Moto:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

CONVENTION ON THE RIGHTS OF THE CHILD, Art.12, para.1

Children's Right to Autonomy

Das Recht der Kinder auf Autonomie

El derecho de niños a la autonomia

Le droit de l'enfant a l'autonomie

by Alexandra Balahur and

Alexander Ohlinger (Germany),   Alessandra Bacchion (Italy), Makie Ando (Japan), Jenny Dixon (England), Jan Jansen (Germany), Zoe Gosden (England),   Alexandra Ordolis (Canada), Anna Gorbunova (Russia) Stefana Munteanu (Romania), Calie Goins (USA), Joane Lydia Chardon (Australia), Di Chen (China), Hao Chen, Ami Hirota (Japan), Rui Zhang (Japan), Sho Sannomiya, Jonatan Hacon (New Zealand), Tan Liwen Elizabeth (Singapore), Erin Fordyce (Canada), Hwang Woo Sang (Seoul), Twang Zing (China)

…and all the other WSF 2000 participants

A.) CAN YOU HEAR ME ?!

The Seeds of a Dream

Alexandra Balahur   (Romania)

Left far away, alone upon an island
Icarus and his father searched escape.
And finding no alternative but flying
They started building wings to suit their aim.
Knowing the chance they both were with that taking
The father , wise man , told his son
To stay as far away from sun rays as he could do
And flap his wings hard, harder than a fan .
But as all human beings often are mistaken
The young Icarus flew too high towards the sun
And closer that he got to what he wished for
The harder death was laughing, as she called him : 'Come!'
The end was there; but then a new beginning…
Cause dying made them free; their dream went on…

Since then all people say that flying' s not for humans,
That reaching out there only brings us death
And though we hope we are the chosen ones for living
Our flight is never fast or close enough.
When we all build our wings for flying
And when our hearts start whispering the word,
Our bodies tie us up to the same earth ground
And as we try to fly, we end up hurt.
But I will never take this truth for granted
And even will try harder every day,
And build my wings from pain and fortune
And stoop and laugh or cry the whole life through!
Cause flying is the only way to live it,
Though living brings us always only death…

B. The Children's Right to Autonomy in a Global Multicultural World: Social and Personal Development as Seen by Children all Over the World

Alexandra Balahur

Motto :
"We are the world, we are the children we are the ones to make a brighter day, so let's start giving.
There's a choice we're making, we're saving our own lives, it's true, we make better days, just you and me."

(WE ARE THE WORLD)

*   *
*

One of the most important stages in a person's life is childhood. It influences one's later behavior, the way it interacts, performs and enters the society.

The rights of children, therefore, have developed as a very debated issue and is also regarded as having a crucial role in the society today. Among them, *the children's right* to education, self-expression and autonomy are of a paramount importance as they ground the very special personality traits - *self-determination and responsibility*. Regarded as an issue with great importance to the development of the world in the future and particularly to the world's globalization tendencies, educational problems and aspects, are discussed everywhere in this world.

However, there are such initiatives, as the one of the *"World School" chaired by Masaki Matsudaira (Japan)*, whose forum has been held in Japan for four years, that underlines the problems of children's education for autonomy and responsibility and tries to find ways to improve it according to the values of multiculturalism and globalization: openness, tolerance and communication. All these core values are briefly expressed by the slogan of the World School : *Where we stand as one.*

The main values World School intends to cultivate among its young attendees are stated in what is called the *Declaration of International Citizenship.*

The aims of World School, so as they are stated in World School Curriculum
are:

➢ A key aim of the World School (WS) is to strengthen a world society connected through the use of technology and personal contact.

➢ In order that a student can succeed in this global village, he or she must have skills that are both cross-cultural and inter-disciplinary, which will contribute to the character building of each individual student.

➢ In order to share information effectively in a global classroom, the WS must move beyond the confines of the two weeks forum in Japan. This can be done in two ways:

a.) by holding the forum in countries other than Japan in every alternate year.

b.) by the use of World School Societies (WSS) in the participating schools to spread the message of the World School and its projects.

