

## TOWARDS EFFECTIVE FUNCTIONAL EDUCATION: AN ORDER: ECUMENICAL DEMONSTRATION

In the midst of the Youth Revolution, a profound revolution in education is in process: education for the post-industrial age rather than for the industrial age which is rapidly being transformed into the information age. To quote two writings of this month: "The fact is that basic computer skill will be the initiating point, not the outcome of, literacy and education!" "The explosion of the communications and computer revolutions boggles our imagination. The screaming needs in education, combined with the pivotal crisis in literacy, is especially relevant in the third world." The O:E has long envisioned a demonstration of comprehensive functional education from womb to tomb, several components of which are in being and have stood the test of time. The time has now come to move towards the completion of that vision for the sake of the two million communities of planet earth.

### I. THE KAIROTIC MOMENT

As Servan-Schreiber wrote in "The World Challenge", the world's villages now have the opportunity to move directly from the pre- to the post- industrial age; for the first time in history to catch up the 15%. A threefold technological breakthrough has created this possibility: 1) the microprocessor revolution referred to in J.J.S-S' book; 2) solar energy cheaply available from mass produced strip solar cells instead of the very expensive individual cells of the past; 3) the greatly reduced size and cost of the dish antennae necessary to receive signals including TV programmes from satellite. Governments, multinational corporations such as Control Data and other agencies are ready to move in face of the widespread growing dissatisfaction with present educational forms, both in the West and in the 3rd world.

### II. THE MOVEMENTAL ORDER IS READY

With our current growing openness to and expertise with computerisation, all three dynamics of the O:E and all four phases of our body are ready to move, especially the university and high school students, many of whom are prepared to give a great deal of their being to creating the new forms of education required for the new century. The 4 sectors are ready to cooperate and we are rapidly learning how best to get catalysed effective involvement from all four, e.g. in Jamaica. We know how to catalyse effective preventive health care; doing the same for basic education is a that-without-which HDZs will not happen in the rural 3rd world.

### III. THE PROPOSED DEMONSTRATION

During the next nine years the O:E will initiate a pilot demonstration of functional modular education from 1st grade through university, beginning with an 11th grade curriculum in Sept. 84 and culminating in the 10th year with a global exposition type event in 1993.

The 11th and 12th grade curricula would begin with an adaptation of the present Trg. Inc. basic and word-processing courses and would include an Academy type module which would include both theoretical and practical skills e.g. science lab practicals. It could also include a period of apprenticeship with a computer related firm, perhaps in the summer which would give hands on experience and the chance to progress with studies using the computer at their own speed.

Volunteers for the initiating class (perhaps 6 Symbolic and 12 Extended/Movemental Order youth--the latter paying a substantial fee) would be required with their parents to sign a commitment to spend a full year on graduation from 12th grade working as an employee of RVI or similar body, sharing their expertise with their peers in the 3rd world, applying it to economic ventures as well as purely educational ones. The University curriculum will likewise include a years hands-on application before the Junior year or its equivalent. Such an educational journey would provide our own Phase One and others with a new dimension of knowing grounded in authentic doing: of in fact being the presence of possibility in the 2000000 communities of earth. As the proposed timeline shows, grades 1-8 and 10 would be included once the 11th/12th grade is well on the road: by that time funding should be more readily available.

#### IV. THE RESOURCES ARE HERE

The task force required to set up the initial 11th grade curriculum would not necessarily need any additional Symbolic Order troops. It could be located in Kansas City, headed by Dr. Lanphear with two volunteers, experienced in education and computers. The balance and majority of the Task Force would be students: 2 University and 5-6 High School, including at least two from the new 10th graders and one each from the 11th and 12th grades. The TF would raise its own funds and would organise think tanks/PSUs culminating in a/the GRA in 84. The TF would work with Development Centrum on the proposal to Control Data for basic education in the 3rd world and would participate in its implementation.

#### CONCLUSION

This proposal if implemented will fulfill a long hoped for vision, will help to deal with one of the major contradictions facing the human race, will greatly empower the HDZ experiment and will provide substantial self-support income.

#### ADDENDUM TO SECTION IV

Further conversations in various places together with the reassignment of the Lanphears have made it clear that such a task force need not be confined to one location such as Kansas City, but should be spread as widely as possible across the globe and involving those on the edge of both revolutions--information and education. All Regions/Areas with Phase I and/or others concerned could participate, with PSUs done simultaneously or concurrently, the components of the task force coming together briefly at intervals during the year and more extensively in July. The TF's coordination could best be done through an ongoing Celebration 10 structure in collaboration with Operations. It is necessary that the driving force for this venture come from the high school and university age group with Movemental context who are going through or have just gone through the educational structures involved.

*This talking paper has resulted from conversations with returning 9th graders last year and this year, University Students, some former and present phase I staff and High School students?*

# TOWARDS EFFECTIVE FUNCTIONAL EDUCATION ON PLANET EARTH FOR THE 21st CENTURY

## THE NEXT SIXTEEN YEARS

THINK TANKS GRA ON LEVE: ELEM → UNIV	GROUNDING THE DEMONSTRATION				SYMPOZIA ON FUNCTIONAL EDUCATION: 5th		EXPOSITION OF FUNCTIONAL EDUCATION		REPLICATION IN HDZ'S REFINEMENT OF THE MODELS						
	SHARING APPROACHES THAT WORK														
11th grade set up	12th gr. set up	10th gr. set up	UNIV I set up	UNIV II set up	5th grade set up	6th grade UNIV III set up	UNIV IV set up								
	11th grade start	12th gr + 1st gr start	10th gr + 2nd gr start	UNIV I 10th gr. 3rd gr start	UNIV II 4th gr start	5th gr 7th or 8th start	UNIV III 6th gr start	UNIV IV start	EVAL. where kept.						
			post-12 grade villages			UNIV II villages			post-UNIV III villages						
THE TIME OF DOING								THE TIME OF BEING →							
83/4	84/5	85/6	86/7	87/8	88/9	89/90	90/1	91/2	92/3	93/4	94/5	95/6	96/7	97/8	98/9

## THE NEXT SIXTEEN MONTHS

RESEARCH & PLANNING				FUNDING				IMPLEMENTATION								
THINK TANKS				GRA?	PROPOSALS				SET UP OF 11th GRADE MODULE		INITIATION OF 11th GRADE MODULE					
82/3	83/4								84/5							
S <sub>83</sub>	O	N	D	J <sub>84</sub>	F	M	A	M	J	J	A	S	O	N	D	
I	II			III				IV		I			II			