



**REGIONAL OFFICE FOR THE
EASTERN MEDITERRANEAN**

**BUREAU RÉGIONAL DE LA
MÉDITERRANÉE ORIENTALE**

SEMINAR ON SCHOOL HEALTH EDUCATION

Kuwait, 14 - 20 March 1966

EM/SEM.SCH.HLTH.EDUC./18

15 February 1966

ENGLISH ONLY

NOTE ON THE ACTIVITIES OF UNESCO IN THE FIELDS
OF TEACHER TRAINING AND CURRICULUM DEVELOPMENT

by

UNESCO Secretariat

UNESCO wishes to express its appreciation of the efforts of the Government of Kuwait and the World Health Organization to promote school health activities by organizing this Seminar on school health education. It welcomes the opportunity to acquaint the participants in the Seminar with some of its activities in teacher training and curriculum development. Such activities constitute one of the channels for putting into practice the recommendations on health education to be adopted during this Seminar. UNESCO proposes to transmit these recommendations to all its officers concerned, in one way or another, with health education in the schools.

The two main types of teacher training activities aided by UNESCO are directed towards (a) the training of secondary teachers in institutions financed with assistance from the United Nations Special Fund and (b) the training of primary school teachers with assistance from the United Nations Children's Fund (UNICEF). In the two fields under consideration, namely, teacher training and curriculum development, UNESCO provides technical guidance and the services of experts.

Special importance is attached to the in-service training of primary and secondary school teachers. A large number of practising teachers, many of whom have received inadequate training, can be reached through intensive refresher courses. These courses have proved a most efficient

and effective means of transmitting information on health and hygiene and so of raising the standard of health education in schools.

In addition to its efforts in national settings, UNESCO has assisted in the establishment of a "Regional Training Centre of Senior Educational Personnel in the Arab States" in Beirut and a "Regional School Building Centre for Africa" in Khartoum. Both of these Centres have activities which are indirectly related to the subject of health education. In particular the latter centre is concerned inter alia with the environmental health of the school, and the former with the general problems of curriculum planning, including health education, and the provision of all types of school services, including school health services.

Two publications of UNESCO are relevant to the discussions at this Seminar. The first is the book prepared by Dr. W.D. Wall, Education and Mental health a report based upon the work of a European conference called by UNESCO at the Musée pédagogique in Paris although held in November and December 1952 the findings of this conference are still valid today in most respects. This was translated into Arabic by the UNESCO National Commission of the United Arab Republic. The second is the recent book of Dr. Clair E. Turner published jointly by the World Health Organization and UNESCO on Planning for health education in schools. This publication is now being translated into Arabic by the UNESCO National Commission of Kuwait

A brief résumé of UNESCO activities in Member States invited to participate in this Seminar is given below:

Cyprus

No relevant activities.

Ethiopia

A three-year teacher-training project assisted by UNICEF and UNESCO began operations in 1964. Existing teacher training institutes have been strengthened, a new institute established and summer courses arranged for teachers in service. UNESCO has provided the services of an adviser on primary teacher training

There is also a plan for assisting the training of secondary school teachers in the Faculty of Education of the Haile Selassie I University by the U.N. Special Fund and UNESCO. The course of study is of the usual type, with some emphasis on instruction in the teaching of English, and the sciences (chemistry, biology and physics). The planned annual output at the end of the fifth year of the project is 120 teachers, men and women, for employment in the higher grades of the secondary schools and 122 teachers for employment in the junior grades of the secondary schools.

Federation of South Arabia

A project for improving rural primary education and teacher training aided by UNICEF and UNESCO has been in operation since 1964. The project consists of in-service training for untrained primary teachers and the pre-service training of teachers, including the training of women teachers. UNESCO will probably be providing an expert in women's teacher training.

Instructors from the Ministries both of Education and Health are provided with in-service training. The training of women teachers includes teaching of hygiene, child care, cooking and sewing, in addition to the usual academic subjects.

