UNGA High Level Meeting on the 25th Anniversary of the CRC

DEALING WITH TEACHING

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(A VOCATIONAL AND PRACTIONER EXPERIENCE NEW CALEDONIA AND FRENCH POLYNESIA BETWEEN 1990 AND 1995)

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Foreword

An Essentials for Schooling in Complex Environment while Enabling the Millennium Development Goal Number 2: Primary Education

(These are experiences drawn from a teaching experience based on vocational and practitioner an pioneering in the very remote sites from administrative centers between 1990 and 1995 in the French South Pacific)

It is an experiential and experimental teaching and schooling, in the same way you can meet engineers without border, International Doctors and Emergency architecture or urbanism or sharing knowledge groups.

I believe, tomorrow schools have to be ran in an innovative way, with imagination and spirit of Entrepreneurship.

Therefore, this literature can be valuable as a tool box, when teachers can feel isolated. They may read to know there is always something to push the boundary of knowledge, and it is just needed to observe the environment to make an enjoyable experience of teaching and learning.

What dealing with teaching is about:

"Cognitive skills of the population – rather than mere school attainment –
are powerfully related to individual earnings, to the distribution of income,
and most importantly to economic growth "

"Tears of studies are bitter, but the fruits are tasty"
(sources: unknown)

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CONTENT

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<div align="center">INTRODUCTION</div>

Roles of globalization and observations: Behind the concept of Smart Sustainable Cities (SSC) is a vision, a need for country governance and new operations which can be **more puzzling** than the **ICT implementation** itself and Management Information Systems **(MIS)** for   Smart cities. 70% of the world population will live in cities, by 2050. According to International Labor Organization. The total job deficit in the world is important. In 2012, ILO announced that 600 millions jobs   needed to be created within 10 years. Also, it was said that there not enough educated youngsters.

About cognitive skills- **Education is not ICTs, but cognitive skills. Unfortunately, ICTs are removing cognitive skills,** that can help schoolchildren to perform and make their own judgment. Cognitive skills is replaced with a logic of clicking to open internet links- So, the learning becomes a game of opening and closing links, downloads. The real education in the primary schools is to sharpen children cognitive skills (attention, memory, reasoning, processing...). I think with primary education, teachers are destroying the cognitive skills. Learning with internet is risky as we ar approaching a civilization based on robots and artificial intelligence. Peoples could be replaced by robots, which is the source of poverty and marginalization. So, children should not be educated with ICTs unless they do not have already these cognitive skills. ICTs is an add-ins technology to top their cognitive skills

References: role of education in improving the growth.

- **Growth is linked to Education US** Economic Review**, US Federal reserve, Munich Personal RePEc Archive**
  -MRPA-. *"...when human capital increases in quality, growth and wellbeing increases..."* also**)**.

- There is *''no technology that can reduce poverty''* (International Labor Organization, **ILO**), if children are not educated.

- *''This education has to be lifelong learning, with periods of modular training''.* **(**Commissariat Général Stratégie and Prospective **(CGPS) - office of France Prime Minister,** Les **Echos:** a French business newspaper, and **Pole Emploi:** France national employment office, France **Datar,** Thursday 26 September 2014,
http://www.strategie.gouv.fr/evenements/colloque-annuel-conseil-dorientation-lemploi)

- Dr. E. F. Schumacher gave the world a wake up call in the middle of the 20th century, when he described the development process and drivers of growth in the vicious cycle of poverty.

Definition of the poverty cycle: "set of factors or events by which poverty, once started, is likely to continue unless there is outside intervention'' (Wikipedia)

The country bank interest rates: The USA Federal reserve bank manager Mrs Janet Yellen used the Quantitative easing (QE) for several years and she wants to cut it, but with care for world economies because she know it can be catastrophic, if she is not cautious to prevent the **return of the world crisis**. Also, Mario Draghi, who is the European Central bank Bankers has used **a Bazooka**, to stabilize the European economic zone. However on the political side, bankers are not legitimate actors to for running democracies. (But, the crisis was such that anybody, with a special **science or skills** that can show a vision, a strategy and an operation to remote controls of country national banks in order to ensure they have enough capitals (bank stress tests), could be the future leader of the planet. **(European media)**

