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PAPERS ON TEACHER TRAINING AND MULTICULTURAL/INTERCULTURAL EDUCATION

Programmes for training teachers of tomorrow and intercultural education in Jordan.

INTERNATIONAL BUREAU OF EDUCATION - UNESCO

PAPERS ON TEACHER TRAINING AND MULTICULTURAL/INTERCULTURAL EDUCATION

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PROGRAMMES FOR TRAINING TEACHERS OF TOMORROW AND INTERCULTURAL EDUCATION IN JORDAN

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Amman, January 1994

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INTRODUCTION

This study is a survey that analyzes the curricula for training primary school teachers on intercultural education in Jordan. This study required the analysis of the cultural groups prevailing in Jordan as well as of curricula intended for training school teachers based on programmes in universities and institutes of education. It was also based on lecturers' plans through a better cognizance of the educational methods in use including strengthening means as well as the references used by lecturers in all fields. National bibliography sources covering teacher training were also examined to discover the extent of concern with intercultural issues.

This study deals with Jordan's experience, supervised by the Ministry of Education in collaboration with UNICEF. It also deals with universal education in its direct relationship with intercultural education.

To serve the purposes of this study, a questionnaire was distributed among student teachers in various education colleges to distinguish trends in intercultural education.

To find out about the cultural groups prevailing in Jordan, an educational workshop was organized during which a brainstorming session was held, attended by a number of experts. It was then agreed that the groups involved in interculture are as follows:

- Teacher trainees at the Faculty of Education at the University of Jordan and Yarmouk, representing the general cultural trend in the society;

- Teacher trainees at the Faculty of Education at the University of Moaata, representing a specific cultural group;

- Teacher trainees at the Faculty of Education (UNRWA-UNESCO) representing a third cultural group- the Palestinians.

It is hoped that this study has met the basic requirements.

CHAPTER ONE

EDUCATION AND JORDANIAN SOCIETY

This chapter deals with the most relevant indicators in Jordanian society especially demographic indicators, cultural groupings, the objectives of education, its philosophy, its legislation with a focus on the cultural dimension and its relationship with the educational process.

1. Jordan counts four million inhabitants, 42,5% of whom is below 15 years of age. Jordan's population is characterized as follows:

   - a high fertility rate reaching 5.6;
   - a high birth rate: 34 per 1000;
   - a high rate of basic education enrolment at 95%;
   - a high rate of population growth at 3,3%.

   The majority of the population is concentrated in the cities of Amman, Irbid, az-Zarqa'a, al-Balka' where the population proportion reaches 87%.

2. The Jordanian society is comprised of demographic groups with different religious leanings with the Arabs constituting the majority. In Jordan, Circassians represent 2%. The majority of the population are Muslims while Christians constitute about 8%.

3. 70% of the population live in urban areas with the remaining 30% living in rural areas. It can thus be seen that Jordan suffers from a demographic concentration in cities with an imbalance in geographical distribution as population is scarce in southern parts though it is concentrated in the central and northern parts.

4. Jordan has witnessed several strong migratory waves, the most notable of which was the migration of Palestinians in 1948 and in 1967 and the migration in the aftermath of the Gulf war in 1990.

   These migrations led to changes in the demographic situation in the country causing a geographical imbalance in the population distribution, culminating in the concentration of population in major cities. Inspite of the Arabic and islamic identity of most of these migrants, they have their values, social and cultural traditions that are in conformity with some of the values of the original inhabitants though they differ with some others - a justification for their being considered as a specific cultural group.

5. To have a closer look at the Jordanian society, a summary of the studies which deal with this society, its educational related problems will be given; they are as follows:

   - An increasing infant and child mortality rate caused by environmental threats such as air, water and habitat and due to social behavioral attitudes related to repeated, consecutive and early pregnancies;

- A rising mortality rate of mothers due to poor health care. repeated pregnancies, insufficient pregnancy care;

- Poor health services in rural areas and lack of information awareness and means of mass dissemination through organized information health programmes;

- An increasing population of school going age as it is estimated that children attending schools constitute a third of the population. A high dependency rate (5 to 1) reflects a number of difficulties especially of an economic and educational nature. It also indicates a diminishing level of female education and status;

- A decreasing level of female participation in the labor force as they represent only 13% and an increasing illiteracy rate in the labour force reaching 7.6% ;
Sociologists claim that this trend is caused by discrimination against women's employment as well as increasing fertility and dependency rates;

- An increasing unemployment rate among women reaching 34% as against 14.4% among men with ever increasing negative social and economic impacts;

- A mounting family size reaching 6,9 persons per household in addition to urban explosion as well as rising vertical instead of horizontal expansion entailing costliness, waste, loss of agricultural lands and an increasing number of luxurious housing sparsely occupied;

6.   It is important to note that the aforementioned demographic situation has its direct impact on the educational situation as every population rise has its cultural, socio- economic and educational effects.

It is of prime importance to highlight the following indicators and phenomena:

-       Basic education in Jordan is mandatory and free in accordance with the Jordanian constitution and the Education law no.3 of 1994;

-       Basic education lasts ten years;

-       There are 1.2 million students in the Jordanian educational system;

-       Basic education attracts 95% of children of school age while the drop-out rate is at 5,2%;

-       Thirty is the average number of students per classroom and the ratio number of students per teacher is 25 to 1;

-       There is no gender based distinction in education;

-       Illiteracy which is 13% in rural areas is much higher than in urban areas. Illiteracy is also higher among women than men. This is explained by the discrepancy in educational, socio-econmic levels between both sexes, the need to employ children

to make ends meet in addition to an inability to pay educational expenses and early marriage among rural women.

7. Education is regulated by the Education law no. 3 of 1994 which outlines the philosophy of education, its policies, phases, objectives and its different mechanisms. It has outlined too all the characteristices of the educational system in Jordan.

In this context, several points need to be highlighted:

- Twleve is the number of years of learning; ten of which are in basic education and two in secondary education;

- The age of learning starts at six;

- The philosophy of education is inspired from the Jordanian constitution, Arab and islamic civilization, national experience, the principles of the Arab El Nahdda, all of which constitute a cluster of educational, intellectual, national, human and social factors;

- Education in Jordan aims at upbringing a citizen who believes in Allah, dedicated to his/her country and security in addition to being endowed with humane virtues.

8. According to the Education law no. 3 of 1994, the minimum requirement for a teacher at the kindergarten and primary levels is a Bachelor degree while for a teacher at the secondary level, a Bachelor degree is required in addition to a diploma in education.

According to this law, the Ministry of Education has reached an agreement with Jordanian universities on preparing teacher training programmes in primary and secondary phases. This requires an initial training of 25,000 teachers from both sexes, who are not holders of a Bachelor degree- though holders of a diploma or its equivalent which will enable them to enroll at university for a degree. This in turn will qualify them as primary level teachers.

There is a number of teacher training programmes that are as follows:

- A teacher training programme at the University of Amman, central Jordan;
- A teacher training programme at the University of Yarmouk- Irbid, north Jordan;
- A teacher training programme at the University of Moaata- Al-Karak in south Jordan.

These universities offer the following courses:

- A training programme for teachers of Grade 1 from grades 1-4. Each teacher will teach all subjects to one class;

- A training programme for teachers of Grades 5-7. Teachers are required to teach one subject such as sciences and mathematics or Arabic and social sciences;

- A training programme for teachers in the higher grades of the primary and secondary levels;

- A training diploma programme for teachers holding a Bachelor degree.

UNRWA's Faculty of Educational Sciences offers similar training programmes for teachers so as to work at schools of relief agencies in Jordan or in Palestine.

Education and cultural factors

This part deals with the educational and cultural factors as stipulated in the Education law no. 3 of 1994 and more specifically with the paragraphs on multiculture and its position towards human culture. It will also give some indicators on different cultures.

1. Article 3 of this law stipulates the foundations on which the educational philosophy is laid which are:

> - intellectual foundations represented in belief in Allah, in the lofty principles of the Arab Omma as well as in islam as an intellectual, behavioural system, respectful of humankind and the supremacy of the rational mind;

> - national, patriotic and human foundations based on Jordan being a monarchy and the Jordanian people being one complementary unit with no place for ethnic, regional, sectarian or family discrimination. The social foundation is reflected in Jordanians being all equal in their rights and social, political and economic obligations to be distinguished as citizens according to the extent of devotion to their society.

> Society's cohesion and survival is the interest of every individual. Social justice through bringing a balance between the individual and the group and the cooperation of all its citizens is a social necessity.

2. As to the overall objectives of education, article 4 of the same law stipulates the following:

> - A conscious understanding of the realities, concepts and links related to the natural geographical, demographical, social and cultural environment whether nationally or internationally and using it effectively in daily life;

> - An openness to human cultures with its values and positive trends;

> - Shouldering any responsibility resulting from citizenship and its rights;

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- Working towards a building of positive values and attitudes towards the self and others, work and social advancement as well as adopting democratic principles in individual and collective behaviour.

3. Article 5 of the same law defines the principles of the educational policy which highlight the following:

- Directing the educational system to striking a better balance between the needs of the individual with those of the society;

- Stressing the importance of political education in the educational system and the consolidation of principles of sharing and justice.

4. Article 11 defines the objectives of secondary education with a focus on the following:

- trainees should have a culture based on their country's civilization both in the past and present, aware of the importance of being open to universal civilization;

- trainees are required to interact with their society's culture while working towards its development;

- trainees need to adapt themselves with changing circumstances in their country as well as with its natural, demographic, social and cultural consequences;

- the trainee is required to be rational in any discussion, tolerant and polite when listening to others;

5. The following trends on the philosophical preoccupation with culture can be deduced from the above:

a. the fact that the educational philosophy is based on belief in Allah and in islamic thinking means that any contribution made by islamic thought to life in general has an impact on the educational system. Islam is a religion that believes in the deity, its religions and that all human beings are creatures of Allah, who have the right to live in accordance with their cultures, moral and social values.

It can be seen that through history and through the very idea of islam, muslims in their contacts with different communities, have been open, respectful, recognizing the cultural identity of different peoples whether inside their own country or outside it;

b. the fact that the Education law stresses that the Jordanian people is a complementary whole means a recognition of the status of multicultures complementing each other in one people. Complementarity is thus multiplicity and harmony;

c. refraining from discrimination in any form signifies that there is complete trust in different religious, regional, sectarian or tribal group;

d. the fact that the Education law underscores equality in rights, obligations and sets out social justice for all citizens and groups of the Jordanian society signifies that there is full appreciation for the various individuals and categories:

e. concentrating on solidarity as a necessity in the interest of every individual is but a reflection of the importance given by educational thinking to the dignity of individuals and the need to establish a network of mutual relations;

f. last, concentrating on understanding the changes related to the consequences and demographic, social, cultural nature in the Jordanian environment indicates the right of each community of any religious, social or cultural affiliation in any geographical area to safeguard its own culture and values while working towards its development.

6. It can be seen too that the Education law has not mentioned clearly the division of the Jordanian society into categories or communities. In the author's view who has witnessed the background involving the formulation of this law and the subsequent discussions, this law is characterized by the following points:

a. the nature of the political phase through which Jordan is passing is reflected in mounting political risks which threaten Jordan's security and the safety of its territory and even its mere existence. This has resulted from armed military conflicts in the Middle East especially Arab Israeli relations and international relations post the Gulf war;

b. the authorities' intent on highlighting trends that discourages disunity so as to support unity, harmony and complementarity based on the democratic system adopted by the country since 1988. This has laid the democratic and humane foundations needed for multiplicity be it political, intellectual or socio cultural;

c. the majority of Jordanians are Muslims and muslim culture is the culture of all Jordanians including Christians who have been greatly influenced by islamic concepts, values and principles. Also, the use of the Arabic language which has rallied everyone has dissipated any differences leading to an intermingling of the various cultural aspects in the same crucible. Circassians for example are Muslims who speak Arabic, work in all fields and participate in all social, cultural and technical institutions in the country on the same footing as the Christians;

d. the authorities' intent on avoiding any regional or sectarian strife has directed the country to adopting unity and solidarity especially among Jordanians of Palestinian origin. Thus, the term "Jordanian of multiple origins" has become widespread so as to avoid distinguishing between a Jordanian of Palestinian origin and a Jordanian from East Jordan.

