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**Plans for Initiating Pilot Programs
in Each of the Four Selected Types of Innovative Programs:
Learning Resource Centers, Community Schools,
Comprehensive Secondary Schools, and All-Year Schools**



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OVERVIEW OF PRELIMINARY ACTIVITIES RELATED TO THIS STUDY

A. A Study of Primary and Secondary Education of Egypt and Suggestions for Improvement of Educational Services

In October, 1976, the Egyptian-American Bilateral Relationship Commission's Joint Working Group in Education and Culture met in Washington. At this meeting the Egyptian members of the JWGEC requested that USAID send an American educator to Egypt to make a study of the primary and secondary system and to recommend ways to improve it. This writer was interviewed and selected by the Egyptian members of the JWGEC to conduct the study.

The study was conducted and an analysis report was prepared in December, 1976 - January, 1977. The study included (1) a review of the educational goals, (2) an assessment of the current status, (3) an analysis of the major gaps between the goals and current accomplishments, (4) plans of the Ministry of Education for improving the programs, and (5) ten ideas that should be considered as possible ways to help narrow the gap between current practice and goals.¹

The ten ideas recommended for consideration related to: (1) a learning resource center as a component of every school, (2) the utilization of community resources in the school program, (3) the use of the school as a community center, (4) year-round use of the schools to serve more students, (5) adapting the curriculum to the changing needs of the Egyptian society, (6) the united school (compactin primary and preparatory into eight years), (7) the comprehensive high school, (8) a modification of the examination system, (9) upgrading the status and training of primary teachers, and (10) developing an environmental education program.

B. Consideration of Suggestions by Ministry of Education

Consideration of the ten suggested ideas in the above report was given by the Ministry of Education. It was decided that the operation of such programs could be studied best in the context of actual operation in a school program. USAID, therefore, provided funds for Dr. Manscur Hussien, Deputy Minister of Education and Dr. Halim Grace, Under-Secretary of State for Preparatory and Secondary Education, to visit selected schools in the United States to observe and study the programs in operation, to meet and discuss the programs with educators directly involved in the operation of the programs. They conducted this study March 7 - 18, 1978. It was concluded that the basic ideas outlined in the report were appropriate in terms of Egyptian needs and goals, and this writer was invited to return to Egypt to assist the Ministry of Education in determining the pilot programs for which assistance will be requested from USAID, and outlining the steps needed to be taken to implement the pilot programs.

¹McLain, John D., Suggestions for the Improvement of Educational Services of Egypt based on a Comparison Between Educational Goals and Present Practices, Near East Bureau, USAID, Contract No. AID/NE-C-1297 (Egypt).

C. Selected Pilot Programs and Strategies for Implementation

This writer returned to Egypt in March - April, 1978, to help determine the pilot programs to be selected and to plan the strategy for their implementation. A report on this study was submitted to the Ministry of Education and USAID.² As indicated in this report, four major types of pilot programs were proposed to USAID by the Ministry of Education in consultation with this writer. They were:

1. Programs that would help change classroom instruction from predominately lecture, assign-study-recite, and rote memorization toward learning to think, how to solve problems, and how to apply these techniques to real-life situations, and from the use of a single basic textbook for studying a subject toward the use of a wide range of learning resources, including multi-media materials (Learning Resource Centers). ✓ u

2. Programs that would draw upon the available resources of the community to help improve the school and the school resources to help improve the community (Community Schools). ✓ b

3. Programs that reschedule the school year so as to get maximum use of the facilities (All-Year Schools). ✓ c

4. Programs that develop a closer working relationship between the general and technical secondary school programs and provide flexibility in choice by students between schools and among levels and branches within schools (Comprehensive Secondary Schools). ✓ d

As the initial step of implementation, this report recommended the training of four different teams to plan and to carry out the implementation of the selected pilot programs: (1) the leadership task force composed of national, regional, and local leaders representing the pilot schools to study and plan the administrative aspects of implementing all of the selected types of pilot programs, (2) leaders to work with the updating and operating the Audio-Visual Center Manshiet El Bakri, (3) library media specialists for the pilot schools with learning resource centers, and (4) teachers and supervisors to consider implementation of the program in the classrooms.

D. Inservice Education of Implementing Teams

1. Leadership Task Force. A team of 15 national, regional, and local educational leaders went to the U.S. in July, 1978, to study the operation of the four types of selected pilot programs (described above). Three of the national leaders came for a three week overview of the various programs. The other twelve remained for a period of nine weeks.

2. Manshiet El Bakri Audio-Visual Center Team. Four supervisors were selected for a six month training program in the U.S. to work in connection with the upgrading and operation of the Manshiet El Bakri Audio-Visual Center, which was conducted January - July, 1978. (This was actually planned independently from but compatible with the recommendations of this writer.)

²McLain, John D., Strategies for Implementation of Selected Pilot Programs to Improve the Efficiency and Relevancy of Primary and Secondary Education in Egypt, Near East Bureau, USAID, Contract No. AID/NE-C-1500 (Egypt). April 28, 1978.

3. Library Media Specialists. Twelve librarians and library supervisors were sent to the U.S. in August, 1978, for training to work in conjunction with the pilot projects and will return to Egypt March 3, 1979.

4. Supervisors and Teachers. Nineteen supervisors and teachers went to the U.S. in September, 1978, for an eight week training program to learn to develop and use units of study designed to draw upon a wider range of learning resource materials in the process of helping the learners develop the skills and habits of thinking, learning how to solve problems, and applying their competencies and techniques to real-life situations.

II

PURPOSE AND PROCEDURES OF THIS STUDY

A. Purpose

The basic purpose of this study was to assist and advise the Ministry of Education, ARE, and USAID/Cairo officials in finalizing the basic plan for initiating pilot programs in each of the four selected types of innovative programs (Learning Resource Centers, Community Schools, Comprehensive Secondary Schools, and All-Year Schools).

B. Procedures

During the four-week period this writer was in Egypt on USAID contract (December 15, 1978 - January 13, 1979), three types of activities were conducted:

1. Meetings were held in each of the geographic regions visited (Cairo, Giza, Tanta, Alexandria, and Ismailia) with those educators in each region who participated in the USAID sponsored staff development programs in the U.S., mentioned in Part I, Section D above, to discuss their roles in the implementation of the pilot programs and the application and development of the successful aspects of the programs in other schools throughout Egypt.
2. The Ministry of Education scheduled and conducted visits to various schools in Cairo, Giza, Tanta, Alexandria, and Ismailia which were considered as possible sites for pilot projects in one or more of the four selected types of innovative programs, to assess the suitability of the school for the proposed project.
3. Meetings were held frequently with the Ministry of Education staff to discuss various phases of the proposed projects, particularly as it relates to the provision of support services for the implementation of the pilot programs and for the replication of such programs in other schools throughout the nation.

STAFF DEVELOPMENT FOR PILOT PROJECTS

As pointed out in Part I of this report, this writer recommended staff development as an initial step in preparing for the implementation of the selected pilot programs. The recommendation was for the following staff development programs:

1. A leadership task force composed of national, regional, and local administrators representing the pilot schools, to study and plan the administrative aspects of implementing all of the selected types of programs;
2. Audio-visual leaders to work with the updating and operation of the Audio-Visual Center Manshiet El Bakri (this decision had already been made based on another AID study conducted by another consultant);
3. Library media specialists to supervise and operate the learning resource centers in the pilot schools;
4. Teachers and supervisors who will be involved in the implementation and use of the learning resource centers in the process of applying teaching techniques that help students learn to think, to solve problems, and to apply these processes to real-life situations.

All four of the above listed staff development programs were carried out in the U.S. with the recommended types of training. The trainee teams included 15 administrators (3 for three weeks and 12 for nine weeks), 4 leaders for Manshiet El Bakri for six months, 12 librarians for six months, and 19 teachers and supervisors for eight weeks.

It was anticipated by this writer that upon his return to Egypt he would find well defined teams with national, regional, and local leaders organized to carry out specific types of pilot programs in selected schools. It didn't happen that way.

Some of the key people who logically would have participated in the staff development program were unable to do so because they could not pass the English proficiency requirements which were essential to the training program in the U.S. Alternate delegates who could meet the language requirements were therefore selected.

If the pilot projects are going to succeed, and if their development is going to have any significance in the improvement of the education system of Egypt, the administrators and supervisors at the national and regional levels must understand the major concepts of the programs and give their approval and support to their implementation.

All of the USAID staff development programs (the four mentioned above) did include key administrative and supervisory personnel at the national and regional levels and the needs seem to have been adequately met. (It is recognized, however, that the number of participants was limited and many key administrators and supervisors who would have benefited from these inservice programs were not included.)

The pilot programs cannot be carried out adequately, even with the national and regional support, unless and until the staffs in the schools have received appropriate inservice training to prepare them to perform the responsibilities expected of them.

A total of twenty-five schools have been proposed as possible sites for pilot projects and have been visited by this writer (in March-April, 1978, and/or December, 1978 - January, 1979). The directors of only three of these schools participated in the USAID leadership training program designed to help implement the pilot projects. Twelve of the twenty-five schools have been proposed as possible sites for the development of pilot learning resource centers. Two directors, three teachers (from schools different from the directors), and no librarians of these twelve schools participated in the USAID staff development program in preparation for the implementation of the programs.

A carefully planned inservice training program for the staffs of the selected schools is essential before the program is undertaken.

Recognizing that further inservice training is a prerequisite for the implementation of these projects and other program improvement activities, the Ministry of Education has indicated that the development of a comprehensive national inservice training program is one of the top priorities in its effort to improve the quality of education in the schools of Egypt.

