

Paper for Conference Enviro 2003
USE OF“GARDENING“ IN BASIC EDUCATION AMONG
RURAL AND SEMI-URBAN CHILDREN
A Suggested Project of Sustainable Development With
Environmental Approach

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Components of the Project:

Summarized idea rationale of the suggested project

Introduction

Purpose

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Outputs / Results

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Example of Additional Tables e.g. Logical Framework Analysis (LFA Table, etc.).

Conclusion

Summarized Idea of the Suggested Project:

The suggested project is complimentary and in partnership with several responsible partners in the area of sustainable development to include the Ministry of Agriculture and Land Reclamation (MOALR/ Horticulture, & participation of the Egyptian Agriculture Museum). the Ministry of Education (MOE / Basic education with focus on the primary level, Ministry of State of Environmental Affairs Agency) and the Ministry of Social Affairs (the Community's and Civil Society's NGO's Contribution) in harmony with the natural, social, economic and cultural environment with the heritage touch of past and present times.

The rationale of this project idea is inter-multi-disciplinary within the area of sustainable development. It links Education for All (UNESCO's) to Food for All (UNFAO) in order to improve the life pattern of the rural or semi-urban individual.

The project aims at a better and more dignified life through experiential basic education and the local participation of developed community members.

Introduction:

This project document is into two phases (one and two). It is linked to an initiative and revival of the diversification of the curriculum of basic education and it link to

the Egyptian heritage (old / past and new / present). It is a revival and promotes loyalty through the use of these most significant factors of development and education in the agricultural world or (“horticulture” gardening) in particular as a cultural means for the Egyptian heritage and a developmental other, i.e. gardening, food security and environment.

Phase One:

The suggested project promotes the understanding of basic education among children in rural and in urban Egypt with an experiential and scientific initiative (UNESCO’s References). The strategic framework of the learner (...here children in the primary levels) is tied up to three types of environment, namely:

UNESCO & Grahan, et al, 1994, Ravi & Reo, 1994 Lubben et. al

Phase Two:

Register the project details on a complimentary program of “Environmental Education in Egypt” to be located on a web-site.

Purpose:

The general purpose of this suggestion is linked to the priorities of sustainable development and to the global standard (UNEP, UNESCO, UNFAO). It aims at the participatory and complimentary approach with the following main factors:

- Access
- Quality
- Capacity building

Development Objectives:

4.1. Use of the Participatory Approach which promotes multi-discipline for a holistic environment at a macro strategic level (with the learners’ three types of environment i.e. home / school / community) to reach community mobilization.

Improvement of the sustainable development of the community suggested (rural or urban) while linking the curriculum of the basic education to the content of the livelihood needs (e.g. rural’s to reach the development of a sustained community convinced of the environment protection – a counter reaction to the daily livelihood and life style (psychological, pedagogical, social, nutritional, economic,..)

Outputs / Results

Use of the Logical Framework Approach and/or Analysis

Diversification of the Basic Education

Development of a national team to promote the participation in basic education (primary level)

1.2 Training of responsible basic education staff and teachers (primary level) to analyze and to diversify the current curriculum with respect to the planning of rural development and to the rural environmental lifestyle (or semi-urban) on the basis of rural and environment lifestyle needs

Promotion of a diversified curriculum following the needs, say of a rural (or semi-urban) life style and of extension programs to satisfy the individual's senses (tangible and intangible) such as the sense of smelling / of touching / of hearing, etc) with their various levels. Also, the use of the environmentally friendly EM i.e. treated sewage water especially useful for ornamental plants.

2.1. Training of teachers, experts and extension officer on the diversified curriculum, based on the needs of the rural lifestyle (or semi-urban). The needs will be growing productions in the forms of ornamental plants / or others for food and both for personal and school use and later for economic marketing purpose

Promotion of local rural sustainable community (or semi-urban) on the basis of diversification and change of basic education to be closer to realistic practical rural (& / or semi-urban) based on complimentary environment of the individual in the community within various institutional frameworks (family & / or school and NGOs)

3.1. Mobilization of community members (rural & / or semi-urban) by use of the environmental education diversification of the learner (his/her / family and his / her school / and community institutional environment)

3.2. Diversification of the Curriculum

3.3. Propagation of environment awareness by the use of "horticulture" in selected communities (rural & / or semi-urban) among community members and families related to the project.