7. Inspite of all of the above and for the purpose of this study, the following points need to be highlighted:

- all citizens share common cultural aspects based on islam, the Arabic language, history, problems, challenges witnessed over 70 years since the establishment of the state;

- any talk of cultural multiplicity does not mean division and disunity for it pinpoints special traits that distinguish different communities or groups;

- more than one culture can be mentioned while stressing the common factors that bring together all cultures. These cultures can be found among:

a. inhabitants living in heavily urban populated areas such as Amman, Irbid, az-Zarqaa and al-Balqaa representing 87% of the population;
b. inhabitants living in southern areas such as al-Karak, Ma'an and al-tafila;
c. inhabitants of Palestinian origin who can not be distinguished from inhabitants living in densely populated areas .

8. Though there are common cultural factors to all these categories of people in a, b & c, they have special traits-even if limited- that justify their being culturally distinct groups.

9. It is noteworthy to state that teacher training institutions follow this classification. Teachers under (a) attend the Universities of Yarmouk and Jordan while teachers under (b) obtain their training at the University of Moa'ta. As for teachers under(c) they recieve their training at UNRWA's Faculty of Educational Sciences which is restricted to Palestinian teachers.

A glimpse of the programmes which are on offer is given below:

10. Teacher training programmes given at Jordanian universities resemble those given at UNRWA's Faculty of Education Sciences; each programme is composed of the following:

a. general requirements or disciplines attended by all students be they teachers or not;
b. educational requirements which is a cluster of disciplines attended by all teacher trainees from various specializations;
c. specialized requirements which is a cluster of disciplines attended by teacher trainees from the same discipline.

128 hours is the minimum requirement for obtaining the Bachelor's degree.

11. It is important to point that the Faculties of Educational Sciences offered at all Jordanian universities have not integrated in their curricula culture and geography specific teacher training programmes. However, there is a concern for the fulfillment of local needs whereby universities see themselves as playing a role in the development of the local society through its Centres for Educational Advisory Services.

With the exception of UNRWA's Faculty of Educational Sciences, Jordanian universities do not train teachers specialized in a specific culture nor are they trained to work in a given environment. In comparison, UNRWA's Faculty of Educational Sciences stresses upon the training of teachers qualified to teach at the international relief agency for Palestinian refugees and other schools. For example, this faculty uses the purpose of which is to:

- service the local and Palestinian society in particular;

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- strengthen the cultural identity of the Arab Palestinian people, its development and its protection.

Studying at this faculty is restricted to Palestinian teacher trainees. It can also be said that the approaches adopted by the majority of faculties resemble one another for the disciplines are similar with hardly any difference among the disciplines taught at the different teacher training colleges. Any difference would be in the general atmosphere revailing in each college and in its student activities.

12.   The Centre of Educational Training of the Ministry of Education endeavours to organize well developed teacher training in service programmes. To this end, it deploys modern training strategies and methods different from those practiced by university lecturers or at colleges of education in Jordanian universities.

At the time lecturers at Jordanian universities resort to traditional methods such as lectures, trainers at the Ministry of Education use modern methods such as brainstorming sessions, small group and workshop training in addition to other methods which will be mentioned in the following chapters of this manual.

Multiculturalism in Jordan

Based on the aforementioned details and on the fact that the Jordanian people are Arabs 90% of whom are Muslims and that ethnic and religious minorities do not represent organized groups with institutions with a small number working in the field of education. The team of researchers believed it was necessary to organize a brainstorming session to determine the different cultural categories involved in teacher training.

This brain storming session discussed this subject for over three hours during which different ideas were expressed. This led to the rise of a general trend which shows that for the purpose of this study, there are three categories:

-Teachers representing the majority of the population, who attend the Universities of Yarmouk and Jordan:

-Teachers who teach at schools of the relief agency for Palestinian refugees who have recieved their instruction at UNRWA's Faculty of Educational Sciences;

-Teachers the majority of whom work in the south and who have recieved their training at the University of Moa'ta.

This study demonstrates that every group in this classification has a specific culture distinguishing it from other prevailing cultural traits.

CHAPTER TWO

CURRICULA FOR TRAINING TEACHERS OF TOMORROW AND INTERCULTURAL EDUCATION

This chapter is a descriptive analysis of the curricula for training teachers at the primary level in the various colleges of education at the University of Jordan as well as of the relationship of such curricula with intercultural education. Such curricula will be analyzed according to a number of basic criteria which fulfill the requirements needed to understand the concept of intercultural education.

1.   **Teacher training at the University of Jordan**

The University of Jordan offers two teacher training programmes; a training programme for the class teacher and a training programme for the subject teacher.

a. Training programme for class teachers

This programme aims at training a class teacher qualified to teach in grades 1 to 4. The plan consists of the following:

- A course that fulfills university requirements and whose total hours are 21 registered hours during which the trainee recieves a training in Arabic, English, culture, islam, history of Jordan, environment, the Palestinian cause, food security, development and human rights;

- A course of special requirements at the Faculty of Education whose total duration is 18 registered hours during which the trainee recieves a training in psychology, education, statistics, growth psychology and biology;

- A course of specialist requirements whose total duration is 48 registered hours during which the trainee recieves a training in islamic education, social & natural sciences, mathematics, gymnastics and technical education;

Trainees are also taught other courses whose total duration is 40 registered hours during which the trainee recieves a training in a number of subjects such as curricula, teaching methods, appraisal, analogy, production of teaching material, methods of teaching academic research, practical & civic education, curricula of educational research and class management.

b. Training programme for subject teachers

This programme aims at training teachers so that they can teach one of the following subjects:

Arabic, islamic education, English, mathematics, science and social sciences. The plan of this programme consists of:

- A course that meets university requirements which resemble those found in the class teacher programme;

- A course of special requirements at the Faculty of Education which resemble those found in the class teacher programme;

- A course of specialist requirements whose duration totals 93 registered hours divided among educational subjects reaching 40 registered hours such as curricula, teaching methods, appraisal, material production, methods of subject teaching and practical education.

Other academic subjects are also taught according to the specialization of the trainee. They take up 53 registered hours.

2. Teacher training at the University of Yarmouk

The University of Yarmouk offers the same programmes given at the University of Jordan. The trainee is taught 128 registered hours in each specialization distributed as follows:

- university requirements whose hours total 27 registered hours;
- college requirements whose hours total 17 registered hours;
- specialization requirements whose hours total 84 registered hours.

Thus, the similarity between both universities can be seen because the dissemination of these programmes is made in agreement with the Ministry of Education. Courses taught at both universities are also similar.

3. Teacher training at the University of Mo'ata

- The University of Mo'ata offers a class teacher training programme and another for subject teachers. These are the same programmes given at the Universities of Jordan and Yarmouk though the latter differs by its military aspect(1).

a. Class teacher training programme

This programme aims at training the class teacher in grades 1-4 at the primary level. The programme consists of 130 registered hours divided as follows:

- university course requirements whose hours total 31 during which trainees are taught military history and sciences, weaponry, Arabic, English, islamic culture and sociology;

- educational college course requirements whose hours total 18 during which trainees are taught educational psychology, appraisal, analogy, production of educational material, school and society, curricula development, behaviour modification and psychic health;

- specialized course requirements whose duration totals 81 registered hours during which trainees are taught language and literature, child literature, social and natural sciences, mathematics in addition to teaching methods of different subjects.

b. Training programme for subject teachers

This programme aims at training subject teachers from grades 5 to 10 at the primary level. This is similar to both programmes offered at the Universities of Jordan and Yarmouk.

4. Teacher training at UNRWA's Faculty of Educational Sciences

This faculty started operation in 1993/1994 with the purpose of training academically and educationally qualified teachers to teach at the primary level at the international relief agency schools. This faculty concentrates on the use of several means whose aim is to serve the local and Palestinian society and strengthen the cultural identity of the Arab Palestinian people.

The Faculty of Educational Sciences offers one programme which is the class teacher training programme. Its academic plan is as follows:

- general cultural requirements whose duration totals 21 registered hours during which trainees are taught Arabic, English, the Palestinian cause, islamic civilization, the history of thought in addition to contemporary problems, principles of logic and management, sociology and the relationship of humankind with its environment;

- educational training requirements whose duration totals 54 registered hours during which trainees are taught psychology, history of education, childhood, educational psychology & research, class management and the educational system in both Jordan and Palestine including teaching methods, group dynamics and school health;

- specialization requirements whose duration totals 48 registered hours during which trainees are taught different courses in addition to practical education.

Content of teacher training courses

The following pages include a brief description of teacher training courses related to intercultural education subjects. However, a few remarks need to be made beforehand:

1. The description includes the most prominent courses focusing on subjects and themes related to intercultural education;

2. Courses mentioned are those that deal with the cultural, social, environmental dimensions related to intercultural education. Other courses unrelated to intercultural education have been disregarded;

3. The analysis includes all related courses offered at all educational college faculties with diverse cultural environments;

4. Courses have been selected according to a set of criteria and principles related to intercultural education. These criteria are as follows:

Criteria related to intercultural education

We can draw a number of criteria which are convincing pointers to the concept of intercultural education upon studying multiculturalism & cultural identity themes in addition to analyzing the consequences of the World Decade for Cultural Development.

These pointers can be summed up as follows:

1. The course recognizes the multiplicity of cultures, its rich variety and its ability of interaction and mutual reinforcement;

2. The course respects the cultural identity of each community or geographical entity be it religious, ethnic, racial, sexual or geographical;

3. The course includes incentives for factors such as cooperation, mutual work, positive dialogue, exchange of information as well as free information flow among the different environments;

4. The course encourages self respect, respect of others & openness to all be they individuals or groups. It further discourages partisanship, bigotry and any discrimination based on differences between human beings;

5. The course offers an opportunity to discuss youth, social and cultural phenomena as well as socio-political events, sportive or cultural demonstrations;

6. The course encourages the principles of human rights as stipulated in different instruments such as the Universal Declaration of Human Rights and other related agreements;

7. The course promotes skills and attitudes linked to the mutual networks between individuals and collectivities;

8. The course deals with themes related to the definition of geographical and cultural environments, communities and categories composing the local, national, regional and international community;

9. The course highlights general humanitarian principles such as the increasing share of knowledge and of humanity in developing human civilization and culture;

10. The course includes principles which stimulate celebrations held on local and national occasions, develop customs, traditions and cultural traits specific to individuals and communities;

11. The course stresses tolerance, openness to civilizations and cultures without giving a precedence to specific cultural values;

12. The course ensures that minorities enjoy full respect and appreciation.

Training courses for teachers of tomorrow
Description and analysis

The description of this course implies an elucidation of its main objective and its most prominent contents. The course is divided into four categories: general, social, educational and practical comprising the following :

First: General courses

1. The Holy Koran and Faith

It aims at deepening the ties trainees have with the Koran in their behaviour, work and intellect, consolidating monotheism and interepreting its verses and provisions. It also includes an analysis of the koranic verses;

2. The Prophet's Hadiths

It aims at deepening the ties trainees have with the prophet's behaviour and intellect. The course includes the prophet's sayings, his life and the sources of his Hadiths;

3. Islamic thought

It aims at demonstrating islamic thought over the centuries. This course is based on the psychological and social foundations of islamic education, its aims and values, factors that play a role in its development and the extent of contribution made by the various peoples in such a development;

4. Human biology

It aims at making trainees aware of the relationship between living organisms and their environment. Its components are those relating to the basic concepts of health through a study of the human body and health;

5. Child literature

It aims at teaching trainees the nature of child literature through examining some selected examples. The components include factors that increase the linguistic potential which will help them in expressing themselves, in defining their environment and the outside world;