SELECTION OF SCHOOLS FOR PILOT PROJECTS

A. Criteria for Determining the Number and Distribution of Pilot Projects

The four types of innovative programs that were selected for introduction into the education system because of their potential nationwide applicability:

Learning Resource Centers are needed to change classroom instruction from predominately memorization from the basic textbook to processes that help students learn to think, to solve problems, and to apply these techniques to real-life situations. This should become common practice in all schools nationwide.

Community School programs designed to use the community resources to improve the quality of the services of the school and the school resources to improve the quality of life in the community should become common practice in all schools nationwide.

Comprehensive Secondary School programs that develop a closer relationship between the general and technical secondary schools to provide a greater range of choices by the individual students in career planning and personal goals are in the interest of secondary students nationwide.

All year operation of the schools is a potential procedure to maximize the use of existing school facilities and to increase the quality of education without infringing upon the life styles or living patterns of the people. Under some circumstances these advantages can be gained. Under other circumstances they cannot. The purpose of the project should be to determine if and under what conditions these techniques would be advantageous in Egypt. Only schools where the advantages could be realized should adapt such a schedule.

The reason for introducing these changes on a pilot project basis is two-fold: first, sufficient funds are not available to make the changes on a massive basis all at once; and second, the pilot programs can be used to adapt the basic principles and processes to Egyptian needs, making it easier to develop similar programs in other schools.

The number of pilot projects in each of the four types of programs, then, should be dependent upon (1) how many the Ministry can successfully manage at this time, (2) how many USAID can assist in funding at this time (if they are dependent upon supplemental funds), and (3) how many are needed to adequately demonstrate the advantages of such programs and assist in replication nationwide.

In terms of the number needed to adequately demonstrate the advantages of such programs and assist in replication nationwide, the following are recommended:

1. Learning Resource Centers - at least one at the primary stage and one at the preparatory or secondary stage in each of the five geographic areas, and double that number in Cairo due to its heavy population.

2. Community Schools - at least one, at any stage, in each of the five geographic areas.

3. Comprehensive Secondary Schools - at least one in each of the five geographic areas.

4. All-Year Schools - at least one in Alexandria and one in Cairo, including both primary and secondary stages.

B. Schools Visited as Potential Project Sites

The Ministry of Education scheduled visits to the following schools by this writer for consideration as possible sites for the implementation of pilot projects in one or more of the innovative programs.

Cairo

1. Learning Resource Centers

- a. Abbasia Teacher Training School for Girls, with primary school ***
- b. Bob El Louk Teacher Training School for Boys, with primary school *
- c. Howayati Secondary School **
- d. Ibrahimia Secondary School for Boys ***
- e. Naseria Preparatory School for Boys ***
- f. Sania Secondary School for Girls **
- g. Zamalek Experimental School for Girls (primary, secondary) ***

2. Comprehensive Secondary Schools

- a. Maadi General Secondary School in conjunction with Dar El Salam Technical School in Housing

3. Community Schools

- a. Abbasia Teacher Training School for Girls ***
- b. El Salam Primary School ***

4. All-Year Schools

- a. Abbasia Teacher Training School for Girls ***
- b. Sania Secondary School for Girls **

Giza

1. Learning Resource Centers

- a. none listed

2. Comprehensive Secondary Schools

- a. Badrashin General Secondary School in conjunction with adjacent technical and commercial schools **

3. Community Schools

- a. Agouza Secondary School of Commerce for Girls **
- b. Oman Preparatory School for Boys **

4. All-Year Schools

- a. none listed

Alexandria

1. Learning Resource Centers

- a. Nabawia Moresea Secondary School for Girls **

2. Comprehensive Secondary Schools

- a. El Orwa General Secondary School in Shatby **
in conjunction with Decorative and Building Industrial School

3. Community Schools

- a. Abis Primary and Preparatory School **

4. All-Year Schools

- a. El Anfoushy General Secondary School **

El Gharbyah

1. Learning Resource Centers

- a. Tanta Teacher Training School for Girls
- b. Mehalla Secondary School for Girls

2. Comprehensive Secondary Schools

- a. none listed

3. Community Schools

- a. none listed

4. All-Year Schools

- a. none listed

Ismailia

1. Learning Resource Centers

- a. Ismailia Teacher Training School **
- b. Shohadaa Secondary School *

2. Comprehensive Secondary Schools

- a. Shohadaa Secondary School *

3. Community Schools

- a. Abd El Salam Aaref Primary School ***
- b. El Wida El Arabeioh Primary School in Sheikh Zayed ***
- c. Fanara Primary, Preparatory *

4. All-Year Schools

- a. none listed

* denotes school visited in March or April, 1978
** denotes school visited in December, 1978 - January, 1979
*** denotes schools visited during both above dates

C. Factors to Consider in Selecting Pilot Schools

An important consideration in selecting the sites for pilot programs are the physical facilities. For example, a school must have adequate space to house a learning resource center, or plans for creating such space, if it is to be selected as a pilot school to demonstrate the use of a learning resource center.

In visiting the schools listed in B above, major emphasis was placed on the facilities factor. Most, if not all, of the above schools are suitable for their proposed purposes in terms of that factor. There are other factors that are just as important which this writer has little or no basis to judge the suitability of the selection.

It is the opinion of this writer that the following conditions need to be met or plans need to be made for meeting them before a school is designated as a pilot school in which USAID will invest funds for the development of the selected innovative program:

1. The Ministry of Education staff who have official administrative or supervisory responsibilities for the operation of the school and its programs need to be knowledgeable about and in support of the proposed innovative program(s).
2. The Director of the school needs to be knowledgeable about and prepared to provide leadership in the planning and implementation of the proposed innovative program(s).
3. The support personnel, for example, a qualified librarian to operate the learning resource center, need to be on the school staff or otherwise available as needed to carry out the proposed activities.
4. The teachers and other staff members of the school need to be aware of the proposed innovative program(s) and willing to assume the responsibilities necessary for successful implementation.
5. For the programs that involve and/or provide services to parents and/or other community groups, those who will be affected by the changes in the program need to be sufficiently involved so as to verify need and/or acceptance of the proposed program.
6. A plan needs to be provided for securing any additional supplies, equipment, and other resources needed to carry out the program.
7. Any other factors that would have a direct bearing on the success or failure of the proposed project need to be considered and dealt with appropriately.

A plan needs to be devised to assess the proposed schools in terms of the above factors. It is the opinion of this writer that very few of these schools meet those conditions at this time. This does not mean that they cannot develop plans rather rapidly for meeting these conditions. In fact, it is probable that this can be done in many of the schools.

D. Schools That Meet the Above Listed Criteria

In the opinion of the writer the following schools meet the above listed criteria and should be considered eligible for designation as pilot schools for the types of programs indicated:

1. Learning Resource Centers

- a. Abbassia Teacher Training School for Girls
- b. Zamalek Experimental School for Girls

The directors of both of these schools participated in the USAID staff development program in the USA, and both have clearly demonstrated their leadership capacities in their schools. There is evidence of staff involvement in a great deal of creative teaching along with the development, acquisition, and use of learning materials and a good working relationship with the parents and other members of the community. The teacher-pupil ratios are favorable, the facilities are adequate, and they have the support of the regional administrators and supervisors. In neither case, however, has the librarian participated in the USAID library media specialist training program. Additional inservice training of the entire staff and other activities will be needed in the actual implementation of the project. This will be discussed further in a later section of this report.

2. Community Schools

- a. El Salam Primary School

The Ministry of Education, the American University, and Egyptian volunteers interested in children's welfare have undertaken a project at El Salam Primary School in Boulaq, a densely populated, low income section of Cairo, to develop an integrated care program to make the school a center of radiation to serve the environment and to help the community people see the interdependence between the school and the home in bringing up children. The project serves as a pilot experiment aiming to develop a model primary school in a practical way that can be easily followed in other schools. The project is extremely well planned and is in the process of development. The project plan is included in this report as Appendix A, as an example of the high quality of work done in the process of defining needs of children and how these needs may be met.

3. Comprehensive Secondary Schools

- a. Badrashin General Secondary School, Giza

The basic purpose of recommending the development of comprehensive secondary schools is to give the students an opportunity to obtain a broader based education and to give them a wider range of options in planning their careers and goals in life. In considering the design of educational programs it is also important to consider the needs of the society. At the present time the number of students who pursue the general secondary program and university training greatly exceed the demand in terms of employment needs and opportunities. Concurrently, there is a shortage of adequately trained vocational and technical workers. A need, then, is to provide students in general secondary with an opportunity to gain training and experience in technical fields for their personal use and/or to pursue a technical field for employment purposes.

While in the USA as a participant in the USAID staff development program, the Director of Badrashin General Secondary (coeducational) School developed a plan to offer the students of Badrashin an opportunity to pursue technical or commercial subjects by attending either of the two schools which are adjacent to Badrashin, on an extended school day basis. This was planned in cooperation with the Director General of North Giza Zone and the Director Technical Education, Giza Zone, both of whom were also participating in the USAID staff development program.

Upon returning to Egypt, the Director of Badrashin discussed the matter with the Director of the technical school and the Director of the commercial school, who agreed to cooperate with the plan. He then called a meeting of the first year students (10th grade) and their parents to discuss the possibilities of an extended program. They were interested in the opportunity and the program was initiated with the idea that one grade will be added each year until all are included. The students in Badrashin attend the commercial or technical school two periods a day after 12:30 p.m., after the regularly enrolled students in those schools go home. The major cost is the additional salaries for the instructors those extra two periods. This was provided for on a temporary basis when it was initiated in late 1978 until the end of the year from the Giza Zone budget and assumed by the Ministry of Education in 1979. To strengthen this program some additional equipment is needed.

