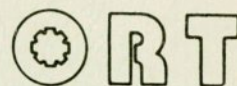


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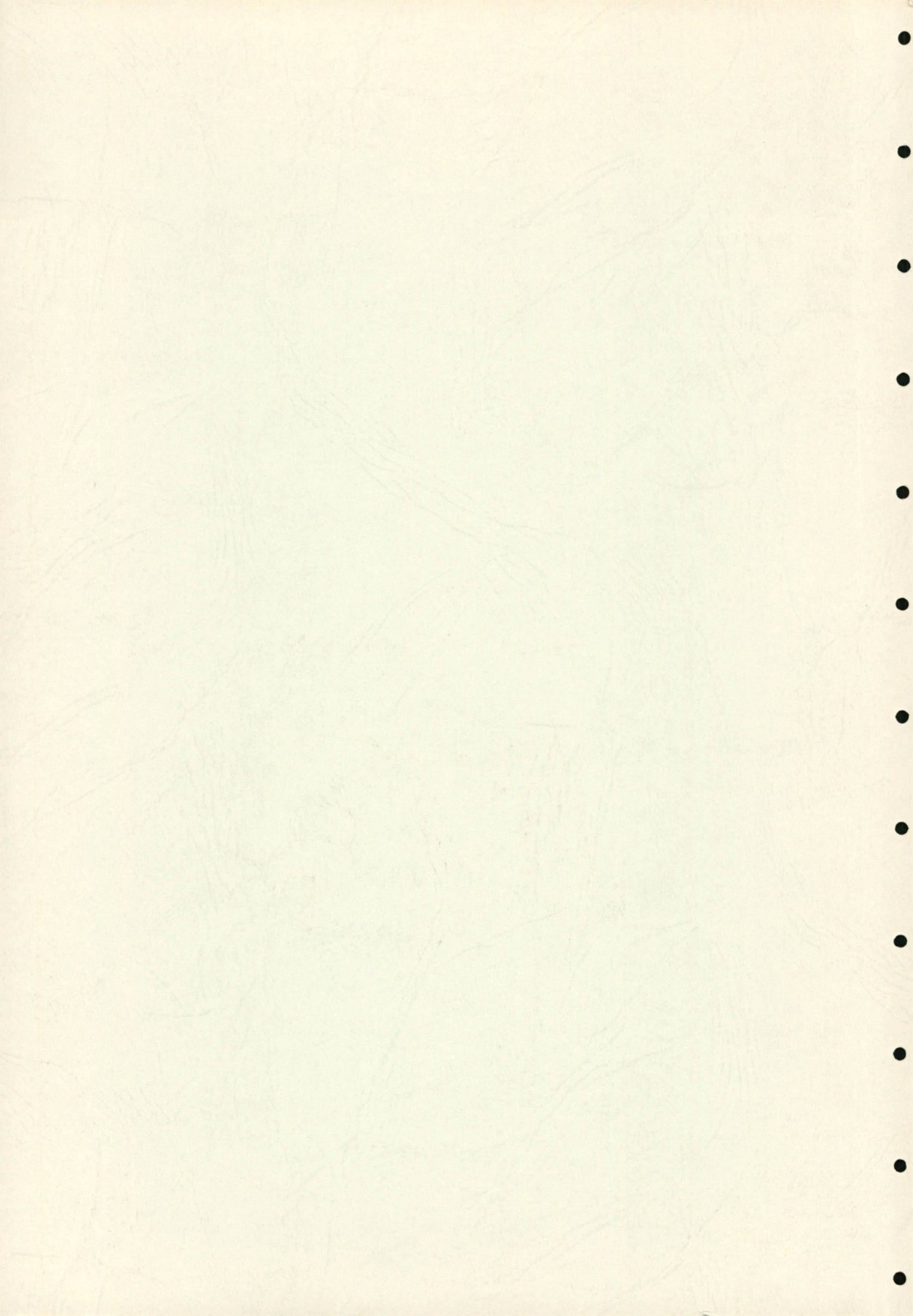
THREE YEAR REPORT