6. Arabic language curricula and teaching methods

It aims at making trainees aware of the nature of language and its relationship with thought. Its components deal with curriculum units, curriculum development and ways of reading the written language. It also includes an overview of the educational and psychological theories related to child development at the primary level. This course has also practical activities related to teaching strategies in the classroom;

7. Islamic education curricula and its teaching methods

This course aims at making trainees aware of the islamic education curricula used at at the primary school level. Its components include the philosophy of islamic education curricula, the different phases leading to its establishment and its teaching methods. There are also practical education activities;

8. Arab islamic heritage

This course aims at making trainees aware of the basic sources of their culture and the dynamic part played by heritage in shaping the intellectual personality. Its components include an overview of the material and spiritual factors of heritage, the sources of Arab, islamic heritage and the extent of its relationship with Arab life, islam and the Arab environment;

9. Jordan's history and civilization

It aims at helping trainees identify themselves with their history. The course deals with the political and civilization developments witnessed by Jordan since its setting up with highlights on Jordanian relations with both the Arabs and British and with international organizations;

10. Human rights

It aims at making trainees aware of their rights as set out in the Universal Declaration of Human Rights, encouraging their adherence to it. The course includes a description and an analysis of the concept of human rights;

11. Development in the Arab Nation

It aims at studying the most important social and economic problems, the politics of the Arab Nation as well as the extent of its influence on development. It gives some development experiences while stressing the importance of interdependence in achieving this goal among Arab countries;

12. Nutrition and food security

It aims at studying nutrition and food security. Its components deal with problems of basic nutrition, the relationship between resources, environment and population. It puts forward the requirements needed for food security and the conditions needed to alleviate any imbalance;

13. Sociology

It aims at making trainees aware of sociology, its fields, its relationship with other disciplines. Its components include social theories, social change, some social phenomena and methods of social research;

14. Hygiene

It aims at making trainees aware of public hygiene conditions, its relationship with the environment. Its components deal with a definition of health concepts, conditions for school hygiene, scientific methods to improve the level of health and the foundations & principles of a proper health education;

15. Health and Sports

It aims at developing a positive attitude to sports while showing its impact on fitness and hygiene. Its components include general sport concepts such as speed, strength, resilience, fitness in addition to the rules governing professional sports.

Do these courses include intercultural education concepts?

Upon reviewing the objectives of these courses and their contents, it can be seen that intercultural concepts have only been mentioned independently in a limited number of courses or in specific parts of the same courses. However, upon a closer look, a number of observations need to be made:

A.   *The fact that intercultural education is not mentioned independently does not mean that curricula of such courses do not relate to it. There are indeed courses that can be utilized and fully directed to attaining this aim. In this context, a few points need to be underscored:*

1.   Linking the aims behind the studying of the Koran or the Prophet's Hadiths can be easily done with the ideas related to human dignity and the relationships among

individuals and communities. This is precisely due to the abundance of concepts in religions which concentrate on cooperation, tolerance, mutual work and friendship as well as promote the development of humane trends which underscore peace and understanding;

2. Directing each course to serving the purpose of intercultural education is possible. There are many examples such as human biology. The latter is based on harmony and complementarity of all organs in one and the same body and among its different systems;

The curriculum on Jordan's history and its civilization depicts clearly Arab Jordano relations, Jordano British, and Jordano American relations.

3. The fact that there may be subjects independent of intercultural education or none at all, do not show the extent of effectiveness of such subjects. The right impact depends on teaching methods, its strategies, means and aims. It also depends on the positive spirit permeating these courses;

4. A course such as human rights points clearly to intercultural education. If taught in the proper way, trainees can acquire values and a positive outlook regarding this issue. This would eventually lead them to respecting human rights regardless of the category or group they belong to;

5. An analysis of these courses reveals the degree of their contribution in developing values and principles related to intercultural education provided the use of adequate teaching methods. These principles can be summed up in the following:

- A respect for individual and community rights be they cultural, social, political, religious or educational;

- An awareness that humankind lives in a specific environment though a network of relations is being entertained with others coming from different environments;

- Every cultural environment plays a specific, active role whereby it can contribute through an interdependent relationship with other environments;

- Every environment has a role to play in shaping individual and collective behaviour;

- Respecting the culture of each environment does not at all mean the disintegration of society into many cultures; on the contrary, each group has its specific cultural traits in addition to shared cultural traits with other cultures.

Second: Social courses

These courses include the following:

1. *Child social development during the primary level*

This course aims at making trainees aware of the factors that impinge on the social development of children, the relationship of youth with culture and education. Its components deal with a clarification of the role of society and school, local environment and the means of information in child upbringing. This course also gives any problems and obstacles encountered in social upbringing;

2. *Group dynamics*

This course aims at making trainees aware of the importance of interaction between the individual and his/her community as well as of the psychological and social consequences resulting from such interactions. The course also tackles the concepts of belonging, submission, control, social simulation and rebellion. It englobes behaviour modification in support of cooperation, competition, cultural dissemination and its methods;

3. *The Palestinian cause*

This course aims at making trainees aware of the dimensions of the Palestinian cause from the political and socio-economic perspective. It indicates by the same token the relationship of this issue with international developments starting with the Balfour declaration, the British mandate, international resolutions and conferences and peace negotiations;

4. *Education and society*

This course aims at bringing the trainees' attention as to the social dimensions and foundations of education and its process. Its components include the role of education in society and the factors that impinge on this role;

5. *Methods of national education*

This course aims at the creation of positive values and attitudes vis-à-vis the issues faced by the nation and the respect of its constitutional institutions.Its components include democracy, environmental education, sharing and thinking skills. They also englobe modern trends in social studies such as health education, universal, ethnic and national education and ways of preventing drug use, the onset of diseases and deviation.

Do these courses include intercultural concepts?

It can be noted that these courses are interlinked by their objectives and components with intercultural concepts. This is due to their nature which deal with society and its impact on individual and collective behaviour.

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These courses include important indicators to intercultural education which can be described as follows:

1. In social upbringing, educators can highlight the impact of culture or social values of the family and local society in the shaping and development of children's behaviour as well as the differences resulting from having different values and cultures on individual behaviour. They are to determine too the points of similarity and difference in the behaviour of individuals belonging to diverse cultural environments;

2. Examining concepts such as belonging, submission, control, simulation, rebellion, cooperation and competition provides a golden opportunity to mention multiculuralism and self identity as well as the reasons behind different individual and collective behaviour. It has to be stressed that cultural belonging to a specific. secondary culture does not mean rebellion neither does cultural dissemination of certain cultural values mean control or submission;

3. The curriculum of national and civic education includes all the positive concepts needed to model the citizen's behaviour. The trainee learns through this course skills and values that uphold the local and national environments, the constitutional institutions in his/her region or in the nation. He/she learns the skills of dialogue. participation, thinking and cooperates in working towards the development of the local or national environment;

4. The Palestinian cause can reflect the extent of the race between civilizations as it can reflect the most recent peace efforts demonstrating the importance of a meeting point for civilizations and their interaction for the sake of peace consolidation. The Palestinian cause is a lesson to every trainee as it points out that a clash of values can bring about disasters and wars and that a harmonious relationship between values can bring about peace and affluence.

Third: Educational curricula

These curricula include the following:

1. *The sociology of education*

This course aims at teaching the concept of the sociology of education as well as make trainees aware of the relationship between the education system and other systems prevailing in society. It is comprised of components that focus on the examination of educational& social phenomena, customs, traditions, values, social interaction, and cultural behaviour. Other components deal with social discipline, the relationship of education with social change, the meaning of democracy and equality of opportunity in addition to the relationship of education with social classes and mobility;

2. *General Teaching methods*

It aims at making trainees aware of the methods of imparting knowledge and related skills. It includes the underlying principles to planning classes and ways of presentation through lectures, discussions, dialogue, methods of imparting knowledge, values, observation and other skills besides using several sources of references in research;

3. Organizing teaching in grouped classes

It aims at making trainees aware of the cultural, social and democratic factors which impinge on the form of the school and its grouped classes. It includes components that examine social, economic and demographic problems as well as teaching methods in grouped classes;

4. Class management

It aims at providing trainees with the necessary skills for class management such as planning, interaction, retribution and punishment, student participation and the respect of individual differences among them;

5. General psychology

This course aims at defining the concepts of psychology and its relationship with human behaviour. Its components include the relationship of psychology with other disciplines, the study of psychic phenomena such as intelligence, memory, amnesia, realism, conflict, frustration, means of defence and methods of psychic healing;

6. The science of psychic growth

It aims at providing trainees with information on the factors influencing child growth. Its components include the impact of genetic history and environment, the specific traits of the different growth phases, concept, principles and studying methods of growth in addition to requirements of sound growth;

7. Appraisal at the primary level

This course aims at making trainees aware of the importance of analogy, appraisal, its methods and general principles. Its components include the determination of educational objectives, measuring means, tests, observation, records, interviews, appraisal, final appraisal, feedback and conditions for the preparation of good tests;

8. Teaching techniques

This course aims at increasing the efficiency of trainees in using educational techiques and tools, conditions of use and the most appropriate circumstances for such use in addition to any consequences arising from such use;

9. Organizational behaviour and leadership in teaching

This course aims at making trainees aware of the various concepts and theories of leadership in education. Its components include leadership patterns and behaviour, conditions for effective leadership and ways for the preparation of educational leaders:

10. Special education

This aims at making trainees aware of the ways of behaving with students with specific learning problems. This includes the teaching of the special education concept, its means, tools and means of diagnosis of special cases as well as those used in teaching this category of students;

11. Guidance and orientation

This course aims at making trainees acquire skills in orienting students and guiding them. Its components include the means of orientation and guidance, theories of orientation, individual and collective orientation and student problems.

Do these courses include intercultural education concepts?

These courses differ according to the extent of the linkages between its objectives and contents with multicultural or intercultural education subjects. Though some of these courses provide a big opportunity to concentrate on such concepts, some other courses fall short of this aim.

In general, the following observations can be made:

1. The course on the sociology of learning and teaching in grouped classes and that on growth psychology provide several opportunities for the discussion of issues such as the environment, its impact on the shaping of individual and collective behaviour including values, customs, thought and cultural patterns. The course on the sociology of teaching deals with the issues of traditions, customs and values. As for the course on gowth psychology, it discusses the important factors which impinge on behaviour. While the grouped class course reflects the impact of the environment on its individuals, its communities and institutions.

These courses can provide an appropriate forum for the discussion of intercultural education if taught with the appropriate educational methods and strategies;

2. When trainees are taught modern teaching methods, they can dispose of an excellent possibility for dialogue, thought patterns as well as develop positive attitudes and values;

3. Individual differences among individuals and communities and the need to adapt teaching methods so as to meet people's differences constitute fertile soil for the introduction of intercultural concepts;

Individual differences should thus be respected, accepted and considered by teachers in addition to adapting teaching methods & strategies to suit these differences. Teaching tailored to the individual or the community's needs has also to be provided. It is possible to link these differences with the intercultural concept;

4. The course on leadership in both education and organizational behaviour provides an adequate opportunity to deal with individuals and communities. Each leadership pattern has its own cultural and social factors in addition to the most adequate structures which can ensure its success. Also, the course on special education requires the use of various ways of dealing with this category; this could be linked up to the concepts of intercultural education.

Fourth: Courses on practical activities

These courses include the following:

1. Physical education

This aims at making trainees acquire the concepts and skills of physical education. Its components include the concept of movement, children's specific movement characteristics, activities best suited to children and safe sport playing;

2. Technical and group education

This aims at developing trainees'taste, making them acquire the skills of artistic work. Its components include artistic expression, composition, appreciation, meditation, free art and its role in shaping the personality of the child;

3. Musical education

This aims at making trainees acquire first skills in reading musical notes as well as play a few instruments. The course also includes expression through rythm, popular songs and musical instruments specific to the local environment;

4. Professional education

This aims at making trainees acquire the importance of professional work. It ensures that they acquire agricultural, household, carpentry and smithcraft skills.

