan
- UNESCO ASPnet program, Paris Headquarter
- UNESCO Education for Sustainable Development program, Paris Headquarter
- UNESCO National Commission, Sweden
- Al-Hussein Bin Talal University, Jordan
- German University Amman, Jordan

8. LIFE-LINK CONCLUDING REMARKS

- A Life-Link & UNESCO ASPnet pilot project at “50+50” schools worldwide 2007-2008 has been successfully performed.
- Students, Teachers and Parents (!) at Participating schools have worked and reported on a first action Culture of Care → Culture for Peace, and then on a second action Water for Life.
- The specifically written Teachers Guidelines for these actions have received positive reactions from teachers and UNESCO ASPnet coordinators, and indirectly and most important from participating students, boys and girls age 13-17.
- Some schools had technical problems related to computers, language, reporting and how to connect to designed Dialogue Schools.
- The conference delegates have discussed and documented important constructive feedback on the pilot project education material and project planning.
- The conference venue, at the world heritage site of Petra Jordan was a perfect meeting point for 75 delegates representing 19 countries. This venue inspired to rich intercultural dialogues on vital topics such as Culture of Care and Water for Life.
- A concluding statement, signed by UNESCO NatCom delegates and UNESCO officials recommends an extended 3-4 years project at schools in 13 Arab countries paralleled with schools worldwide. This commitment is a major achievement of the Life-Link & UNESCO ASPnet pilot project, for the benefit of crosscultural confidence building through youth and schools dialogues and cooperation around *Culture of Care* and *Water for Life* actions.

9. WEBSITE REFERENCES

Life-Link : www.life-link.org



Life-Link & UNESCO Project : www.life-link.org/aspnet



Petra faculty: www.ahu.edu.jo/index.php?mod=college&id=8

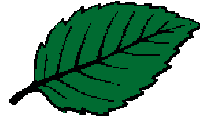


Hainberg-Gymnasium: www.hainberg-gymnasium.de



10. APPENDIX A.

Concluding Statement – Recommending a 2009-2011 extended program



Life-Link & UNESCO ASPnet Pilot Study at 50 + 50 schools on the themes *Culture of Care & Water for Life* 2007-2008.

Statement at the concluding conference in Petra, Jordan 3-6 June 2008.

75 delegates from 19 countries (1) have gathered in Petra, Jordan 3-6 June 2008 in order to conclude a six months Pilot Project on the themes *Culture of Care & Water for Life* undertaken at 50 schools in 10 Arab countries as well as 50 schools in 10 other countries world-wide (2). The conference was concluded within the framework of the Decade of Education for Sustainable Development 2005-2014.

The delegates represented UNESCO National Commissions, Teachers and Students at participating secondary schools, Life-Link Friendship-Schools Association Sweden, and Al-Hussein BinTalal University Jordan.

At plenary and poster sessions students and teachers reported on performed actions and lessons in relation to given themes, and UNESCO and Life-Link delegates and lecturers concluded assessed results, previously sent in by classes at participating schools.

Based on sent in and at the conference presented results, the following conference conclusions were formulated:

The results presented, in the form of teacher and student presentations as well as statistical data from student's assessments, provide clear indications of a significant impact on students awareness, knowledge, attitudes and behavior,, as a result of the *Culture of Care and Water for Life* actions.

Life-Link Friendship-Schools Programme (Life-Link), an independent Non Governmental Organisation with international office in Uppsala Sweden, has constructively collaborated with the InterGovernmental Organisation UNESCO regional office Amman Jordan, UNESCO ASPnet Headquarters Paris and UNESCO Doha Office, during planning and performance of this pilot project and concluding conference.

Recommendations

We, delegates at this concluding Life-Link & UNESCO ASPnet *Culture of Care & Water for Life* conference, strongly recommend that an extended 3-4 years second pilot project, with refined methodology, should be performed at defined schools within the Arab region, paralleled with defined schools worldwide.

An extended pilot project should be based on the UNESCO values. In the framework of Education For All promoting quality education, such a project is also promoting the Decades Culture for Peace, Education for Sustainable Development, Water for Life, as well as outlined in the UN Millennium Development Goals and the Life-Link Friendship-Schools Programme proposed Care Actions.