EU Country debts: An average of 90% or more of the country national Gross Domestic Products (GDP) and deficits (EU pact of 3%): Societies and organizations have to show humanism, but without burdening with debts or deficits future generations. It is leading to new risks, poor workers and fragmentation of citizenships and a poor vision of the future with more aging peoples, more disabled peoples and no dynamic to bounce back **(Business Innovation Research development, others)**

3rd Innovation revolution: I think, what we forget to say it that today innovations are different from the past. We have entered in a new era of *''...industrial mutation of the society in the national economy...''* (France **DATAR)** and a world where **innovations cannot bring unlimited growth -as in the past**. I believe, form my own experience of teaching in complex environment, children should learn new paradigms for changes and adapt to *''a society, which should not be business as usual, but serve the communities''* (Ref. David Frost, Director General British Chamber of Commerce). UNICEF or UNESCO should focus on this debate, which is to *''Prepare society members for practitioner, vocational education and social entrepreneurship''* (Business Innovation Research Development) and not making business as usual . *"...Overwhelmingly, business has adopted **migrant workers** for the simple reason that they are often **better educated** and have **a stronger work ethic** than **local people**..."* (David Frost, British Chamber Organization, UK- internet: http://www.britishchambers.org.uk/press-office/press-releases/david-frost-government-has-more-to-do-if-we-are-to-get-the-economy-moving-again110902.html)

We cannot behave as, if human needs were not limited, while the world resources are now limited. There is a need to produce and consume in a sustainable way, when countries are growing in falling economies. (less growth, less resources, more pollutions, life expectancy which is reducing (minus 2 years). Look for example, what the world bankers.

Roles of ICTs and cities: I do not believe in a radical way the children learning and performance, in the primary education will be increase with ICTs, because ultimately what matters are how ICTs help to **find a job**. For me ICTs will not create the expected revolutions like the **Gutenberg revolution or the discovery of America by Christopher Columbus**. These, discoveries were historical contexts like Sustainable development of Mrs Gro Harlem Brundtland, which based the new world economy on 3 pillars: ecology, society and economy.

Still, peoples are able to talk about ICTs. They are very **good managers** (Steve Jobs, Bill gates, Google...) and innovators able to **change peoples representation** of the world. To give us a new

image /representation of tomorrow world (and without knowing how the future world will be. They can implement their own designs like a **management control** of the world. (e-commerce, platforms, internet of objects, Google cars without drivers, videos, artificial intelligence, robots...).

Virtual media show us the real world: We are assimilating our visions of the real world to what the ICTs representation shows about real world. We are not taking risks like our ancestors, but making transmissions with Data. The world project should be to reconnect humanities and civilizations.

I- SCORING INFORMATION, SCHOOL LOSS, VOCATIONAL TRAINING AND PRACTITIONER TEACHING:

A/ <u>CONTEXT OF MY ARRIVAL IN THE SOUTH PACIFIC</u>

Sustainable Development- For example, I used to trained an average of 10 teachers on ''teaching models''or learning methods based on experiential education (often outdoors collection of data from the environment).

<u>THE SOCIETY</u>

Island populations:

French Polynésia (Maohi-Pouamotou)	New Calédonia: (Kanaks)
- Raroria: 50-100 natives	- Pouébo collège: 250 students
- Vairaatéa: 50-10 natives	- Northern territory: 5000 pupils

<u>Human & geography note</u>: The life in a small islands in the South Pacific was comparable to a boarding school. Families of children born in a small island, knew if they wanted to be to give their son or daughter a chance to succeed a full primary education or go beyond, they will have to separate from them. Children would leave their native small island to follow school programs in a bigger island.

In my own teaching case, schoolchildren from Raroia and Vairaatea was heading to follow the last cycle of the Public Primary schools in the island of HAO (2nd main island of Polynesia, after Tahiti). This later island was at 3 days boat from Tahiti. One can imagine, French Polynesia as big as Europe - and I was working at 10 days boat from Tahiti (which is an equivalent distance of Paris (France) to Vienna (Austria).