Do these courses include the concepts of intercultural education?

These activities provide many opportunities to tackling the concepts of intercultural education as they offer various subjects such as musical, artistic, physical and professional education. The latter can all be fully used to further these concepts as described below:

1. Each structure has its particular traits

- Each environment has its sports, games, movement and popular dances;
- Each environment has its musical instruments, popular songs and specific art;
- Each environment has its popular dress and jewellery designs;
- Each environment has its works. Agriculture has its specific characteristics, the Palestinian cause has its particular concerns even household utensils differ from one environment to the next. This can allow us to speak of a multiplicity of cultures;

2. If these curricula are to be implemented in a modern fashion through exhibitions, sport galas, folk and art evenings, fashion shows, competitions and symposia, the above mentioned subjects could be considered an important focal point for the enrichment of the cultural life in each environment and at the national level.

CHAPTER THREE

METHODS OF TRAINING TEACHERS OF TOMORROW AND INTERCULTURAL EDUCATION

This chapter gives an analysis of the methods used by lecturers at educational colleges at universities in Jordan. This is done through revising training plans prepared by lecturers which are submitted to trainees to work on.

It also describes and analyzes modern methods used by the Educational Training Centre for in-service teacher training. It examines how to link these methods with the multicultural or intercultural concept of education.

This chapter puts forward a number of training methods which are suited to the multicultural concept of education.

Teaching plans

This part gives an analysis of all teaching plans used by lecturers at Jordanian universities, the college of educational sciences & UNRWA in teacher training programmes intended for Jordanians and Palestinians.

It can be noted that these plans were in line with the following format:

1. Name of the course;
2. Overview of the most prominent aims;
3. A detailed review of the course's contents and of the various components;
4. References to each course unit;
5. Manner of student performance appraisal;
6. General references to the course.

The same approach used in teaching plans can be explained by the close relationship of these universities and the fact that its lecturers work in more than one university, the manner of experience exchanges between lecturers and their mutual visits.

A review of the contents of such plans shows that studying at such universities is of a purely academic nature. Furthermore, the manner whereby student performance is evaluated follows in most cases the following pattern:

- Programmes or teaching plans are carried out through lectures;
- Trainees are required to participate in the discussion of lectures as they are graded according to the extent of their participation;
- Trainees are required to prepare a brief report or paper on one of the subjects of the course;

- Daily, three and six months tests are given. Trainees pass their tests when they have attended all lectures, prepared a report and passed their exams;
- According to some teaching plans, trainees are required to prepare before each lecture.

These are the contents of all courses including courses on teaching methods and practical education.

Courses on teaching methods

Trainees learn the methods of teaching their specialization in six registered hours. The trainee specialized in teaching Arabic has six registered hours of the course covering its teaching methods. As for the trainee specialized in teaching English, he/she has six registered hours of the course covering its teaching methods etc..

This study contains teaching plans on methods of teaching courses. It must be said that though these are teaching methods- their content and form are in consonance with other theoretical courses.

These plans share the following contents:

- Name of the course & its objectives;
- Contents of the course and review of the various study units;
- References to the various units;
- Manner of student performance appraisal.

Upon reviewing the manner of student performance appraisal in the course on teaching methods, it can be noted that:

a. Appraisal of student performance in the teaching English course includes the following:

- Preparing the mid-term test (30%);
- Class activity and attendance (25%);
- Final examination (50%).

b. Appraisal of student performance in the teaching Arabic course includes the following:

- Trainees are evaluated according to grades obtained in the following tests:

- First test (25%),
- Second test (research and reports) 25%;
- Final examination 50%.

Thus, the plans for teaching the methodology course resemble the remainder of the plans for teaching theoretical courses as they are both based on lectures and written examinations. The author is of the view that teaching the course on teaching methods should not be delivered in the same way as the other courses for the following reasons:

- they are practical tools that aim at giving trainees skills, strategies in addition to teaching communication and interaction instead of a theoretical background;

- teaching the practical methods through lectures can not make trainees perfect the various communication and teaching skills.

The following conclusions can be drawn from the abovementioned points:

1. Methods used for teacher training are based on lectures;
2. Trainees' success depends on his/her ability to pass theoretical exams;
3. Trainees do not get practical training to perfect their teaching skills.

Course on practical education*

Some colleges of education give courses covering general teaching methods to which twelve registered hours are allocated. It is during this allotted time that trainees learn to make practical applications in classrooms. They observe examples of teaching and actually teach during a limited time. This course also gives a television viewing of some teaching situations.

Some universities offer a theoretical course on practical education for three registered hours and a second practical course on practical education for six registered hours during which trainees are taught theoretical considerations in teaching methods & skills, academic planning in the first course. They visit schools and try out practical applications in the second course.

The author has noted, based on his work in training or his previous experience in practical education programmes at the Universities of Jordan or Yarmouk, that trainees undergo life-like situations in teaching but these experiences do not go beyond the mere exercise of an adequate method in teaching the subject of study, the use of adequate educational means and strategies in the process of academic planning and class management.

Thus, it can be noted that teacher training methods or teacher training in colleges of education are theoretical. Trainees acquire a theoretical training and sit written exams and training methods focus on lectures in most parts though discussions may be allowed during limited hours. Thus, it can be said that teacher training in Jordan does not pay sufficient attention to modern teaching methods which can foster interaction among trainees, allowing room for increased attention and understanding as well as the establishment of networks among all participants.

Modern methods in teacher training and practice

This part deals with modern methods in teacher training and practice. These methods are those that depend on trainees who are willing to participate in the activity or undertake the activity themselves. In other words, these are methods that depend on the trainee alone: methods which, on the whole, concentrate on interaction, dialogue and respect of the others' views.

Dr El Khatib adds other methods that are used in teacher training:

1. Methods that depend on the trainer like lectures, overviews and exams;
2. Methods that depend on the interaction between the trainer and the trainee such as questions, brainstorming sessions and case studies;
3. Methods that depend on the trainee such as role playing, laboratory training, training packages and workshops.

It is clear that teacher training programmes at Jordanian universities concentrate on the first type of methods which are not apt to give trainees the skills which will make them acquire the required values and attitudes.

Multicultural and intercultural education require the use of training methods based on interaction, communication, exchange, listening and dialogue. It requires too accepting, respecting others and trusting their ideas and cultures for any method can be proactive in teacher training through providing the following skills:

- listening and receptive skills;
- reading body movement skills;
- communicative, interactive skills instead of isolation and uniqueness;
- mutual dependence skills instead of independence;
- network relations' skills instead of vertical, horizontal relations;
- skills based on cooperation instead of competition;
- skills based on trust in others and appreciation of their achievements;
- work skills instead of those based on exploitation and superiority;
- skills based on accepting criticism;
- skills based on harmony with others instead of conflictual relatons;
- skills based on multiplicity instead of bilateral or unilateral ones;
- attitudes of openness and not of discrimination.

Educating or training teachers of tomorrow from the perspective of multicultural requires the use of training methods aimed at developing the aforementioned attitudes and skills as well as using modern strategies in training on these skills.

Gray Kroenhert has delimited a number of modern training strategies which the Educational Training Centre has started to apply in teacher training programmes such as:

1. an ice breaking strategy to enable individuals to work together without feeling threatened or endangered;

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2. a team building strategy to improve relations between trainees, groups and secondary groups;

3. a strategy on building a communication system to help trainees perfect their interaction and communication with others;

4. a facilitatory and skills strategy to help trainees in their skills to present ideas and views;

5. a stimulatory strategy to help trainees in being attentive & alert during training;

6. a learning strategy to help trainees examine their learning pattern and propose ways of improvement;

7. an awareness & observation based strategy to help trainees percieve objects and reach agreement with the group on delimiting the perceived object;

8. an appraisal strategy to help trainees assess the training programme in a constructive manner;

9. a self regulatory strategy to enable trainees improve their self-regulation means.

The Educational Training Centre uses the following methods:

Teacher training

First: Methods that depend on the interaction between trainers and trainees such as questions, brainstorming, discussions and case studies.

Second: Methods that depend on trainees' activities with trainers who play an organizing or facilitatory role such as training in small groups, training workshops and packages, role playing and laboratory training.

A brief overview will now be given of some activities and strategies related to these methods and their links with intercultural and global education.

Training strategies related to intercultural education

A number of teacher trainers have been taught at the Training Centre to perfect the use of training strategies related to intercultural education. Some of the most important strategies are as follows:

1. Workshops

A number of training workshops have been organized to make trainees aware of the importance of relationships among individuals as well as understand the nature of such relationships. In these workshops, several activities took place among which:

a. Web and billiard ball model relationships
it aims at developing trainers' awareness of the mutual relationships among different individuals and that every individual is enmeshed in a web model style of relationships. Messenges are made through these relationships;

b. The world in the classroom
It aims at making trainees aware that there are objects and tools in the classroom which have been made by multiple peoples and thanks to distant ideas. Trainees conclude that in their group there are 18 countries represented in addition to the ideas, tools and objects of the various Jordanian environments;

c. It is a small world
It aims at facilitating the task of trainees in expressing their views abroad and in geographically distinct areas in Jordan as well as in organizing correspondence among them;

d. I am counting on your cooperation
It aims at making trainees face seemingly unresolved situations unless they communicate with one other and benefit from one another's papers;

e. Globingho
It aims at making trainees learn the importance of relationships in different parts of the globe. Trainees through this activity fill out forms distributed to them to write about any travels they have made abroad or about those made by relatives, friends or about tools they themselves use or those used by foreigners living in their districts etc..

f. Fruitful cooperation
It aims at making trainees aware of the characteristics of different cultures in the world and of the differences in cultural values among local population communities.

g. Identity auction
It aims at making trainees aware of the differences amongst themselves in their personality, interests and cultural values.

2. Training on specific skills

It includes activities among which are:

a. Attribute linking

It aims at encouraging trainees to join different groups such as the under 25 age group, the group working in rural areas, or that which has graduated from a specific school or trainees born in the same year etc.

b. Diamond ranking

It aims at helping trainees arrange ideas, objects or values according to their cultures in such a way that every trainee is able to find out a special pattern in organizing a cluster of ideas. A discussion then follows based on the foundations of such arrangement.

c. Alternative pathways

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It aims at making trainees aware of the importance of seeking solutions and alternatives according to a determined situation or factors.

d. Woolly thinking

It aims at making trainees aware of the extent of interdependence or interlinkages between different subjects.

3. Training packages

It aims at producing training packages or a collection of organized expertise to use in making trainees learn a limited number of skills; the most prominent of which are training packages, global education skills, self education and probing questions etc..

Training packages will be also applied for training educational supervisors in charge of trainees.

First:

Using these methods has not been extensive. It has been limited to in-service teacher training programmes and on an experimental basis within the context of the comprehensive education programme.

Second:

Extending the use of these methods is feasible as feedback shows the extent of its influence on modifying teachers'attitudes by making them acquire new attitudes.

Third:

The interaction of teacher trainees with these methods can be seen as they are exposed to practical situations which reveal the strong influence borne by such methods in modifying trainees' behaviour.

Fourth:

These methods are directly linked to cultural exchange and to the intercultural concept as they enable every trainee to exchange his/her opinions in addition to his/her experience with others. Trainees can also work, negotiate and reach agreement on a compromised solution or seek various alternatives to the same situation.

Fifth:

Introducing these methods in programmes for training teachers of tomorrow can help in their dissemination and their widespread influence. The aim being to further the objectives of

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intercultural education whether among communities belonging to the same culture or among communities from different cultures.