Iraq

In connection with the establishment of compulsory primary education and shifting emphasis to a more practical primary school curriculum with increased training in health education and science, UNICEF and UNESCO are cooperating in a two-year project until the end of 1967. The plan includes provision for in-service training of teachers and the extension of pre-service teacher training. Both the urban and rural programmes of primary teachers' education emphasize practical training in science, health and hygiene. The services of an expert in teacher training have been provided since 1964, and an additional expert in the field of women's teacher training is to be provided in 1966.

Iran

The Army of Knowledge was created by His Imperial Majesty the Shah to bring elementary education to the villages. Young men who have completed secondary education take a four-month course of military and teacher training in lieu of military service, and spend the following fourteen months

in the villages. Their work consists of regular school teaching and community education, including literacy and adult education.

Since qualified supervisors and teacher educators for these new teachers are badly needed, a course for 200 men selected from among the former sergeant teachers who had successfully completed their village work was begun in January 1965, organized by the National Teacher Training College. UNESCO and UNICEF are jointly assisting the Government of Iran in organizing this training course. Training of the supervisors lasts one academic year. In 1965 the courses were assisted by four UNESCO experts recruited under the Expanded Programme of Technical Assistance. Field practice takes place in about twenty villages under the supervision of the UNESCO experts. After the first year of training the fifty most successful students are allowed to continue for three additional years of study at the National Training College leading to a B.A. in Education.

The work of the UNESCO experts is expected to continue through 1966.

Jordan

A project to improve the levels of nutrition and home economics in rural areas by strengthening training in women's teacher training centres has been undertaken with the assistance of UNICEF. The Government established a rural teacher training college for women, providing a two-year course with special emphasis on nutrition and child care and appropriate teaching methods. UNESCO has been consulted on the setting-up of the project, but has not actively participated in its operation.

Between 1960 and 1965 UNESCO provided Jordan with two experts: one in rural teacher training and one in educational psychology. At present two UNESCO experts, one in curriculum development and one in textbook production, are working together on the revision of the curricula of the primary and secondary schools. There is no doubt that health education will come up in the course of the discussions regarding the revision of general science curricula for primary schools.

Kuwait

UNESCO assistance in the field of education has consisted mainly of the provision of short-term consultant services. A recent four-month mission of an expert in the field of teacher training was undertaken in

connection with plans for establishing training for teachers in service. The assistance of an adviser on the planning of education has been provided since 1964. UNESCO will also provide the services of two consultants: one in educational guidance and the other in extracurricular activities.

Lebanon

A joint UNICEF-UNESCO in-service training project was in operation from 1962 to 1964. Its main orientation was toward accelerated training to meet the country's need for qualified teachers in primary and complementary schools. Two UNESCO teacher-training experts cooperated in the work undertaken for the project, but have now finished their period of service. It is now foreseen that a further phase of the project will be implemented in 1966. Special emphasis will be given to the improvement of nutrition and home economics in the teacher training curriculum, particularly oriented towards the practical needs of rural schools. One of the UNESCO experts in teacher training will return to assist in the project.

Libya

At present discussions are taking place for assistance of the U.N. Special Fund and UNESCO in the development of a higher college for teacher training in Tripoli. The college, which began operating late in 1965 in temporary quarters, will train teachers for Libyan intermediate and secondary schools as well as instructors for primary teacher training institutions. There will be an annual intake of about 120 trainees per year for a four-year course. The training course is of the standard type with emphasis on the usual scientific and arts disciplines. There is, however, an option for students to study domestic science in which undoubtedly a large part will be given to nutritional studies.

A joint UNICEF-UNESCO project in 1963-64 concentrated on improving the training of rural primary school teachers in Adult Education Centres. One of the aims of the project was the improvement of the teaching of general science and hygiene in the rural primary schools. There was also the training of women teachers in home economics and child care. The success of the project resulted in its expansion and continuation until June 1966. The expanded project includes greater emphasis on primary school science and hygiene. At present a new project to pay special attention to the training of girls in home economics, hygiene and nutrition, is being studied for operation in 1966-1968

Pakistan

Since the publication of the Education Commission Report in 1959, particular importance has been attached to teacher training and curriculum revision in Pakistan. New curricula and syllabuses were introduced for primary and secondary schools in 1961. The primary school curriculum has been reorientated to make it less academic and more practical.