<u>Professional note:</u> Headmaster roles (teaching, general and specific). I have not described the others roles and commitment I had with all School stakeholders and major groups in the 2 ministers of Education, Youth and Sport of the local governments of France South Pacific overseas territories (Tahiti and islands and New Caledonia) between 1990 and 1995.

(Other general roles i.e. School administration, relational, technical and social or specific roles by delegations of the ministers or the prefect who is in charge i.e. protection of the wildlife (Luth turtle), canvassing populations, reviewing electoral lists, controls of regularities of public and school elections, empowerment of stakeholders to implement school directives, cooperatives, and school representations. Also, my participation as the chairman of the team who has reviewed the financing agreement (subsidies) between the French government and New Caledonia Public, private, faith and independent schools in New Caledonia (for the North state of New Caledonia). It was an outcome from the Matignon Oudinot accord (1988). France government decided to implement a peace deal between 3 parties (France, Kanak and Caldoche communities) Also, I organized for 2 years the local, national and European political French elections in Tahiti and islands where I was based and used to teach. All these tasks are not in the scope of the paper work I wanted to present to UNICEF for the communication on for the « High-level meeting of the General Assembly on the twenty-fifth anniversary of the adoption of the Convention on the Rights of the Child »)

<div align="center">THE ECONOMY</div>

I worked in a con text of potential risks affected areas due to an important distance between France and the Pacific territories and the cultural differences. Also, there is a potential for cooperation according to French Vth republic constitution for Both territories to access to their status of self-determination.

In New Caledonia - 2 year before, I arrived in the **archipelago**, the French territory in the South Pacific was in a **political turmoil** of the preceding years. It had created an irreversible situation for and independence process. After the violence that led to the start of an independency process. France looked to protect the Kanaks France re-balanced the economic and social rights of the natives (Kanak) against historical migrants (Caldoche). France asked the Caldoches to share the ownership of the world mineral industry (Nickel), an other economic and social rights. This has led France to implementing in urgency a strategy to train 400 Kanak leaders to top jobs, in public and private organization in order to prepare for independence. This framework of cooperation called Matignon Oudinot and the system that have several tools to address the imbalances, between 2 ethnic groups is today, contested by the Caldoche.

<div align="center">THE ECOLOGY</div>

In French Polynesia ─ The archipelago was a wonderful framework of **biodiversity** and my classrooms did not have the luxury of some school in cities. I could miss this opportunities to use the wildlife as a **school laboratory**, after I arrived in a school under political distress and that were closed for several months.

In both territories, I had rather taught in a vocational and a practitioner manner. I have no other choices because, these schools were not very fit. My learning was mainly based on the **natural**

life science (which was a reproduction of my Human Biology Research studies for my undergraduate degree). Anyway, I could make differently, as I was a public teacher in historical and geographical contexts of 2 French remote territories very far from Paris (15,000- 20,000 kilometers depending if these distances travel eastwards or westwards)

I have to be more than just a resource person, on the viewpoint of pedagogy, and bring my imagination to power. I ordered new books for the school library and saw and increase in the motivation for reading, writing and new learnings....Etc. Other examples: if the school wanted to teach the driving license codes, we have introduced a project to provide children with bicycles and we designed streets with sign posts, so lessons could be effective. (this was new, as no children had ridden a bicycle before)

This was completed with an important volume of hours of outdoor activities. **Data and observations** collected from observations in the countryside (the sea or in the coconut palm tree farms) were classified, recorded, stocked and re-used in the classroom works (reading, writing,...) at later date, when needed to prepare the lessons).

School diplomacy: Another aspect of the school was to be in permanent communication with all **Education stakeholders** and show **diplomacy**. I had no other choices. I was a teacher coming from very far. I was certainly perceived as a foreigner from local standards and it was my very first time and the   first time, peoples from islands of Vairaatea and Raroia in the Tuamotu archipelago had a visitor, which was not local. But, nobody paid attention to the **cultural gaps**,as I was fit professionally to look after the children of the families, and in the view of the good school performance more and more families wanted to transfer their children in my schools the following years.