Methods used in teacher training programmes and intercultural education

Upon the analysis of the methods that have been described in this chapter whether in pre-service teacher training programmes or in-service training programmes, the following observations can be made:

1. All teachers studying at universities, colleges of educational sciences use lectures and other traditional methods which are not known to have the right impact or deal with the intercultural education subject;

2. Teaching methods adopted at colleges of educational sciences use rote learning, explanation and exams, avoiding dialogue and discussions which would not help in disseminating the comprehensive concepts of intercultural education nor would they help in establishing true interaction among trainees from diverse cultural backgrounds. They will neither lead to establishing the right attitudes to intercultural education;

3. Teaching plans adopted in all programmes of training teachers of tomorrow at colleges of education do not indicate any interest in organizing visit exchange programmes among trainees or conferences of common interest. Neither do they organize debates or joint cultural events among teacher trainees at such universities;

4. There is a distinction between the training methods for teachers of tomorrow at colleges of education and in-service teacher training methods adopted by the Educational Training Centre of the Ministry of Education. The reasons for the interest of the Ministry of Education in the concepts of intercultural education can be summed up as follows:

a. The philosophy of the Ministry of Education is clear in its interest in the concepts of intercultural education for it is in conformity with the implicit and explicit references set out in the Education law of Jordan;

b. The Educational Training Centre of the Ministry of Education is responsible for the training of all teachers in Jordan. Consequently, it has a global, comprehensive view to teachers from all local environments in contrast to universities which work in a specific local context;

c. Colleges of education at universities in Jordan pay heed to academic, theoretical subjects more than to practical-oriented issues. In contrast, the Educational Training Centre is free from such academic and theoretical constraints.

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CHAPTER FOUR

JORDAN'S EXPERIENCE WITH COMPREHENSIVE EDUCATION; TEACHING SOME INTERCULTURAL EDUCATIONAL ISSUES

Introduction

The first National Conference on Educational Development was held in 1987 to meet the future ambitions of the Jordanian society which will enable its sons and daughters to enter safely the twenty-first century equipped with knowledge, skills and attitudes adaptable with the requirements of the epoch and with any creative changes. This will in turn help them distinguish themselves on the basis of their abilities so as to benefit the most from the available human and natural resources.

The conference resulted in the Education law no.3 of 1994 which is the major reference point in the processes of educational development and its multiple programmes. The aim of such programmes is to ensure a qualitative leap in the educational march towards Jordan's development & progress as well as the revival of its society and its speedy improvement.

The abovementioned law includes the foundations which encompass the educational philosophy in Jordan which are national, patriotic, human, social and intellectual foundations. These are also the foundations which highlight intercultural education in some articles among which:

> Article 13, item 1 c: Jordanians are equal in their political, social and economic rights and obligations. They are distinguished only by the extent of their contribution to society and their belonging to it;

> Article 23 item 5 c: Social and political participation within a democratic system is the right of the individual and his/her obligation to his/her society;

> Article 23 item 6 c : Education is a social necessity; it is the right of each individual according to his/her potential and abilities.

To this end, the Ministry of Education has introduced educational innovations in the different fields. This included educational experiments englobing knowledge, skills and attitudes that focus on intercultural education.

This comprehensive education adopted by the Ministry of Education on an experimental basis is one of the programmes that deal with the intercultural aspect in the Jordanian society though the multiplicity of cultures is not prominent in the society. This society is composed of bedouins, rural and urban inhabitants from Arab and non-Arab origin, Jordanian and/or Palestinian origin, Muslim and/or Christian etc..

The absence of cultural differences in the field may be due to social, economic, historical and security related events witnessed by Jordan since the establishment of its state in 1921.

Some of the most important factors in comprehensive education dealing with intercultural education will now be mentioned. These are the same factors that were included in the programme for in-service teacher training which the Ministry started to implement in response to the recommendations of the National Conference on Educational Development.

Why is comprehensive education included in the programme for in-service teacher training?

It has been noted that pre-service teacher training programmes launched by Jordanian universities aim at providing teachers of tomorrow with academic knowledge, educational methods in addition to educational and research-oriented skills enabling them to deal with a society's culture in a traditional fashion. This means that the trainer and academic syllabus are the only sources of culture being used. This can be seen clearly from the previous analysis of the contents and methods of pre-service teacher training programmes.

Thus, the in-service teacher training programme as well as the subsidiary programme for comprehensive education implemented by the Ministry of Education on an experimental basis aim at making teachers acquire interactive teaching methods and develop techniques which foster critical and creative thinking. This will also make them adopt the different skills and knowledge in desirable and accepted behaviour in society while respecting individual differences.

This will eventually make trainees reach the required level based on his/her experience, potential and ability while trainers will play a facilitatory role in the educational process, organizing the environment and stimulating learners into generating ideas and expecting results.

Some of the most important objectives sought by comprehensive education are as follows:

1. learning to live together

It aims at realizing cooperation, solidarity among the different individuals belonging to the society, making them avoid conflicts through their resolution in addition to participating in decision making and consensus building regarding views, rights and obligations;

2. Appreciation of the self and others

This aims at developing self respect, avoiding a negative outlook to the self and others while taking into consideration their cultural specificity. It should also avoid partisanship in the various societal situations:

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3. The future

Since persons of different cultures live together envisage a possible, a probable as well as a third preferred future at the individual, category and society levels, a better understanding of multiculturalism can be reached by following in practice the preferred individual and collective future within the various natural & social environments.

Thus, there are basic objectives regarding behaviour, skills and knowledge that may be sought by the activities on comprehensive education which are as follows:

Knowledge related objectives among which are the following:

1. Trainees are to acquire an understanding of their energies, intellectual, physical, emotional and spiritual abilities. They should also reach an understanding of their ideas and principles that need refinement;

2. Trainees are to acquire an understanding of their views, that of others so that they can formulate common points of view;

3. Trainees are to acquire an understanding of interdependence among the members of the society and the attachment of individuals to places, events, issues through interdependent relations;

4. Trainees have to understand the general nature of needs, behaviour, ambitions & skills shared by the members of a multicultural society;

5. Trainees have to understand the major reasons for conflicts at the individual level and the means to avert such conflicts;

6. Trainees have to know their rights and obligations as well as their meaning regarding themselves and others;

7. Trainees have to comprehend the nature of discrimination and its impact on themselves and others. Furthermore, they have to realize the manner in which such discrimination leads to social and individual distinction at the class, religious, ethnic & sexual levels as well as learn the ways of tackling discrimination at both the individual and social level;

8. Trainees have to be aware of the alternatives to possible, probable and preferred futures and what each can offer at the individual, collective level to realize the preferred future;

9. Trainees have to learn about their specific cultures and their system of living through studying the ways others see them;

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10. Trainees have to understand the importance of the absence of cultural conflicts and the importance of justice and equality;

11. Trainees have to understand the difference between rights covering individual freedoms and those covering security and that these rights vary according to different cultures and views.

Skill related objectives:

Trainees should be capable to:

1. Determine and clarify their values, belief systems in order to enable them to adapt to understanding ideas and views of others;

2. Express their wishes, feelings and priorities without violating the rights of others;

3. Express themselves and their feelings positively as well as offer and accept assistance, encouragement and feedback;

4. Build confidence and safeguard it through openness and participation at the school and society level;

5. Work in collaboration with others inspite of their cultural differences while ensuring the effectiveness of participation of all community members with a view to achieving a common aim;

6. Resolve problems in all aspects of life through combining information, critical and creative thinking;

7. Use their proper experiences and imagination to understand the positions of others, feelings and actions in addition to using conflict aversion methods whenever possible.

Behaviour related objectives are as follows:

1. Trainees should be eager to know more about themselves and about interdependent relationships with others in accordance with the different cultures;

2. Trainees should be eager to know and learn about different cultures and their practices;

3. Trainees should realize the importance of others, their needs, rights, ambitions, behaviour and talents; all elements that bond members of different cultures in a society;

4. Trainees should be ready to accept opinions contrary to their own and stand ready to modify their ideas and beliefs whenever necessary;

5. Trainees should be committed to the principle of equality as the basis by which relationships are regulated among individuals, communities and cultures;

6. Trainees are to be able to appreciate interdependence in society based on doing good to others even to those of different cultures;

7. Trainees should go beyond their cultural and personal experiences so as to look upon a seperate idea, case or event as part of a whole.

Concepts, content and basic processes

In the author's view, sources related to comprehensive education encompass concepts. content and processes linked to multicultural education. The most important of which are:

First: Concepts

They include principles of human rights such as civil and political rights as well as economic, social and cultural rights for communities and different cultures. As for civil and political rights, they deal with the right of individuals to work and participate in political life in addition to the right of expression, right to movement, voting and marriage regardless of the cultures individuals belong to.

As for economic, social and cultural rights, they englobe the protection of physical health as well as the material, social and cultural interests of persons belonging to different cultures. This can be achieved through the right to rest, leisure, food, clothing, adequate shelter and health care.

Second: Content

Within this context, teaching children of different cultures can be more effective when case studies of real life individuals or communities are given. The best type of content is that which goes back to countries in which multicultures are widespread; some of which suffer from injustice and discrimination. Other countries which promote successful educational examples of multicultural societies which overcame their cultural differences as each cultural specificity was respected- provided that it did not run counter to the ultimate interests of the nation and its socio-economic role-.

Third:Processes

In processes. multicultural education concentrates mainly on learning from experience, characterized by interaction and participation and not only on the objectives of knowledge.

Consequently, it concentrates on linguistic and non linguistic skills, cooperation and mutual aid skills. positive personal relations based on persuasion and problem solving. Problems resulting from differences in values and attitudes are to be resolved through non violent means such as negotiation, understanding and consensus. decision making and democracy though knowledge and skill related objectives remain valid.

Furthermore, learning can be reinforced through the quality of the classroom atmosphere. It is the quality of personal relationships and the learning and teaching methods used in the classroom that provide the right atmosphere for the respect of trainees and teachers' rights as well as that of duties.

Fourth: Methods and skills

Comprehensive education through using different teaching methods make trainees of multicultural education acquire various skills among which are:

a. Group discussions

- Oral communication skills:
- Problem solving skills:
- Creative skills;
- Stressing skills;
- Value clarifying skills:
- Decision making skills.

b. Experience enrichment and development

An authentic experience can be created within the targeted group thanks to its affective impact. These methods include giving overviews and explanations directly after the academic activity has been carried out; this has one benefit: the experience is still fresh in trainees' minds.

c. Simulation

This can be done through role playing which includes highlighting or replaying events, issues or situations in such a manner that participants can feel from outside.

It can be deduced from the above that the academic curriculum which follows this educational pattern englobes a group of activities aimed at trainees' personality and social development. harmonizing between the various learning and teaching methods,

developing positive attitudes and situations as well as establishing effective partnership ties with parents and the local society.

The programme on comprehensive education and its application on an experimental basis in Jordan

This programme lies within the initiative taken by UNICEF in collaboration with the International Institute for Global Education at the College of Education at Toronto university, Canada and the Ministry of Education in Jordan. The aim of this initiative focuses on the following:

- Development of teaching activities so as to adapt with education and with the philosophy of global education in Jordan within three examples which include major and supplementary factors used an integrated programme. It is this programme that enables teachers choose what is most adequate for their training needs.

- General training for a targeted group of teachers on interactive teaching and learning methods. This stage is limited to teachers of Arabic, social education, science, mathematics and health education in the fifth and sixth grades;

- Choosing the examples and methods to adapt them in the field through applying some of teaching activities in teachers' research & classrooms;

- Training local trainers on the management of training workshops handling these examples and training trainers so as to encourage and disseminate interactive methods in teaching and learning as well as through global education examples. The ultimate aim being their adoption by teachers and other educators in Jordan;

-Disseminating supplementary training material among teachers and trainees in this area after their preparation and adaptation with Jordan's needs. its specific cultural and socio-economic traits;

To carry out this initiative, the following activities have been carried out and implemented as of May 3rd 1993. They have not as yet been finalized. Some of the most important activities are:

1. An educational workshop in preparation for the programme was held. It was attended by educational supervisors and distinguished teachers from selected schools. The workshop included various activities on global education. Also, two experts from the International Institute for Global Education at the University of Toronto elucidated related concepts and various dimensions. The aim is to see how can these activities be accepted and suit for curricula and school books as well as identify local suggestions so as to help in achieving the objectives of the programme;

2. A national team was selected among those who participated in the experimental workshop and obtained a training. A training session was organized to teach them the preparation of training material comprising activities that concentrate on knowledge, skills in global education through the use of interactive methods in the teaching & learning process;

3. An analysis of school curricula and books was made under the Educational Development Plan of 1989-1998 to determine teaching activities which can be developed to increase benefits accruing from school curricula and books and to play an effective role in realizing its objectives within social education research, science, mathematics and health education. The need to bring into harmony these activities with the educational development trends prevailing in Jordan as well as with the plan for the development of educational frameworks.

