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Bell's grant to State Supts. of  
Instruc. Council of Chief State  
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selection process!

SCHOOL TEXTBOOKS FOR LIFELONG LEARNING

(or Ultimate in  
Brainwash of  
13-16 yr. olds)

## Introduction

The UNESCO Institute for Education has invited Northwest Regional Educational Laboratory to be the United States' representative in an international research project entitled "School Textbooks for Lifelong Learning."<sup>1</sup> NWREL is seeking the support of NIE in this effort.

Textbooks remain an important component of school experience for most young people in the United States. Over the generations, textbooks have communicated both directly and indirectly the values of our society as well as bodies of content. With the growing recognition that our citizens are required to function in an increasingly complex and rapidly changing world has come the realization that lifelong education can be both a strategy and a process to help people cope effectively with change.

Brainwash  
must be  
lifelong in  
order to be  
lasting.

Elementary and secondary schools are and must continue to be a major portion of any truly life-spanning educational system and textbooks will continue to be important resources to learners. Thus, a study of textbooks and their central role as communicators of attitudes, skills and behaviors essential to a lifetime of learning takes on great significance.

(global perspective)

## Rationale for NIE Support

Lifelong learning is a growing national as well as international concern.

Some major trends and issues particularly relevant to this work are:

- the fact that interest and participation in lifelong learning is increasing at a geometric rate

<sup>1</sup> See attached letter and description of research project.

Get them young.

- the concern that this increase may be producing an even greater "gap" in educational equity, since programs tend to be piecemeal and serve more and more often those who are already employed or who have already achieved a number of academic credentials (textbooks at junior high levels would seem to reach many who are not now participants)
- the fact that there has been very little research focused on the educational/social interventions at differing lifestages, particularly as regards the long term influences of those interventions (the effects of textbooks at the critical "self-concept" junior high age seem to be one such potential intervention)

NIE, through its Work, Community and Home Unit, has recognized the importance of this area to American education. One of the major reasons for the invitation issued to NWREL by UNESCO is the lifelong learning work already underway in NWREL's Education and Work Program. NWREL's participation in this UNESCO sponsored effort would complement and strengthen the work currently funded by NIE by:

- shedding some light on one of the critical/significant life events (junior high school self-concept development) which may motivate adults to persist in career development related learning
- adding to our ideas about how materials to guide or assist out-of-school adult learning can be designed more effectively
- adding an additional dimension (texts) to our examination of the processes by which adults acquire life and career development attitudes and skills
- increasing the breadth of our study of the settings and contexts in which adults acquire career development attitudes and skills
- strengthening and expanding our knowledge of the literature on adult development and trends in lifelong learning

In addition to complementing NWREL's current work in lifelong learning, NIE support of the UNESCO effort would, in and of itself, be of direct benefit to education in the United States. In general, the "matching" and comparison of U.S. practices with those of other nations would yield valuable insights.

More specifically, the United States would benefit in the following ways:

- NWREL will produce an overall description of the national system of education which will help to clarify the points at which lifelong learning services can fit into our national delivery of educational services
- the major product of this effort will be analytic monograph dealing with national trends in lifelong learning. This document should be a significant contribution to the national understanding of this developing educational arena
- NWREL will produce an annotated listing of the steps followed by United States' textbook publishers in creating, producing and distributing texts, with a particular eye to how this process can contribute to, or detract from, the role of textbooks in stimulating learning as a lifetime process. This brief analysis of an area often discussed but seldom examined should be helpful both to text publishers and educational policymakers

#### Work Plan

Although the UIE has not yet shared its proposed criteria for assessing lifelong learning influences in textbooks designed for 13-to-16 year olds, sufficient information has been provided to enable us to discuss some of options for approaching this task. Sub-tasks and preliminary ideas for accomplishing them are listed below.

#### Task 1 -- Initial Planning and Design Session

NWREL will send a representative to this session at no expense to the

2 NIE. Major tasks to be completed include:

- finalization of the analytic methodology for all national studies
- \* • development of specific criteria for analysis of selected texts
- "meshing" of each national plan and procedures with the overall project framework and timeline

## Task 2 -- Description of the National Education System

To accomplish this requirement, NWREL will prepare a rudimentary overview for the layperson on how formal public and private educational services are delivered in this country. We will conduct a limited search for existing materials that describe school organization and purposes in America and provide the highlights for a "mini-course" on system procedures. Headings will include:

- philosophical foundations
- legal framework
- governance
- finance
- curriculum design
- support systems

Educational levels to be discussed in the above contexts include:

- local school agency
- intermediate units
- state education agencies
- state coordinating roles
- community and junior colleges
- higher education agencies
- private proprietary schools

## Task 3 -- Description of National Trends in Lifelong Learning and Analysis of Selected Texts for their Potential Contribution

This task offers a useful opportunity to review and summarize the progress of the lifelong education movement in the United States.