4. All-Year Schools

a. none

Before any school is ready to be a pilot school to operate on a rotating all-year basis as a means of obtaining greater utilization of facilities, a carefully designed feasibility study needs to be conducted. This will be discussed later in this report.

E. Selecting Additional Schools for Pilot Projects

It is recommended that USAID and the Ministry of Education agree on the number of pilot schools of each type of project they will support in each area (Cairo, Giza, Alexandria, Ismailia, and El Gharbyah) and that the Ministry of Education select the schools in accordance with the agreed upon numbers and criteria for selection (such as that proposed in Section C, above), and to specify, at least in "ball park" figures, the amount of financial support to be provided and for what purposes.

It is assumed by this writer that most, if not all, of the schools listed in Section B, above, could adequately serve as pilot schools for the types of programs for which they were listed. The major reason they were not listed in Section D as meeting the suggested criteria is that it appeared to this writer that the directors and teachers of the schools were not adequately aware of the types of programs being proposed or what their responsibilities would be in relation to that, and were, therefore, not committed to the idea of carrying out such a project.

It is recommended that the teams of educators in each geographic area who participated in the USAID training program in the U.S. for these pilot programs be responsible for informing the personnel in each listed school (in Section B) about the type of program(s) for which it has been suggested and determine the interest of the school staff in participating in such a project; and that the Ministry of Education select the schools in terms of their meeting the criteria and the numbers of projects agreed by USAID and MOE to be funded.

IMPLEMENTING THE PILOT PROJECTS IN SELECTED SCHOOLS

A. Major Groups That Should Participate in the Planning, Development, and Operation of the Pilot Projects

It is recommended that an advisory committee be established in each zone to help plan and implement the pilot projects to be undertaken in that zone and to foster the replication of the projects in other schools to the extent feasible; and that this committee include the persons in that region who participated in the USAID training programs for these projects as well as other persons who by reason of their jobs, competencies, and/or interests should be included.

It is also recommended that as soon as a school has been selected to develop a pilot project in one or more of the innovative type programs the director be so informed and be responsible for the planning and implementation of the program(s) in his/her school.

It seems logical that as a first step the director meet with the advisory committee and carefully define what the goals of the specific project will be in that school and, in general, how it will be carried out. This information should be discussed with the teachers and other staff of the school. It should be made clear that they will be kept informed as to all developments of the project and will be involved in the planning and implementation of those aspects of the program that directly affect them. It should also be made clear that it is recognized that the teachers already have full-time jobs and that the implementation of the projects will be carried out in such ways as not to place an undue burden on them.

As mentioned in Part III of this report, staff development is an important prerequisite to the adequate implementation of these programs, and the USAID training programs did not reach many of the key people who will be involved at the school building level of operation. This means that a well planned and conducted inservice training program will need to be carried out, on an ongoing basis.

As already mentioned, the Ministry of Education has indicated that the development of a comprehensive national inservice program is one of the top priorities for which it is seeking assistance from USAID in its effort to improve the quality of education in the schools of Egypt. The advisory committees suggested above, and/or the school administration, whichever procedures are appropriate, should work in close conjunction with the National Inservice Training Center at Manshiet El Bakry in order to plan and conduct the inservice training activities needed to carry out these projects.

Another top priority need, designated by the Ministry of Education, in order to improve the quality of education in the schools of Egypt is the updating and expanding of the National Audio-Visual Center at Manshiet El Bakry. The services of this center will be greatly needed in planning, establishing, and operating the Learning Resource Centers, as well as some aspects of the other pilot projects. It is, therefore, recommended that the advisory committees, and/or school directors, as may be appropriate, work with the Center in the planning, implementing, and ongoing operation of the projects.

A Learning Resource Center includes a library of printed materials as well as non-print materials and equipment, which will be used in the operation of the total school program, including comprehensive and community school activities. As already mentioned, a team of twelve key library supervisors and librarians have studied in the U.S.A. for six months, on a USAID program, to help implement these pilot programs. Those who participated in this training should be on the advisory committees. This writer is not familiar with the administrative structure of the MOE for establishing and implementing library standards in the schools. If there is a group of library supervisors who are responsible for overseeing the libraries and maintaining library standards, when this group should be integrally involved in planning and implementing the library and/or learning resource center aspects of the pilot projects.

Plans should be developed to analyze and evaluate the effectiveness of these various pilot projects. It is recommended that the National Center for Educational Research help plan and conduct the evaluation of these projects. Mohamed Ali El Hamshari, a member of the Center, participated in the USAID inservice program in the U.S.A. for these projects and should be involved in the planning of this aspect of the program.

The Documentation Center should be able to provide valuable information relating to international resources in the development of the learning resource centers and data about the schools of Egypt that would be pertinent to the replication of the selected innovative programs in other schools. Eglal M. El Sibai, Director of the Documentation Center, participated in the USAID inservice program in the U.S.A. for these projects and should be responsible for working with the advisory committees and/or school directors to determine what kinds of data would be pertinent.

B. Some Specific Considerations for Implementing the Pilot Programs

1. Learning Resource Centers. The establishment of a learning resource center in a school and using it in such ways as to achieve the stated goals of changing classroom instruction from that of memorization of the basic textbook to the processes that help students learn to think, to solve problems, and to apply these skills to dealing with real life situations is a very complex undertaking. There are a number of steps that need to be developed simultaneously:

a. A teacher cannot use teaching techniques that involve the use of a wide range of learning materials unless such materials are available. A budget should be established for those schools selected to develop pilot resource centers to acquire the needed furniture, equipment, and instructional materials and immediate steps should be taken to acquire such resources. This should be done in consultation with the Advisory Committee and the National Audio-Visual Center at Manshiet El Dakry and the library supervisors group.

b. To carry this out will take a lot of work that must be done by and/or under the supervision of competent library media specialists who know the curriculum for which the resources will be used. This writer does not know the school organization of Egypt well enough to understand exactly the role those library supervisors who participated in the USAID inservice program

in the U.S.A. will have in the implementation of these programs but they should have major responsibility for finding a way to get this job done efficiently and without placing an undue burden on the school librarian or other member(s) of the school staff.

c. The school librarians will need to be adequately prepared to assume the responsibilities of managing the learning resource centers. For example, the librarian at Abbassia Training School for Girls has been an integral part of the team working together for years, developing a high quality program. She did not participate in the USAID inservice program for librarians because she did not meet the language requirements, but she should continue in a lead position in the operation of the learning resource center at Abbassia. There needs to be a procedure whereby she will be given adequate inservice training and/or support in the development and operation of the center.

d. The selection of the audio-visual equipment for the learning resource centers needs to be coordinated with the support services of Manshiet El Bakry. For example, the 16mm films will be maintained in a central and/or regional library since it would be very inefficient for each school to own its own films that are used infrequently. The schools need to know what films are available, be able to order them and receive them within a relatively short period of time and to have adequate and quick maintenance services for the equipment on an as needed basis. Film strips, slides, and other less expensive materials may become a part of the school library rather than circulated from a regional or central service center. A cost and use analysis will have to be made to determine policy as to how to manage the services. It is anticipated that there will be major technological advances in the communication fields in the near future that may have implications for the development of these projects. For example, at the time this paper is being written it has been announced in the U.S.A. that within two months Magnavox will market a video disk player to be connected with a television set which will be very economical. The equipment will cost less than a video tape machine and the disks will sell at \$17.50 or less. A disk will record two one-half hour or two one hour programs (two sides), will have video color, and will have two sound tracks with choice of languages. The disk is almost indestructible and easy to operate. It can be played in slow motion, reverse, fast speed, regular speed, or stopped in any position. It is anticipated that a wide selection of movies and other instructional programs will be on the market in the near future. This may be of interest for these projects in terms of wide distribution economically, but even of greater interest may be the ease by which the Arabic language translation may be recorded on the disk.

e. There will need to be a planned ongoing inservice program for the teachers of the schools involved. This needs to be done in a variety of ways. The director of the school should be well versed on the techniques to be used and actively involved in helping the teachers. There needs to be a close working relationship between the teachers and the librarian. The supervisors who work in the school should be well informed about the ongoing program, its goals and techniques of attaining those goals, and provide assistance and support to the teachers in making the transition and continued improvement of instructional practices.

2. Comprehensive Secondary Schools. The program now being developed at Badrashin General Secondary School, Giza, is described in Part IV, Section D-3 of this report. It is not what is commonly thought of as the comprehensive school but an adaptation of it. It does provide a wider range of educational opportunities for students in general secondary schools to acquire some practical skills that will be needed in life, and at the same time provide an opportunity for some students who desire to do so and demonstrate their competencies to continue to pursue technical training rather than university. This is a national need, and such a program should be encouraged.

While visiting Tanta this writer learned that the Ministry of Education in collaboration with the International Bank, UNESCO and experts of the National Center for Education has just established a three year Comprehensive School in Tanta which teaches the subjects taught in general secondary as well as three technical phases: trades, agriculture, and commercial. Also, Said El-Erian Prep School has been turned into a comprehensive school. It is presumed by this writer that this World Bank project also includes other comprehensive schools. These two, or more, comprehensive schools can serve as models for planning subsequent comprehensive schools, if desired.

It is recommended, however, that for immediate impact, the Badrashin model be used as a relatively simple way to help meet a national need. At least as it developed at Badrashin, as a direct outgrowth of the USAID inservice program, it required no staff training and no additional equipment to get started, although additional equipment is needed to strengthen the program. It did require a working agreement between the general secondary school and the technical schools in terms of use of facilities and timing, and the hiring of staff on extra time basis to staff the program. It also required consensus of the parents and the Ministry of Education.

As a working model as to how the various offices work together, would it be appropriate for the National Center for Educational Research to evaluate the operation of the Badrashin program and for the Documentation Center to determine what other schools in Egypt are in close proximity to each other with student loads and schedules that would permit such scheduling, and disseminate the information about this project to them?