International criticism to problems was taken into consideration including the various issues at stake in Jordan such as freedoms, peace & human rights, discrimination and environmental pollution etc..

4. A field test has been carried out for teaching activities and material which had been developed and modified in the light of observations made by students, teachers and members of the technical team. 51 educational activities were developed during this phase;

5. Local trainers chosen from educational supervisors and distinguished teachers were trained in leading educational workshops in addition to applying approved teaching and learning activities. This enabled them to use interactive methods in education;

6. From March 10 to April 17 1994, the teachers in question tried out these activities in the field ie. in schools of four educational areas: Amman, al-Balkaa, al-Zarqaa and Maadba. UNICEF supported the programme by fulfilling the material and educational requirements. Annex ( ) includes miscellaneous examples of such activities;

7. The experiment was modified by using various tools developed by the technical team of the programme with the support of two Canadian experts, David Sully and Graham Bank. These tools were made of questionnaires, interviews & standards with an overall aim: to envisage a clear picture of what actually happens in learning and teaching especially the latter's impact on trainees' skills and attitudes. The following is a definition of the most relevant improvement tools:

a. Teachers' diary containing the teacher's record of observations, personal feelings, expectations and fears related to daily training and to every educational activity carried out by the teacher (prior to, during and after implementation) and at any time the teacher believes it useful to put down his/her observations;

b. Observing the educational situation (the implementation of the activity) which involves questions posed by either the supervisor or teacher. It deals with all aspects of the educational situation including teacher, trainee and the learning environment etc..

c. The feedback example related to the trainee which is taken into account by the teacher regarding the activity and the mechanisms for its implementation;

d. The feedback example related to the trainee. The latter responds to it through questions related to the activity carried out by students. The students indicate their likings, dislikings, any surprising elements and modifications they would like to add or delete;

e. A model interview sheet for teachers and/or questionnaire seeking information on the experiences of teachers and their attitudes. It is filled out prior to and during the programme's implementation and upon its finalization. 50% of teachers were interviewed while the other 50% filled out the questionnaire;

f. A model interview sheet for students. The supervisor is the person in charge of recording students' responses and observations regarding the implementation of activities, what they have learnt and their suggestions related to the educational situation, its different elements and whether activities are suitable in addition to students' responses during implementation and after its finalization;

g. Model for measuring trends which has been tried out on students prior to the beginning of the programme as well as upon the finalization of activities. The measurement consists of parts covering various aspects such as the extent of listening, partisanship, confidence in others, dialogue, democracy, self-esteem and social responsibility.

This is supplemented by tests. The following table contains a list of tools used, the targeted group and the person in charge.

Tools	Targeted Group	Person in charge
Measuring Trends(before and after)	Students	Teachers
Framework interview for teachers implementing learning activities at all stages		
50% of activities	Teachers	Supervisors
Questionnaire for teachers carrying out educational activities at all stages		
Activities (50%)	Teachers	Supervisors
Feedback on the implementation of the activity	Teachers	Teachers
Feedback on the implementation of the activity	Students	Teachers
Observations of the visiting supervisor	Teachers and the activity	Supervisor
Framework interview after the implementation of activities	Students	Supervisors

Educational activities influenced positively students' attitudes by making them opt for cooperation, self-esteem, respecting the views of others in addition to listening. Opportunities have arisen to show decision making skills, thought development and group work in addition to many others during the implementation of activities.

It can be said that the following advantages were observed:

-The classroom environment was active. It was distinct from the traditional environment marked by students' participation, interaction and the discovery of their experiences & preferences in addition to developing their potential;

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- The educational environment did not raise any administrative problems in schools as expected by educational supervisors and school directors;

- Parents showed their preferences for such activities because students apply their skills and knowledge in their family lives or in society;

- The cost of materials was relatively high because of its excellent quality and the limited number of students. It was recommended that such a practice would be within the financial and technical means of schools.

In the light of the meeting of the Committee in charge of programme follow up and the brief overview made by both Canadian experts on the results of reform, it was decided that the experiment would be extended until 1994 so as to include 20 schools from 10 educational regions representing teachers and trainees from both sexes, rural and urban areas. 80 teachers from male, female and mixed schools would thus be called on to participate.

The technical team would be in charge of developing educational activities in Arabic, social education, sciences, mathematics for grades five and six. Field application started as of November 11 to December 14, 1994.

CHAPTER FIVE

NATIONAL BIBLIOGRAPHY ON TEACHER TRAINING

This chapter analyzes bibliography sources and school books used by those working in the field of teacher training and who consider these sources as reading material of fundamental or secondary importance for every trainee upon graduation.

At the outset, let us refer to the following points:

1. Courses related to intercultural education were selected while sources to other courses unrelated to this subject, were disregarded;

2. University lecturers do not restrict themselves to one book or reference as they recommend the use of various sources of reference. In the majority of cases, each academic unit uses a number of reference material;

3. References used are not all Jordanian sources but in most cases, Egyptian, Syrian, Lebanese, Iraqi, American and British ;

4. Not all students learn from these sources as some courses are optional. Also, some students enrolled in some specializations are required to study them while others are not required to do so;

To facilitate work, reference material and books are classified into the following categories:

- General intellectual sources that deal with courses such as Arabic, Islamic thinking, environmental, national and human rights education;

- Educational sources that include all vocational courses which deal with education problems, curricula, social and educational psychology, learning theories, teaching methods, all of which are taught to students;

- Social sources which include courses related to the Jordanian society, human geography, social problems, development issues, human civilizations in addition to climate and its impact on the life of people;

- Sources on practical activities which include sources covering physical education, technical and health courses.

Criteria for the analysis of national bibliography sources

The studying team undertook to prepare lists of sources which are used in teachers' training in Jordan. Sources related to intercultural education were thus pointed out. The team started by analyzing these sources according to the following criteria:

1. Whether there are subjects dealing directly with intercultural education;

2. Whether there are subjects dealing indirectly with intercultural education;

3. The extent to which these subjects are linked to the course's objectives as determined by lecturers;

4. The extent to which these subjects provide information on different cultures;

5. The degree of coverage made by these sources on the development of positive skills, attitudes and values towards intercultural education;

6. The degree of coverage made by these sources on combatting racist, biased and discriminatory trends and the extent of its fight against bigotry and prejudice.

The team in charge of the study organized a brainstorming session which was attended by 15 education specialists. The session lasted three hours and was entitled: *Attitudes to be developed among teachers through the intercultural programme.*

The most important attitudes which may indicate the extent of coverage made by sources or national bibliography to intercultural education are as follows:

1. Teacher trainees need to learn to think in a rational manner, considering all aspects of the situation and its elements;

2. Teacher trainees need to be fully aware of the regular nature of the world and that the world is a small integrated unit. They need to learn that Jordan is a small part of this world and that each cultural and social environment is an integral part of a whole;

3. Comprehensive education should aim at developing the opportunities for integrated development of the trainee so as to realize the impact of physical growth on intellectual, social and affective growth or realize their mutual influence. The trainee needs also to realize any imbalance that results from poor interdependence of all phases of growth;

4. Trainees need to realize that they have their own concepts that may not be shared by others and that they have ideas linked to a group distinct from others. They also need to learn to respect the reasons that motivate the behaviour of other groups;

5. Trainees need to develop attitudes which accept and respect the views of others and their attitudes;

6. Intercultural education has to develop the awareness of teacher trainees and their sensitivity to the concepts of justice and human rights as well as their adherence to these concepts in different situations;

7. Teacher trainees need to develop the concept of temporal continuity which links past, present and future, the manner in which the present affects the past and future and the manner in which the future affects past and present;

8. Trainees need to develop attitudes regarding health and life in the future. To achieve this end, trainers need to improve their ability to expect, forsee and plan for their sessions;

9. Intercultural education needs to work on developing the awareness of trainees of the fact that their individual and collective work and decisions are in consonance with the present and that they have a bearing on the future;

10. Intercultural education needs to work on developing skills to participate in democratic work at the local, national and international level.

The team adopted the above ten attitudes and the six criteria in their analysis of the extent of coverage to the concept of intercultural education used by sources be it at the national level with its diverse cultures or at the international level with its diverse cultures.

National bibliography sources used in teacher training were analyzed at two levels:

1. Sources and books that deal with basic education curricula (primary level);
2. Sources and books which are considered reference sources to the different teacher training courses in all programmes.

The following is an analysis of these two levels:

First: School curricula books at the primary level and their relationship with intercultural education

Curricula in the primary phase of basic education i.e. the primary level are one of the most important courses studied by teacher trainees. That is the reason for their inclusion in national bibliography sources.

Trainees following the teacher training programme study and analyze these curricula. Teacher trainees from the Ministry of Education work with such curricula while analyzing them.

These curricula were dealt with in a number of books issued by the Ministry under the following headings:

- Social and national education curriculum;
- Islamic education curriculum;
- Arabic language curriculum;
- Mathematics curriculum;
- Sciences curriculum;
- Physical education curriculum;
- Vocational education curriculum;
- Technical education curriculum.

The teacher trainee has three registered hours of each of the above-mentioned curriculum while the class teacher has to study them all.

The teacher training process aims at preparing teachers able to interact with the curricula so as to teach them and develop in students attitudes set out in such curricula.

The research team analyzed these curricula and books so as to find out the extent of their link with the concept of intercultural education. The study adopted an analysis of curricula that are more related to the concept with a special focus on social and national education curricula.

The philosophy of curricula in the basic education phase

The Ministry of Education has elucidated its philosophy in its Education law. It reiterated and highlighted the tenets of this philosophy through a broad outline of basic education curricula.

This outline underscored the following:

1. Basic education curricula aim at developing communications skills in trainees so that they can learn how to express themselves, listen to others and master a foreign language;[1]

2. Trainees are to get to know their society's resources, its productive means and solidarity of its individuals. They are to understand the reality of their society and that of the international community;[2]

3. Trainees are to understand the structure of the Jordanian society, its customs and traditions. They are to respect the values of society and be conscious of the role of women and family;[3]

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[1] General Directorate for Curricula and Teaching Techniques. Broad outline of curricula of the basic education phase, Ministry of Education, Amman, 1990

[2] National Team on research into social and national education, Curriculum on Social and National Education , Ministry of Education, Amman, 1990, page 1

[3] Idem, page 343

4. Trainees are to safeguard their cultural heritage and be proud of women. They are to express their Arab identity and be open to the islamic experience in addition to being aware of the importance of their belonging to muslim culture and of the humane relationships linking peoples of the world.

The Curriculum on Social and National Education

The intoduction of this book sets out to give the purpose of the curriculum which is to shape the good citizen who believes in the freedom of the individual and the equality of all and who is aware of the problems confronted by his/her society.

The curriculum also takes into account, in its introduction, the importance of stressing the study of history of both peoples and nations and the role of citizens in environmental education.

The broad outline of this curriculum is based on belief in Allah and in islamic spiritual values, on the right of each individual to learning regardless of sex as well as on Jordan being part of the contemporary world.

It is also anchored in Jordan's interaction with the world in respect while safeguarding its national identity in addition to achieving a balance between the constituting elements in the national, Arab and international personality.

Positive participation in the development of world civilization is also mentioned as well as international understanding based on justice and equality.

The broad outline takes also into consideration the need to work towards ensuring the cohesion of society, organization of its individuals and its social, economic and political categories.