UNESCO's help, in cooperation with UNICEF, is mainly concentrated on secondary education. A survey of secondary education was carried out in 1963 by a UNESCO consultant, with the financial assistance of UNICEF, to study particularly the situation in the field of science teaching. After considering the report of the consultant, the Government requested the aid of UNESCO and UNICEF in the improvement of secondary science teaching in both East and West Pakistan.

The joint UNESCO/UNICEF project on secondary science teaching started in 1965, and aims at preparing students better for the needs of a modern economy by introducing into secondary schools diversified elective courses such as woodwork, metalwork, applied electricity, agriculture, commerce and home economics.

The training of secondary school teachers is to be strengthened by the provision of teacher equipment training kits and of equipment to schools in East and West Pakistan. The equipment is being provided by UNICEF. The Government is appointing a science teaching supervisory team of five supervisors in each province to visit schools receiving the new equipment. UNESCO is providing, under the Expanded Programme of Technical Assistance, two experts to work with the teams in East and West Pakistan.

Qatar

No programmes concerning teacher training or curriculum development are in operation. However, an educational planning expert has submitted a report (in November 1965) containing some recommendations with relevance to health education. The recommendations mainly concern the organization of the School Hygiene Department in the Ministry of Education and of the school meals service, but he also suggests that lessons in the elementary school in the Arabic language be used to impart as much useful information as possible in general sciences, hygiene and in social sciences.

Saudi Arabia

A plan to establish a four-year teacher training college with assistance from the United Nations Special Fund is now under study. The college is to train teachers for secondary schools and instructors for primary teacher training institutions, with priority to be given to training teachers of science, mathematics and modern languages. It is hoped that the first intake of students will be enrolled before the end of the year 1966. When the college operates at full capacity it will have some 480 student enrolment and will graduate some 120 secondary school teachers per year.

UNESCO is providing Saudi Arabia with an expert in primary teacher training curricula which are being revised and upgraded.

Somalia

A project concerning the expansion of primary education and the improvement of teacher training has been in operation since 1964 with the assistance of UNICEF, UNESCO and FAO. Emphasis is placed on the provision of fully trained teachers by means of evening and vacation courses for untrained teachers and the expansion of existing training centres. Rural science has been introduced into the curriculum of the teacher training programme in order to develop the teaching of practical aspects of nutrition and health education. The plan also pays particular attention to the education of girls and women in such subjects as nutrition, hygiene, child care, home management, etc.

The services of a number of experts working closely with this project have been provided by UNESCO: four in teacher training, one in rural science.

Sudan

A combined UNESCO-UNICEF project in the field of primary teacher training has been in operation since 1964. The object was to train about 1,000 underqualified teachers of junior elementary schools and village schools each summer vacation (April to June) at various teacher training institutions. A proposal to revise the project was made in 1965 so as to include home economics courses for elementary and intermediate teachers in girls' schools. This proposal is yet to be examined by the UNICEF Board. A joint FAO-UNICEF project in the field of nutrition education includes the in-service training of domestic science teachers

A Training Institute for secondary school teachers has been in operation since 1962, assisted by the U.N. Special Fund and UNESCO. The course of study lasts four years and gives emphasis to science. About 120 students are to be graduated annually for service in secondary schools. In addition short training courses for teachers in service are provided for.

Syria

No relevant activities

Tunisia

A secondary school teacher training institute in Tunis has been enlarged with the assistance of the U.N. Special Fund and UNESCO. The institute trains students in three sections; general studies (including language studies and science), industrial studies, and commercial studies. (The commercial studies section receives no Special Fund assistance). A "second-cycle" course for training teachers of the upper secondary school classes is being gradually introduced with the main purpose of providing applied science teachers to upper secondary technical courses.