Declaration of International Citizenship:

As an active member of the international community and as an ambassador of peace, I hereby declare to uphold the ideals of the World School set before me in the pursuit of knowledge and good faith.

- Be open-minded
- Practice kindness, sensitivity and compassion
- Treasure a sense of wonder and curiosity
- Be flexible
- Show respect at all times towards other peoples beliefs and traditions
- Always assume a person knows something you do not
- Learn to trust and be trusted
- Learn to be true to yourself
- Understand that your way is not always the best or the right one
- Know and believe that all people are equal regardless of race, color , gender or religion
- Speak in a language that can be understood by all those present, even if it is difficult for you to do so
- To make yourself understood, practice speaking slowly and clearly
- Look and listen with your heart and mind
- Understand that we are the Earth's guardians, not its owners. Therefore, be good caretakers

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The 2000 year's session, has held between the 24th October and the 4th November 2000 in Katsuura, Japan. The theme of the forum was *" Social and personal development in a united world"*.

Under the slogan *"Where we stand as one"*, the World School organized a work session, bringing together pupils of 19 schools all over the world, from Europe, Asia, Australia and North America. More than 70 children from Iasi (Romania), Muenster, Rheine (Germany), Varese (Italy), Kent, (United Kingdom), New Plymouth (New Zealand), Jiangsu, Macau (China), Tokyo (Japan), Bangkok (Thailand), Tennessee (USA), Singapore, Jakarta (Indonesia), Vantaa (Finland), Queensland (Australia), Vladivostok (Russia), Quebec (Canada) and Seoul (Korea) joined together in order to prepare the classes of the future school - the School of the year 2029.

During two weeks of activities, we have tried to find out new things about each of the participating countries' culture and civilization, common and different points among them and create links between people. We have found out that the idea of a future education on a multinational level could bring huge benefits to mankind.

Children all over the world became aware of the fact that rights and obligations should be for people everywhere the same, as there is a common ground, a principle for everything- we were created from one.

During the session, teachers from different countries organized seminars on intercultural communication, where through games and activities well appropriated for our age, we have learned that understanding and trust could only be achieved as long as people are open-minded and also well aware of themselves. The teachers from Europe- Germany, Italy, Romania, Finland- have worked together with the ones from Asia, Australia and New Zealand, showing that the geographical distances can be overcome and that education is everywhere in this world important, helping people to "*stand together as one*".

Also, during a three days period each of as has been hosted in a Japanese family, where we had direct contact with the traditions and customs of this famous people and search for ways to relate them to our own.

We have developed friendships with the children of the family and though we knew we came from different cultures, we could relate just by the fact that we were young people, with almost the same dreams, hopes and expectations.

It was extremely interesting to observe the things from the point of view of a European: everything seemed so different and it gave us the impression of a new, cultural birth.

Of course, even without becoming aware of it, we ourselves have created a micro universe: one of children with different personalities, cultures, religions, but, however, with the same rights, talking and listening to each other, putting aside the differences and making the most out of our common points.

Also, the teachers involved had a very important role -the one of mentorship. We have tried to establish together the levels of education that should be improved and how, in the working groups that were formed. These groups were assigned to create projects of lessons for the future. In that way, adults- teachers and young people- students have joined together, creating not only a strong link between them but also a sense of equality among their positions.

This way we understood that we are just in other stages of life, but each of us has his/her own qualities. Combining the native creativity and the mature, responsible one, the game spirit of children and the more protocolar way of thinking belonging to the teachers, perhaps we could achieve harmony and equilibrium in the world, leading to peace and the faster evolution of human kind.

We have realized that by trying to see each other in an open and flexible manner (as human beings, and more, as children), we can create a future society based on opportunities that will serve the generations of tomorrow better.

"We stood as one " in our attempt to create links between cultures, between adults and the children, in an atmosphere of cooperation and understanding, setting perhaps another step for the building of a new, more powerful, open and tolerant world.