The social foundations for this curriculum are embodied in the following requirements:

- Trainees are to acquire a sufficient knowledge of the social, economic, natural, local, Arab, islamic and international environments;

- Trainees are to acquire a sufficient knowledge of the national and civic culture so as to model an authentic and a contemporary citizen;

- Trainees are to acquire a sufficient knowledge of positive attitudes epitomized in cultural openness to the world, tolerance with different religions and races;

- Developing positive attitudes towards the student's local culture;[4]

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[4] Idem page 343

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As for cultural development, the curriculum stresses that students be proud of their cultural heritage while safeguading it. Historical sites and artefacts are to be appreciated and safeguarded. Bigotry and emotional outbursts are to be discarded in support of openness to contemporary humane experience in all its dimensions.[5]

In the field of social development, the curriculum stressed the need to be polite when listening to others in respect as well as respecting the values of society. Discrimination based on creed, sectarian and regional differences should also be avoided.

On the national front, the curriculum highlights Arab, international cooperation and the awareness of issues in Jordanian society. It also underlines the need for an active role to be played by Jordanian women as well as the humane relations which link all peoples of the world.[6]

In the economic field, the curriculum is concerned with the need to know factors of production and their sites in the nation. A need is also felt for participation in production processes within the context of the Jordanian citizen's household, local and national environments.

The curriculum is also concerned with the importance to be given to local and international environments as well as to the interlinkages between the social, economic, legal, philosphical and geographical sciences.[7]

Regarding the contents of the curriculum, they deal with local institutions from house, school, district to village etc... It concentrates on the relationship of Arabs with other peoples, the relationship of Arab civilization with the rest of civilizations. It also concentrates on the concept of human rights, environmental balance and the experience of Arab peoples.[8]

Islamic education curriculum

The curriculum includes a focusing on the functional & applied aspects of islamic education. It deals with life situations related to morals and environmental education in addition to the need for the reinforcement of students' sense of belonging to the nation.

The curriculum also includes an overview of muslim attitudes exemplified in adhering to muslim morals and participating in the activities of his/her society.

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[5] Idem page 347

[6] Idem page 349

[7] Idem page 350

[8] Idem page 353

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It includes the need to reinforce students' attachment to other religions and to sacred books.[9]

Arabic language curriculum

This curriculum is based on a number of crucial principles such as the sense of pride in national, regional, islamic identity and the respect of other peoples in addition to other principles such as getting adapted to the society and its circumstances as well as the integration of the local society's needs in the natural, demographic, industrial and cultural field.[10]

During this course, various texts are selected in such a way as to enable students to learn the social, cultural, natural and technical aspects of their society. Texts are also to be associated with social events and students' experiences.

As to the humane aspects in this curriculum, they are found in the need for linguistic texts to emphasize the concepts of love for humankind, understanding among peoples, victory of oppressed peoples, the fight against racial discrimination and the paramount role of all income earners in building their society.[11]

Music and songs' curriculum

This curriculum is concerned with making students aware of the relationship between Arabic and international music as well as give them a repertoire of songs to be used in social relationships. It aims also at developing the relationship of the student with his/her environment through listening to its diverse sounds. This curriculum can also help trainees learn to respect other peoples and understand their cultures through solo and collective singing and music listening.

The curriculum concentrates too on strengthening the relationship of students with their local society and respecting its characteristics through inherited songs. Focus is also made on understanding other peoples so as to benefit from their experience, take pride in local and Arab music as well as the respect of international musical heritage and its understanding.

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[9] National Team on the Islamic Education Curriculum, the Curriculum of Islamic Education, Ministry of Education, Amman, 1990, pages 60-93

[10] National Team for Arabic, Arabic curriculum at the primary level, Ministry of Education, pages 14-15, Amman

[11] Idem page 55

The curriculum demonstrates the need for music and songs as a way of increasing students 'awareness through traditional popular singing and the extolling of nature's beauty and its inhabitants' virtues. [12]

Physical education curriculum [13]

The curriculum aims at making trainees aware of popular sports in their local environment as well as make them take part in some individual competitions which give self-assurance in addition to making them participate in collective organized events in school celebrations.

Analysis

It becomes clear from the previous overview that curricula at the primary level dealt with the various concepts of intercultural education but this concern was not restrictive as it was linked with the nature of the subject matter itself.

The philosophy of curricula and its general principles dealt with the study of the structure of society and its building, its customs and traditions in addition to working towards the protection of its heritage and the need for society to be open to other human societies.

When these important concepts and principles were translated into the curricula of academic subjects, it was found out that there is a large gap in such curricula as to their coverage of cultural diversity and exchange.

Social and national education curricula for example concentrate a great deal on these concepts while curricula on Arabic, islamic, technical, musical and physical education pay less attention to them. As for curricula on sciences, mathematics and English, they hardly pay any attention to cultural diversity and exchange.

This reflects a traditional view viz. each subject has its specific aims and consequently, intercultural education is restricted within the domain of social sciences. In opposition, the modern approach to school curricula is defined as the contribution of all school subjects in achieving common aims. Furthermore, it is possible to establish an integrated educational curriculum which would include all academic subjects such as mathematics, physics, chemistry and biology in addition to other academic subjects with an aim to concentrating on intercultural education concepts. [14]

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[12] National Team on music and songs. Music curriculum at the primary level, Ministry of Education, 1991 pages 13-14

[13] National Team on Physical Education, Physical Education Curriculum, Ministry of Education, Amman 1993, page 8

[14] Global Teacher, Global learning, Op. cit page 235

Second: National bibliography sources (reference material and set books for the various teacher training courses)

This bibliography contains:

1. References for courses on general culture;
2. References for courses on social sciences;
3. References for educational courses;
4. References for practical courses.

1. References for courses on general culture[15]

This list of reference material contains 45 sources dealing with islamic culture, Arabic, child literature, development, history of the Palestinian cause, environment, scientific research and human rights.

The research team classified these references according to the six criteria and ten trends described before in the following manner:

A. Jordanian references and books which discuss the subject on purpose and in depth

- Book on scientific research;
- Book on heritage theory;
- Book on child literature and children's libraries;
- Book on 'Asheyat al-Wadi al-Yabess;
- Authoritative book on Jordanian heritage;
- Book on obstacles to development in Jordan especially in the rural areas;
- Book on Jordanian society.

B. Non-Jordanian references and books which discuss the subject on purpose and in depth

- Book on human rights;
- Book on scientific thinking;
- El-Atlal collection of poems(poetry);
- El-Seyab collection of poems (poetry);
- 'Arak collecton (prose);
- 'Orss el Zayn (novel);
- Collection of man's contemporary issues;
- Collection of life songs (poetry);
- Collection of intellectual issues in modern literature;
- Collection of humankind and environment;
- Collection on the environment and its problems;

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[15] See Annex..

- Collection on modern drama issues.

C. References and books which discuss the subject inadvertently :

- Women in modern islamic thinking;
- The philosophy of child literature;
- Theories in rural reform;
- Social change between theory and practice;
- Population numbers and development issues;
- Development trends in Arab society;
- Arab society;
- Palestine and Zionism.

D. References and books which discussed only in passing the subject. They contain the remainder of references which were not mentioned in previous items:

The most important concepts and attitudes that are mentioned in this group

This study has concluded that this list of references and books has resulted in the following attitudes and concepts:

A. Attitudes: They can be summarized in the followwing:

- Refraining from bigotry in favour of objective openness;
- Respecting views of others and their cultures;
- Respecting the rights of others and adhering to the Universal Declaration on Human Rights;
- Recognizing common human efforts in building civilization;
- Having a positive outlook to human communication and interaction;
- Refraining from individualism, dualism and adhering to multiplicity;
- Believing in science, scientific research and lifelong education;
- Having an integrated view to the situation rather than a biased view;
- Respecting special groups;
- Appreciating the role of women in society;
- Tolerating others;
- Initiating dialogue which leads to knowledge and understanding;
- Taking a positive position towards change;
- Respecting the right of others to living and enjoying life;
- Viewing change as a continuous process and not as a seperate event;
- Believing in the right of everyone to learn inspite of their social and economic levels;
- Believing in the right of people to exchanging information;
- Believing in freedom of information.

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B. Concepts

These references show a number of concepts which can be classified as follows:

Concepts related to human rights

- Economic and social rights;
- Cultural rights;
- Civic rights;
- Forms of discrimination and bigotry;
- Fighting discrimination and bigotry;
- Equality of pay;
- Discrimination against women;
- Genocide;
- Forced labour and illegal trading of persons;
- Misuse of power.

Concepts related to national and international understanding and cooperation

- Openness;
- Cultural and knowledge exchange;
- Knowledge production and its use;
- International understanding;
- Peace;
- Minorities;
- Minorities and majorities;
- Languages of international understanding;
- Music and understanding;
- Popular, national and international understanding;
- Local, national and internatinal art;
- Cultural multiplicity;
- Religious multiplicity;
- Complementarity of parts;
- The whole varying from the sum of its parts;
- The importance of the part in the whole;
- Religious and scientific values;
- Patterns of scientific, religious, philosophical and epical thinking;
- Environmental pollution;
- Joint efforts and team working;
- Cultural specificities and generalities;
- Individual and Group culture;

The most prominent concepts and attitudes which are in this group

Educational references deal with the following attitudes and concepts

A. Attitudes were summarized as follows:

- People should love one another;
- Discarding discrimination based on culture, ethnic origin, religion and sex;
- Cooperating with people;
- Understanding events and phenomena in their interactive context;
- Complementarity between local, national and international cultures;
- Complementarity between the various branches of knowledge;
- Understanding differences between people based on their educational, cultural backgrounds;
- Servicing local environment and culture;
- Working towards the development of local environment institutions;
- Respecting cultural specificities of each group;
- Refraining from bias to a specific culture and avoiding excessive adherence to it;
- Strengthening local and national cultures through their interaction with international cultures.

B. Concepts

These references mentioned the following concepts :

- Competition and cooperation;
- The seperateness of Education.

2. Sources of educational courses

These sources include Jordanian, Arabic and foreign books. They number 71 books in the Arabic language and 14 books in English. They all refer to education, psychology, the role of education in society, teaching methods and learning theories.

Upon examining the list of sources, the analytical study showed that subjects of intercultural education did not appear as one of the important trends in the educational process apart from very few exceptions. The rest of sources deal inadvertently with subjects of intercultural education or do not even mention them.

Sources that discussed the subject are as follows:

- Introduction to political education in the Arab Nation;
- National and social education curriculum;
- Teaching and learning strategies;
- Social foundations of education;
- Trends in teaching principles;
- A contemporary approach to teaching methods of social sciences;
- Education and societal problems;

- Introduction to the philosophy of education;
- Readings in contemporary education;
- The future of education;
- Introduction to education.

The author believes that it would be useful to give a seperate analysis of some of these books:

1. Introduction to political education in the Arab Nation [16]

The book gives some suggestions to determine the sense of belonging to the Jordanian society, the Arab Nation and the sense of pride in islam and the degree of openness. Some of the most important principles underlined in this book are democracy, social justice, dignity of the citizen and openess to any human experience whatever its origin.

The book also proposes major frameworks in political education such as the personal framework which deals with the individual's abilities & the family framework in which the family plays a role. There is a third framework, the local one related to taking pride in belonging to the local community in which the individual was brought up or the district in which he/she lives.

The citizen is further requested to participate in developing his/her district through cultural, socio-economic activities in addition to participating in resolving his/her problems, understand the role of institutions and safeguard his/her environment.

The author then mentions the personal framework whose most important attitudes are:

- Love all people so as to help them;
- People are all equal without any discrimination among them;
- Cooperation is important among people;
- Know human rights and adhere to them;
- Reject any racial discrimination.

2. National and social education curriculum [17]

This book has already been analyzed in the introduction of this chapter.

3. Teaching and learning strategies [18]

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[16] Dr El-Taal, Sa'd: Introduction to political education in the Arab Nation (See Annex no.)

[17] National Team on national and social education

[18] Bey Fly Jones: Teaching and learning strategies, translated by 'Am al-Sheikh (See Annex no.)

