1. RESOURCE PERSON - John MacMahon, M.Litt.,
Radio Telefis Eireann,
Donnybrook, Dublin 4. IRELAND

2. COMPLETED PROGRAMME

3. NATIONAL TELEVISION PROGRAMME - 'ANOIS IS ARÍS' - BASIC COURSE IN THE IRISH LANGUAGE

4. SECTION M. OTHER

5. NATIONALLY-DIRECTED FOR GENERAL POPULATION

POPULATION - 4 MILLION (High Density on the South East and East of Country)

6. URBAN COMMUNITIES)
) TARGET GROUP
RURAL COMMUNITIES)

TELEVISION PROGRAMME - 'ANOIS IS ARIS' (NOW AND THEN) PROMOTING THE IRISH LANGUAGE

INTRODUCTION

The National Broadcasting Service in Ireland is a statutory provision. It is called Radio Telefis Eireann (R.T.E.) and it has a total staff of 2,000. The Department of Education is one of the departments in this national television and radio service. It is responsible for planning, developing, producing and presenting educational programmes on television and radio. These programmes are intended for the general public and/or for specific groups, such as, children, youth, adults, community groups, professional groups. These educational programmes are categorised as :

(a) informal or incidental

(b) nonformal

(c) formal

The formal and nonformal educational programmes are serialised and usually are backed with publications, notes, tutorial services and a feedback and evaluative system.

The Department of Education in R.T.E. have six radio producers, one education officer, one researcher, one broadcasting assistant, one programme organiser, a secretary and a Head or Director.

Various local, regional and national reports on broadcasting have recommended that the educational service of R.T.E. be expanded.

The Government has appointed a National Broadcasting Authority to supervise the work of R.T.E. and to monitor the implementation and application of the Broadcasting Act which governs all aspects of broadcasting.

R.T.E. is organisationally, ideologically, and de jure committed to promoting the knowledge and use of the Irish language throughout Ireland. Thus one of the television learning projects, which the Department of Education in R.T.E. undertook was entitled 'Anois is Aris'. It was hoped that this national television programme would encourage all the people in Ireland to make efforts to learn the Irish language and to speak it occasionally if not regularly ('anois is aris' is the Irish for 'now and then').

GOALS AND OBJECTIVES

The general goals of this course and presentation were to assist viewers in learning and speaking the Irish language. The target group was the general population.

The specific objectives of the programme were to:

(a) demonstrate to people how easy it was to speak and understand the Irish language:

DOCUMENT RESUME

ED 311 174 CE 053 018

AUTHOR	Israeli, Eitan; Tokatli, Rachel
TITLE	World Perspective Case Descriptions on Educational Programs for Adults: Israel.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	Aug 89
NOTE	103p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Programs; Case Studies; Comparative Analysis; Continuing Education; Disadvantaged Environment; Foreign Countries; Government Role; *Immigrants; *Literacy Education; *Parent Education; *Parent Teacher Cooperation; Program Development; Second Language Instruction
IDENTIFIERS	*Israel

ABSTRACT

Two adult education programs being conducted in Israel are described in the case studies in this packet. The first case study, by Eitan Israeli, describes a school for parents, teachers, and children established in the 1950s in a distressed moshav (cooperative agricultural settlement) to improve education for both parents and children. About 60 men and women participated in the meetings. The program for each meeting included interaction between teachers and parents; an interaction among parents, children, and a school psychologist; and an enrichment session for parents in areas such as literature, music, and health education. The nonformal learning materials included case studies and examples provided by the participants. Teachers were from the primary school. Although the experimental school did not entirely accomplish its goals, it did facilitate communication between parents and teachers and thus had a positive effect. The second case, by Rachel Tokatli, compares two literacy programs for adults, one for illiterate people who originally came to Israel in the 1950s and 1960s and the other for recent Ethiopian immigrants. The earlier immigrants, known as the Tehila learners, are mostly Oriental women who had lived in Israel for many years and already knew Hebrew, whereas the Ethiopians are black men who do not know the language and are still coping with other problems. The Tehila learners are volunteers; the Ethiopians are forced to attend. Analysis of these two groups of learners and the processes used to teach them can be useful in determining what works with any group of illiterates. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (KC)