A critical review of the literature, particularly as it relates to the development of attitudes, skills and behaviors through textbook and supplemental materials would be the first step toward documenting the major trends. This review would also point out the major issues to be confronted in promoting lifelong education as an important tool for meeting the future creatively, indeed, as a way of life. This might be supplemented with brief commentaries from some of the best known lifelong learning practitioners.

Both the analysis of major trends and issues and selected commentaries could be included in a short monograph to be released through NIE or under NWREL's auspices.

Any strategy addressing this task must take into account the incredibly large numbers of texts introduced to the American educational scene since 1965. The impossibility of appraising all or even most must be recognized at the outset. Another assumption which appears appropriate at this time is that the project, participants and UIE will agree to limit the appraisal to textbooks in certain specific disciplines and/or subject matter areas. Thus, we would approach major publishers, asking them to nominate three to four textbooks they consider to be their best contributions to the education of 13-to-16 year olds in the selected topic areas. State departments of education could also be invited to provide lists of approved textbooks in these topics. Another source of information could be listings of texts actually in use by selected secondary schools around the country. We could request

Biology,  
Soft  
Sciences  
+ English!  
of course!

nominations from individual public school districts representing large and small urban, suburban and rural schools and serving representative cross-sections of students. Other lists might be provided by private and parochial junior high and high schools and by other groups to be designated during the first weeks of the project.

Textbooks appearing on these lists with a particular, yet-to-be specified frequency might then be judged as being considered the "most important" by educational practitioners. From this refined composite listing could be selected the top two, three or four in each subject matter area designated by UIE and project collaborators as those to be appraised. These would then be analyzed according to procedures and criteria which will be established during the planning meeting in June, 1979, to be held in Hamburg, Germany.

In the attached document describing the project, UIE states:

"This project will therefore follow the organizational pattern and working procedures already used by the UIE on proceeding occasions, i.e., national research teams working in their own countries will analyze practices or materials following an agreed approach, purpose and method and produce a research report."

Of particular interest to U.S. educators concerned with helping young people become lifelong learners will be the identification of characteristics in textbooks which promote or fail to promote lifelong education as a strategy for meeting the challenges of various life roles and career preparation and changes. The method for appraising the

extent to which these characteristics are present, we would expect, might ultimately also be applied to supplemental books used with 13-to-16 year olds. Among the criteria NWREL will use in this analysis will be the degree to which textbooks foster lifelong learning processes such as:

- information-seeking
- problem-solving
- self-directed learning
- self-initiated learning
- independent/collaborative learning
- source of satisfaction
- preparation for new life roles
- preparation for careers

We would also want to know more about the direct and indirect "value statements" about lifelong learning as a process for continued renewal. An example of this might be a reference to professional updating for biomedical or other personnel as required by a licensing or professional association as a valued and rewarding part of doing that job and doing it well. And just as important would be to identify the characteristics and statements which seem to urge the learner on to new and greater discoveries for the sheer pleasure of learning and for the job of being a better parent, hobbyist, neighbor, etc.

#### Task 4 -- Description of American Textbook Development Procedures and Annotated Listing of Texts

To accomplish this task, NWREL will rely on several sources:

- descriptive materials on textbook publishing from their associations

- standard library works
- survey of state textbook adoption procedures

We will graphically portray the process of textbook development from assessment of need and identification of trends in the field through conceptualization, authorship, and eventual editorial design, up to and including printing, marketing and field services by publishers.

After the selection of textbooks that will receive an indepth analysis has been made, the 75 to 100 books ranking next highest on the publishers and practitioners nominating lists would become candidates for the annotated listing called for in the UIE work plan. NWREL views this listing as a primary product of this effort having significance as a resource to educators at the secondary level who are concerned with developing lifelong educational skills and attitudes in their 13-to-16 year old students.

#### Task 5 -- Preparation of Final Report on U.S. National System

NWREL will prepare this document for submission to both UNESCO and NIE. It will be the "property" of NWREL, subject to the usual procedures for NIE clearance of dissemination. UNESCO encourages the widest possible publicity for these national reports. Cross analysis with other national reports and publications as part of the international study will be the responsibility of UNESCO.

CEIVED UNESCO-INSTITUT FÜR PÄDAGOGIK  
UNESCO INSTITUTE FOR EDUCATION  
INSTITUT DE L'UNESCO POUR L'EDUCATION

MAR 16 1979

NWREL  
ASSOCIATE DIRECTOR

MAR 15 1979

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EXLS. D. 13. 03. 79 S. 0. 0. 0.

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YOUR REF.

YOUR LETTER OF

OUR REF. MDC/LS/4.19 DATE 6 March 19

Dear Dr Fisher,

The purpose of this letter is to invite your organization to participate in an international research project to be launched by this Institute. In order to facilitate your decision, I am enclosing some details about this Institute as well as about the project.