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REPORT

Presented to  
WORLD ORT UNION CENTRAL BOARD  
Meeting in London from  
21st to 24th August, 1983  
at the Royal Garden Hotel

WORLD ORT UNION  
1, RUE DE VAREMBE  
1211 GENEVA 20  
SWITZERLAND

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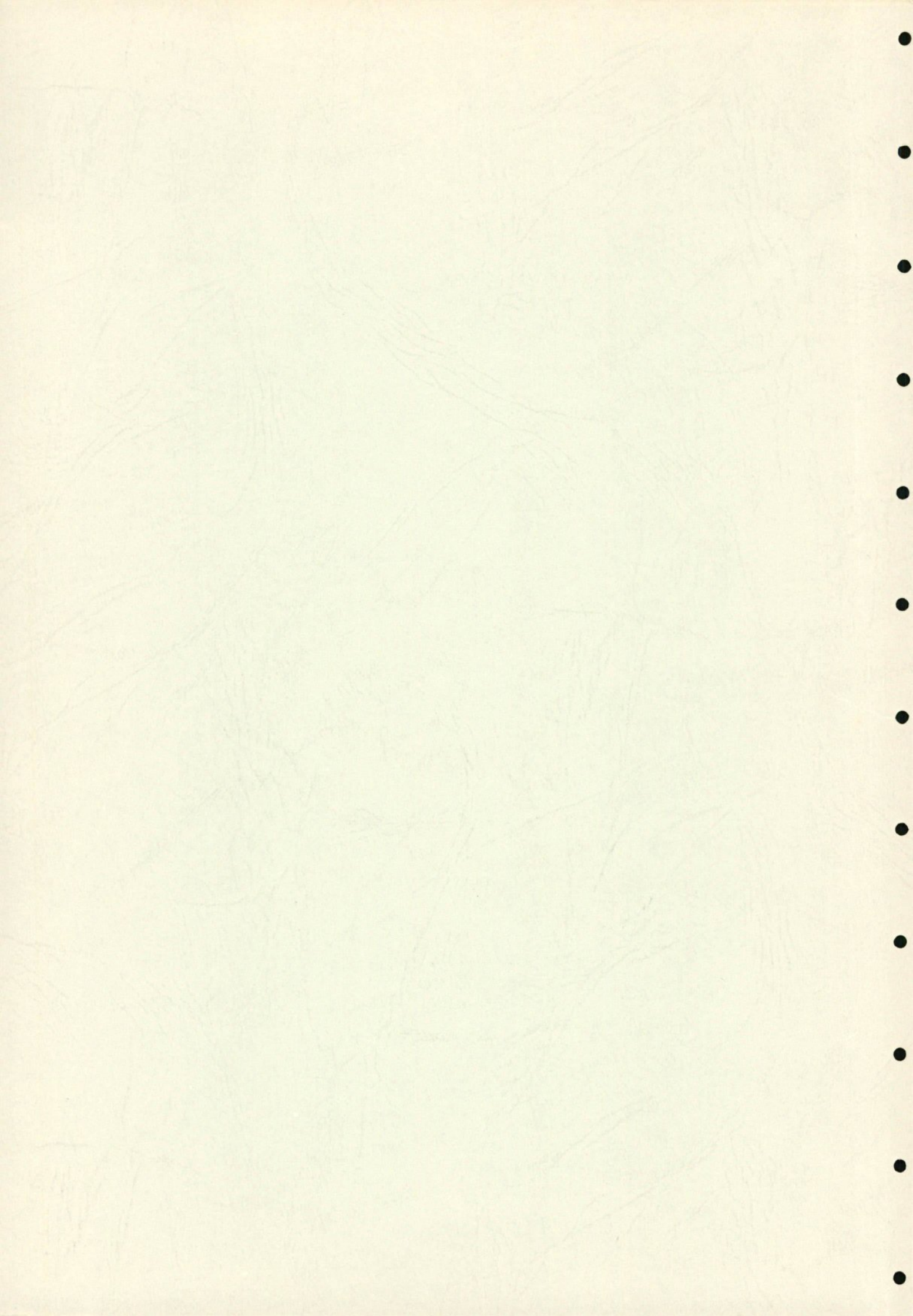
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## ORT ARGENTINA

### The Social and Economic Situation of the Jewish Community in Argentina

The economic and social situation of the Jewish Community in Argentina reflects the difficulties which the country as a whole is currently having to face.