From **disrupted education** system affected by communal conflicts that led to the closure of the school for several months. When I took in charge the schools, I was able to prototype the first year, and then implement the following years new recipes for school masters and school directors reflected in the school frequency, trade-offs, diplomacy, participation, motivation, entrepreneurship, **pedagogy of loss** based on the dialogue between the teachers and the pupils to prevent the school violences, teaching models, experimental and experiential activities and outdoors with the introduction of Management Information Systems **(MIS)** dialogue, pedagogy based on responsibilities or games, pedagogy by projects (for schools and classrooms)...Etc.

I was able to trench and dig the behaviors of local teachers of the communities, which standards were not necessarily oriented toward the same schoolchildren care. Indeed, from a school which were closed for several months before I arrived due to the political quarrels and family conflicts, I was able to open the school and teach. Progressively, families and education stakeholders at minister levels saw I was interested by making my job of teaching carefully and seriously and the children was happy to go to school. Therefore, I was able to live and work several years in a **multicultural environment**, that I was prepared to as I was coming from a city. Obviously, families and stakeholders wanted me to stay longer. What I could not as my objectives were reached after 3 years heading 2 public primary schools and 2 years as the Chairman of an **Educative association** and also professor in **biology**. My presence also was pending to **investment in urbanism**, renovation of building and infrastructures. Without this stability that I

brought to educative community, no investment was possible by the public stakeholders to promote the **school development and reduce the poverty.**

Photo 1: a teacher who use to fish during his leisure time may have settled in New Calédonia for the fishing parties and the enjoyment of the communities to have a friendly teacher able to live in

a former conflict affected area.- These schoolchildren (of the Pouébo college are not the same, the generations of children remained familiar, as I lived and share sometimes in Northern state of New Calédonia. Also, I recognized, one of the oldest French teacher, since the ''collège'' (secondary school) was not yet extended to achieve a full school cycle before going to the South Pacific University in Nouméa

B/ <u>TEACHING METHODS</u>

Fashionable models: Apparently, I found 2 models, which I assumed can describe my performance as a young teacher in remote places and central administration, in France V th Republican model.

Model 1- France 3rd republic teacher (also, called the « **hussars of the Republic**»)- I believed, I have removed all the negative aspects of these disciplined mission organizations that where **the "hussars"** to retain in the positive school system, I was running daily with good points of the pedagogy, relational, administrative and technical tasks of my jobs. In such a way, I was given more responsibilities.

<u>Photo 2</u>: Hussars of republic (page 10) Both photo are representing a reality of the past, ''hussars of the 3rd republic in France, was a successful model in its own time. It has allowed to socialize children of the 6 corners of France (hexagonal figure) to build the national flag.

<u>Note on "Meeting with the hussars"</u>: A personal narrative from my own experience of meeting the "hussars", in a private school a suburb of Paris when I was a child.

When I was a teen, I met these schools and ''hussars of the republic'' in a private boarding school (Nogent- sur-Marne) . For example, schoolchildren were in full board and allow to

see the parents every 2 weeks and we had summer holidays in the country, and special time to learn several activities outside the traditional curricular like the piano, and also we were able to go to the countryside or at the seaside during the school holidays. We were allowed to see our families only every 2 weeks. Teachers were very friendly and looking at the behaviors and well-beings of the kids. It was fun, and enjoyment as if you the last of the classroom at the start of the year, could could be sure that the next term you would finish 1rst or second. Masters, did not have others worried to see children progresses, and give good results to the families.

Model 2- **France countryside teacher (beginning 20th century)** – Teachers of the countryside that I have pulled from beginning 20 th century to integrate them in a virtual way in the context of Tahiti and islands school systems.

During this period, rural teachers add more responsibilities, than today schools in France. Their functional multidisciplinary helped them to look after several classes and teach in a multilevel classrooms to schoolchildren without fearing of pupils with different backgrounds and lessons tailored for various age groups in the classroom. Rural teachers of France of the past had several hats. They could teach to children in a multilevel classroom, while at the same time to occupy different functions in the municipality. For example, from being the rural nurse or the doctor or a

radio operator at the post office, a technical adviser in a municipality team, a teacher visiting households to talk about the children behaviors in the classrooms...Etc. If a superman in a school did not exist, I felt sometimes, teachers in rural France of the past was close of the **superman model**.