Main  
function  
research  
on life  
long ed

As you may know the Unesco Institute for Education is an international research institute associated with UNESCO. Founded in 1951 its main function is research on the content of education through an international co-operative programme with in the perspective of lifelong education. The outcomes of this programme are diffused through the Institute's publications and some references may be found in the accompanying Newsletter.

A project entitled "School Textbooks for Lifelong Education" is presently at the preparation stage. The purpose of this project is to identify and state the characteristics of textbooks intended to contribute significantly to the development of abilities, attitudes and forms of behaviour necessary for lifelong learning.

In keeping with the UIE well-established research pattern in an international context, the project will include the participation of 5-6 national research teams from as many different countries. Their task will be to analyse a range of textbooks produced and used in their country in order to identify and specify those features which would seem to stimulate and develop knowledge, skills and attitudes required for lifelong learning. In each country the research should be conducted by members of a national research institute, curriculum development centre or textbook centre which has an interest in the topic and context of this project willingness and abilities to devote some of its resources to the study and available personnel with the expertise required by the content and methodology of the project.

The leader of each co-ordinating national team will be invited to attend a planning meeting when the project design will be fully discussed. This meeting will be held at the UIE in Hamburg and will take place from June 11 - 15, 1979 at the expenses of the UIE. On the basis of commonly agreed principles the national teams will then proceed to analyse selected textbooks of their own country. Reports should be submitted by June 1980 and a final meeting will be held in August or September 1980 to review the various contributions.

The cross analysis of the various national studies will be undertaken by the project coordinator and a final report will be published by the Institute.

While the UIE is financially and professionally responsible for the international phase of the project (preparatory phase, planning and concluding meetings, cross-national analysis) the national institutions are professionally and financially responsible for the national research phase. More complete details on the project may be found in the annex project description.

With apologies for the short-term notice, I would appreciate if you could let me know at your earliest convenience the acceptance of our invitation. Looking forward to your reply, I remain,

Sincerely yours

  
Dino Carelli  
-Director-

Encls.

Unesco Institute of Education  
Feldbrunnenstrasse 58  
2000 Hamburg 13  
Federal Republic of Germany

Project 4.19

## SCHOOL TEXTBOOKS FOR LIFELONG EDUCATION

### Description of Research Project 4.19

November 1978

## SCHOOL TEXTBOOKS FOR LIFELONG EDUCATION

### Description of Research Project 4.19

Prepared for the Unesco Institute for Education (UIE)

Hamburg

by

Charles Hummel (Project Coordinator)

#### 1. Terms of Reference

The terms of reference for this research have been defined by the UIE as follows: "The UIE programme and various other studies are making an increasing contribution to a definition of the aims, methods and contents of curricula in the perspective of Lifelong education. It seems necessary at this stage to embark on a programme of research likely to assist the implementation of what has already been developed in the field of curriculum. One of the major components of traditional teaching - frequently criticized but never replaced - is the textbook. It continues to be one of the most important instruments of teaching, and probably the one which has the greatest influence on the development of learning abilities and behaviour patterns. What may a school textbook look like when it is expected to develop the learning abilities considered essential for a lifelong process of education? If the objectives of lifelong education and their implications for school work on the one hand, and the specific nature of school textbooks on the other are taken into account, what are the criteria to be used for the appraisal of textbooks within the context of lifelong education?"

##### 1.1 The Objective

The objective of the project is to identify and state the characteristics of textbooks which may contribute significantly to a development of the abilities, attitudes and kinds of attributes necessary for lifelong education. The aim is to draw up a list of these characteristics, as comprehensive and detailed as possible, to show how a textbook consistent with the principles of lifelong education may be designed and presented. The study is of a practical rather than an academic nature. It will not be restricted to describing and comparing a certain number of modern textbooks from different parts of the world. The results of this research should

authorities, editors, researchers), and to users, teachers, pupils).

The project is part of a whole programme of research undertaken by the UIE with the intention of identifying the practical implications of applying the concept of lifelong education to schools. The results of projects already completed within this programme will provide an initial conceptual basis. However, other attempts to throw light on the concept of lifelong education and its consequences for everyday school work will also be taken into account.

The UIE research programme is international. This project will therefore follow the organizational pattern and working procedures already used by the UIE on preceding occasions, i.e., national research teams working in their own countries will analyse practices or materials following an agreed approach, purpose and method and produce a research report. A comprehensive report is then put together resulting from the cross analysis of all national reports. Other studies in the same field will be taken into consideration in so far as they throw light on some of the problems dealt with, or complement the results obtained.

## 2. The Conceptual Framework

### 2.1 The Concept of Lifelong Education

The concept of lifelong education as such is not the subject of this project and its merits are not called into question. Nevertheless, it is necessary to define it as precisely as possible, since it forms the basis of the project. For how can one work out guidelines for the conception, production and use of school textbooks in compliance with this concept without previously giving a clear definition of its principles?