3. Community Schools. The El Salam School in Boulaq was referred to early as a model program and a report of that program is included in the appendix of this report as an illustration of the types and depth of study needed and involvement of concerned people in making the program work. That program involves several aspects of community education. First of all, it involves a philosophy of self help - of people in a community working together to make their school and their community a better place for their children to grow and learn, including learning pride in themselves, their community, and their country. In the process it also involves services to mothers and others in the community to help improve the quality of life for the children.

Another school visited by this writer was Abis Primary and Preparatory School. After World War II this community was developed under the U.S. government Point IV program. Several schools, as well as many houses, were built under Point IV. The schools were equipped with sewing machines, stoves, milk processing equipment, carpentry shops, and other facilities for community programs centered at the schools. Some of the equipment is still there in usable condition, but not being used. Some of it could be repaired economically. The program did not work as it was envisioned, as this writer understands it, because adequate provisions were never made to staff it.

This probably would be an ideal place for USAID to develop another pilot project, building on the remaining resources, but the people should be integrally involved in planning the types of programs that are really needed in that community and an adequate plan to staff the program would have to be developed.

It is recommended that the advisory committee in each area consider the best way to provide leadership in planning such programs involving the people of the community schools that have been proposed for community education programs.

4. All-Year Schools. Two schools have been proposed as possible pilot all-year schools - El Anfoushy General Secondary School in Alexandria and Abbassia Teacher Training School for Girls in Cairo. Sania Secondary School in West Cairo has also been proposed as having "possible interest." It is not recommended that any school plan to undertake the all-year operation on a staggered schedule basis until a careful feasibility study is conducted.

It is recommended that a feasibility study be conducted for these two or three schools by someone who is qualified and interested in conducting such a study. An Egyptian-American educator who is currently living in Cairo appears to be an ideal person to conduct the study. She is Ms. Zeinab Y Refai, a professor at a university in Washington, D.C., now on leave, and studying for her doctorate in education at the University of California. She has indicated an interest in doing her research and writing her dissertation on such a feasibility study. It is recommended that the Ministry of Education and USAID consider employing her to conduct this study.

This writer is recognized as one of the national authorities on year-round education in the U.S.¹ and will be willing to assist Ms. Refai in the planning and conduct of this study, without charge to the extent that this service can be provided by correspondence.

An outline of factors to consider in such a study is being prepared by this writer and will be sent separately to MOE, USAID/Egypt, and Ms. Refai.

¹He is the author of the book, Year-Round Education - Economic, Educational, and Sociological Factors, McCutchan Publishing Co., Berkley, California, 1973, initiator of the National Seminars on Year-Round Education, and a founder of the National Council on Year-Round Education and served as Executive Secretary and President of the Council, 1972-78.

OTHER CONSIDERATIONS AND RECOMMENDATIONS

A. The Updating of the National Audio-Visual Center, Manshiet El Bakry

It is recognized that the updating of Manshiet El Bakry and its eventual development of the satellite centers is not within the scope of work, nor the expertise of this writer. However the development of the Center and a satellite center at Alexandria (Media Center Shotbi) would be in the interest of these projects in terms of the services it could provide and the resources it could develop for use in the pilot learning resource centers. While visiting Manshiet El Bakry to determine the support services it could provide, a report was presented to this writer by Director General Ramadan Osman as to the equipment that would be needed if the Center is to provide the full range of services as envisioned. This report is included as Appendix C.

B. Continuous Contact Between This Writer and Advisory Committees

While conducting this study, the writer met with those in each zone who had participated in the USAID inservice programs related to these projects, and discussed the possibility of each of these groups meeting on a regular basis to discuss ways to implement the proposed pilot programs as well as ways to upgrade the quality of education in the schools of Egypt, in general. There was an enthusiastic response in support of this idea that this writer will keep in contact with each of these groups, and provide whatever consultation that may be needed and can be conducted by correspondence without charge. Each group will also summarize the major developments as they occur in their pilot schools and send these reports to this writer who will include them, periodically in a newsletter to all those who participated in the USAID inservice programs related to these projects.

C. International Study Council for Global Perspective

On September 17, 1979, the day that President Carter announced the Middle East Peace Plan at Camp David the Egyptian school administrators were in the USA for the USAID inservice program for these projects. They were at Clarion State College, just completing their program. When the peace plan was announced they met with this writer for several hours, exchanging ideas about the need for continued effort to promote international understanding and world peace. At 2:00 a.m. they joined hands and agreed to organize the International Study Council for Global Perspectives. The Council is being developed and will continue to function external from USAID support. The first newsletter of this organization, outlining its goals and objectives is included in Appendix D.

D. The Need for Follow-Up Consultation Services

As each of these proposed pilot projects are planned and developed there will be further need for additional technical assistance by specialists relating to the specific types of projects. In addition; it has been suggested by Dr. Halim Grace, Under Secretary of State for Preparatory and Secondary Education, and others that this writer serves as a consultant on an ongoing basis, going to Egypt to meet with the leaders of the various projects and to conduct workshops periodically, two or three times a year on an as and when needed basis. This would, in the opinion of the writer, be helpful in giving continued encouragement and support to the projects for a period of about three years if arrangements were made in advance of each such trip to specify the types of problems or needs that are being experienced and a schedule were developed so that time would be allocated to dealing with these specific problems.

APPENDIX A

Cairo Governorate
West Cairo Education Zone

Integrated Care Project
For
An Urban and a Rural Primary School .

May 1977

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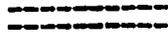
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Cairo Governorate

West Cairo Education Zone



Integrated Care Project for Primary

School Children (Urban and Rural)

Introduction:

The focus of this project is to look at children's needs, in the context of public primary education in Egypt, as it relates to children's physical, social and emotional development in Egypt.

This joint research project will involve:

- I) Social activities: carried out by Egyptian volunteers interested in children's welfare, in collaboration with the Ministry of Education.
- II) Social Study: (joint study) between the Ministry of Education and the Sociology - Anthropology - psychology Department of the American University.

Objectives

1. Raising the standard of the primary school in densely populated districts whose children are badly in need of assistance and providing these pupils with social, health educational and cultural care.
2. Making the school a centre of radiation to serve the environment and to help the community people see the interdependence between the school and the home in bringing up the children.
3. Creating the feeling of belonging and love between the pupils and their school through developing activities that promote community self-help which promotes in the pupils the feeling of belonging to their country.

4. The pilot study's aim is to elicit systematic data on the social, cultural background and health conditions of children in two public primary schools in Egypt. The two schools chosen are in urban and rural areas inhabited by working classes whose standard of living is low. The objective is to elicit information for purposes of providing human and material resources for the greater effectiveness of schools. The project serves as a pilot experiment aiming at erecting the model primary school we need. It is hoped that this model could materialize in a practical way that can be easily followed in other schools.
5. The study's objective is also to understand and evaluate the school and home conditions that immediately affect the children's activities and capabilities in school, and specifically to encourage the cooperation of parents and community members in the healthy growth of the children through holding regular meetings with them at school to discuss child care methods, hygiene and family planning.
6. Utilizing the potential resources of the "public service" girls in fruitful work at the chosen educational settings. The objective is to utilize the new university graduates in a summer school program that would emphasize recreational and vocational incentives to encourage children to participate in these activities and to use the school as a centre for educational and recreational experiences. The idea is to develop a model of how the school in summer can be a place where children learn how to play, learn and develop skills that will contribute to healthy development.

7. Solicit the participation of the people in the community from the beginning in defining problems, needs in maintenance jobs.
8. In addition, the very experiment itself will be subjected to ongoing evaluation and analysis with the objective of learning from experience of this action - research project in terms of its applicability and replicability - in other primary school settings.

The integral care project for primary school children will be implemented in El Salam mixed primary school in Boulaq and in another rural school. El Salam mixed primary school is situated at 13, Imam Shatbi Street in Boulaq. It has two shifts.

El Salam morning school (25 classes and 1174 pupils) and El Salam evening school (25 classes and 1192 pupils). The other school will be chosen in a rural district.

The Project

To realize these aims the project comprises the following:

1) Social Care:

Social care is represented in the project through the following aspects:

First:

Giving material aid to the pupils in the form of clothes, the types and quantities of which are to be decided upon after a social research. This material aid varies in accordance with the family income and the number of family members.

The preliminary study of the social status of the pupils of El Salam school (2363 students) morning and evening shows the following:

- a. The percentage of pupils whose family income is less than 5 pounds monthly per capita has risen to approximately 80% of the whole number of the students.
- b. The percentage of the students whose family income is below 4 pounds monthly per capita is 63%.
- c. The percentage of the students whose family income is less than 3 pounds monthly per person is 46%.
- d. The family income of 15% of the students is below 15 pounds per month.

Because of the low standard of living in the area of the school as shown in this study and in order that the pupils may be satisfactorily dressed we propose that the assistance will be as follows:

1- Each pupil is given:

- a. Two aprons (a different color for each shift) on which is written the name of the school. The Home Economics Department will design the aprons and offer them for public tenders so that the schools may be provided with the numbers needed.

- b. A bookbag made of thick linen of the same design and color with straps to help carry it easily on the back.
- c. Trousers made of suitable material and a pullover. In addition to relieving the financial burdens of the parents this measure will help protect the pupils' health in the cold winter weather.
- d. Two sets of underwear, two stockings and a pair of shoes as an aid to make up for the family's low income.

2- 15% of the students of El Salam school pupils will receive material aid such as presents and clothes at festival and special occasions and copybooks free of charge. The aid will average 2 pounds yearly and is given as a result of an accurate social research.