A UNICEF project in which UNESCO has participated has been in operation since 1963 to improve the practical content of the primary school curriculum. The plan includes the training of primary school teachers in a certain number of practical subjects, including child care and home economics at the Normal School for Women of Montfleury. Men's primary teacher training curricula have, under this project, been adapted in three regions - urban, rural and coastal - to the needs of the respective environments. Classroom teaching aids have also been developed for the teaching of science.

There has also been a nutrition programme for mothers and children assisted by UNICEF, WHO and FAO in which UNESCO has cooperated principally in providing the services of an expert in audio-visual teaching aids. The project was later transformed into a pilot project for the coordination and development of health, social and educational programmes in urban areas. Another project for rural areas is under consideration.

United Arab Republic

A UNICEF-aided project in the field of health education was undertaken in 1965. UNESCO has acted in an advisory role in connection with the project, but is taking no active part. The plan is to provide in-service training courses to instructors of teacher training institutes and inspectors concerning health education. The syllabus covers such topics as environmental health, physical and mental health of students, nutrition, the organization of school health services. The project is to last four years, from 1965 to 1969. In the second phase of the programme, in-service training courses will be organized for primary school teachers.

Yemen

A joint UNICEF-UNESCO project covering pre-service and in-service training of elementary school teachers was expanded in late 1965 to cover pre-service teacher training and the training of girls in home economics.

The in-service training of teachers in evening and holiday classes will be continued through 1966. In addition, a first group of teacher trainers are enrolled in three teacher training institutes for the school year 1965/66. The beginning classes will be composed of about thirty students in each institute in addition to fifteen students enrolled in a primary teacher training class for girls, making a total of about 100 students in all. The Institutes will offer a three-year course. UNESCO provides under the Expanded Programme of Technical Assistance, two teacher training experts, one of whom has science teaching background. The science teaching programme in the teacher training institutes covers some health education. The syllabus of the in-service training programme includes a unit called "general science and health education and their teaching methods".

A first attempt to introduce home economics training into the curriculum will be made at the three existing schools for girls in Sana'a, Taiz and Hodeida. The programme will include home-cookery, dressmaking, sewing, home-management, hygiene and child care and will be taught in eight classes, at the fifth and sixth grades of elementary schools and in the first and second grades of preparatory schools, for two lessons per week. About 960 girls in the three schools will receive this instruction. In addition, in each of the three schools, home economics classes will be taught to groups of about

thirty women during four afternoons per week. The programme will be similar to that taught to the school girls, and will stress personal and environmental hygiene, nutrition and child care.

The entire project is conducted under the responsibility of the Government with the technical advice of UNESCO and the material assistance of UNICEF. FAO provides advice and guidance in the technical aspects of the home economics programme.

U.N.R.W.A.

Finally, reference should also be made to the educational programme of the United Nations Relief and Works Agency for Arab refugees from Palestine. UNESCO cooperates with UNRWA in the administration and planning of this programme and assumes responsibility for its technical guidance. The services of nineteen UNESCO staff members are made available for the purposes of this work. These staff members include the Director of the educational programme, and the principal staff of the UNRWA/UNESCO Institute of Education, located in Beirut. The Institute has an active in-service training programme.

Up to 1964 the Women's Teacher Training Centre in Ramallah (Jordan) provided a three-year post-preparatory course. Since the 1964-65 school year the course was changed to a two-year post-secondary course with an annual intake of 100 students. This Centre is part of the combined Women's Teacher Training/Vocational Training Centre in Ramallah. On the vocational training side a variety of courses such as dressmaking, needlework, hair-dressing, secretarial, infant-care, pre-nursing and home economics have been offered. Eighty-eight girls graduated in 1964, the first year of operation of the Centre. The Centre will train 200 students in the teacher training branch and 350 in the vocational training courses during the current academic year.