The modern concept of lifelong education appeared in the 1950's and was a result of theoretical considerations in the field of international cooperation, especially within organizations such as Unesco and the Council of Europe.<sup>+</sup>

It was a response to the recognition of what was then called "the world crisis in education". In fact it was not an entirely new idea. Plato and after him Aristotle and Comenius had thought of systems of lifelong education. Since its appearance and more especially since its sanctioning by Edgar Faure's report "Learning to Be" the concept of lifelong education has had a remarkable history. After only a few years the concept seems to have been accepted throughout the world as a guiding principle for many educational innovations.

<sup>+</sup> See Charles Hummel: "L'éducation d'aujourd'hui face au monde de demain" ("Education today facing the world of tomorrow"), Unesco, Paris: 1977, pp. 32-67.

But the innumerable publications on the subject of lifelong education and all the efforts made to throw light on this complex idea - including the UIE research programme - show how differently the concept is interpreted. Lifelong education runs the unfortunate risk of becoming one of the nebulous and universally convenient concepts used by everyone and understood thoroughly by no-one; consequently, interpreted by everyone in their own way.

One has the impression that every author who comments on lifelong education projects into the concept his own philosophy of education, his own ideals, his own ideology and his own private utopia. So it is that the concept of lifelong education carries increasingly varied meanings and risks being degraded to a mere fashionable slogan.

It is essential in an international cooperative research project that all those taking part should "speak the same language", so it is necessary to define what is meant by lifelong education in the context of this study. The participants will have to agree on a common approach, a common frame of reference and on a common interpretation of the idea.

Nevertheless, we have to realize that the practical significance of the concept of lifelong education may vary according to the socio-cultural context in which it is applied. In a country like Upper Volta the implementation of the concept might have different features from those dominating in a country such as France, should France decide to introduce an educational system corresponding to the same concept. The project will have to take these circumstances into account. In other words, if the criteria sought are not to be too general and, therefore of little use, they will of necessity vary within certain limits according to the socio-cultural context in which they are to be applied.

But let us now try to state as concisely and as precisely as possible what we mean by "lifelong education" in the context of this project. Our approach will be based in the main on concepts previously elaborated within the framework of UIE studies and research. It will also be as pragmatic and as little "ideological" as possible. The project does not aim to invent or re-invent a theory of lifelong education, but to establish criteria and guidelines facilitating the implementation of the concept.

The point of departure is simple. In a world which is changing more and more rapidly, knowledge and even jobs also become obsolete more and more quickly. The individual's adaptation to such change demands continued effort. Modern man is obliged to learn and to reorient himself all his life. Education can no longer be limited in time; it must become permanent. Education is no longer linked with a specific period in life, with youth; it must become a lifelong process. This means that schools are no longer the only place or even the principle place required to educate the individual. Education is no longer limited spatially. It

can and must be carried out everywhere - at home, at work, in museums, in the world of nature, in libraries etc. What is more, education is no longer limited to formal schooling. Any opportunity for learning, any source of information - radio, television, newspapers, books, the cinema, conferences, political parties, clubs, courses etc. - can contribute to lifelong education, which is a total process. In order to make this process as efficient as possible it is necessary to coordinate or to link all the elements contributing to such a lifelong education as far as this can be done. In other words we have to try to create a system of lifelong education. It is not necessary at this point to dwell on the difficulties of this task, especially on the integration of all the nonformal or even informal aspects of education in such a hypothetical system. But what is important for our research is to realize that, in the perspective of lifelong education, schools are only to be seen as one element of a system.

The question of the final goals of such an educational system does naturally arise, and it causes great excitement among some theorists of lifelong education. Whilst admitting that a system of lifelong education may convey inherent values - for example the ideals of educational democracy - I do not think it would be useful to attach too much importance to these aspects of the problem in our research.

To consider schools as an element in a system of lifelong education means expanding the idea of schools as we know them. We do not wish to try to analyse at this point all the consequences of such a development, which is often termed a veritable revolution. It is sufficient to say that one of the fundamental purposes of the school is undergoing a complete change: the school is no longer the provider of educational baggage intended to satisfy the individual's needs with regard to knowledge for the rest of his life. From now on its main purpose will be to create and stimulate the pupil's ability to learn. This well-known slogan is quite a good summary of the new situation, some of the consequences of which will be the subject of our research project.

## 2.2 Some of the Practical Consequences of the Concept of Lifelong Education

As one of many elements in an extremely complex system and therefore no longer sufficient, the school has opened itself up to aspects of life it previously ignored. It is thus forced to revise its objectives, adapt its study programmes, make innovations in its working methods, discover new forms of teaching etc. The instruments of teaching, such as the textbook, must necessarily reflect these innovations.