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Children's view On Personal And Social Development in a United World

1.) What is social and personal development?

Social and personal developments are the necessary steps towards reaching maturity and entering the society as a responsible and fully righted citizen. These two aspects of

development involve self-discovery and the acknowledgement of the self, together with the admittance and tolerance of the different others.

Personal development supposes discovering one's self, both body and mind, understanding the own personality and character, setting up, at every life stage, goals, objectives and ideals and struggling to accomplish them, learning to behave according to community's norms and values, in order to reach the status of an autonomous person and citizen. I am only sixteen but I understand that personal development is a long and difficult way, and especially that this is a "mission" for a lifetime.

This process, however, cannot be completed alone. For its completion, a person needs the support and the encouragement of the others - members of the family, friends, teachers, mentors- to discover itself, not only from the inside perspective, but also from the point of view of the people around. Personal development, I think, is thus close related and depends on the social context and environment one is living in.

Personal development makes possible the encountering and the upbringing of the natural endowments - talents, special qualities. Most of all, this is the first step towards the integration of the self in the world. If the person stands as a micro universe, then the understanding and the development of this means ultimately meeting the necessary requirements for the further actions in a macro universe, that is, the human society.

It is a well-known truth that human beings can neither live nor even survive outside a society. Daniel Defoe' s character, Friday, tells us a beautiful story, but only a story. There is an endless exchange between one' self/ personality and the society it behaves in, which results (or at least it should) in both personal and social development. However, I have never believed that we are the mirrors of the environment we are living in. Each of us, as a unique human being - mind, thought, feelings and capabilities- asks from the environment - whether it is family, school, the group of friends and colleagues- a personalized support which fits to the individual profile each of us has. I think that only this way we can discover what are we better prepared for, "give birth" to our own natural endowment and make it active in new works of art, scientific theories, and to bring to life things that are still projects, or why not, dreams only. Personal development thus results in social development. I would call this a kind of "circularity". Personal and social development supports each other.

Social development means   commitment   to the cultural and moral   values**.** It supposes learning social rules and complying with them, understanding the values and principles and establishing what's good and wrong. Of course, due to the fact that these values are related to the concerned group, the learning of basic rules of this group come as first in social development. This is, therefore, the establishment of an interaction between individuals with rights, but also obligations, responsibilities, relating to the needs and targets of their society.

Social development means learning to cope with the other individuals of the same group based on common grounds of culture and civilization, but also on the basic existence rules of mankind as first. This thing contributes in a way both to the personal and social development, because a human being cannot discover itself without first realizing that there are others just like it *(Alexandra Balahur, Iasi, Romania)*

"First of all, in the area of personal development, there are many components. Physical development is necessary for having a healthy life. The second necessity is learning. Children need all kinds of knowledge. Knowledge will be the basis of their personality, thoughts and beliefs. It helps them find the purpose of their lives, and have a meaningful life. The third component is skill in expressing oneself. We need to express our own thoughts because we live in a society. We need to be confident that we can express our own opinion to others, and we have to know how to express things. The fourth necessity is to know how to relax. We need to relax because we have too much stress in our lives. We need to think calmly. This is very important!" *(Ami Hirota- Japan)*

"We've just entered the third millennium and we cannot but think about a global society where people live closer to each other.
In such a wide world an important role is played by the social and personal development, which consists of having the possibilities of improving one's abilities and carrying on one's interests, in order to reach an objective. This can be different from a person to another and can involve different fields of human life: work, school and personal building." (*Alessandra Bacchioni, Francesca Colombo, Daniela Corio- Italy)*

"Personal development is an aspiration for self-perfection: accumulation of knowledge, development of physical health, preservation of spiritual and emotional convenience and so on. The more actively a person works at himself, the more experienced he becomes. Man is s social creature. From the first days of his existence, he is surrounded by similar creatures, he participates in different kinds of social interactions. A person gets the first experience of social communication before he starts speaking. Later, a person takes an active part in a social life, understands moral and ethical values of society, takes part in rites and customs, communicates with others, thus, accumulating life experience and, consequently, develops socially." *(Anna Gorbunova, Vladivostock, Russia)*