The serious economic crisis which has hit small and medium-sized businesses has significantly affected professionals, employees and manual workers, as well as manufacturers and shopkeepers. Unemployment has reached alarming proportions. Financial problems have been aggravated by the rate of inflation, which is one of the highest in the world.

These circumstances have given rise to a high level of immigration, especially amongst technical staff, professionals and young people.

Most of the Jewish population (which is estimated at 400,000 people) and belongs primarily to the middle class - manufacturers (large and small-scale) shopkeepers, professionals and employees - has experienced a considerable reduction in income. Some of them have been made redundant, others have gone bankrupt.

Despite the official position of the government, which is opposed to all forms of discrimination, the number of racist attacks on the Jewish community has increased: bombs have been planted in synagogues and Jewish schools, one of which was found at the ORT school in July 1980. Fortunately, there were no victims, but considerable damage was caused. A cemetery was desecrated, Nazi pamphlets were freely distributed. Although representations were made by the DAIA (Delegation of Jewish Associations in Argentina), whose task is to defend the Jewish community in the political sphere, no suspect was ever apprehended by the authorities.

Most of Argentine Jewry is organised into communities (Kehilot), which contribute to the communal needs of their members in respect of religious, educational, cultural and social requirements.

The largest community in Buenos Aires is the Kehila Ashkenazit, which numbers 30,000 families from Central and Eastern Europe.

There are also four Sephardi and Oriental Kehilot:

- a) The Sephardi Community of Balkan and Turkish Jews
- b) The Community of Aleppan Jews
- c) The Community of Damascus Jews
- d) The Community of Moroccan Jews

### ORT Argentina

The task of ORT Argentina during the last few years has been to introduce innovations in the curriculum and teaching methods of the organisation at all levels.

The ORT Technical School is considered to be one of the principal educational institutions in Argentina, and its diplomas are recognised by the Ministry of Education.

When ORT Argentina first began its work, the Jewish community did not realise the importance of a technical education in helping young people to adapt to the technological revolution. In order to win parents over to the cause of technical education, ORT Argentina initiated a campaign of radical change involving:

- a reorganisation of the Technical Secondary School as an educational institution providing a good general education, as well as an education in technology, science and the humanities. This was made easier by the fact that syllabuses of this type had already been implemented in state schools, and also concentrating on individual pupils, by recruitment of highly-qualified staff, by the development of teaching material on the lines of the creative education principle, by the construction of purpose-built buildings adapted to the needs of modern education and by the provision of equipment and teaching tools of a highly specialised nature.
- the creation of new disciplines at an advanced level in order to fulfil the requirements of industry for specialist staff trained in the sectors informatics and electronics, thus facilitating a rapid integration into the working world.
- provision of technical assistance and equipment for the improvement of teaching facilities in primary schools associated with the Central Council for Jewish Education (Vaad Hachinuch), thereby helping teachers and pupils alike to come to grips with current educational techniques.
- the incorporation of Jewish education into the syllabus of Technical Secondary Schools as an essential factor in training young people for communal life, enabling graduates of ORT schools to continue their Jewish education under the auspices of the Vaad Hachinuch, as well as providing an introduction to Judaism for those pupils who have never received a formal Jewish education.

The success of this campaign is clearly shown by comparing the figures for the number of students enrolled at the Technical School. An annual increase of 9% in the number of these students has been recorded. This figure is even more significant when compared with the total number of students enrolled in Vaad Hachinuch secondary schools, of which our pupils constitute 30%.

At the present time, the activities of ORT Argentina have been concentrated in the following sectors:

1. ORT Technical School (secondary level)
2. ORT Technological Institute - Nathan Gould (advanced level)
3. Department of Creative Education (elementary and secondary level)
4. Department of continuous education (all levels)

1. The ORT Technical School

The syllabuses for this school are approved by the Ministry of education and Culture, and diplomas awarded are recognised as equivalent to those awarded in State schools, so that our graduates are able to continue their studies at State universities. Studies are of 6 years' duration, three of these are spent studying for the Introductory Cycle and three majoring in one of the following advanced options: Electronics, Chemistry, Informatics and Construction.