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: ISRAEL

AUGUST 1989

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
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15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
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15K/1-11		Secondary	Evening High School	H. Taigel

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15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
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*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
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22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
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*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
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24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
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*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
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29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
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29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
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*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
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*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
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41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
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45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
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5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
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23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
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2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
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22D/1-18	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
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41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
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2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
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13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
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24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
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29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishelxi
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
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*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
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*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

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Face Sheet
World Perspective on Adult Education

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2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   SCHOOL FOR PARENTS, TEACHERS & CHILDREN IN A DISTRESSED MOSHAV

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). I. FAMILY K. CITIZEN

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   GOV'T AGENCY; REGIONAL COUNCIL; PRIMARY SCHOOL

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ _____ urban/rural (density of population)

   D. _____ worldwide

7. Year(s) covered by the case description 1985

A SCHOOL FOR PARENTS, TEACHERS AND CHILDREN IN A DISTRESSED MOSHAV (COOPERATIVE AGRICULTURAL SETTLEMENT) IN ISRAEL

by

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May 1987

Background

Out of 400 moshavim in Israel, some 150 have been designated as being in distress and in need of social and economic rehabilitation. Their distress is manifested in the dysfunctioning of their management: their collective substantial debts: their internal social rifts: and their difficulties in living according to the ideology of the founders.

The majority of those 150 moshavim were established in the '50s as one of the immediate solutions to the mass immigrants from Oriental (Moslem) countries.

Some 30 years after their establishment, the second and third generation are still torn between the authentic culture and community norms of their country of origin - and the mainstream culture of the State of Israel.

At first, each moshav had its own primary school: later 2-3 neighbouring moshavim formed a regional school. The schools were small-sized (100-150 pupils), remote from cities, disadvantaged in their human and non-human resources. The graduates of those primary schools lagged behind their

urban contemporaries and only a minority completed secondary school education. The pupils of the '50s and the '60s have become the backbone of the moshavim's management, raised their families and continuously felt discriminated against. Though education was not the sole reason, it definitely brought about frustration and accusations. The gap between teachers and parents widened, forming a typical vicious circle, each party blaming the other for the disadvantaged state of the younger children.

An attempt was made by this author to bridge the gaps, both psychological and practical, between parents in a distressed moshav (Moshav A) and the teachers of their children in a near-by primary school.

The school was established in the '50s and provided services to 2 moshavim: the one in which it was located (Moshav B) and the other in a neighbouring moshav (Moshav A) in which the experiment under discussion took place. It was a painful fact for both parents and teachers, that the pupils of Moshav A lagged significantly behind their counterparts from Moshav B.

1. The Providing Agencies

Several agencies joined together to plan and to provide "The School": The Settlement Department of the Jewish Agency; the Regional Council; the primary school.

The Settlement Department has been responsible for the economic and social maintenance of the moshav. The Regional Council has been providing services such as health, pre-school, culture, etc. This writer served as a community worker of Moshav A, initiated the program and brought together the three agencies.

"The School" took place in Moshav A, and met for three hours each week. The first series consisted of 10 meetings and

took place from January through March 1985. The second series commenced after a month's break and took place in May-June 1985. This series consisted of 7 meetings.

2. Aims of the Program and Expected Outcomes

Each of the above mentioned providing agencies shared the agreed upon aims of The School. The Settlement Department strived for the normalization of the moshav's communal function. A serious handicap in the process of normalization was the negative attitudes and the resentful behavior of the parents toward the primary school.

The regional Council, though not responsible for primary education, was certain that a reconciliation between the primary school's teachers and the parents of Moshav A would enhance the pupils' abilities to cope with their further education. The Council's Non-Formal Education Division was deeply concerned about the passivity of Moshav A's youth and believed that it was a direct consequence of the formal education provided by the primary school.