Research workers such as R. H. Dave, Bertrand Schwartz and others have made efforts to take a systematic account of the practical consequences for schools of the implementation of a system of lifelong education. From their conclusions

we shall select and study a list of specific objectives. We do not claim that it is exhaustive and we also realize that some of the objectives overlap. Our research will certainly contribute to its completion.

Let us keep in mind for the time being that in the perspective of lifelong education schools have the following duties to perform:

- a) To prepare for a life in which the individual is in a position to undertake and manage his own process of lifelong education;
- b) To develop a desire to learn and an active attitude towards training;
- c) To encourage self-sufficiency;
- d) To develop the abilities of self-education, self-instruction and self-evaluation, ("learning to learn");
- e) To increase "educability" and develop the mechanisms of learning;
- f) To introduce pupils to wide fields of learning;
- g) To link educational experiences among themselves, (inter-disciplinarity);
- h) To link educational experiences with life;
- i) To combine study with practical work;
- j) To develop creativity;.
- k) To teach pupils to use all the educational resources available to them outside school;
- l) To teach pupils to make use of various sources of information;
- m) To teach individuals to work together in a group.

A change in the objectives of schools necessarily involves an adaptation or a re-shaping of school curricula. Conscious of the importance of re-shaping curricula, the UIE has dedicated several studies and publications to this subject. During one of the most recent of these research projects a list of criteria was made out to assist the formulation of school curricula in the perspective of lifelong education.<sup>+</sup>

Our research will follow the guidelines provided by these criteria, without however excluding a critical appraisal of the criteria themselves or even a revision of some of them.

<sup>+</sup> R. Skager and R. H. Dave: "Curriculum Evaluation for Lifelong Education", 1977, pp. 128-136.

From the general field of ideas covered by the concept of lifelong education a certain number of objectives applying specifically to schools may be drawn. From these objectives certain criteria can be derived which permit the formulation of school curricula on the lines of lifelong education. It is here that the project's real field of investigation begins. For if the school is a road leading the child (and the adolescent) into the active adult world, the textbook is a vehicle that should help him on his way.

For a very long time the textbook was practically the only aid available to the teacher to help him in his work. Very often the textbook determined what went on in class; it contained all the knowledge imparted to the pupil and dictated the pace of learning. Nowadays, although it still holds a favoured position, it is used by modern teachers alongside other equipment such as transparencies, films, radio and television broadcasts, language laboratories etc. Thus, teaching has freed itself from what one might call "the dictatorship of the textbook". This development is also in line with the changes lifelong education requires of schools.

Traditionally, the texts presented in schools are in book form. As is the case with the term book it is not easy to give a definition. The textbook may vary considerably in appearance: it may be a notebook, a booklet, a collection of loose leaves, a bound book etc. Is a periodical a book? Can a periodical be regarded as a textbook? Bearing in mind the changing techniques in the printing and publishing trades it seems advisable to refer to a general and flexible definition. This is why I suggest taking up the definition given in one of the works of François Richaudeau: *"Conception et production des manuels scolaires - guide pratique"* (A practical guide to the compilation and production of school textbooks; Unesco, April 1977). He writes: "A school textbook is printed, structured material intended to be used in a systematic process of learning and education". This means that "any printed material may serve as a textbook as long as it forms an integral part of a process of teaching and learning". This definition also includes teachers' handbooks or guides which often complement the textbooks for pupils.

The textbook is a means of achieving educational objectives. In most cases it is compiled according to a specific model of the school curriculum. It conveys educational intentions. In other words it meets a predetermined view of the purpose of education.

One way of analysing a textbook is to examine the extent to which it corresponds to particular educational objectives, to the contents of school curricula and to the educational approach chosen, and how far it permits an evaluation of the results obtained. In other words, it means measuring the extent to which the

The theory of lifelong education is based on a global view of educational problems. This comprehensive approach is also reflected in new forms of teaching. As the current phenomena and problems in the world are also of a global nature, a multi-disciplinary approach is required if they are to be understood. This is the perspective in which teaching concepts must be formed if they are to respond to real needs and real situations.

### 3. Some Hypotheses or a First Theoretical Approach

One of the consequences of the educational innovations and school reforms essential to the implementation of a system of lifelong education is a re-appraisal of textbooks, which must reflect in a coherent manner the educational objectives and approaches of the overall system. Provided the concept of lifelong education is not turned into a convenient theory to cover everything it should be possible to form a fairly precise definition of the features of textbooks which meet the requirements of the concept. Nevertheless this does not mean that similar characteristics are not to be found in textbooks compiled outside the context of lifelong education, for not all the objectives of lifelong education and all the aspects of teaching derived from the concept are new. The essential difference between lifelong education and other educational theories is the global perspective or the attempt to visualize a systematic integration of everything that constitutes education. This must be kept constantly in mind throughout the project.