During the introductory cycle, pupils receive a general and pre-professional training.

The syllabuses for the specialist options have been radically revised, which was inevitable in view of scientific and technological changes which have occurred in the past few years. ORT has been very active in this field, and in particular, has pioneered courses for the training of personnel in the fields of informatics, which have been incorporated into the curriculum of State technical schools.

At the ORT school improvements have been made in teaching methods as well as curriculum organisation, resulting in an increasing interest being shown by pupils in apprenticeship placements.

A. Jewish Education

In the field of Jewish Education, Hebrew and Jewish History are taught in an attempt to reinforce the Jewish identity of pupils through a thorough knowledge of the Hebrew language and of Jewish values, together with an encouragement to recognise the State of Israel as an expression of the eternal aspirations of our people.

The teaching staff consists of the Headmaster and 16 teachers, who are graduates of the Hamidrasha Haiivrit. Over a period of 6 years, pupils spend 6 hours per week studying Jewish subjects, three of these learning Hebrew language and literature, and three studying Jewish history.

#### B. Department of Audio-visual Communications

This department is responsible not only for supplying equipment and teaching materials but also for training staff attached to the ORT school and to communal and other institutions in the use of audio-visual material (especially in the production of videocassettes designed for teaching purposes).

In 1982, 40 members of staff at the ORT Technical School attended a lecture-demonstration on the production of hardware for use in various school departments, which they also helped to produce.

#### C. Laboratories and Equipment

Students work in the workshops and laboratories which are fitted out with the latest equipment. In addition to conventional equipment associated with mechanics workshops, carpentry and electronics workshops and others, and specialised instruments for the teaching of scientific and technical subjects, the school boasts a materials testing machine, an audio-visual media laboratory, a colour TV teaching system, 14 micro-computers, 8 alphanumeric calculators and a computer with 26 terminals.

#### D. Department of Extracurricular Education

This department organises leisure activities such as concerts, sports, events, lectures, films and other recreational activities.

#### E. Social Work Activities

In conformity with the aims of our organisation, we are obliged to exert a great deal of pressure on behalf of families who experience severe financial difficulties. The number of educational grants awarded to our pupils represents 45% of our total budget.

#### F. Technical Night School - Radio/TV Option

This school caters for adults who work during the day and study at night. This is a 2-year course of study. The syllabus aims to produce fitters/wiring technicians and radio/TV repair mechanics.

### 2. ORT Technological Institute - Nathan Gould

This institute was created in response to numerous requests from young Bac graduates looking for an interesting and well-paid profession which would enable them to integrate rapidly into the working world. When the institute was set up in 1977, there were 135 students. The student roll has increased 6-fold since 1977.

The institute consists of:

- an Informatics section
- an English-teaching section
- Mathematics teaching section
- an option for Industrial Process Control and Digital Techniques.

### 3. The Creative Education Department

This is developing a programme the aim of which is to introduce improvements in educational techniques and resources in schools under the auspices of the Vaad Hachinuch Hamerkazi of Argentina (Central Jewish Education Council of the Republic of Argentina).

These schools, which have a dual educational role, are in the process of developing parallel curricula in State and Jewish education. Improvements in the standard of teaching and the introduction of new technological and educational resources at these schools have enabled them to compete on equal terms with the best non-Jewish institutions in the country.

This programme, which encourages the participation of staff and pupils alike, stresses a change in attitude on the part of teachers. At present, 25 schools are associated with this programme.