The school itself felt alienated from the parents of Moshav A. The newly appointed principal was enthusiastic about meeting with the parents and exchanging with them perceptions and information. He and his teachers also wanted to help the parents help their children at home to prepare their homework and to encourage them towards higher achievements.

The aims, then, were:

(a) to deepen the parents' involvement in the lives of their children, both in school and at home.

(b) to create direct communication between teachers, parents and children so that they could clarify misconceptions and add to mutual understanding.

(c) to provide the parents with educational and general enrichment, so that they can better adapt themselves to the

changing social and cultural environment and better function in their moshav community.

The expected outcomes were:

(1) to minimize the alienation between teachers and parents, so that they can talk with each other rationally and on the basis of deeper knowledge of each party.

(2) to encourage both teachers and parents to invest more in the children of Moshav A.

(3) to use The School as a base-line for the parents to further their general knowledge so that they can be more active in the overall process of social rehabilitation which was taking place in Moshav A.

It should be noted that the planned process of social and communal rehabilitation also included: the strengthening of the Management Committee; the renewal of defunct committees; the reconciliation of burning conflicts (to mention only a few).

3. The Planning of The School

The most important phase in the planning was the work with the staff of the primary school. It took several meetings to overcome their resistance which grew out of their sense of despair and sharp criticism of the parents. They did not believe that the parents would attend The School on a regular basis and they were afraid to lose face if The School should fail. The principal and some of the teachers pushed the decision forward until it was accepted by all teachers.

A parallel phase involved the two key persons in the Regional Council: the director of the Education and Culture Department and the director of the Social Welfare Services. They

supported The School from the beginning and were willing to get funds for its operation.

Finally, this writer approached the Management Committee of Moshav A, as well as its Educa' on Commitee, and got their agreement after some heightened discussions. Understandably, the members of the two committees expressed scepticism similar to that expressed by the staff of the primary school.

It was agreed that this writer, a community worker of Moshav A, would administer The School and be responsible for its program implementation.

4. Methods of Teaching and Learning, Learning Materials

Initially, the planning was to offer three sessions in each meeting. First - an interaction between teachers and parents, in which teachers would share with the parents the curricula being taught and the learning difficulties of the pupils. Second - an interaction between the parents, the children and an outside psychologist or educational counsellor. Third - an enrichment session for the parents in the areas of literature, music, health education, agriculture, etc.

Thus, the methods to be used were several-fold: detailed presentations by teachers; lecturettes by experts; case studies; role playing; creativity sessions; information sharing.

The formal learning materials included : books and pamphlets which were being used in the primary school; exercises which were being practiced in the different classes; enrichment materials in the above mentioned areas (music, paints, mimeographed sheets).

The non-formal learning materials included case-studies and the participants themselves, as they were asked to present their problems with their children at home, or their

pupils at school. This writer served as an overall facilitator, whose tasks included moderating discussions, lecturing in some of the enrichment sessions, advising the psychologist and the staff of the primary school in their preparation for the sessions.

5. Program Improvement

Soon enough it was found that three sessions in one meeting were impractical in terms of the time duration. At the most three hours were available, out of which at least half was needed for interaction between teachers and parents. Consequently, the enrichment component was dropped off from the first series and it replaced the meetings with the psychologist in the second series.

An evaluation questionnaire was circulated among participants and organizers after the first series.
The findings showed that there was no single explanation as to why some parents attended The School and some did not. On this basis, it was difficult to modify the structure of the second series so that it could attract more parents.
The findings of the questionnaire also showed that there was a thirst for the meetings with the psychologist. This finding did not prove to be true in the second series.
The questionnaire after the second series showed a decrease in the amount of satisfaction re the meetings with the psychologist.

Another attempt at improvement was to arrange a display of learning materials in an aesthetic and impressive way. The parents indeed appreciated the display and credited the primary school for it.