"Most of the animals spend their lives trapped in a world of instincts :they drink when they are thirsty, they eat when they are hungry. Moreover, when they hear a loud noise, they run, when attacked, they fight back. Summing up, the animals live the only way their genes and their environment have "programmed" them to, because they have no choice; BUT WE DO!" (*Stefana Munteanu- Romania*)

"As we all know, we all live in a gigantic world that many kinds of social forms which we have called society. Although they are different, they are all united. That is because they felt that somehow we are all social human beings who cannot live on our own, we are not perfect and we need someone else to make our life perfect. So, we continue to live together and uniting this world into one huge society, which we call the united world." *(D.Christian- Indonesia)*

"Personal development is the growth of a person through academia, opportunities and experiences. Through discipline, work and goal settings a person can turn possibilities into achievements.
Everyone develops a sense of competence, belonging and influence in their society, over a number of years. Individuals learn to develop their skills and discover their talents, developing the power to control actions and opportunities that occur around them. They

also learn their place in the society and gain a clear image of their accomplishments; thus the individuals must be accepted in order to gain his/her sense of belonging in society."
(Lydia Chardon- Australia)

2.a) What is done now in your school or university to encourage social and personal development?

"Our school's philosophy is to teach social and personal development in generally all subjects. Because during the normal school lessons one starts discussing about different topics – so one has to learn how to behave in a group when discussing and arguing. Besides this general way of teaching social and personal development, there are some subjects in which these things are taught in a more or less "other" way. They start in grade 5 with religious education. The process of learning is continued later, in grade 9, with sociology. There you talk about diggerent aspects of life-which can include participating as an active citizen in the town's politics." *(Jan Jansen – Germany)*

We have a special class in which we discuss personal and social issues we have been confronting with not only during the learning process but also in every day life. We discuss new ways of self-discovery and of reaching out to the others in order to establish relationships and exchanges of information. We talk about new sides of the personality or character that we maybe unwillingly encountered during school activities and the way in which we can use them as a strong point of our personality, or, on the contrary, the ways in which we can deal with our own weak points. During these classes an useful exchange of life experiences occurs.

Sometimes, the school organizes meetings with personalities in different fields: university professors, researchers, priests, publishers, businessmen, visiting professors from abroad, former pupils of the school, etc. in order to offer us an inside perspective on future plans of development that we might have. Their dedication and accomplishments in a wide variety of domains offer us important role models.

An important impact on our personal and social development have the School and the classroom Reviews, we as scholars are editing. The activity at the reviews we are editing is not only a creative exercise and an experimental lab, but also one that enhances the development of personal responsibility as well as the sense of duty
(Alexandra Balahur, Iasi, Romania)

2.b) Briefly list and describe any programs used to encourage social and personal development in your high-school or university.

"Although social and personal development is not taught as a specific subjects, a profound stress to these subjects is generally given in each subject, by "indoctrinating the school's Catholic spirit": such as perseverance and honesty, by giving special attention to each student so that they feel comfortable at school"*(Ray Hervandi – Indonesia)*

In our school, a laboratory of consultancy has been organized, and also a school psychologist has been hired. In case of a personal problem or an issue regarding relationships and the way in which they influence our behavior, we have the possibility to ask for professional help from an authorized person. There are times when this way we are able to highlight problems in those domains, which are sometimes too easily passed

Our high school is also involved in a National program " '2000+' Education". It is carried out under the aegis of Romanian Ministry of National Education. Within this program our high school acts as a pilot-center. This program aims to reorganize the curriculum and the school system, this time basing itself on the understanding and the cooperation with the persons involved in the learning process. Therefore, special activities for finding out more about their personalities, hopes and expectations, beliefs, plans for the future have been organized. The program also aims to introduce the new technologies in learning activities in order to better contribute to pupils' skills needed in the information society of the 21st century *(Alexandra Balahur, Romania)*