The impact of this programme on Jewish schools in the provincial areas has been considerable. The Department has provided:

- technical assistance
- equipment
- teaching material and teachers' guides
- in-service training for co-ordinators and teaching staff

### 4. Department of Continuous Education and Professional Training

ORT Argentina has been active in this field since 1980, in response to requests from various State organisations and large private industrial concerns. Amongst the most important programmes are:

- The IBM-ORT Educational Scheme, designed to train 36% staff at the IBM plant, including executives and shopfloor workers.
- Informatics options associated with telecommunications for executives working for the Entreprise Nationale des Telecommunications (ENTEL).
- Introductory courses in Informatics for ENTEL engineers

- MEVAL - Resistencia. This is a programme run jointly with the Ministry of Education and Culture of Chaco and the Bernard Van Leer Foundation, in which ORT is responsible for technical supervision.
- In-service training in Informatics with special reference to telecommunications and digital techniques for ENTEL staff.

#### Executive Commission

Under the presidency of Monsieur Moises Botner, the Executive Commission continues to play an active part in supervising and counselling in an informal atmosphere.

#### Events of the Year

In 1980, ORT Argentina received a delegation from Women's American ORT, consisting of the President, Mrs Beverly Minkoff, accompanied by Mesdames Barbara Silver, Barbara Rosenthal and Miriam Pressman, as well as the Director-General of World ORT Union, Mr Joseph Harmatz. On this occasion, a foundation-stone laying ceremony was held for the new "Centenary Project" building. This complex, which houses a beautiful synagogue, was inaugurated in April 1982, and the event took on a great importance for the Jewish community in Argentina as well as for the State education department. The Minister of Education was present as were the representatives of the Ministry of Education for the Province of Chaco, the Minister for Religion at the Ministry of Foreign Affairs, his Eminence the Ambassador for Israel, the Chief Rabbi, Mr Nathan Gould and Mesdames Beverly Minkoff, Gertrude White and Florence Rosenthal, representing Women's American ORT, Mr Sydney Leiwant, President of American ORT Federation, Mr Mel Galun, representing World ORT union, and delegates from several Latin American countries, as well as leading communal personalities.

During 1980, ORT Argentina was host to Mr Itzak Rabin, former President of Israel, as well as to Mr Amos Ored, President of the Haifa Technion. In 1981 we were also visited by a delegation from the Dor Hemshech of the Jewish Agency, and by the Director of the Institute of Psychology of the Hebrew University of Jerusalem, Mr. Itamar Rogovsky.

In 1980, 1,191 pupils studied in institutions affiliated to ORT Argentina, and 5,080 pupils in primary and secondary schools received an education provided by our organisation.

These figures increased in 1981 to 1,290 and 5,366 respectively; and in 1982 to 1,428 and 6,064 respectively. (Figures for March 1983 for the student body already show increases to 1,820 and 6,321).

#### General Remarks

In the light of the figures quoted above, it seems that we have every reason to believe that the ORT student body is on the increase.

Similar optimism has been expressed for schemes of cooperation with other Jewish primary and secondary schools in the country. Following numerous requests, many organisations some years ago, ORT began to offer its expertise to the Jewish school network in Argentina.

Of course, ORT Argentina did not stop there. Enjoying the prestige which it does in the educational world, in the wider community as well as in Jewish circles ORT Argentina will continue to play a leading educational role.



## ORT AUSTRALIA

There is no ORT Australia Committee. There are, however, two representatives of the Community in Sidney and in Melbourne who take a little interest in ORT's work, and who manage to obtain low-level funding for its programmes for refugees. In all between 1980 and 1983, ORT has received \$14,164 from AUSTCARE towards its Rome programme for Eastern European migrants.

It is hoped that fund raising and membership activities will be activitated in the very near future.



## ORT BRASIL

This has been a difficult period for Brasil, especially in social and economic areas, all of which has affected Jewish institutions. Against this background, ORT Brasil has developed its activities in the following fields:

- Termination of the construction and subsequent inauguration of the new ORT building in Rio de Janeiro.
- Installation of Data Processing Centre.
- New Computer courses.
- Distance education in the interior of Brasil.

### A. The Brazilian Economic and Social Situation in 1980 to 1983

During this period an inflation rate of more than 100% annually, and a worsening of the economic situation forced the Brazilian government to take a loan from the International Monetary Fund to enable it to cover its international obligations.

In every section of the economy the consequences of the crises made themselves felt, with factories closing, and failures of financial institutions. Unemployment rose.