Therefore thus, the organizations that I have named above were enabling the schooling system, in continental France (and without Information Communication Technologies). Now, what is important to know in the new ICT society, who has the ownership of the primary education, to prevent the school drama (school drop out, end of citizenship, discrimination). *''Trying to make everything the State does nothing''.*

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Research & development note: French Polynesia is 2nd world largest archipelago by its size, after the Seychelles republic,in the Indian ocean. Also, during my race against poverty for Intermediate technology Development Group (ITDG), I stayed several months to share the life of the ''Seychellois'' community, which is a different multicultural environment than Polynesia an new Caledonia. This allow me also to follow the education system, as I apply for a teaching job, too. It is prone to Scouting created by Baden Powell based on a style of learning which is outdoor and assembly.

C/ SCHOOL SYTEMS

2 Public primary schools: I believe, when I was running the public primary schools far from administrative centers. The teaching was appropriate to weak children. Therefore thus, in order to break the **vicious cycle** of poor results, I had to learn how teach like ancestors, who had pioneered new schooling and taught a vocation. For example, from the school system contents that I have compared schooling from my school designs to appropriate standards found in **Montessori with a sensory and a kinetic education or a Célestin Freinet** method based on the free expression of children: free text, free drawing, Interscholastic correspondence, printing and school newspaper, surveys, cooperative meetings. These 2 methods were useful to regulate the **school tenses** (violences) in the countryside and gives children their **rights to education**.

Teaching aims: At improving skills in reading, writing, counting, mediating and other fundamental skills or to prepare the youngsters for a social life. In fact, the school was in a **third revolution** processing far in advance of attempts made in continental France to change the school system, but peoples of France has opposed to the reform in the view of mass protest in streets, while in the islands of Tahiti (or North of New Caledonia), it was much accepted by the local communities to have **schools looking like living places** for children. (first revolution was the school as instruction places and then the second revolution would implement school as places for education).

Objectives: **Children pro-action**, children build their own classroom knowledge according to their needs. The individual learning strategies was integrating the group strategies due group exchange practices and **Management by Objectives** (MBO) used daily for at least 2 new lessons in math and grammar. It introduces new skills required by the Education, Youth and Sport ministerial programs.

Organizational design: I attempted to match the school design and the environment (archipelago, South Pacific).

D/ SCHOOL STRATEGY AND OPERATION MANAGEMENT

School operations- It represented major activities and challenges in order to be in phase with the school **progressions** (day, week, month, year). Ultimately, as I was an energetic, enthusiastic and hard working head master. I gave an impulsion to the communities through the school system. They were a perfect match between children skills for enabling good results and the program requirement. It as shown at the end of year, when from fail schools, I was able to finish programs on time. In rare cases, by implementing a pedagogy based on the classroom/school projects or teaching to **cohort groups**, rather than to a single classroom level. Teachers could follow the pupils during 2 or 3 years according to the **school cycles**.

Peer versus cohort classrooms- (i) Classroom peers: schoolchildren of the same ranks, (ii) Classroom cohort: Any group or band in a classroom, and (iii) Transformation of cohort classroom into peer classroom: one or several pupils of a cohort classroom can receive additional aids to align with a peer classroom

Teaching to cohort groups- In case of one student was late in acquiring the skills during the year, it was still possible for a teacher during the following year (classroom level or cycle), to track a child previous learning gap year(s), without repeating the previous year (s).

School timing- Morning school days were short (7 AM -12AM), but carried in a protracted way, with alternates of skill transmissions, face to face interviews with pupils.

During, the afternoons, if the school was legally closed. Teachers could give **unpaid care** to the pupils in **extra-curricular activities** (sports, table tennis, basket, swimming, riding bicycle outdoors and other activities like planning a school trip in the islands).