3.4. Adoption of the distribution of the experience through the implementation of the experience among 20 schools in every Governorate selected for the project, teachers, experts and extension officers are to participate in the project.

3.5. Production of various and diversified education tools / material considered non-conventional and following the requirement of curriculum distribution – participation of one or more NGO)

3.6. Writing of the report with lessons learnt and recommendations as a result of an operational case of diversified basic education with an environmental flavour.

4- Registration of the experience on the computers as programs on the internet focussed on environment education in Egypt – a website – to be addressed to more than the type of target group (e.g. children in primary education; children with special needs (handicapped); old people).

Planned Activities

6 . Team Work(s)

6.1.1 Development of national teamwork of pedagogical officers (instructors) and teachers of basic education (primary); also, the involvement of experts in the extension work especially in rural areas, all to be trained in the PRNA (Participatory Rural Needs Assessment)

Training workshops of the “Content Analysis”

... to promote the diversified curriculum ...

Training of the participants in the projects (school staff, teachers, parents, etc.) on the teaching materials / tools in the suggested periods (5 days)

3. ... to promote sustainable development of the local community:

3.1.1 Suggestion of group discussion in a unified environmental framework of three groups (e.g.: the school environment and its various target groups) for occupational, educational and environmental discussion(s), especially the family and the community environment as a due effect of the real needs of the learner, in addition to his / her economic and marketing needs of labour force within the domain of horticulture (gardening) within the basic education curriculum

3.2.1 Public awareness campaign or seminar among families related to the basic education of the project in order to promote their quality of life and to improve their gardening cultivation through old and new rural development (& / or semi-urban). Old and new dwellings can reinforce the loyalty in an operational way with sustainable economic marketing and the use of “ Gardening ” in an experiential way.

... following the propagation of environmental awareness

3.3.1 Distribute to teachers teaching tools / materials (tested and applicable to the “Gardening” component) as well as intensive training workshops and informed knowledge of the concept of EM

3.4. ... following the distribution of the experience

3.4.1 Advocacy and Awareness Campaigning programs especially to families related to basic education (through their children)

3.5 ... following the production of tools / materials

3.5.1. Development of task forced to participate in the development of the project and to enter an experiential and implementing procedures through a local NGO which has innovative initiatives.

3.6. ... following the write – up of reports. lessons learnt and recommendations

3.6.1 Distribution of the diversified curriculum among 20 schools as a random sample in each governorates

3.6.2 Training of teachers and the use of diversified curriculum among group in kits / packages

3.6.3 preparation and production of education tools / materials related to the project of tools services of diversified education in primary education with the

components of “horticulture” and old and new “

3.6.4. Presentation of the experiential participation in basic education to be coordinates and prepared by the assigned project manager.

4. ... following the registered experience on the computers

4.1. preparation of the education websites to integrate it with agriculture (horticulture) environment and heritage (old / past and new / present)

Conclusion

As indicated in the rationale of the paper, the approach is holistic, approach. We are handling a young learner within three environments, i.e. home, school, and community environment(s). But, also, time and space are considered to enhance values of heritage and of loyalty, belongingness, ownership and self-dependence in sustained development, reinforced by a bridging between old and new agriculture with emphasis on gardening (horticulture).

Education is also a key to promote the participatory approach through the “Participatory Rural Needs Assessment (PRNA)”. The whole learning process is to be activated from mere theory to experiential comprehensive action closer to real needs of a participatory community life.

The rationale of aiming at “Education for All”(UNESCO’s) and “Food for All” (UNFAO’s) boosting sustainable development to improve essentially lives and livelihoods of rural people is brought closer to reality and to a better quality of basic education with emphasis on agriculture, rural development and environment.

PAGE

House environment or the Family

Learner or recipient of education

School Environment

Community Environment

Normal

Normal

Heading 1

Traditional Arabic
Traditional Arabic
Simplified Arabic
Simplified Arabic
Wingdings
Wingdings
Paper Title: USE OF
Paper Title: USE OF
eeaauser
eeaauser
Paper Title: USE OF
Normal.dot
eeaauser
Microsoft Word 10.0
Paper Title: USE OF
Root Entry
1Table
1Table
WordDocument
WordDocument
SummaryInformation
SummaryInformation
DocumentSummaryInformation
DocumentSummaryInformation
CompObj
CompObj
Microsoft Word Document
MSWordDoc
Word.Document.8