The democratisation process continues with provincial elections taking place during 1982 for the partial renewal of senators and deputies, in which after a lapse of 18 years, different opposition political parties can present candidates. In the main States (Sao Paulo, Rio, and Minas Gerais), the opposition gained power, taking over first place in government in the north and north eastern states and maintaining a small majority in both houses.

### B. The Brazilian Jewish Community

With approximately 180,000 members, the Brazilian Jewish Community represents less than 0.15% of the total population of the country. This is concentrated in the main in Sao Paulo (40%), and Rio de Janeiro (30%). The rest live in small communities in Parana, Rio Grande do Sul and other cities in the interior.

The Jewish population, as a minority group, holds more influence than one would suppose in comparison with its numbers, since the majority of its members belong to the middle and upper middle class, living in urban areas and participate actively in the economic, social and cultural life of the country.

The Jewish community has made itself felt publicly on several occasions over the last few years, both collectively through its representational organisations (especially in relation to the Arab-Israel conflict and the pro-Arab foreign policy of Brasil) or individually through participation in political campaigns in the recent elections. Various Jewish candidates put themselves up for election in Rio for different parties, but none of them obtained the minimum votes necessary to be selected.

During this period, the activities of the Rio de Janeiro Jewish institutions were also affected by the Brazilian economic crisis, in particular in student numbers which fell and with a rise in drop-outs.

### C. ORT Brasil

ORT Brasil has developed the following educational activities:

#### 1. Technical High School

This is a four year technical school (three years, plus one special training year). Specialisations are in Electronics, Chemistry and Data Processing. It operates in two shifts: morning shift for 15 to 18 years and evening classes for adults. Day students get 35 hours of theoretical and practical teaching a week and adults get 24 hours. At the end of the third year, students receive a high school leaving certificate and thereafter do one special training year to obtain technical certificate in their own speciality.

The curriculum contains general education subjects (maths, history, Portuguese, etc), technical education and Jewish education (Jewish history, Hebrew, Israel and its news).

In March, 1980, 198 students graduated from the school, and in March, 1983 this number had gone up to 220.

#### 2. Short Courses

These are courses lasting from one to eight months which give training and upgrading in vocational skills. In March, 1983, 71 students were attending taking computer subjects.

#### 3. Creative Education

ORT Brasil runs a creative education workshop in the Talmud Torah Hertzlia School, where 338 students in 1980 and 330 in 1983 take its courses.

#### 4. Distance Education

Begun in 1981, the Distance Education Programme now has 840 students as of March, 1983. (They live in Recife, Maranhao and Brasilia.)

#### 5. Agreements with other Jewish Schools

ORT lends its services to other Jewish schools especially in the field of data processing. It gives courses for their students lasting from four to eight months, which begin in April of each year. From 1980 to 1983, these courses were run in the Eliezer Steinberg, A. Liessin, Talmud Torah schools and in the Yeshiva at Petropolis.

#### Student Body for the Period 1980 to 1983 (taken in March of each year)

|                       | <u>1980</u> | <u>1981</u> | <u>1982</u> | <u>1983</u> |
|-----------------------|-------------|-------------|-------------|-------------|
| Technical High School | 183         | 194         | 163         | 220         |
| Short Courses         | -           | 20          | 53          | 71          |
| Creative Education    | 338         | 308         | 305         | 330         |
| Distance Education    | -           | 362         | 1340        | 840         |

#### D. New Building

In July 1980 the construction of the new building was terminated and was inaugurated. It covers a surface area of 700 square metres and expands the existing older building to give more classrooms, two electronics laboratories, a data processing centre, an industrial chemistry laboratory and an indoor gym.

This construction was possible through the mobilisation of the ORT Brasil Executive Committee who organised a fund raising campaign and succeeded in collecting all the funding, materials and labour necessary through personal contributions and gifts from businesses run by members of the Jewish Community of Rio de Janeiro.

During the Inauguration Ceremony, which was held in honour of World ORT Union's Centenary, and at which representatives of ORT Union and of Women's American ORT were present, it was made clear that the new building represented an important landmark for ORT Brasil, giving the right physical conditions for the development of teaching activities in a modern and up-to-date setting.