Second: Educational Activities

Because the educational activities have an outstanding effect in building the integrated personality of the students, enriching him socially, culturally and morally, developing his aptitudes and providing him with various skills, the need is great for:

- a. Providing the school with a library in which the students find the books and magazines which suit their age and which meet the needs of the teacher in promoting his professional academic standard. The school has no library but it has a big terrace on the first floor which provides for a multi-purpose hall to be established. This hall could serve as a library and a place where theatrical and musical activities and school celebrations are held. It could be built, furnished and equipped to serve these purposes.
- b. Sport
The school has a spacious playground that could be utilized in practising various sports such as basketball, handball and gymnastic exercises; but they need the sports equipment necessary for the student. A room in the playground is also needed.
- c. School trips
Trips should be taken care of. Necessary funds for all students every year should be assigned so as to realize the educational, academic and national targets of picnics.

d. Summer clubs

They enable the students to make good use of their leisure time, the school will be open during the summer holidays for students to practice the various sports, cultural and and simple vocational activities under good supervision. It must be provided with the necessary equipment, adequate electric light and with trainers and supervisors for those activities within the limits of the rules pertaining to the administering and organizing of summer clubs.

e. School societies

Because the academic subjects need accompanying activities that aim at increasing the students' skills and enriching their experience those societies need the equipment and raw materials needed to ensure the effectiveness of these societies in deepening the concept of school subjects and giving the students practical, artistic and aesthetic training. Such societies may train pupils in music, agriculture, science, social science, workmanship, home economics and school journalism.

f. School broadcasting

The school has a broadcast program and needs a T.V. set and a tape recorder to utilize them in the educational, cultural and recreation programs.

II. Hygienic Care:

First:

Providing the student with a light meal that makes up for the effects of undernourishment which is the result of their low standard of living and the non-availability of a balanced diet. The contents of this meal are mentioned in Appendix II and it is given six days a week for a period of 180 days during the school year. Preparing this meal for distribution needs the necessary equipment. The project also needs a truck for transporting the food to the two schools.

Second:

Establishing a health unit in each school

This will give hygienic care to the students by following up their health records all the year round, isolating and caring for the sick, taking necessary protection measures etc. This necessitates:

1. A general practitioner must visit the school once a week to examine the students and send the cases to a specialist.
2. A woman dentist to examine the students once a year.
3. Health assistants will help in this practice. One for every 500 students.
4. Assigning a room for this health centre provided with the necessary furniture and a dispensary with medicine and first aid materials.
5. Giving due care to the health record at the school wherein the pupils' case is regularly entered. This must be transferred with the student to the following educational stages.

III. The School as an Environmental Service Center

In order that the two schools may function in this respect there must be established in both of them:

- a. An environment service centre for the young people in the area to practice art, cultural, social and artistic activities and to give the parents a chance to make use of the cultural programs organized by the centre.
- b. The mothers of pupils in the surrounding need training in the skill that help them as housewives (i.e. sewing and knitting). Each school will teach the illiterate mothers reading and writing. This will need providing the school with the necessary machines and equipment.

This type of activity will be carried out at El Salam School after the new annex is built. (See Annex 3).

IV. Annexes and Constructions Needed:

- New constructions and additions to meet the requirements of the project.
- Necessary maintenance and the additional electric wiring and water piping needed.
- Care of the decorative side of the building with the necessary white wash paint.

All of these needs are referred to in the Cost Section of the Section of the project.

V. Equipment:

The existing furniture, equipment, educational aids, class libraries, teachers' rooms and classrooms need further reinforcement as shown in the attached cost list.

VI. Staff:

Because of the importance of this project and the additional effort needed which increases the load on the school staff, they must be given more care. Certain incentives may be as follows:

- I) The lunch meal must be given to all who work at the school.
- II) Financial rewards for them.

Total Costs of the Project

El Salam School (Morning and Evening-2400 Students)

1. Social Care

A. Material Aid:

2 aprons for every pupil @ 0.85 Pound each approx.	2100
1 bookbag for every pupil @ 0.75 Pound each	1800
1 winter trouser and pullover for every student @ 2.7 Pounds each	6500
2 sets of underwear for every pupil @ 2 Pounds each	4800
A pair of shoes for every pupil at 0.9 Pound each	2200
Gifts and clother on occasions for 15% of the students @ 2 Pounds each	<u>700</u>
Total:	<u>18100</u>

B. Educational Activities:

Books and magazines for the library	600
Sports equipment	800
<u>Trips:</u>	
Trips for students @ 0.6 Pound each	1470
Supervising stipends and equipment for the summer club	300
<u>Activity Groups</u>	
Musical instruments	1130
Seeds, tools for the garden	150
Home economics equipment	500
Art work tools	500
Needlework tools	200
Science Equipment	600
Maps and holders	200
Broadcasting needs	<u>450</u>
Total:	<u>6900</u>

C. <u>Medical Care:</u>	
- Lunch meal for everybody-average 7.2 Pounds per annum	17300
- Equipment and furniture for dining hall	550
- Equipment for first aid and medical care	300
- Cleaning and detergent tools	<u>250</u>
Total:	18400
D. <u>The School as a Service Centre</u>	
a. Cultural programs costs	200
Chairs, tables, parasols	200
Supervisors (5months)	300
b. Sewing and knitting project	<u>600</u>
Total:	1300
E. <u>The School Building</u>	
First: <u>New Construction and Additions</u>	
a. A terrace on the first floor) A terrace on the upper floor)	3000
b. Maintenance of rooms and dining hall in playground	300
Second: <u>Electric and Plumbing Maintenance</u>	
a. Renovation of the two waterxlosets	750
b. Electric wiring for club and new annex	400
c. Carpentry for main building and annex	150
Third: <u>Decoration of the Construction</u>	
a. Painting of classrooms, corridors, staircase and fence wall inside and outside.	<u>2400</u>
Total:	7000

5. Equipment and Furniture

a. seats at 15 Pounds each (150) seats	2300
b. Equipment for the theatre	700
c. Furniture for the class libraries:	800
d. Furniture for music room	<u>200</u>
Total:	4000

6. Staff

Stipends for staff and servants	<u>4300</u>
Total Cost of Project at El Salam School (2 shifts)	<u>60000</u>

L.E. 44070 for current expenditures (73.5%)
and L.E. 15930 for capital expenditures (26.5%)

Average Annual Cost per Pupil

El Salam School

	<u>Current Expenditures</u> L.E.	<u>Capital Expenditures</u> L.E.
Material Aid	7.531	-
Activities	1.382	1.492
Meal	7.200	0.230
Health Care	0.229	-
Environment Service	0.208	0.333
School Building	-	2.917
Furniture and Equipment	-	1.668
Staff Stipends	<u>1.790</u>	-
Total:	18.350	6.640

APPENDIX I

Distribution of Pupils according to Family

Income and Number of Members

Average Monthly Income	F A M I L Y N U M B E R									Total
	3 & Less	4	5	6	7	8	9	10	11 & more	
Less than LE. 15	19	23	67	75	71	47	23	14	10	349
15 -	14	49	156	184	179	109	78	25	26	820
20 -	12	28	86	79	87	67	45	12	15	421
25 -	2	21	41	56	59	43	24	13	12	271
30 -	4	13	43	41	38	24	16	5	2	186
35 -	1	7	21	16	22	10	6	2	7	92
40 -	2	9	18	11	17	12	8	6	-	83
45 -	2	3	6	7	7	7	3	1	1	37
50 and more	3	10	13	22	12	16	13	2	3	94
TOTAL:	59	163	451	491	491	335	216	80	76	2363

From this Table we notice:

- a. There are 349 families whose monthly income is below 15 Pounds. This equals about 15% of the total number of pupils.
- b. Those whose income per capita is less than 3 Pounds monthly are:
 - 330 pupils whose monthly income is less than 15 Pounds, with a family number of more than 4 members.
 - 601 pupils from families whose monthly income ranges between 15 and 20 pounds with a family of six members and more.
 - 139 pupils from families with a monthly income of (20-25 Pounds) in a family of 8 and more members.
 - 25 pupils from families with a monthly income of 25-30 Pounds in a family of 10 and more persons.

2 pupils in family with an income of 30.35 Pounds and 11 members or more.

Total: 1097 pupils which is 46% of the total number of pupils.

The number of pupils with a family of less than 4 Pounds monthly income per capita is as follows:

359 pupils with an income less than 15 Pounds for a family of 3 or more members.

657 pupils with an income between 15-20, a number of 5 people and more

305 pupils with an income between 20-15, a number of 6 or more.

151 pupils with an income between 25-30, a number of 7 or more.

23 pupils with an income between 30-35, a number of 9 or more.

9 pupils with an income between 35-40, a number of 10 or more.
1494 Total (about 63% of the total number of pupils)

d. As for pupils whose share of the family income is less than LE. 5 per month.

349 pupils from families whose monthly income is less than 15 Pounds.

806 pupils from families whose monthly income is (15-20 Pounds)

391 pupils from families whose monthly income is (20-25 Pounds)

207 pupils from families whose monthly income is (25-30 Pounds)

85 pupils from families whose monthly income is (30-35 Pounds)

25 pupils from families whose monthly income is (35-40 Pounds)

14 pupils from families whose monthly income is (40-45 Pounds)

2 pupils from families whose monthly income is (45-50 Pounds)

3 pupils from families whose monthly income is over 50 Pounds
1882 (80% of the total number of the pupils).

APPENDIX II

Scheme for the System of primary stage Feeding in some Selected Schools in Cairo & Rural Governorates.