There are many sports teams at our school which allow team members to co-operate together and dealing with the challenge of facing other teams, and displaying good sportsmanship. In the fall each year there are organized activities in which the entire school participates.
Our school is divided in five different "houses". Each house has a special color and both students of all grades and faculty belong to a house. These houses compete in numerous competitions, trying to win the most points. These house events generate school spirit and require students to work together and develop leadership qualities." *(Alexandra Ordolis – Canada)*

3. How does your culture influence your social and personal development?

As a child, the old Romanian legends and tales my parents and grand parents used to read me, had contributed, I think, to my personality molding. Especially one of them had strongly impressed and probably influenced me somehow. It was about the building of a monastery. Later, as I grew up and tried to interpret the metaphor of that story I understood that the message was the following: without passion nothing could be built/done, nothing resists.

Then, in school, from manuals, books and study trips, I learned that important routs in science and arts have been opened by Romanian personalities, world wide known and recognized. The flying dream of mankind was helped to come true by Romanians Tr. Vuia and H. Coanda. One of the basic stones of Cybernetics was added by St. Odobleja. The modern contemporary literature and arts are also related to Romanian personalities such as G. Enescu, C.Brancusi, T.Tzara and E.Ionescu. The history of religions and mentalities benefited by the famous works of M. Eliade. Very recently, Dogaru a Romanian scientist, working in an international team, proved experimentally that the light speed can be overcome. This experiment will probably change the whole physics and our image on the World. Not to mention the well known Romanian school of gymnastics and the famous World champion Nadia Comaneci.

The Romanian culture offers models of development and ensures the basis of a personal search in order for the people to discover their personality among the peoples of the world and as individuals among the people of Romania. It stimulates my desire to add a new link in the chain of the accomplishments that finally belong to the whole World, and makes it a better place to live in.

One of the works of art that has had a big influence on my development- both personally and socially - is Brancusi's " The Endless Column". The first time I saw it, at the age of 5,

I thought of it as being a gigantic column that was somehow linking the earth with the sky. Even more, I really thought it had no end, just like human life and love. Later, when I grew it made me understand that everything that is human has a limit, which can only be surpassed through the eternal value that the condition of art gives it. When I see it now, the only thing that comes through my mind is that even so, being human and therefore mortal, we have to grow reaching higher and higher, in the wish for personal development and accomplishment(*(Alexandra Balahur, Iasi, Romania)*

"My culture influences my social and personal development in so far that it is regarded as *normal* for me to learn how to play an instrument, exercise various sports, go to school, give my best at everything, have friends, get a job etc. Under these circumstances, culture on one hand puts a large pressure on my development, but on the other hand it forces me to get some order in my life./ There are so many people who don't want to be pressurized by society and culture , but still live a happy and pleased life although they are not socially acknowledged." (*Johannes Buettner – Germany*)

"Many researchers have proved that the easterners' and westerners' self-awareness is contrary: the westerners' selfhood is independent. They take themselves as centrality, autonomies individualism; but easterners' is interdependent collectivism, taking society as centrality."*(Di Chen – China)*

"The fact that in through the 1970s there were racial riots- that happened while our parents were growing up is used as an example not to take our racial harmony as we have always done- for granted, but to be openly conscious and respectful of the others' differences, learning to celebrate them. One example of the government's care to assure racial harmony is that each race or religion has exactly two holidays throughout the entire year." *(Tan Liwen Elizabeth – Singapore)*

"Our New Zealand culture is very influential on the way we develop socially and personally. Firstly, we live in a multi-racial country with many different cultures and beliefs. As we grow up with these different views around us we are able to live together in mutual harmony and take all the different views and beliefs and use them to our benefit so that we are more knowledgeable and more aware of all the things and events that happen around us."(*Jonathan Hacon – New Zealand)*