#### E. Data Processing Centre

At the same time that the new building was opened, the Dr Samuel Malamud Computer Centre (named after the President of ORT Brasil in recognition of his constant involvement on behalf of ORT and for his effective leadership which made the construction possible) was inaugurated. Equipped with an IBM 360/40 of 256 K the Computer Centre started to offer students a new specialisation in data processing and also facilitated the computerisation of the school administration.

In December 1982, the first group of students terminated their courses as data processing technicians and in 1983, registration for this section has greatly increased.

At the same time, many other activities have been developed by the centre which have a direct effect on several of the Institute's sectors, such as membership lists, correspondence and filing systems, payment control, short-term courses for specialist training, etc.

Besides its educational activities, ORT uses the computer's free time as a source of income and investment, contracting out its services to MARCODATA.

In July 1982, the renewal of the MARCODATA contract enabled ORT to modify the computer installation with the addition of a CPU IBM 4341 (4 MB). This new installation enables ORT Brasil to work with a far more powerful machine giving improved educational feed-back (interactive programming, multi-programming, tele-processing), opening up new possibilities for courses and activities.

#### F. Micro-computer Laboratory

We have found that the IBM 360/40 and later on the IBM 4341 are adequate for training data processing teachers, but not entirely satisfactory in introducing the use of the computer in other areas of study such as electronics and chemistry. It does not enable students to work individually, to interact with the machine, nor is it 100% efficient when offering courses to other schools.

In November 1983 the micro-computer laboratory was installed, initially equipped with Unitron (the local version of Apple II), and a short while after two CP 500 (Radio Shack) and 2 TK 82 (Sinclair). Micro-computer courses together with others in BASIC have been implemented and other courses are planned for the two Jewish schools in Rio, the Talmud Torah and the A. Liessen.

#### G. New Courses

The installation of the CPD and the micro-computer laboratory have enabled ORT Brasil to begin new short-term computer courses. Training for programmers (8 months) and in Basic (36 hours) have been implemented.

#### H. Distance Education

In addition to its activities within the Jewish community, ORT Brasil has gone out into the general community through a programme financed by the Bernard Van Leer Foundation of Holland and by the Ministry of Economic Cooperation of Federal Germany, both of whom approved the ORT proposal to establish an Open System of Distance Education.

ORT took responsibility to develop short-term (4 to 6 months) courses in different vocational skills at the request of the Brazilian authorities and in accordance with local labour market requirements. ORT Brasil also developed and produced teaching materials in a new production centre it had installed for this purpose. These were sent out from there to the centres where the courses are held. The students study with these materials in their free time according to their own learning rate, and attend local centres to execute practical work and to be guided and evaluated by ORT trained instructors.

Each course is subject to experiment and if found necessary, is modified and corrected before being put into operation. They benefit people of low educational levels who have been unable to integrate into formal systems of education and have no other possibility to receive vocational training.

The ORT teaching materials generally consist of introductory audio-visuals, auto-instruction manuals and experimental kits. There is also a system to evaluate the individual progress of each student.

The System's pilot phase was executed in 1981 with 380 students. In 1982 1,500 students received training, and in 1983 so far it is thought we will reach 4,000 students.

Three courses have been produced and applied - domestic electrical fitting, accountancy clerks and stock clerks. Two others are in their final stages of development - domestic electrical maintenance and repair and industrial electrical fitting.

The Distance Education System is supported by both the Ministries of Education and Labour in Brasil and ORT has completed an agreement with the Provincial Governments Education Departments. At the moment these distance education courses are being used in Pernambuco, Maranhao and Brasilia and their extension into the States of Minas Gerais and Santa Catarina has already been approved. In addition, we have been requested by other States who would like to use the system.

The System's Counselling Body together with representatives of Ministries, State Education Departments and ORT meet once a year in one of the participating States to discuss and analyse the programme. In the most recent meeting which was held in November, 1982 in Sao Luis de Maranhao, the Brazilian Under-Secretary for Education noted the importance of ORT work in giving skills training to the deprived members of society in the interior of the country and congratulated the Distance Education Programme for the excellent results obtained.