For me, as **headmaster** of the public primary schools, I was permanently on the move for my roles. For example, I had observed some days, school results could be affected by the relationships between families and the school. An important activity was continuously children misbehaviors affecting the school performances, by reporting continuously to families.
These regular interventions outside the school in the household domestic lives, were ensuring school continuity and establishing the trust between families.

Uses of the school library- Children were able to commit themselves to **self-learning** in the school library or use Information Communication technologies (**ICTs)** to perform in practical actions. Ultimately, children never miss a classroom day for several years, which was trenching with past performances of local school teaching.

Breaking the vicious cycle of poverty: For example, when the child was working in the farm, while he or she should be in the classroom for studies. Also, when family conflicts and the school was like hostage-taking, because no children would dare to go to school. Victims of such situations were the school children because of the lower **school frequency**. Missing school days were never recovered. They are a contingency of reasons why children are not successful at school, but here are some examples of drivers for failing to deliver the educative message in public primary schools

Superman school: By contrast, I believe my schools were robust,   a bit like a **superman school**, with **practitioners and vocational trainings**, in order to achieve the education **national objectives**, follow school progressions (week, month, year) and prepare general evaluations.

School strategy: Actually, it was progressive, modern with ICTs, lots of **outdoor activities** and experimental or **experiential tasks** for   learning approaches. It was based on the daily realities of children in rural areas of South Pacific. A deliberate step by step process of **nurturing the school** systems (children, parents, stakeholders) has moved the   schools into the Educative system integration.

School loss: School teaching was not orthodox. I was testing schoolchildren at all times: before, during and after the lessons or a skill learning. For me, what has mattered in the classroom was less the students achieving good results than the **school children loss.**

School management: For example, when a child was failing to learn skills, during the transmission. Teaching the essentials, but with 2 skills per day and investigating the child motivation were superior. It the process outcome was good there was always a need to justify. "*The teacher knew whether the student got the right answer, but does not know how the student arrived at the answer. If the answer is wrong, the teacher does not know whether the student was guessing, made a simple error, or fundamentally misunderstands the subject»* (Pediatric)

Schooling for the Sustainable Development- Interesting part of the knowledge of an adult life was gained from a world, which does not belong to schoolchildren. I had permanently, in my mind that our world was not designed for children, and such, my thinking helped to explore a new pedagogy with was children centered. Preparing children today for the ownership of their responsibilities, tomorrow. The citizenship was an essential time consuming in the classroom to address educational issues and create the **child resilience**.

Children capacity: From experience, I found children in the rural areas were prone by nature to help their families, with fishing or farming activities. Children were mainly kinetic, gestural, learning by listening and active participants and love to read. In the interval of free expressions they could be very talkative not only with their body languages, but also with their voices.

Tasks (strategy and operation): I have ran 2 Public Primary schools that were closer to Mac Donald's' willing to increase the **school children tenure**, in order to increase the **education image and reputation** superior to an average classroom school in a city. I always perceived classrooms as manufacturing brains, instead of giving children the essential tools to build their own knowledge (learn how to learn). Also, schools were always opened to families, children and all visitors , at all times.

Learning methods: Any events or celebrations in the municipality were the occasions to learn new skills, as the children were able to listen to, but also using other channels of communication.

I found in the **French South Pacific islands**, children were mainly learning by listening. Initially -in year 1-, I used various methods based on **oral skills** or methods: **songs, music, theater,**

dictation, voice recording and listening, talkative exchanges,... Then, later - in year 2 and year 3 - as the program was consolidated and I had a better awareness of the school system, I was able to advance with more pronounced forms of teaching much appropriate to the modern world prone to communications with visual messages (codes). **I have introduced a school TV program, uses of Information Communication Technologies** (CITs), computer softwares in literacy and numeracy, printing machines (Romeo: spirit duplicator).

Children were able to learn with games, while tasked teachers targeting weak learners became lighter. When time and new resources were provided to teachers, they could produce the children special needs. *"Often, these special needs in the classroom could not be found, because of the*

data/knowledge manufacture process". Schools in Vairaatea and Raroia has a 100% **children policy**. If a children was likely to fail, I would analyze it as a failure of the teaching (teacher) and not the child incompetency. I would provide teachers with learning methods.