"Media is one of the ways culture influences my social and personal development. Whether it is the form of television, movies, radio, newspapers or magazines, the media dominates and it is omnipresent in our everyday lives. It dictates what is socially acceptable; nevertheless, it has a tendency to be superficial and very materialistic."
(Erin Fordyce- Canada)

"Society can differ between different cultures, because of this, different issues are given a higher profiles depending on the social problems within the community. For example, in England, under-age pregnancy is a great problem, so PSE (Personal and Social Education) lessons are angled towards teaching about contraception."
(Zoe Godsen – England)

"Thai culture has been influenced by Buddhism and the agricultural way of living. We have been taught to live harmoniously, ready to help others , be tolerant and open-minded. Because Thai families are large, we are also taught to respect elder persons, which often means not saying anything in opposition to what they say. So, in our warm and loving families, sometimes we cannot speak out what we think- which sometimes lessens our self-confidence." *(Kusuman Mungmit – Thailand)*

4. Why do you think it is necessary to teach social and personal development in schools and/or universities?

I think that it is very important to teach social and personal development both in schools and in universities because these two are the ultimate steps towards an individual's entering a society.

In a world constructed of individuals, but which however form a compact "whole", we can resemble the relation person -society with the brick-wall one. The individuals are not the same, but they have such common qualities and properties as to hold the society together and get along with the others. This way, there is no danger for the wall to collapse!

Societies have rules and requirements and in order to be integrated in them and be regarded as a full citizen with rights, concerning a job and new opportunity for accomplishment, one has to know these rules very well.

There are very well known cases of people with an extraordinary intelligence have not been recognized until it was too late, because of the fact that they were socially and personally unadapted and therefore undeveloped.

It is a necessary, but not enough condition to be developed in both these fields in order to beneficiate from the advantages of being "one of them".

Taking into consideration the real life facts, I think that institutions such as schools should play and play a paramount role in social and personal development. As during its socializing process the person spends an important amount of time in school and university, being involved not only in teaching activity but also in different scientific and communitarian projects, these institutions, among the family and the community, are responsible both for social and personal development as well as for its failure (Alexandra Balahur, Romania)

"People don't know exactly what to do unless they are given instructions. Although they get accustomed to society in the end, it is probably the result of sufferings and difficulties. I believe that, however, we shouldn't teach students just principles and theories. It is more important to learn to practice what we know, before going into the "real world"."*(Hwang Woo Sang – Seoul)*

Cultural influence on life is difficult to describe when dealing with Australia for the reason that our culture is, at best, limited to borrowed portions from other nations. But "what is called a good society is usually nothing but a mosaic of polished caricatures"."

(Timothy Trudigan – Australia)

5. How could technology assist in social and personal development?

"In recent years, technology has improved multifoldedly compared to the last century. This magnificent achievement has astonished many people*."(Twang Zing-China)*

As nowadays technology has become a very important part in the life of the "world-connected" people, those who seriously consider the problem of globalization in the future, it is only normal that it assists the person in achieving high levels in the social and personal development.

The "cyberspace culture", as it is called, has made possible the annulment of distances between people and nations, their cultures and civilizations and makes possible the creation of a worldwide culture with worldwide roots.

Computers have accomplished the hard task of making people aware of others, despite their being at thousands of kilometers away and have somehow linked them with one another. These are connectors of both people and information, the magic formula for the future success!

The digital technology of image and sound make possible the presentation of realities in any corner of the globe to people that are at great distances, both physically and culturally. Briefly, it gets people connected! *(Alexandra Balahur, Romania)*

"Generally speaking, the currently worldwide situation concerning the spreading of technology is not that balanced. As a result of this "technology gap", the countries which are able to afford these new technologies come closer together and on the other hand, the gap between the rich and the poor countries becomes bigger and bigger. But nonetheless, technology is very important as an assistance for the personal and social development. The most important piece of technology to be used for this is, of course, the Internet. This is the best media to get in touch with other people and cultures and to develop social skills."*(Jan Jansen – Germany)*

6. **What should be included in a social and personal development learning program for a global education society of the future?**

> ➢ **What is the philosophy/mission/vision of your Social and Personal Development?**

The philosophy of my Social and Personal Development is that every person has certain natural talents and special qualities that he/she has the duty to discover and to put them to work on social and personal behalf. In order to do that, the individual needs the support of the others - parents, teachers, models in different fields of knowledge - that help him discover himself among others, and the others among the world.