At this stage it would obviously be premature to try to draw up a list of the characteristics this project is intended to define. But by way of a hypothesis it might be useful to attempt a very provisional, unsystematic and certainly incomplete description of certain specific features which might be considered characteristic of a textbook compiled on the lines of lifelong education. Certainly, such a book will be different from the textbooks of yesteryear - monolithic and austere as a block of concrete, crammed full of text, devoid of illustrations, made to be learnt by heart and reminiscent of the regulations for military instruction (and indeed corresponding to the old, barrack-like school).

If it is to fit into the perspective of lifelong education and lead to the achievement of school objectives such as those listed above (see 2.2, p.4) it must be an open textbook:

1) First of all it must have an inviting, attractive, agreeable, gay, brightly-coloured appearance. It will ask to be dipped into, read, studied. If the desire to learn is to be stimulated it must become a pleasure to study a textbook. (b)<sup>+</sup>

2) The textbook should stimulate the pupil's curiosity and entice him to set out on the adventurous paths of intellectual research. It

<sup>+</sup> The letters refer to the list on page 7.

should not leave the pupil indifferent; should rather incite him to take action. It should have the qualities of a good teacher who, in the context of lifelong education, is primarily an animator. (b,c)

- 3) The textbook may use all manner of techniques to animate the pupil's body, heart, mind and imagination: surprise, excitement, humour etc. It may contain amusing stories, cartoons, comic strips, riddles or crosswords. In order to fascinate it may resort to certain publicity methods. (b,k)
- 4) The textbook should display an open attitude towards the world and the pupil's environment, but also to the world's problems. It should enable the pupil to interpret the world he lives in. It should present objects, facts and ideas of immediate interest to the pupil: the mysteries of nature, relationships with other people - these certainly; but also engineering, sport and champion sportsmen, the cinema, motor vehicles, the exploration of the moon etc. (h,f,i)
- 5) The textbook should show an open attitude to life. It should convey ideas: ideas for games, ideas for experiments, how to use leisure time. But it should also speak about different kinds of jobs and help the pupil to find his bearings and take an interest in a career. (a,h,i,k,l)
- 6) The textbook should encourage the pupil to use other sources of information: to consult other books (including textbooks), an encyclopaedia, or a library; to read newspapers, to listen to the radio, watch television or go to a zoo, a museum or a factory. (l,m)
- 7) The textbook should awaken pleasure in creativity: in drawing, dancing, handicrafts, gardening etc. (k)
- 8) The textbook must, of course, convey information, but it should also enable the pupil to apply his knowledge and to check what he has learnt. It will therefore contain exercises and not just be an ordinary monograph. However, in addition to questions and exercises it will contain the appropriate solutions and answers indicating where the error probably lies if the result is not correct. In fact the textbook draws its methods from programmed learning. In some cases it will even take the shape of a programme. (c,d,i)
- 9) The textbook should serve as a bridge to other disciplines. A geography book will contain information on history, and a history book on research workers and their inventions or on artists and poets. Some textbooks will deal with subjects touching on several disciplines. They must be freed from the dictatorship of rigid and ossified disciplines. There must be textbooks on such problems as the environment, development, illiteracy, international cooperation etc. All these subjects require an inter-disciplinary approach. (f,g)
- 10) Such a textbook does not necessarily have to be complete. It may contain empty pages to be filled in by the pupil. The pupil should be able to participate in the completion of his textbook. (a,c,k,m)

Reality? →  
Mastery  
Outcome  
Based  
Learning →

- 11) It does not necessarily have to be a book. It may take the shape of a magazine, a newspaper, a loose-leaf collection. It may be compiled and edited by individual pupils, by groups of pupils or by more advanced pupils for their younger school-mates. (b,c,i,k,m,n)
- 12) The textbook should interest adults as well as children - especially parents. In one of the recommendations of the International Conference on Education there is the very pertinent remark: "In some social circles the school textbook is the first book to find its way into the home; it should, as it were, form the nucleus of a little family library". (BIE, Rec 48). (a,d)
- 13) The textbook should permit the teacher to use it in a flexible manner. It should not rigidly dictate the course to be taken by the teacher. Moreover it should be possible to use it alongside other teaching equipment: transparencies, films, records, etc. The pupil should also be able to use it without a teacher - alone, with his parents, in a group of young people. (a,b,c,d,e,g,l,m,n)

#### 4. Methodological Aspects

The research project is of an international nature. It will be carried out at the international and the national level. The studies of national questions will form the main basis for the preparation of a comprehensive report.

Research at the national level will be carried out in different areas of the world:

- In countries producing textbooks of their own;
- In countries which have carried out major innovations or school reforms on the lines of lifelong education;
- In countries with infrastructures permitting efficient participation in the project, (research centre, centre for the production of textbooks, etc);
- In countries with different socioeconomic systems and on different levels of economic development.

*Two simultaneous and complementary approaches* will be used in the research.