Sheets of preparations and note books for lessons: At the scale of a classroom (with one or several levels), for the daily delivery/ies of 1 or 2 skills sought for a child to meet the **curriculum requirements**. At least, 2 ''daily **preparation sheets**'' for a classroom (in one level or several preparation sheets for a multilevel classroom) to teach the math or a grammar skills in a lesson, accordingly to the objectives and progression. These equivalent of a road map sheet for managers, to know what they were making during the working hours and teaching, with school planning, control, leadership and organization of a lesson was reflected in the road map sheet of the lessons and an exercise book. I could refer to them, and eventually instruct and teach myself to teachers about what I believed they were their own mistakes in the transmission of the planned lessons.

CONCLUSION

Analyzing the good results from the perspective of the school children performance: Firstly, I always rejected the postulate that schools or teachers have no obligation to succeed in transmitting a knowledge, because teaching is not perceived as a science. This were an important part of the teaching was vocational, missionary and disciplined based on the **science of management (Organizational behavior).**

School continuity and improvement: For example when the army vessel was nearby the islands, we have the opportunity to be invited by the ship commandant. I was teaching during before and after these special visits. It was much effective than just going in a dry manner inside a book. The only exigence for me as a teacher, was to know perfectly programs, the teaching topics and **breakdown the lesson** into small parts that children could understand, capture to produce their own designs and outcome.

Learning Indicators to monitor progress: Children was able to monitor their own activities with curves, tools like **metrics** that have funny shapes on the paper (often based on geometric figures used in business management called matrices). These tools were improving the **motivation** to learning, So, that children were able to forge new skills and competences in numeracy, reading and writing (required by school vocational program)

Monitoring and quality assurance: A child that was successful - or eventually not successful- at the end of the lesson or progression was able to tell a teacher - as I was training other teachers, too motivating models for teaching to weak schoolchildren- if he or she was happy with his or her progress, where he or she was successful – opposite, I always recommended to learn to analyze themselves their mistake and tell teachers where, how, why he or she believed he or she has failed. Then, from this analysis pupils were able offer me a new **learning strategic path** to achieve a better result.

Teacher training: I think it is not difficult to make schools work well and teachers to teach in safer schools. Teachers can teach only what they knows perfectly. If they cannot change the school programs, it by researching how they want to deliver the the learning in order to give appropriate skills in the classroom that they will be empowered.

School systems and teachers: Schools have a number of **tool boxes** in the classrooms. They allow teacher brains to be motivated to the transmission of their knowledge and create new performing learners. Of course, teachers have better chances to succeed at a classroom examinations form observation from schoolchildren themselves, families who are sending their kids to school, education stakeholders (mayors, inspectorates, ministers, doctors...). To be engaged teachers should take deliberate aim in conscience (not just by reproduction). This conscientiousness can be achieved, only if they are needs for an expertise -or a resource person- to refer to when learners are under performing.

Schooling should be vocational: From the experience of teaching as a practitioner and a vocational in remote places, I felt I had a privilege over fellow teachers that were learning in a

''**State Teaching University**,'' with little experience of the teaching job. The long lasting experience is far form being acquired. I think there are solutions to failure of education systems – Schools could be more vocational by looking at the **business world** (Mac Donald fast foods are job learning centers for youngsters, too. With small jobs the young teachers could decide on their future career in the classroom, without giving them systematically a **full time job for life**) with more partnerships and investment in ICTs.). Schools need to be real places for children focus on the learning and not bringing the adult **anxieties**, in the classroom with the adult life matters that are pay scales, demonstrations, violence, school strikes...). School conflicts should be solved peacefully.

Children integrations: I believe ICTs should stay an add-ons/ins to the vocational or practitioner schooling, and create more freedoms with trainers' experiences and judgment of teaching design. So, the teaching remains, at all times, at the initial stage of the knowledge transmission an act of creation rather than normalization.