This book is about teaching thinking and modern strategies in efficient education with a focus on the following attitudes:

- Start searching for reasons;
- Use skills for associations and assimilation in explaining events and phenomena;
- Interpret events by referring them back to their cultures;
- Focus on the framework of opposition, interaction and cooperation between individuals and communities;
- Adopt a method based on comparison, similarity and dissimilarity between individuals' behaviour or that of group behaviour.

4. Social foundations of education [19]

The book gives the functions of education as an interactive process or as a continuous socialization process. The function of education is thus to organize groups through increasing their awareness of their cultures and the need for openness to other cultures. Education has a responsibility in giving an interpretation to the diverse cultural and behavioural phenomena.

5. Introduction to the philosophy of education

This book deals with humane experience, its common points in addition to its characteristics especially the cultural ones and the relationship of such experience with the cultural and social environment.

The book underpins the following attitudes:

- Education is interaction and the copying of cultural behavioural patterns from one civilization to another;

- Opposing the cultural exchange trend is like fighting a losing battle;

- When the group accepts a new cultural pattern, it has to integrate it in its original culture so that it becomes an authentic part over time;

- Safeguarding a culture of the past requires its development, enrichment and the addition of new cultural values;

- Excess and bias in a specific culture may destroy it;

- Interaction among cultures results in a sifting of its bad parts.

6. Education and societal problems [20]

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[19] ** Mohammed Labib al-Nagigi (See Annex no.)

The book gives the conditions for the group's adherence to its culture. The following conditions have been delimited:

- Democracy of culture;
- The cooperative nature of culture;
- The national character of culture;
- The Arab character of culture;
- The humane aspect of culture;
- The scientific nature of culture.

7. Readings in contemporary education

The book specifies a new strategy for education in the Arab world based on the foundations of lifelong education and the relationship of technology with education. The book calls for the objective of education to be the upbringing of Arab youth in support of international understanding and peace.

Its call is based on the following reasons:

- Our nation is at the heart of world problems. Its religion is islam; islam is peace;
- The nature of this epoch is to bring closer the understanding among cultures. It is an era of democracy and communications;
- There is no contradiction between the culture of a group and universal culture;
- There is no contradiction between cultural diversity and humanity's common objectives.

The book called for the adoption of attitudes such as:

- The need to understand, appreciate and respect peoples, different cultures and religions;
- Believing in the culture and rights of each group and people;
- The need to participate effectively in the enhancement of international, cultural cooperation.

8. The future of education [21]

The book deals with education as a national, regional and international issue. It shows the situation of education as compared to other human activities by the year 2000. It also sets out strategies for educational development. The book has pinpointed the following educational expectations:

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[20] Barakat, Lotfy : Education and societal problems, Cairo, Daar El-Nahdda, 1978

[21] ALECSO: The future of education, Tunis, 1978

- linking school with the cultural, social and economic sectors;
- linking education with local societies and their culture;
- studying the history of the world and its geography and showing their impact on culture and education;
- paying more attention to national and local education as well as making groups aware of their rights and cultures;
- witnessing the rise of new alternatives to competitive school work;
- education is an integrated, cultural process in which all academic subjects are one.

9. Introduction to education

The book gives an overview of the different educational philosophies and their origins. It also gives a description of the evolution of education, its history and the degree of contribution made by each culture. The book outlines the relationship of education with culture, social change and development. It further gives a scenario of educational objectives and future problems such as:

- Cultural and social change;
- Similarity and dissimilarity between cultures;
- Association and cohesiveness;
- The complementarity of academic subjects, their interlinkage and the unicity of its objectives;
- Democracy of culture;
- The culture of the past, present and future;
- The shared objectives of humanity;
- Human culture;
- Lifelong education;
- The impact of the historical and geographical structure on that of culture;
- Complementarity between culture, education and other human activities.

3. Sources on the courses of social sciences

This list totals 48 sources covering the various courses on social sciences studied by teacher trainees who will become teachers of social sciences. Some of these courses are studied by teacher trainees who will work as class teachers in the first four grades at the primary level. Some others are studied by trainees who will become teachers of a specialized field in grades five and six at the primary level.

In view of their subject matter, these sources deal with intercultural education. Sources and books on social psychology and development tackle directly and on purpose the nature of groups, their ties, values and cultures.

The remainder of sources especially of a geographical nature deal with the impact of the geographical environment on human behaviour.

In view of the attention paid by all these sources to this subject, the author believes that it would be useful to include them in his analysis so as to consider them as an integrated whole without classifying them into groups. The most prominent of attitudes and concepts included in these sources are:

A. Attitudes

Sources on social sciences indicate the following attitudes:

- The intricacy of social relations and the need for their understanding in their intricate framework;
- The multiplicity of the level of groups and the need for their study for a better understanding;
- The need for a full understanding of linguistic and non-linguistic means among groups;
- The diversity of linguistic and non-linguistic means according to cultures;
- The need to acquiring skills to forsee the future;
- Acquiring the culture which includes prior notification to problems in the future;
- Understanding the role of the reference group in social upbringing;
- Forseeing behavioural signs in bilateral groups;
- Some cultural values impinge negatively on development and social change;
- The multiplicity in the level of relations in bilateral and multilateral groups;
- Complementarity of food, physical and commercial resources among groups;
- Impact of international transfer of technology on local cultures;
- Impact of geographical factors on demographic distribution and density;
- Impact of the relationship between personality and culture;
- The need for the distribution of GNP among common factors in society;
- Continuous interaction between humankind, the geographical and social environment;
- Similarity and dissimilarity among human societies inside the various environmental systems;
- Culture is the result of the interaction of past, present and the outlook to the future;
- Culture is the result of interaction between local and international values;
- Isolation has a major impact on aggressive behaviour.

B. Concepts

The sources have introduced the following important concepts:

- Social harmony;
- Interactive relations;
- Exchange relations;
- Non exchange relations;
- Hidden relationships;
- Mutual relationships in a bilateral group;

- Mutual relationships in a multilateral group.

Types of groups

- Group;
- Primary group;
- Median group;
- Secondary group.

International issues

- Conflict among peoples;
- Understanding and peace;
- Food security and international cooperation;
- Health security and international cooperation;
- Social security and international cooperation;
- Social defence.

4. Sources on the courses covering practical activities

This list includes fifteen books on health, technical and physical education.

These sources focus on some concepts related to cultures, their multiplicity and on common concepts shared between these cultures in addition to the special means used in increasing exchange and interaction.

Some of the most important attitudes and concepts:

A Attitudes

The list focuses on:

- Children grow a full growth. Any aspect of this growth has an impact on other aspects;
- Children grow if they live in a cultural environment that fulfills all growth requirements;
- Growth requirements vary only superficially from culture to culture;
- Children's growth need the satisfaction of their physiological and psychological needs which are common elements in all cultures;
- International cooperation is needed to ensure the health of mothers and children;
- International cooperation is needed to diminish the number of deaths in pregnant mothers and babies;
- Music and arts are a universal language understood by all;
- Each group has its specific arts. Local arts have a lifelong, human character;
- Artistic events are a means for human communication;
- Sports' events are a means for constructive human interaction;

- Popular sports reflect the culture of the original group;
- The participation of the individual in group events is an opportunity for the development of organized group performance.

B. Concepts

These sources include the following:

- Health concepts such as growth, its requirements, principles as well as impact of environment on growth, functions of the human body, cooperation with the aim of putting a halt to disease and pests;
- Art concepts such as beauty, art appreciation, art exhibitions and exchanges, popular songs and universal language;
- Sports concepts such as competitiveness and cooperation, winning and losing, sport values and competitions, fitness, physical education culture and physical education for all

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The brainstorming session was attended by the following :

- Dr 'Ebeidat Samuel Mohammed./ Director General of Examinations at the Ministry of Education;
- Dr Al-Masad Mahmoud./Director General of Training at Ministry of Education;
- Dr Belqees Ahmed./ UNESCO expert;
- Mr Al-Sheikh Abou Mustafa./ Director of Training/ Ministry of Education;
- Dr Al-Wahr Mahmoud./Director of Training services/ Ministry of Education;
- Dr Al-Khateeb Ahmed./ Director of Educational Consultancy Services/Yarmouk University;
- Dr Deradeka Saleh./ Professor of History at Jordan University.

Papers on Teacher Training and Multicultural/Intercultural Education.

1. An Integrated Model for Teacher Training in Multicultural Contexts, by Raúl Gagliardi.

1' Un modèle integré pour la formation des enseignants dans un contexte multiculturel., by Raúl Gagliardi.

1". An Integrated Model for Teacher Training in Multicultural Contexts, by Raúl Gagliardi. (Arabic).

2. La Formation des Maîtres pour l'Education Multiculturelle au Sénégal, by Mourtala Mboup.

3. Políticas Mexicanas para la Formación de Maestros en Educación Intercultural en el Medio Indígena, by Elba Gigante.

4. El Reto de la Pluralidad Cultural y Étnica a la Educación Pública, Laica, Gratuita, Democrática y Nacional de Calidad en México, by Elba Gigante.

5. Soft and Hard Domain Theory in Bicultural Education for Indigenous Groups, by Stephen Harris.

6. Teacher Training for Multicultural Education in Favour of Democracy and Sustainable Development: the Territorial Approach, by Raúl Gagliardi and Paola Bernardini Mosconi.

6' Formation des enseignants à l'éducation multiculturelle pour la démocratie et le développement durable: l'approche territoriale, by Raúl Gagliardi.

6". Teacher Training for Multicultural Education in Favour of Democracy and Sustainable Development: the Territorial Approach, by Raúl Gagliardi and Paola Bernardini Mosconi. (Arabic).

7. Selected Bibliography for Teacher Training and Intercultural/Multicultural Education, by Raúl Gagliardi and Jeannine Thomas.

8. Différentiation Intergroupes en Milieu Scolaire. 1. Etude auprès des étudiants des écoles normales du Sénégal, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

9. Guias para la Formación de Maestros para la Educación Multicultural/Intercultural, by Raúl Gagliardi.

10. Différentiation Intergroupes en Milieu Scolaire. 2. Etude auprès des étudiants des écoles normales de l'Ille Maurice, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

11. Différentiation Intergroupes en Milieu Scolaire. 3. Etude auprès des étudiants des écoles normales du Liban, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

12. Différentiation Intergroupes en Milieu Scolaire. 4. Etude auprès des étudiants des écoles normales de l'Espagne, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

13. Différentiation Intergroupes en Milieu Scolaire. 5. Etude auprès des étudiants des écoles normales de la République Tchèque, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

14. Différentiation Intergroupes en Milieu Scolaire. 6. Etude auprès des étudiants des écoles normales de la Pologne, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

15. Différentiation Intergroupes en Milieu Scolaire. 7. Etude auprès des étudiants des écoles normales de la Bolivie, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

16. Teachers and Multicultural Education in Poland, by Andrezj Janowski.

17. Training in Intercultural Education for Primary School Teachers in the Czech Republic, by Jiri Kotásek and Richard Ruzicka.

18. Teachers and Intercultural Education in Mauritius, by P. Guruvadoo, A. C. Kalla, S. Thancanamootoo and T. Veerapen.

19. La Formation des Enseignants pour l'Education Interculturelle au Liban, Etude Nationale, by Nabil Nicolas Constantine.

20. Teaching Basic Scientific Knowledge to Traditional Communities, by Raúl Gagliardi.

21. Formation des maîtres tunisiens et éducation interculturelle, by Mohamed Miled (coordinator).

22. Interculturalidad y formación docente en Bolivia: Primer informe de avance de una investigación en curso, by Luis Enrique López.

23. Interculturalidad, educación técnica y formación deocente en Bolivia, by Luis Antonio Rodriguez Bazán and Oscar Chávez Gonzales.

24. Un modelo integrado para la formación docente en contextos multiculturales, by Raúl Gagliardi.

25. Obstáculos al aprendizaje - obstáculos a la enseñanza en contextos multiculturales, by Raúl Gagliardi.