First: Meals Presented

	<u>Local Bread</u>	<u>Dates</u>	<u>Cakes</u>	<u>Processed Cheese</u> <u>grs</u>	<u>Toilet Soap</u> <u>grs</u>
<u>Day</u>	<u>Market wght</u>	<u>Cakes</u>	<u> </u>	<u> </u>	<u> </u>
Saturday, Tues.	-	-	1	20	1
Sunday, Wed.	-	1	-	--	1
Monday, Thurs.	1	-	-	20	1

- a. Local bread can be substituted by white bread at 5 mms.
- b. Cakes are made mechanically with certain specifications.
- c. The average price of the meal is 40 mms per pupil daily.

General Remarks about School Snacks:

- 1- Snacks are given six days per week for 180 working days throughout the school year. Hence the average cost per pupil is as follows:
The proposed snack: $40 \times 180 = \text{LE. } 7,200$
- 2- Class teachers are given snacks while supervising the pupils feeding in class. They give a good example for correct behavior during meals. All school workers are also given snacks.
- 3- Snacks are given at 10:30 a.m. for the morning shift and at 3 p.m. for the afternoon shift.

Second: Preparing of Snacks

They are prepared by contract with the public or private sector or by direct purchase carried out by the school whenever an item is either missing or rejected in accordance with regulations.

Third: School Preparation

A. Store Room for Keeping Snacks

It should be equipped with running water to be used in washing and cleaning. The room should be wellventilated, have wire screens on the windows and have its walls and ceiling painted.

B. Equipment

-3 Wooden tables covered with sink.

- a two scale 15 kilo balance with the following weights:

2 (two) five kilo weights.

2 (two) two kilo weights.

1 (one) one kilo weights

1 (one) 200 grs

1 (one) 20 grs

1 (one) 10 grs

- Two plastic plates for each class; one of a big size and the other of medium size. (The first is to keep bread in it and second for food). There should be one plate and one plastic cup for each pupil; a water jug for each class and 50 metres of soft cloth so as to cover the bread and plates; 3 knives of different sizes for each school; overcoat for the school secretary, food officer, nurse and social workers; a white apron and a cap for school workers.

C. Workers

A worker should be appointed for every 250 pupils. A food officer for each school. A nurse for every 500 pupils. A social worker for each school.

Fourth: Evaluation

- I. A health and nutrition survey is to be carried out before the introduction of food. Then a follow up survey is to be carried out before the end of the school year so as to find out the effect of the school snack on the pupils health condition. An evaluation card is to be designed for each pupil in which are entered the various information. The food institution being in the quarter concerned, is to undertake this task.
- II. Educational evaluation and the study on the effect of nutrition on punctuality, truancy and the learning process. Results may be compared with those of a control school.

Fifth: Supervisor

A committee presided by the headmaster supervises the food project. Members of the committee are: two teachers, the nurse, the social worker and the food secretary. The directorate's food department conducts a follow up. Equipment needed for El Salam School:

<u>Article</u>	<u>NO.</u>	<u>Cost</u>
1. Two scale balance (15kg)	1	40.-
2. weights		
3. small plastic plates	2400	120.-
4. Plastic glass	2400	120.-
5. Big plastic plate	25	150.-
6. Medium plastic plate	25	37.500
7. Knife	3	6.-
8. Soft cloth	50 m	10.-
9. Water jug	25	7.500
10. Wooden table covered with sink	3	135.-
11. White overcoat for the 2 shifts	6	18.-
12. Aprons for workers and headcaps	5	<u>7.500</u>
Total:		551.500

This in addition to preparations needed for the food store room.

APPENDIX III

Environment service at El Salam School.

This includes the teaching of reading, writing, arithmetic, dressmaking, and knitting.

Number of adult students: about 100 divided into 4 classes (25 each).
The classes need: 2 or 4 subject teachers.

1 or 2 teachers of knitting

1 or 2 teachers of dressmaking and embroidery

4 or 8

No. of Periods

4 periods daily-school day begins at 2 P.M. and ends at 5 P.M.

stipend per period: 20 peastres 20 pt x 4 periods = 80 pt per day

6 days per week x 4 weeks = 1920 pt monthly

= 20 pounds monthly

20 pounds monthly x 4 teachers = 80 pounds monthly.

Pounds 80.000 stipends for 4 teachers monthly

5.000 stipends for 1 worker monthly

20.000 stipends for supervisors monthly

15.000 for equipment, printed material and cash money for project.

120.000

Duration of study six month beginning on 1st November 1977 until the end of April 1978.

Thus the total of stipends needed for 6 months study is 720 Pounds.

Beginning needs of project are:

1. Netertiti, sewing machine	LE 50
2. Knitting Machine	470
3. Six months stipends	<u>720</u>
Total	LE 1220

APPENDIX B

PARTICIPANTS IN USAID TRAINING PROGRAMS

MINISTRY OF EDUCATION - CAIRO

ADMINISTRATORS

TEACHERS - SUPERVISORS

LIBRARIANS

Mohamed Ahmed Habib
Director of Office
Undersecretary of State
for Technical Education

William Rizk Messiha
Head of Electrical Department

Fawzia El Maddah
Social Studies Supervisor

Tahiyat M. Riad, Inspector General
of English (now retired)

Eglal M. El-Sibai, Director
Documentation Center

Mohamed Ali K. El Hamshari, Researcher
National Research Center

Taha Abu El Enein El Shafei
Chief Librarian, MOE

Widad Hanem Fouad Khalil

Michael Fakhry Sorial
Inspector of School Libraries

Sara Hanem Ibrahim Fahmy
Chief Librarian

Hassan Mohamed Abdel Shafi
Library Supervisor

Rabie Sidik Hassan Shahab
Librarian

WEST CAIRO

ADMINISTRATORS

TEACHERS - SUPERVISORS

LIBRARIANS

Ibrahim Sayed Khamis Shafie
Director General

Atiyat Ibrahim Zaki
Director, Zamalek Secondary
School for Girls

Soad Sayed Ibrahim
Director, Abbassia Training School
for Girls

Youssef Kamel Tadros
Senior Master of Social Studies
Ibrahimia Secondary School

Naiem Zaki Fahmy
Senior Master of Social Studies
Tewfikia Secondary School, Shoubra

Abdel Halim Mohamed Said
Senior Master of Social Studies
Saniya Secondary School

Emile Wilson George
Senior Director of Scholastic
Libraries

Sami Amin El-Bishoushy

WEST CAIRO (continued)

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Mohamed El Hadi Abdel Rahman
Director, Sabtia Secondary School

Moustafa M. Abdel Razek
Senior Master of Social Studies
Saniya Secondary School

Nassef Y. Fanous
Senior Master of Social Studies
Bab El Shari Secondary School

ISMAILIA

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Ibrahim Eid Eissa
Director General

Radwan Abdel Aziz Radwan
Senior Master of Social Studies
Ismailia Military School for Boys

Kamel Moussaad Gindi
Director of Scholastic Libraries

Ali Gaber Ali
Education Directorate

Kamilia Mohamed El-Aasser
Director of Scholastic Libraries

GIZA

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Mohamed Kamal Mansour
Director General

Morcos Michael Sabet
Senior Supervisor, Giza Zone

Hekmat Khaled Hassan

Farouk Ibrahim Ashmawi
Director of Technical Education

Farag Aziz Girgis
Head Teacher (Geography)
Om Elabtal Secondary School for Girls

Mohamed El Said Kassem
Director, Badrashein
Co-educational Secondary School

GHARBYAH

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Hassan El Harass
Undersecretary of State for Education
of Gharbyah

ALEXANDRIA

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Samy Latif Daoud
Director, El Nil Secondary School

Moustafa Mohamed Tewfik Saleh
Supervisor of Social Studies

Ezzat Mohamed Rashad
Librarian, Alexandria
Technical School

Gazbia Abdel Aziz Ahmed
(Kuwait)
Director, Alexandria Secondary School

Mahassen El Diasty
Director, Horria Middle School for Girls

HELIOPOLIS

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Adeeb Nashed Fahmy
Social Studies Supervisor

Nadia M. Abdel Rehim
English Teacher

MIDDLE CAIRO

ADMINISTRATORS

SUPERVISORS AND TEACHERS

LIBRARIANS

Fayek Habib Lawandi
Head Teacher of Social Studies
Daher

HELWAN AND CAIRO ZONE I

ADMINISTRATORS

TEACHERS AND SUPERVISORS

LIBRARIANS

Soraia Habib Samaan
Supervisor of Social Studies

NORTH CAIRO

ADMINISTRATORS

TEACHERS AND SUPERVISORS

LIBRARIANS

Makram Sawires Girgis
Supervisor of Social Studies

SOUTH CAIRO

ADMINISTRATORS

TEACHERS AND SUPERVISORS

LIBRARIANS

Mahmoud Mostafa Madkour
Supervisor of Social Studies

APPENDIX C

Recommendations for Providing the Audio - Visual G. Department with Materials and Equipments

The Audio - Visual G. Department requests the following materials and equipmen

First: For the Designing Department

A. Materials for the schools

1. Educational maps (geographical and historical) and science charts
2. Globes
3. Natural Science models particularly those of the human body
4. Kits

B. Equipments for schools

1. Overhead projectors
2. Synchronizers
3. Motion picture projectors
4. Screens
5. Planetariums for remote zones
6. Equipments for film maintenance

Secondly: For the Production (development) Department

A. Graphics

1. Full automatic silkscreen printing machine which prints sheets up to 70 x 100 cm
2. Equipment for enlarging and minimizing letters

B. Models

1. A vacuum machine for the production of models from plastic sheets after being heated which can be received into the machine with a maximum of 70 x 100 cm
2. A carpentry machine for making the following:
 - joint plane
 - planing
 - drilling - circular saw
3. Band saw machine: middle sized and provided with narrow and wide bands
4. Electric Grinding machine with smooth and rough grindstones