There were several occasions in which evaluation took place: in the middle and at the end of the first series; in the beginning of the second series and after the end of the two series.

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6. Encouraging Participation

Several techniques were employed in order to recruit participants and to encourage them to persist.
First and foremost, the social worker of Moshav A paid home visits to each parent and encouraged them to participate in The School. A flyer was prepared and circulated not only in the mail boxes but also personally, using youth in Moshav A and the youth worker. Furthermore, the Management Committee issued an open invitation to the parents.
In the primary school, the principal and the teachers spoke with the pupils about The School and urged the children to encourage their parents to participate. A ceremonial opening of The School was yet another technique of promotion.

After each meeting, an attendance list was made and the parents who did not come were contacted either by phone or personally.

The School had a Steering Committee, which in addition to people from the outside included three local active members. The local members were asked to keep an eye on the parents who did not attend The School and to assist them in overcoming their inhibitions to attend.

The two written questionnaires, and especially the one after the first series, served not only the purpose of improvement but also the purpose of encouraging participation.

7. In-puts - Participants

59 men and women participated in the 17 meetings. Moshav A's total population was 500 persons; of these some 100 are parents of primary school children. Their age group was 30-45 and they came from two major ethnic origins: Libya and Morocco. More than half of them were the second

generation in the Moshav, the rest came from the outside at a later stage in their lives. Their educational background was 10-11 years of study, quite a number barely completed primary school - the same primary school which was educating their own children.

Living in a moshav, some were fully engaged in agriculture and some were part-time farmers.

Their overall motivation to attend The School was to assist their children in successfully completing their primary school. Most of them had given up on their own educational up-grading and concentrated on their children.

The specific reasons for attending The School were: getting concrete advice from the teachers; transmitting complaints to the teachers; solving educational problems with their children at home.

When asked to actively present personal and familial problems in the open forum, they were hesitant and became critical of the ones who actually did so.

8. Inputs - Staff

The principal core of staff were the teachers from the primary school. They carefully prepared presentations about curricula they were teaching in the various grades and did their best to impart it to the parents in a variety of techniques: lectures; class and homework exercises; role-playing. Usually, they prepared more than they presented and were anxious because of it. Though the teachers felt that their main job was done in the first series, they kept on teaching in the second series as a result of this writer's request.

The other major teacher was a psychologist who came all the way from Tel-Aviv to conduct several sessions with parents and children. Her vivid techniques facilitated a

multitude of exchanges among the participants. She used social games, discussion of case studies and lecturettes. As she had no prior experience working with moshav members, she tried many different techniques with the participants and did not succeed with all of them. Some parents felt that the meetings were too crowded and did not allow for in-depth exchange. Others were not convinced by her advice. The children, on the other hand, were quite happy and demanded more meetings with her.

Another staff member was this writer, who gave several presentations in music and literary appreciation. The reaction was negative, though subtle, the reasons being that the participants did not feel the need for such enrichment, and felt it irrelevant and above their heads. The group discussions proved to be more beneficial to the participants.

9. Inputs - Finances

There was only one major item of expenditure in this School: the fees and travel expenses for the psychologist who came from Tel-Aviv. Money for this was received from the Regional Council. Another item was the two written evaluations, mainly the typing and duplicating. This was received through the Regional Council's Department of Social Welfare None of the teachers in the primary school received any compensation for their time. The advertisement was financed by the Moshav itself. The total expenditure was quite low and in effect, insignificant.

10. Inputs - Facilities

There was a need to specially arrange for The School's meetings. The kindergarten was chosen as the most suitable place since it had two spacious rooms. The furniture,

however, was not suitable for adults. Refreshments were prepared in the Kindergarten Kitchen by some women volunteers. When the psychologist needed a larger place for the social games, the Community Hall was used but it was too large and it did not allow for proper control.