The mission is to create the necessary environment for this discovery to take place and for the results to be seen.

The vision is that of a society in which a spirit of altruistic behavior is seeded, but in which also a sense of competition, from which the best developed and adapted individual wins, based on his/her qualities and talents *(Alexandra Balahur, Romania).*

➢ **Should home and/or community be involved?**

Both home and community should be involved in the global program of development. These two should provide the necessary support and also the role models responsible for this development. The social culture should be involved in a way in which to show 'good' and 'wrong', using real life examples.

The school of life should be presented as a completion of the development models, showing people that have accomplished something in life, using both the learned methods and "unwritten" ones.

Also, from the community, priests could have an important role in teaching and giving good examples of different statuses of social development *(Alexandra Balahur, Romania).*

➢ **What kind of physical environment should it be taught in?**

Everything aiming to the personal and social development should be taught in a friendly and open environment, stimulating both our rational mind as well as our feelings and body. By my mind and heart, the most appropriate environment for personal and social development should balance learning methods, arts, music and dance, and the vivid experience of every day life of different people, groups and communities. This way the environment would be close to us, stimulating self-observance, and open the others, stimulating observation and the understanding of the plurality, diversity, and also of the unity (Alexandra Balahur, Romania)

➢ **Who should teach it?**

Personal and social development in a global society of the future cannot have just one type of teachers, or especially trained personnel. These aspects of life should be presented each by a different person. The family should take part mostly at the beginning and have later a supervising role and one of consultance and advice, then the school with its teachers and the community with the models that it presents: public persons and leaders, intellectuals, scientists, priests, artists, businessmen, etc.

➢ **When should it be taught?**

There is no age border or limit. There are only persons that are willing to learn and to be taught, throughout the whole life, beginning with the birth and ending with the death or incapacity of one.

In conclusion, I think that the process of personal and social development is one that takes place the whole life.

➢ **Should we assess student success? How?**

Based on the future accomplishments of the developed individual, both socially and personally, a success report could be made.

For example, if a person is very capable in maintaining social relationships and becomes an influent character in the public life based on this kind of merit, it should be considered an "A" student.

If a person gets well known outside the society it was formed in, the accomplishment of the system is even greater, because it has been able to form a complex individual, with overall suitable and appreciable qualities.

If a person has a great role in the forming of a good image of the society she/he was educated in, it really means that the social and personal development educational system works!

At our age, a successful individual is one that can maintain good relationships with his/her colleagues, understands issues of the group, participates in debates over them and plays an important role in solving group problems. A successful person is also one that participates successfully in outside-group activities, like contests, achieving prizes or diplomas recognizing the merits of the both the person and the society it comes from.

"The mission of the social and personal development should be to teach students skills and abilities that will help them socially and personally , help them in their future lives , and also help the become better human beings at the best that they can possibly be." (Adam Jaidin, New Zealand)

"We should asses students' success through some activities. We will let the students arrange some activities for others. In this way, we can train their planning and thinking skill. Besides, we will also organize some camps for the students. They will have a lot of games and other activities to cultivate their personal and social techniques. By observing how the students deal with al the work they need to do, we can assess their capability." (Peng Meng Kou, Macau)

"The student's success ought to be assessed, and the mark included in the pupil's average. The student should, however, be assessed on an individual basis, as individuals are at different levels in their personal and social development. Students should be assessed on their participation, personal progress, willingness to learn, and ability to interact with their peers. As well, they should be graded on essays or projects. Personal and social development is a vital course that a student will need to refer to al through life. It should not be taken lightly, and pushed aside to make room for other curses." (Erin Fordyce, Canada)