C. Specimens

1. Rotary microtome protected against corrosion for the economic production of serial sections embedded in paraffin and for the cutting of hard objects such as bone, plastics etc. manual operation even when equipped with the motor

D. Photography

1. Electronic enlarger for 35 mm to 13 x 18 cm color negatives with stabilizer and timer
2. Electronic equipment for color development and drying of color negatives and positives of all sizes
3. Up-to-date dryer drum for B & W and color positives for professionals
4. Up-to-date camera - size 9 x 12 cm for sheet and roll films (Linhof) with three objectives: wide angle, normal, and Telephoto and a carrier for sheet films and a tripod for camera

Thirdly: For radio & TV Department

1. Video Tape Recorder 2" machine of video tape recorder 2" available in three versions which cover the 525 and 625 lines standard for N.T.S.C., PAL, and SECAM systems. The machine is completely self-contained in a console and consists of video recorder heads 2", electronic assembly, transport assembly with the following parts: color monitors, color wave form monitor, air compressor assembly.
2. Service tool kit

Fourthly: For the Maintenance Department

1. Two signal generators
2. Two pattern generators to be used for repairing television sets when there is no transmission
3. A transistor tester
4. Two Oscilloscopes for detecting damages in TV sets
5. Ten soldering irons with suckers
6. Automatic coil winding machine for winding coils of microphones and loudspeakers
7. Milling for making small and fine gears
8. Small lathe for different purposes
9. Electric spot welding unit for welding iron sheets.

N.B. Voltage of all equipment required is 220 - 50 cycle

**Director General
Ramadan Osman**

Eco-Analysis

Vol. 1 No. 1 International Study Council for Global Perspective November, 1978

INTERNATIONAL STUDY COUNCIL FORMED

While President Carter was announcing the Middle East Peace Plan that President Sadat and Prime Minister Begin had agreed to at Camp David on September 17, 1978, forty-three of Egypt's leading educators were meeting at Clarion State College in Pennsylvania.

Among these educators were the leadership task force, a group of administrators planning to develop pilot programs to improve the quality of education in Egyptian schools, a group of supervisors and teachers studying curriculum development and American culture, and a group of librarians planning the establishment and operation of learning resource centers. In the near future, they would return to Egypt to work together in carrying out the pilot programs in selected schools.

When the peace plan was announced, the leadership task force came together and met with their project leader, Dr. John McLain, Director, Research-Learning Center, Clarion State College, to discuss the happy event. The reaction, of course, was one of elation at the idea that peace may really be near after thirty years of conflict. But the realization was also there that a peace plan, or even a treaty, was just one step toward a lasting peace in the Middle East and the World. There was much more to be done to develop the kinds of understanding and working relationships essential to world harmony.

The need for education, the need to learn how to deal effectively with the many problems facing our world, were discussed for hours. Everyone felt dedicated to doing what he/she could

to help promote more effective and realistic global perspectives.

At 2:00 a.m. everyone formed a circle, joined hands, and took an oath:

"I swear that I shall do my best to help establish and promote the activities of the International Study Council for Global Perspectives for world understanding through education and a lasting world peace."

(continued on page 2)

CONDITION FOR PEACE IS RESPECT

FBIS has monitored a broadcast from Panama, November 29, 1978, in which Panamanian President Aristides Rojo informs the Chiriqui Province Chamber of Commerce, "Our society must offer some conditions to maintain a climate of peace, and the principal condition must be that of respect." He stated, "We wish to reaffirm that we want a whole country; that we do not want a divided country; that our society should, can, and must be a pluralistic one in which all Panamanians respect themselves, and in which every Panamanian respects the ideas of other Panamanians. . . I believe you all know, and the whole country knows, what type of government this is. It is a government which aspires to maintain and respect democratic structures. Democratic structures will be respected on the basis of understanding, respect for pluralism and the freedom of expression. This means that the Panamanians cannot only believe in what they wish, but can express whatever they wish. Naturally it is our duty to educate the Panamanian people to think of that respect for representative, democratic, and political institutions which the constitution fundamentally guarantees, which our history recognizes, and which the government intends to carry out in a society in which different segments can walk together and -- why not? -- hand in hand."

ECO-ANALYSIS

Eco-Analysis is published quarterly by the International Study Council for Global Perspective, Research-Learning Center, Clarion State College, Clarion, PA 16214. The following Research-Learning Center staff have volunteered to serve, at least temporarily, to help get the Study Council under way:

Executive Secretary - John McLain
 Editor - Cassandra Neely
 Staff Specialists:

International Studies - Dilip Ghosh
 Sociology - Mary Bernstein
 Values Clarification - Patricia Countrywood
 Curriculum Development - Lisa McLain
 Secretaries - Linda Hays, Amy Rimer

STUDY COUNCIL FORMED (continued)

Later that day, the other Egyptian educators and their American colleagues were informed about the idea of establishing the Study Council. All indicated a genuine interest in participating.

Dr. McLain agreed to serve as executive secretary and to take the first steps necessary to establish the Council. This newsletter is an attempt to define what the Council might do, as it was discussed that night, and to initiate the needed action to formally establish the Council.

Those who participated in the meeting that night included the following:
 Atiyat Ibrahim Zaki, Director of Zamalek Secondary School for Girls, Zamalek;
 Soad Saved Ibrahim, Director of Abbassia Training School for Teachers, Cairo;
 Gazbia Abdel Aziz Ahmed, Alexandria Secondary School, Alexandria; Mahassen El Dasty, Horria Middle School for Girls, Alexandria; Farouk Ibrahim Ashmawi, Director of Technical Education, Giza Zone;
 Mohamed El Said Kassem, Director of Bad-rashhein Secondary Co-Educational School, Giza; Mohamed Kamal Mansour, Vice Director General of North Giza Educational Zone, Cairo; William Rizk Messiba, Head of Electrical Department of Equipment, MOE, Cairo; Samy Latif Daoud, Director of El Nil Secondary School, Alexandria;
 Mohamed El Hadi Abdel Rahman, Sabtia Secondary School, Cairo; Mohamed Ahmed Habib, Director of the Office of the Undersecretary of State for Technical Education, MOE, Cairo;

Ali Gaber Ali, Education Directorate, Ismailia Governorate, Ismailia; Morcos Michael Sabet, Senior Social Studies Supervisor, Giza Zone, Shoubra; Moustafa Mohamed Tewfik Saleh, Supervisor of Social Studies, Alexandria Zone, Alexandria.

American educators working with the Egyptian teams who have expressed interest in participating in the Council activities besides McLain include: William Pollard, Assistant, Community School Coordination, Washington, D.C.; Frances Hughes, Director, Washington Highland Community School, Washington, D.C.; J. Earle Phillips, Alexandria, Virginia; Herman R. Knippel, Bucks County Intermediate Schools, Doylestown, PA; Earl Davis, Morrisville, PA; Genevieve Gowaty, Churchville, PA; Cathy Fesler, Holland, PA; William Ross, Clarion State College, Clarion, PA; George I. Thomas, Elsmere, New York; Phillip Wallace, Clarion State College, Clarion, PA; Robert Yoho, Clarion State College, Clarion, PA; and David Campbell, Pennsylvania State Department of Education, Harrisburg, PA.

INTERCOM

INTERCOM is a journal published quarterly by the Center for Global Perspectives of the New York Friends Group, Inc. It is designed for teachers and students, for teachers of teachers, and for all concerned with education, whether working in schools or colleges or in adult and community effort. INTERCOM brings global perspectives to bear on issues which concern all of us and which do not respect national boundaries. These include: interdependence; change; development; human rights; economic and social justice; population pressures, depletion of natural resources; environmental degradation; and conflict, war, and peace. INTERCOM provides classroom tools, resources, and ideas for teaching which promote constructive alternatives for the fulfillment of global responsibilities and the furtherance of democratic values.

Subscription rates are: 1 year, \$6.00; 2 years, \$11.00; 3 years, \$15.00. Please add \$1.00 per year for postage outside the U.S.

Of special interest in #84/85 in the INTERCOM series, which is a Working Handbook for Global Perspectives. Price, \$3.50.
 INTERCOM, 248 East Street, New York, NY 10003

The New Imperative

An event that confronts the human race can unfold with astounding rapidity. Last autumn, for example, President Sadat of Egypt said in an interview—almost casually it seemed—that he would like to address the Israeli parliament, the Knesset.

Within hours, satellites beamed the news of his remark to every part of the inhabited earth. Television played and replayed the comment, holding him to it. Then the Israeli government invited Sadat to address the Knesset, and he accepted. When he arrived at Ben Gurion Airport, millions of viewers around the world simultaneously experienced the electric moment as an Egyptian plane first touched down on Israeli soil.

It is not to diminish what happened then to say that none of the speeches, none of the documents, none of the private meetings, none of the toasts exchanged during that visit was so significant as the riveting of the whole world's attention on one single, breathtaking, symbolic image. In one instant, 500 million people felt their connectedness, and their perspective was expanded in a grand human gesture on behalf of peace.

Something great happened that day in the Middle East—and in our own living rooms, too. We are beginning to discover through mass communication that we are dependent on one another. We are being jolted into the era of interdependence.

Now let's step back a moment and reflect on where we've been. After World War II, the United States responded magnificently to the call of others throughout the world with our Marshall Plan and with our Fulbright Exchange Program. We felt a surge of humanitarian concern for those beyond our piece of turf and lavished our resources on countries we judged to be less fortunate. There was even a dash of euphoria over the prospect of what U.S. genius and generosity could accomplish for the world—and there was great accomplishment.