This writer prepared musical cassettes and mimeographed sheets for his sessions. These sessions were held in the Moshav's Club, a newly renovated and equipped place which accomodated the few last meetings of the second series. The yard in front of the Club served as the display area for books and other materials at the concluding meeting.

11. Inputs - Content

In addition to the interaction between teachers and parents, which covered most of the subject matter in the different grades, the following topics were presented:

(1) family norms and borderlines; (2) bed-wetting; (3)assisting the children in their homework; (4)computer literacy; (5)music and literary appreciation; (6)contracting between children and parents; (7) aggression at home.

12. Evaluation - Major Program Trends

The School underwent several critical phases. It started off with the search for a 'learning cross-roads', that is, a suitable occasion - in the process of social rehabilitation - to bring together conflicting parties in order to reconcile misconceptions and work out normal functioning. The School was initiated in this phase.

The next critical phase was the first meeting and it served as an actual transactional situation in which all the inputs were transacting with each other. The outcome was a positive

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feeling and an optimistic atmosphere among all person present.

The third critical phase took place when the psychologist penetrated too deep into the personal and familial lives of the parents. The children were only too happy to continue, while the parents felt the need to distance themselves as a defense mechanism.

The next crritical phase was when the enrichment sessions brought about the dwindling down of attendance. There was a feeling of creating a borderline zone: what was more appropriate were the meetings with the teachers.

The last critical phase was the concluding meeting of The School which was festive and multi-faceted: a display of written materials: grade consultations with the teachers: ceremonial closure.

Looking at these five phases, it is quite clear today that the first one had not been fully exhausted. The organizers reached a quicker consensus, compared to the parents, about the need for The School. Despite long years of incubation, among Moshav A's parents, about the need to do something about the primary school, when The School came into being the parents were not yet wholeheartedly ripe for it.

13. Contributions

The teachers felt that some of the children from Moshav A became better pupils during and after the school. They also expressed satisfaction with the parents' involvement in the sessions and with their own performance in the school. The dynamic principal was more pleased than his teachers since he felt that The School was successful and that he put across to the parents his educational messages.

The Regional Council's people were more than pleased and they indeed saw The School as a milestone in the social

rehabilitation of Moshav A. Similarly, the Settlement Department was proud of The School and presented it to other faltering moshavim as an experiment worhty of being emulated. This writer felt ambivalent: on one hand The School was a pioneer venture and its very existence in Moshav A proved that it could be done. On the other hand, the actual influence on the parents and the children was quite slim. This was reinforced by the parents themselves when asked to evaluate The School. On the whole, they liked the sessions with the teachers better than the other sessions. Still, they did not gain adequate coping skills to assist their children at home. A concrete outcome was that they felt more at ease to interact with the primary school teachers and principal.

14. Concluding Comments

Was The School vital in its form? Could there be another format which might have been more effective? Is there a need to continue The School in Moshav A? In what ways was The School unique?

As it seems now, The School was a vitalizer and an energizing experience for all people concerned. For more than a year, it captured the energies of many people, not the least Moshav A's parents and children. It definitely was vital to have a School, and the financial cost involved was quite minimal.

As we think about alternative formats we can see at least two: one, separate schools for the teachers and for the parents. Each school would concentrate on problems and solutions dealing with educationg Moshav A's children in intensified and focused ways. The advantage of having two separate schools would lie in the increased sense of easiness to discuss education problems in peer groups.

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The oother alternative could be a series of one-to-one sessions between teachers and parents on the basis of consultation and exchange.

As we have not experimented with these two alternatvs, they definitely should be tried out either in Moshav A or in other dysfunctioning moshavim.

Is there a need to continue The School in Moshav A? The answer depends on the philosophy of rehabilitation - whether it is linear or cyclical. If it is linear, then The School in its described form should not be repeated. An alternative format should be exercised.
If the process of rehabilitation is cyclical, then a repeated School with some revisions would be beneficial.

To conclude, any inter-play between teachers, parents and children in the rural sector has a tremendous potential of improving personal relationships and enhancing the childrens' educational achievements. The School in Moshav A was timely and added a tool in the process of social rehabilitation of distressed rural communities.