- (1) Countries represented at this conference
Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Palestine, Morocco, Oman, Qatar, Sudan, Yemen, Argentina, Australia, Germany, Romania, Russia, Syria, Sweden
- (2) Countries with schools taking part in the pilot project *Culture of Care & Water for Life* 2007-2008
Egypt, Iraq, Jordan, Kuwait, Lebanon, Palestine, Oman, Qatar, Sudan, Yemen, Argentina, Australia, Chile, Germany, Ghana, India, Iran, Romania, Russia, Sweden

Hereby Signed by:

Ms. Na'ima Hassan bel Almahjoobi / UNESCO ASPnet National Coordinator, Bahrain

Ms. Mervat Hamed Salem / UNESCO ASPnet National Coordinator, Egypt

Mr. Numan Mathlum / UNESCO ASPnet National Coordinator, Iraq

Ms. Hadeel Talli / UNESCO ASPnet Regional Coordinator, Jordan

Mr. Suhail Shaheen / UNESCO ASPnet National Coordinator, Jordan

Ms. Andaleeb Kandah / UNRWA ASPnet Coordinator, Jordan

Ms. Christiane Jetani / UNESCO ASPnet Coordinator, Lebanon

Ms. Sawsan Saleh / UNESCO ASPnet National Coordinator, Palestine

Mr. Malak Tazi / UNESCO ASPnet National Coordinator, Morocco

Ms. Amna Balushi / UNESCO ASPnet National Coordinator, Sultanate of Oman

Mr. Jaber Ali AlShawi / UNESCO ASPnet National Coordinator, Qatar

Ms. Gilane Elgewely / UNESCO Assistant Programme Specialist, Doha Qatar

Ms. Fatima Osman Ammar / UNESCO ASPnet National Coordinator, Sudan

Mr. AbdulRahman Al-Tayyar / UNESCO ASPnet National Coordinator, Yemen

Mr. Nidal Hassan / UNESCO ASPnet National Coordinator, Syria

Mr. Hans Levander / Chairman of Life-Link Friendship-Schools, Sweden

Ms. Amina Hamshari / UNESCO HQ Paris, France

Ms. Hissa Abdullah Marzuk / UNESCO ASPnet National Coordinator, Kuwait

11. APPENDIX B.

THE POWER OF OPTIMISM

A book by Alan Loy McGinnis

Discussed at the Petra conference by Dr Hans Levander, Life-Link

12 Characteristics of Tough-Minded Optimists

OPTIMISTS

#

**ARE SELDOM SURPRISED
BY TROUBLE**

#

**LOOK FOR
PARTIAL SOLUTIONS**

#

**BELIEVE THEY HAVE
CONTROL OVER THEIR FUTURE**

#

**ALLOW FOR
REGULAR RENEWAL**

#

**INTERRUPT
THEIR NEGATIVE TRAINS OF THOUGHT**

#

**HEIGHTEN THEIR
POWERS OF APPRECIATION**

#

**USE THEIR IMAGINATION TO
REHEARSE SUCCESS**

#

**ARE CHEERFUL
EVEN WHEN THEY CANNOT BE HAPPY**

#

**THINK THEY HAVE AN ALMOST UNLIMITED
CAPACITY FOR STRETCHING**

#

**BUILD LOTS OF LOVE
COMPASSION
INTO THEIR LIVES**

#

**LIKE TO SPREAD
GOOD NEWS**

#

**ACCEPT WHAT
CANNOT
BE CHANGED**

12. APPENDIX C.

12 SKILLS OF CONFLICT RESOLUTION

<p>WIN/WIN</p> <p>Go back to needs</p>	<p>CREATIVE RESPONSE</p> <p>Ah conflict what an opportunity</p>	<p>EMPATHY</p> <p>Check how it is from the other side</p>
<p>APPROPRIATE ASSERTIVENES S</p> <p>Say how it is from my side</p>	<p>CO-OPERATIVE POWER</p> <p>We do it better together</p>	<p>MANAGING EMOTIONS</p> <p>Don't indulge Don't deny Create richer relationships</p>
<p>WILLINGNESS TO RESOLVE</p> <p>Which "coloured glasses" am I looking through?</p>	<p>MAPPING THE CONFLICT</p> <p>What are the needs? What are the concerns?</p>	<p>DEVELOPMENT OF OPTIONS</p> <p>New choices for better solutions</p>
<p>NEGOTIATION SKILLS</p> <p>Soft on the people Hard on the problem</p>	<p>BROADENING PERSPECTIVES</p> <p>Solutions that reflect all points of view</p>	<p>THIRD PARTY MEDIATOR</p> <p>Providing a safe learning environment</p>

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13. APPENDIX D.

STUDENT ASSESSMENT FORM (Baseline & follow up)