By ERNEST I. BOYER
U.S. Commissioner of Education

Then, in the late 1950's, Sputnik went into orbit. Americans were both angry and afraid, and our response was urgent and specific. Congress passed the National Defense Education Act, the race for technical superiority in space was on—and our international relationships were being fed by pride and fear and competition.

In the dark days of the late 1960's, our international attitudes took another turn. Savaged by the tragedy of Vietnam, we gloomily turned inward. We began to worry about our resources here at home, and international education almost became a naughty word. The International Education Act of 1966 was never funded.

Today, changing conditions demand that we begin to recognize a more sobering agenda that transcends national boundaries and focuses on pervasive human issues, an agenda that affects those 500 million viewers of the Middle East drama—in fact, all the 4 billion inhabitants of our planet.

Recently, United Nations official Robert Muller noted that a child born today into a world of 4 billion people will, if he or she attains the age of 60, be sharing the earth with three times that many human beings.

In a monograph published by the World Affairs Council of Philadelphia, Muller said, "A child born today . . . will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask: 'Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race?'"

Teachers increasingly have an obligation to educate, not just about the past and present, but about the future, too.

The harsh truth is that the human race continues to expand by 200,000 people every day, 73 million more people every year. Every day more than 800 million people feel gnawing hunger, living literally from hand to mouth.

Tensions and pressures over resources grow more and more acute, and our planet becomes a more diffi-

cult place to live. The questions of the future are these:

- Where will we get our food, and how can it be fairly distributed?
- How can we get enough energy for everyone, and how can it be equitably shared?
- How can we reduce the poisons in the atmosphere?
- Can we have a proper balance between the number of people and the resources they need for life?
- How can we live together, with civility, now that our resources are so limited?

We must begin to think and talk about these transcendent issues with great care.

Yet most of us have still not placed our own lives and the lives of our institutions in clear global perspective. Recent surveys have revealed that—

- Even after President Carter's television speech on energy, only half the public (52 percent) knows that the United States must import oil to satisfy its energy demands. Of these, only one-third (17 percent of all adults) has anywhere near an accurate idea of how much petroleum the United States imports—in 1976, 42 percent of what we used.

- Less than 1 percent of the college-age group in the United States is enrolled in any course which specifically teaches about international issues.

- Fewer than 2 percent of our 1977 high school graduates had studied any foreign language.

- College enrollments in foreign language courses have decreased fully 30 percent in the past seven years.

- Fewer than 5 percent of the teachers trained today have studied international or comparative education or taken any other intercultural courses in their work for certification.

How can we begin to help our students understand the significance of facts like the following that will affect their lives?

- U.S. industry is almost wholly dependent on foreign sources for chromium, cobalt, bauxite, manganese, and tin. It imports between 40 and 95 percent of its supply of these precious metals from the Third World.

- About one-third of the profits of American corporations come from their exports or from foreign investment.

- One out of every six factory workers in this country is making something for export, and 2 million Americans owe their employment to foreign trade.

Today we face problems unheard of when I was a college student 30 years ago: subnuclear turbulence, the spread of nuclear energy, global stagflation, monetary instability, the oil cartel, wide swings in commodity prices, threats to the whole environment of the planet, and a widening gap between the richest and the poorest people in the world. In addition, scientific and technological developments have eroded the traditional insulators of time and space. New nations are rapidly emerging, and today there are some 150 independent units in the world.

Our ignorance is great, but I'm convinced change is in the wind:

- Americans are beginning to sense that the luxuries we take for granted also depend on the desires of Middle Eastern people whose language, culture, and historical roots most of us hardly know.

- Farmers in the great American heartland are beginning to discover that their economic well-being can depend as much on climatic conditions in the Soviet Union as on fluctuations in our citizens' tastes and food consumption patterns.

- We are beginning to learn that something as seemingly innocent and obviously trivial as using aerosol sprays may be harming the only shield we have against the ultraviolet rays of the sun—the band of ozone enveloping the earth.

For educators, the point seems clear: Education that fails to acquaint students with their dependence on their fellow human beings is not essential education, it may be only an exchange of irrelevant data.

Education must therefore focus on a new curriculum, one that gives us a clear vision of the unity of our world, in both a social and a physical sense. Education must teach us that all our actions on this planet, physical or social, are irrevocably interlocked.

The US Office of Education is giving a new priority to this objective.

We are eager to support global perspectives projects as part of the core curriculum or general education program.

Some of this development will be supported under the provisions of NDEA Title VI (Outreach Programs and the new Section 603 of Title VI) and ESEA Title VI-C. We intend to seek increased funding for these activities.

Further, I have established in the Office of Education a Global Perspectives Task Force with members from the Office of Education, the National Institute of Education, and groups outside HEW.

Our goal is to coordinate HEW international education efforts and to link HEW efforts and those of other federal departments and agencies.

We intend to revitalize our support of the foreign language and area studies program funded by the Office of Education also, and the work of a Presidential panel will soon buttress this program.

For their part, American schools and colleges must increasingly underscore what all people have and hope in common. We must develop a new core curriculum that grows out of our recognition of humanity's interdependence and strengthens the linkages among ourselves and with our common human future. I believe a curriculum that suggests to students that they have nothing in common is just as flawed as one which suggests that all students are alike.

To grasp our commonality, students need more than knowledge of other cultures; intellectual understanding is not enough. The missing link is attitudinal.

We must cultivate a sensitivity to the beauty and richness of human difference and a recognition that others have views of the world as valid as our own.

As Arnold Toynbee observed a decade ago we have conquered nature and now our great unfinished task is to conquer self. Toynbee said that humanity is our most formidable enemy today. We ourselves are more formidable than wild beasts, our oldest foe, and more formidable than disease, which, for the most part, we can now control.

The time has come, Toynbee asserted, for humanity as a whole to

unite against the common enemy in itself. The great irony of our time is that humanity may be destroyed, not by its madness, but by its carelessness—by its wanton disregard for its special relationship to the planet Earth.

Archibald MacLeish spoke more hopefully of the commonality of humankind: "To see the Earth as it truly is, small and blue—beautiful in that eternal silence where it floats—is to see ourselves as riders on the Earth together—brothers [and I might add sisters] on that bright loveliness in the eternal cold—brothers who now know—they are truly brothers."

It may be that as we better educate ourselves and make more sensitive the human spirit, we will indeed make our future more secure and keep this angry, frightening world from self-destruction. □

Dr. Boyer spoke at greater length on this topic at the 1977 Annual Convention of the American Association of State Colleges and Universities in Orlando, Florida.

TODAY'S EDUCATION

NOVEMBER-DECEMBER 1978



AP Photo

The summit at its climax with the signing of the peace frameworks in a White House ceremony.

GOALS AND OBJECTIVES OF THE STUDY COUNCIL

The major goals of the International Study Council for Global Perspectives include the following:

1. To promote "global perspectives" an understanding of the earth and its inhabitants as part of an interrelated network; an awareness that there are alternatives facing individuals, nations, and the human species, and that the choices made will shape our future world; and an ability to recognize and accept that others may have different perceptions and may prefer different choices.

2. To promote "eco-analysis" - the process of systematically and accurately identifying, defining, and understanding the patterns of interrelationships among peoples of the world and their total environment, natural and built.

3. To promote "human equilibrium in a free society" - so that individuals and societies learn to insert themselves into the environment through democratic and humanistic processes in such a manner that their ways of life and technologies are in harmony with each other and with nature.

Some specific objectives of the International Study Council for Global Perspectives to work toward the attainment of the above goals include the following:

1. To establish an ongoing professional relationship among educators who are interested in and are willing to do something about the integration of global perspectives into the curriculum of the schools at the elementary (primary), secondary, and higher education levels as well as continuing education and non-formal programs.

2. To encourage, stimulate, and facilitate the development, testing, and dissemination of materials, methods, and approaches to implementing an effective program of global perspectives in schools, colleges, and continuing education programs.

3. To promote an expanding inter-relationship between individuals and institutions of Egypt, the United States, and other countries through an exchange of correspondence, ideas, materials, and perhaps, an exchange of students and/or teachers.

4. To establish a library of resource materials useful in the study of global perspectives and to make these materials available, on loan or for purchase, to members of the Study Council.

5. To identify and maintain a list of agencies, organizations, and individuals who are actively interested and engaged in global perspectives activities, and to make these lists available to members of the Study Council.

6. To encourage each member of the Study Council to actively participate in some aspects of the Council activities.

GLOBAL PERSPECTIVES DIMENSIONS

Dr. Robert Leestma, Associate Commissioner for International Education, U.S. Office of Education, in a Summary Concept Paper - Global Perspectives, September, 1977, outlined major dimensions of global perspectives as follows:

The concept of global perspectives involves a variety of dimensions derived from the nature of the modern world and the implications for education. Central to the concept are considerations of the diversity of mankind and the increasing interdependence of nations (because of the need to share raw materials, food, and energy; the growing awareness of finite limits on certain natural resources and the fragility of the biosphere; the interweaving of economies; population pressures; pollution, etc.) Each consideration has both positive and negative characteristics and consequences.

For example, here are five dimensions identified by Hanvey in his analysis of "an attainable global perspective," a realistic effort to specify what young people in the U.S. "might actually be able to acquire in the course of their formal education:"

(continued on page 8)

"1. Perspective consciousness - the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

"2. 'State of the planet' awareness - awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g., population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

"3. Cross-cultural awareness - awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

International Study Council
for Global Perspectives
Research-Learning Center
Clarion State College
Clarion, PA 16214

"4. Knowledge of global dynamics - some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

"5. Awareness of human choices - some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expand."

To Ranvey's list should be added a sixth dimension, one dealing with human rights - both international human rights and the rights of students and youth in and out of school.

Very little effective attention is being given to any of these dimensions to any significant degree in the majority of institutions at any educational level.