*The first will be deductive.* The concept of lifelong education will form the starting point for the gradual development of guidelines for the conception, compilation and production of textbooks meeting the requirements of the concept. This approach will be largely on the lines set out in this description of the project: concept of lifelong education → school curricula and teaching methods in line with the concept → consequences for textbooks. In other words we shall be faced with the task of checking (and possibly correcting) and above all considerably adding to and elaborating in detail the theoretical considerations outlined in a brief and provisional manner in these pages. More particularly it is a question of deducing as strictly and systematically as possible what objectives the school has to achieve in order to play its part as a specific and integrating factor in a system of lifelong education, what functions the textbook has in this context and how it should be compiled and presented in order to fulfil these func-

tions. This means in practice re-examining and completing the list of objectives on page 5 and deducing from them characteristics such as those outlined on pages 8-10, bearing in mind the functions a textbook has to fulfil in a system of lifelong education. The results of such a preliminary study carried out by the project coordinator should be of help to the national research teams both in their own theoretical reflections and in the analysis of textbooks to be conducted by them with a view to isolating the characteristics sought.

With regard to research at the national level, this deductive and theoretical approach must take into account the particular characteristics of the country concerned. National research will be based on an endogenous view or interpretation of the concept of lifelong education. The practical conclusions drawn will doubtless be determined by specific cultural, social and economic factors. (In a country with an oral tradition the role of the textbook will be different from that in a country long accustomed to books; it would be absurd to recommend the authorities in a very poor country to illustrate their history books with expensive multicoloured illustrations).

The second approach will be inductive. With the help of the preliminary list of characteristics obtained through the deductive approach a sample of textbooks will be selected and analysed in order to reach more concrete specifications of those characteristics. For practical reasons we shall limit ourselves to a sample of textbooks intended for lower secondary education, (age group 13-16 years).<sup>+</sup>

Textbooks will be chosen which are considered to be in line with the requirements of lifelong education, as suggested in the deductive phase. Most probably, such textbooks are the fruit of educational innovations or school reforms in line with the concept of lifelong education. It might also prove useful to examine some "bad examples" reflecting highly dogmatic teaching methods and an outdated conception of the role of the school. The negative aspects of these examples might therefore help us to identify and throw light on the positive characteristics we are seeking.

These analyses will constitute the main task of the national research teams. They will have to answer questions such as the following: Are the characteristics obtained through the deductive approach to be found in educational practice? Are they adequate or do we have to add to them? What is their importance in relation to each other, i.e., are there grades among them, can we distinguish between characteristics which are absolutely necessary and others which are merely de-

<sup>+</sup> The choice will neither be limited to a single and same discipline nor extended to all subjects. Some of them such as mathematics and foreign languages for instance would seem to provide less opportunities for the type of considerations guiding this project.

by a group of people. In many cases it is also a group of people - not necessarily the group that decided to compile the textbook - that gives an author or several authors instructions for the editing of the textbook. Often the textbook is then checked, tested, revised etc. by a group. It is not until this has been done that the manuscript goes to print. It goes without saying that all the factors interacting in this process influence the nature of the product. This fact would seem to be of particular importance where research into textbooks meeting the requirements of lifelong education is concerned. [In an educational system aiming to broaden the perspectives of the school to include its environment and the world of employment, the conception, editing and production of school textbooks can hardly be left entirely to teachers. Should we not invite parents, representatives of the world of work, scientists etc. to take part in this process? Should a textbook not be edited by a good author or an excellent journalist rather than by a teacher?

Up to a point our research will be inter-disciplinary - indeed this will probably be the case with all research in the field of lifelong education. Those taking part will include in one way or another investigators in the fields of lifelong education, curriculum development, teaching methods and textbooks, but also those responsible for making decisions - educational planners and administrators, publishing specialists, teachers. Perhaps even students and journalists etc. The national teams will be selected with this requirement in mind.

## 5. Carrying Out the Project.

### 5.1 Distribution of Responsibilities and Duties...

#### 5.1.1 UIE:

- General supervision
- Logistics, especially provision of materials for the meetings planned
- Documentation, covering especially the results of past and present UIE research
- Bibliographical research
- Preparation of special studies, if necessary.

#### 5.1.2 National research teams:

To conduct research at the national level in accordance with the project and to prepare a report covering mainly the following points:

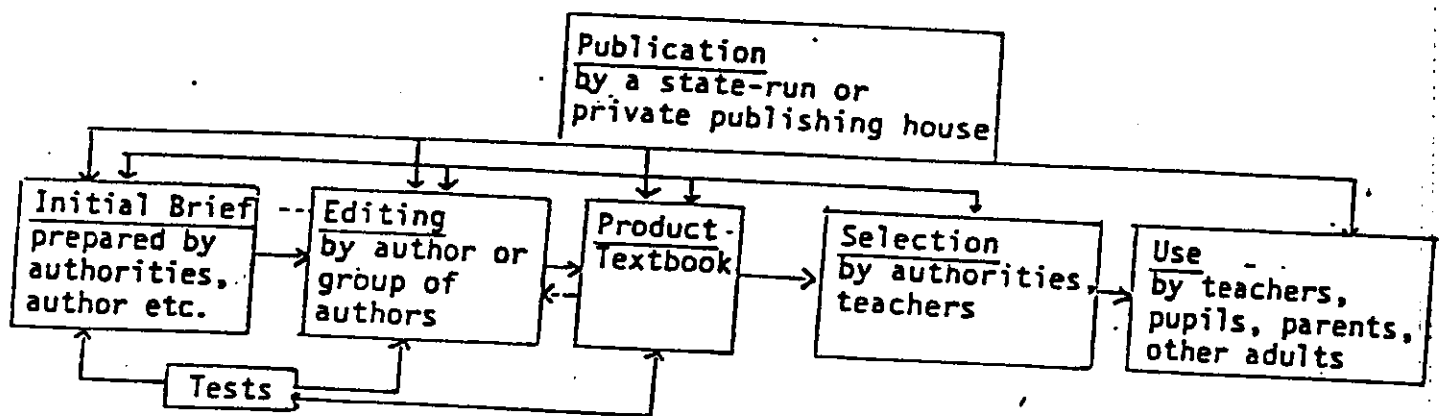
- Brief description of the educational system in the country concerned
- Educational innovations and reforms in line with the concept of lifelong education, especially in the fields of revision of curricula and teaching methods

sirable? What do they mean in concrete terms, (examples to be given)? What practical guidance can be obtained from them for the benefit of authors and producers of textbooks, for the benefit of those responsible for selecting textbooks and for users?

When making their analyses the national teams will also conduct an empirical assessment of selected textbooks without, however, proceeding to a scientific evaluation of the results thus obtained. Special attention will be given to the influence of these textbooks on learning abilities, attitudes and knowledge fostering the capacity of self-directed learning. The aim will be to estimate how and to what extent they enable the pupil to achieve the educational objectives of the school, when this is seen as one element of a system of lifelong education.

Finally, the results of these two approaches - the theoretical and the empirical - will be drawn up into a report. We must emphasize once again that the results of the project are to be concrete and usable. We shall not waste our time restating the whole of the theory of lifelong education.

Whilst concentrating on the finished product - in this case the textbook - our research must take into account the fact that this product is only one link in a chain that leads from conception, editing and publication to choice and use of the product:



If the aim of this project is to contribute to the production of school textbooks more closely linked with the concept of lifelong education, this influence will not be felt at once. On the other hand the project may be of use for educational authorities and teachers in their choice of textbooks with much less loss of time. This is why, in the long and the short term, the project cannot completely ignore certain aspects of this chain of procedures leading from the original conception of the textbook to its use.

Nor must it be forgotten that the textbook is the result of a multi-dimensional process. It is very different from a novel, for example, which is almost always the result of a unidimensional process: an author invents a story, writes it down and submits the manuscript to a publisher who either accepts it or does not. In the case of the textbook the decision to compile a new work is often made

- Description of the procedures used in the production of textbooks
- Annotated list of the most important school textbooks which have appeared in the country concerned since 1965
- Critical analysis of the results of the deductive study put forward by the coordinator. This analysis is to be made bearing in mind the actual conditions in the country concerned (see p.11)
- Analysis of selected textbooks (see p.11)
- Conclusion: a list, as exhaustive, systematic and detailed as possible, of the characteristics which render a textbook compatible with the concept of lifelong education.

The national teams will inform the project coordinator from time to time on the progress of their work.

### 5.1.3 Coordinator

- Preparation of the project
- Coordination of the work of the national research teams; preparation of the working papers; conduct of the planning and concluding meetings; channelling information to all participants
- Theoretical studies
- Editing of the final report containing all the results of the project, taking into account, if necessary, the results of other research within the scope of the project.

### 5.2 Timetable

12 December 1978:

Consultative meeting at the Unesco Institute for Education, Hamburg --

Objectives: Critical examination of the paper "Research Project" drawn up by the coordinator. Discussion of the methodological aspects of the project

11 - 15 June 1979:

Planning meeting at the Unesco Institute for Education, Hamburg

Participants: Heads of the national teams, members of the UIE, possibly some of the participants from the consultative meeting, the coordinator

Objectives: To draw up a detailed plan of how the project is to be conducted by the national teams. Presentation of the preliminary theoretical (deductive) study by the project coordinator. Establishment of a common conceptual and methodological framework

June 1980:

Submission of the final reports of the  
national research teams

August or September 1980:

Concluding meeting

— Participants: As at the first conference

Objectives: Joint analysis of national  
research results. Discussion of the pre-  
liminary outline for cross analysis

February/March 1981:

Presentation of a draft of the comprehen-  
sive report, prepared by the coordinator,  
to the UIE and the national research teams

November 1981:

Presentation of the final text of the report  
Get from NIE