Assessment form Students (for each question, select one of the alternatives a, b, c, d or e that you find best for you and write the letter in the square)

a, b, c, d or e

1. **Are you friendly and careful to Yourself?**
a) No b) Rarely c) Sometimes d) Yes, every week e) Yes, every day

2. **Are you friendly and careful to Others?**
a) No b) Rarely c) Sometimes d) Yes, every week e) Yes, every day

3. **Are you friendly and careful to Nature?**
a) No b) Rarely c) Sometimes d) Yes, every week e) Yes, every day

4. **Do you know what UNESCO means?**
a) No b) Perhaps c) Yes, a little d) Yes, quite well
e) Yes I know what U-N-E-S-C-O means

5. **Do you think that wars will always take place, between peoples and states?**
a) Yes, war is part of the human character b) Yes, war is part of a military security system c) I am not sure d) No, wars can be prevented by politicians e) No, wars must not exist! people can learn to solve conflicts by agreements.

6. **Sustainability – do you know what it means?**
a) I have never heard about sustainability before b) I have heard about sustainability, but I do not know what it means c) I know a little about sustainability. d) I know rather well what it means e) Yes I know very well what it means and I can explain Sustainability to others.

7. **Do you pick up litter from the ground (paper, plastic, aluminium cans, etc)?**
a) No b) Not often c) Yes, now and then d) Yes, every week e) Yes, once a day or more)

8. **Are you active with RRR (to Reuse things – to Reduce consumption – to Recycle aluminium cans, paper etc) in your life?**
a) No, I do not know what RRR means b) I seldom RRR c) Sometimes d) Every week e) Every day and I am ready to work for more RRR at home and at school.

9. **Would you like to take part in future Care and Peace actions at your school?**
a) No b) I do not know c) Perhaps d) Yes, if someone asks me to join e) Yes, very much.

How old are you Boy Girl Class:

TEACHER ASSESSMENT FORM – FOLLOW UP, CULTURE OF CARE

GUIDELINES

1. How easy did you find it to understand the Teacher's Guidelines?

- Very Easy Easy Rather easy Difficult Very difficult

2. How easy did you find it to conduct the *Culture of Care* action in your class?

- Very Easy Easy Rather easy Difficult Very difficult

3. Was the content in the Teacher's Guidelines adequate in relation to student's age?

- Yes very Yes Acceptable Not much Not at all

4. How easy did you find it to use the Internet www.life-link.org

- Very Easy Easy Rather easy Difficult Very difficult

REACTIONS

5. Did the students in your class like to take part in this *Culture of Care* action?

(give an average estimation)

- Yes very much Yes Generally Not much Not at all

6. Did you yourself like to take part in this *Culture of Care* action?

- Yes very much Yes Generally Not much Not at all

7. Will your School Board or Principal recommend this *Culture of Care* action for other classes at your school?

- Yes very much Yes Perhaps Probably not No

8. Did parents show an interest in this *Culture of Care* action?

- Yes, many Yes Some No, only few No, not at all
-

9. Life-Link welcomes your suggestions on improvements of the Teacher's Guidelines and *Culture of Care* action process. (Please type or write with block letters – thanks)

10. What worked out well during the *Culture of Care* action process – one or some examples.

Name of Class: _____ School: _____

Name of City: _____ Country: _____

14. APPENDIX E.

CONFERENCE DELEGATES, PETRA JUNE 2008



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