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(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

TEHILA: A COMPARATIVE ANALYSIS OF LITERACY EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

MINISTRY OF EDUCATION

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description _____

TEHILA

A Comparative Analysis of Literacy Education

Rachel Tokatli

Introduction

This paper presents comparative pilot analyses of two literacy programmes within one and the same society. The first programme, Tehila, is a literacy project whose target population is illiterate and functionally illiterate people who have lived in Israel for many years. The majority of them came to the country as immigrants from developing countries in the Orient and in North Africa. The learners in the second programme are new Ethiopian Jewish immigrants. Given the embryonic state of research in comparative adult education, a small-scale comparative analysis may be useful in providing some insight for further study.

Israel is a tiny country with a very small population. Yet, it has experienced almost all kinds of problems in adult education present in developing, developed and immigrant societies. In many respects, it could be said that there is a centralised system, but as far as adult education is concerned there is a precarious balance between centralisation and decentralisation. On the one hand, centralisation is apparent in collective aims and drives and even programmes, but on the other hand there are decentralised groups and individual pluralism and adaptations according to expressed field needs. Central planning is therefore always confronted with conflicting expressed trends stemming from a pluralistic immigrant society.

The Department of Adult Education in Israel assumes that literacy, teaching of Hebrew, the Jewish and Israeli culture and the skills and general subjects of basic education, accelerate the process of integration of the pluralistic, ethnic groups of Israel into one people. Society on the whole is imbued with the common Jewish inheritance, whereas individuals are motivated by private hopes and ambitions. The result is an ongoing process of language, literacy and basic adult education subsidised by the state and operated by many organisations. A variety of other adult education programmes which are operated in the country will not be discussed in this paper.

The Jewish population of Israel is mostly a society of immigrants, who have built the country during the last hundred years. Israel considers her immigrants as her children returning to their homeland after two thousand years of dispersion. The Israeli state's declared main raison d'etre is to transform the ingathering of its exiles into one people. One way of achieving this is to receive the newcomers in five months' intensive residential ulpanim in which Hebrew language and culture are studied and experienced. In the first decades of state hood, only olim (immigrants) with a high standard of education were accepted in the ulpanim while the others, especially the illiterates, were sent to simple occupations in new development villages and suburbs. The educated olim in the ulpanim encountered the difficulties of acquiring a new language and adapting to a strange system and culture. Yet, basically, they possessed the main codes of modern life and the main equipment needed for studying the new language and environment. The non-educated olim were busy providing for their families, adapting to the new life and raising

their children. Some were involved in irregular studies. The children were the first to adapt, a well-known phenomenon in immigrant societies. In time, they all learned to speak Hebrew, yet many remained illiterate, mostly the women

Tehila was established ten years ago with the aim of bringing the light of literacy to the illiterate veteran olim of the 50's and 60's and to native Israeli illiterates. These people have a satisfactory knowledge of the spoken Hebrew language. They have learned to live in the Israeli society and have influenced its culture in pluralistic ways. Since 1977, 80 Tehila centres have been established, in which approximately 50,000 learners, mostly women, have acquired the skills of reading and writing and have improved their post-literacy functional and basic education.

Six years ago, a new type of olim found its way to Israel: the black Jews from Ethiopia, of whom 65 percent were illiterate upon their arrival. Some 25 percent had some basic education and the remaining ten percent had almost completed high school in Ethiopia. Unlike previous waves of illiterate immigrants, they were received in absorption centres and went to ulpanim. Here they met with a totally strange situation: an unknown culture, different codes and norms, beliefs and attitudes, behaviours and customs. Moreover, they were depressed after traumatic hardships, hunger and the death of relatives which they had experienced in their long voyage to Israel. Most of them arrived sick and most families were split. Those who arrived waited and are still waiting for the others who were left behind.