Looking at integrative solutions for jobs, with the essentials core learning that are the building blocks, which could serve school children to manufacture their own DNA for knowledge sharing.
In 21rst century, knowledge is the more important resource in the firm that we have and before the manpowers, finances, raw materials and processes. Building knowledge platforms are essential in the education programs and addressing children needs. As well as the school networks, which was already existing before (Célestin Freinet).

School data: Today, I believe with ICTs we are not re-inventing the world, we are just repairing our loss, in spite of the **Digital divide** (WSIS, Geneva 2003 and Tunisia 2005 conventions,) and efforts to reduce the poverty gaps with ICTs, these are looking for me more as a *''making technological fashions''* and a transmission from the countries that have the ownership of the internet and ICTs and those countries which do not have proper ICTs and Management Information Systems* (my own perception through a personal probability research study that showed me a 12.5% of chance to succeed as a smart city in the total of cities in the world with common denominator is speed, also **World of Work**, the magazine of International Labor Organization (ILO) knows that ICTs do not create jobs and do not reduce poverty, N° 38, January- February 2001. *From 2012, according to ILO, 600 millions of jobs needed to be created, to give youngster a jobs, but the world unemployment is in increase). Probably, if ICTs is making cities smart, it is also a big money issue through markets and e-societies.*

Peoples talk about big data. But, what do we know about small data? It is not proven than ICTs based on **business communications** can perform better than vernacular ways to communicate. There are several models already existing that needs to move from the philosophical life (German Gestalt, Hannah Arendt and the education for the Sustainable Development, in a complex world).

A schooling risk reduction strategy: For example, I did not became a teacher by choice, but by accident. In both New Caledonia and French Polynesia territories, I was new in the profession. I was sent in the rural areas to teach in difficult conditions. Often, what makes good teachers are

adversities and a willing to change. Teaching is a research job for understanding **complex situations** that learners are experiencing.

It is an **investment today, for tomorrow actions, to** find a place in society and working a full mature adult life. So, maybe a good strategy would be to design teachers career bearing in mind these principles and in the search of improvement. Planning, a teaching, which starts for new teachers in rural areas, before asking them to work in cities. Also, at present, I cannot see better educative models of teaching to children brains than 3rd French Republic teaching model or the Teacher of the countryside that was able to have different hats and looking at the family children in the classroom. ICTs could help   fast track the focus for a new national school system and make schooling for new recruits more appealing to the profession of teachers

On behalf of BIRD Group:

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Abbreviations

BIRD	Business Innovation Research Development
CEO	Chief Executive Officer
CGPS	Commissariat Général Prospective Stratégie
CRC	Convention On Rights of Children
DATAR	Délégation à l'Aménagement du Territoire et à l'Action Régionale
DNA	Deoxyribole Nucleic Acid
DUPEBH	Diplôme Universitaire Préparatoire aux Etudes en Biologie Humaine
E. F.	Ernst Friedrich
EU	European Union
GDP	Gross Domestic Product
HLM	High Level Meeting
ICTs	Information and Communication Technologies
ILO	International Labor Organization
ITDG	Intermediate Technology Development Group
MBA	Master Business Administration
MBO	Management By Objective
MDG	Millennium Development Goal
MIS	Management Information System
MRPA	Münich Personal RePEC Archive
P.O.	Post Office
QE	Quantitative Easing
RePEC	Research Paper in Economics
UNESCO	United Nations Education Science and Cultural Organization
UNGA	United Nations General Assembly
UNICEF	United Nations International Children Emergency Funds
USA	United States Of America
Vth	Fifth
WSIS	World Summit On Information Society

Symbols:

AM	"Ante Meridiem" (before noon)
%	Percentage

More resources on vocational education and cognitive skills.

a) The Use of Information Technology to Enhance Management School Education: A Theoretical View
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   *www.cs.umd.edu/~golbeck/INFM220/249596.pdf

b) Yu Zuguang, National reforms are shaking up system, modernizing standards and including innovative approaches, deputy director Chinese Society of Vocational and technical Education. The views do not necessarily reflect those of China Daily, China Daily, September 26 – October 2, 2014, page 11