The Ethiopian wave of immigration gave birth to a new experience in the Israeli literacy work, which differed in many respects from the Tehila programme. Comparative analysis of common and distinct characteristics in the two programmes may offer an insight to variations in the theory and practice of our work, necessitated by special situations.

Basic pre-conditions in the process of literacy

In the process of literacy teaching, some preconditions are sometimes taken for granted as existing in reality. Two main assumptions are:

(a) that teachers and learners have a common code concerning the culture, symbols, values etc prevailing in their common society and influencing the learning situation.

(b) that teachers and learners can communicate through a common spoken language and mutually understood gestures. This is considered necessary for the teaching of the basic skills of reading, writing and arithmetic.

These preconditions existed more or less in Tehila literacy classes, in spite of ethnic pluralism which caused variations in customs and norms of behaviour. In the warm atmosphere prevailing in Tehila centres, the participants have learned to overcome inhibitions and fears, acquired learning habits and skills, developed new orientations and attitudes and have become conscious of their widened horizons and cultural achievements.

Conversely, these conditions were lacking in the Ethiopian situation. The absence of common cultural codes and gestures caused severe misunderstanding and loss of confidence in the receiving system. Here is a simple and harmless example relating to the classroom situation: a woman teacher works in a classroom of men and women who are used to consider women as inferior and obedient to the men. Among the students are some older men, who in the Ethiopian culture are superior to the young. Among the older learners one or

two used to be considered as veteran leaders of the group. The teacher, not wishing to offend one of the older men, whom she knew to be a slow learner, abstained from addressing a direct question to him. The man's reaction was unexpected: he was disturbed and complained that his authority was threatened because the teacher did not pay attention to him and made him feel degraded and unnoticed. He would not volunteer to read because it would be impolite to do so according to his norms. His friends, respecting collective group faithfulness, supported his complaint.

This minor case of misunderstanding can be multiplied by numerous others, many much more severe. As time passed, the teachers learnt from anthropologists and by their daily contacts with Ethiopian learners and translators, to anticipate expectations and reactions and to explain clearly their good intentions. They also learnt to explain clearly the limits of their power to solve the innumerable personal problems with which their students had to cope. Moreover, most of the teachers learnt some Amharic so as to be able to translate from time to time words or concepts which they found difficult to explain in other ways. This was much appreciated by Ethiopian learners, who in time came to regard the teachers as their best allies and protectors. At a later stage, when a new wave of Ethiopian immigrants arrived, the teaching system was better equipped for the initial encounters.

The learning process

The learning process in the Ethiopian case differed in many ways from what was usual in the Tehila experience. The Ethiopian learners are black, men and women, old and young. Tehila learners are mostly middle-aged white oriental women, with a minority of men and young women. The Ethiopian learners were brought to the centres, lived there and had to study six days in the week. Tehila learners had to be persuaded by the teachers to join and participate in the centre. Much energy is invested in reaching-out operations in the Tehila system. Tehila learners come voluntarily, once or twice a week. Both groups are highly motivated, but the Ethiopians are still much disturbed by problems and hardships external to the learning process.

As mentioned above, Tehila learners speak Hebrew and have lived in Israel many years. The Ethiopian learners had to learn Hebrew and to overcome the strangeness of an unknown culture. They are therefore much more dependent and insecure.

The main fear of Tehila learners, after overcoming initial inhibitions, is that the project might be closed because of lack of budgets. During the past decade, the programme had survived threats of closure with the assistance of Knesset members, mayors, newspapers and the other communications media. The Ethiopian ulpanim was generously financed with the help of American Jewish contributors. Even now, continuing classes for Ethiopian ulpanim graduates are secure in this respect.

The ulpanim for the Ethiopian immigrants was prolonged from 5 to 10 months. During this period they learnt spoken Hebrew, some reading and writing, some arithmetic, general knowledge and elements of Judaism. Existing learning materials, both from the "classic" ulpanim for the educated and from Tehila, had to be adapted for these special students. Main emphasis was put on learning Hebrew, so that reading and writing were less structured than in the Tehila programme. Also, much time was spent on learning to understand the Israeli way of life, gestures, reactions, way of speaking etc. It is interesting to note that the Ethiopians are accustomed to "save words" and seem annoyed at the amount of "waste of words" by the talkative Israelis. The burden of learning (environmental and formal) was very heavy. Everything had to be learnt from the very beginning: nutrition, clothing, sounds and

voices, health, house equipment (electricity, gas, for those who came from the villages), the functions of the white functionaries (social workers, officials, teachers, nurses, doctors etc).

The Ethiopian learners are highly motivated. They work hard in spite of all difficulties. Sometimes they even smile and sing and laugh. Yet mostly they are still a sad group. The demands of the religious Jewish authorities for them to go through a special ritual in order to be considered real Jews make them even sadder and angry.

Tehila centres, on the contrary, are joyful learning communities, full of happy experiences of achievement and spiritual enrichment. Tehila centres have become social and open community centres, in which the participants have gained the happiness of overcoming the unjustified shame and anxieties of the illiterate and of acquiring skills for better functioning at home, in the family, in the social environment and even at work, where jobs and occupations have been enriched.

The Ethiopians are still learning. Many of them have become independent and cope with the needs of life. Many are learning to transform external imitation into selective internalization. Many of them have successfully achieved vocational training and basic education in a two-year intensive programme, undertaken by three ministries and two public organisations in miraculous co-operation. In the process of teaching, educators learnt to impose on the learners an adequate and weighted mix of dozens of tasks, gradually increasing in level of difficulty and in added elements. Thus, reading and writing skills can be introduced only after some oral acquaintance with the language is acquired. Arithmetic can be tackled as a written discipline at a somewhat later stage. Concepts organizing general knowledge must be dealt with gradually and very carefully. In the first states, formulations and explanations must be extremely simplified. Situations for teaching the basic words and elements of the language must be adapted to the relevant practical knowledge which these special groups of olim possess. Expectations must be studied so as to minimise disappointment. On-the-spot solutions to many class situations replaced much of the "traditional" structured methods achieved both in Tehila and the "classic" ulpanim. To a great extent, teachers were instructed to adapt old tools to new needs. As a result, the pluralistic attitude of Tehila, which has always encouraged constant adaptations and creative work by the teachers, has become a way of teaching in the ulpanim environment. By the end of the ulpanim period and in the continuation classes, the Ethiopian immigrants have acquired tools for learning, elementary spoken Hebrew, basic skills and some vocational training. In addition, they have developed an attitude which encourages thinking processes such as generalisation, implication and transfer etc, to supplement the simplistic learning methods imported from Ethiopia such as imitation, memorisation, repetitious exercises. Hundreds of young Ethiopians (20-30 years old) gained elementary certificate studies and vocational work permits in the special two-year intensive programme mentioned above. Thus we can say that a transfer has been achieved from remedial to developmental education.

Prospects for future work

In the encounter with the Ethiopian immigrants, literacy work in Israel has been enriched by an exciting experience. Dedication and enthusiasm on the part of the teachers and their instructors resulted in changes of attitudes and considerable achievements. Nevertheless, problems and difficulties in this unique operation must be objectively analysed so that conclusions can be formulated for future unexpected needs. Rising above all bureaucratic complications, the Department of Adult Education must create new essential skeleton-tools, consisting of modular elements, which may be combined so as

specifically to suit any new group of illiterate learners. Teachers should be trained to work with such tools and to create differential learning materials, according to their new students' needs.

Above all, teachers must undergo intensive courses to acquaint them with the cultural and psychological background of new olim as well as to equip them with a few essential words and phrases in the new group's language, preliminary to any teacher-learner situation.

This short analysis which has referred to two related projects encountering different cultures within the same country, may be useful in giving some ideas concerning broader comparative research on literacy work.

GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dusan Savicevic, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savicevic, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similaricies and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.