#### I. ORT Brasil Committees

ORT Brasil has an Executive Committee presided by Samuel Malamud, an Advisory Council presided by Israel Saubel, a Financial Committee, a Technical Committee and a Women's Committee, presided by Genny Koifman.

The Executive Committee is reviewed every three years by a General Members Meeting, and is the collective body charged with the responsibility of directing and administering the organisation. Over the past three years, the Executive Committee was especially active, working on the building campaign and together with the Women's Committee, in efforts to increase fund raising and to recruit more members for ORT in Rio de Janeiro.

One of the Executive Committee's activities is the distribution of a bulletin to ORT Brasil's 1,200 members, as well as of other information material on development activities.

Together with the Organisation Department of the World ORT Union, attempts were begun in 1982 to create ORT committees in Sao Paulo and Porto Alegre. results so far have been promising.

#### J. Perspectives for the Future

ORT Brasil has grown considerably over the past three years where its student body, its building, its courses and its development activities are concerned. It would seem that trends for the future will continue on this line with a particular increase in the number of data processing courses. ORT's services to other Jewish schools will be expanded, as will the Distance Education Programme in other Brazilian States. Education programmes will be initiated in Sao Paulo.

## BRITISH ORT

British ORT launched into the 80's with a \$1,000,000 (£421,000, at the then exchange rate) contribution to the World ORT Union. The centenary year was celebrated with a banquet at the Guildhall addressed by Mr Chaim Herzog and Lord Goodman, and messages of congratulations were received from Her Majesty the Queen and the Prime Minister. It also saw the establishment of the British ORT Trust, with a view to the development of active programmes within Britain. Details of the Trust's activities are in a separate report.

Whilst British ORT remains the senior partner and controls all policy concerning ORT in Britain, the Trust was given the responsibility to develop, set up and operate programmes within the Jewish and non-Jewish communities. Senior officers of British ORT were appointed as Trustees of the British ORT Trust in order to ensure co-ordination of all activities between the two bodies. British ORT continues to focus its energies on the raising of funds to support the international network, maintaining its membership operation and increasing awareness in the community of ORT's work through a public relations programme.

The role of British Women's ORT has been an important factor in the development of the organisation. It has generated increased fund raising, broadened its membership base and done sterling work in helping to get awareness of ORT's work spread throughout the community. It is a valuable and much appreciated part of ORT in Britain.

The 80's began with Britain in the grip of an economic depression. This was partly brought about by the general world recession, but Conservative Government policy, to reduce public spending and to force industry to improve its efficiency, had its effects. Over the past 3 years unemployment has risen sharply and now stands at 3,250,000. The Government's effort to reduce public expenditure and cut the rate of inflation has been extremely successful and inflation is now running at under 5%. There are signs that British industry, which has had a very difficult time over the last three years, is recovering.

One additional factor which affected the value of Sterling over the past three years was North Sea Oil. In 1980 Britain became a net oil producer and the revenue generated by oil sales was of great help to bolster the flagging economy. Oil has since become a major element in the stability of Sterling which in 1980 went as high as \$2.42, and today because of substantial cuts in oil prices has dropped to \$1.57. The Government has not been unhappy to see Sterling fall in value as industrial exporters were having an extremely hard time in selling goods overseas.

The Conservative Government is about to complete its 4th year in office. The Labour Party, its most serious rival, has been in a state of disarray with internal strife causing much disaffection in its ranks. This resulted early in 1981 with the formation of a new political party called the Social Democratic Party (SDP) by four former leading members of the Labour Party.

The SDP allied itself with the Liberal Party and has won a number of by-elections. It now has a parliamentary representation of 29 MPs, 27 of whom have defected from Labour Party ranks to join the SDP. Whether the SDP/Liberal Alliance is to be a significant force in British politics, will have to be tested at the next General Election.

The Demographic Unit of the Board of Deputies of British Jews recently published a study of the Jewish population in Britain. It showed that the commonly quoted figure of 450,000 Jews in Britain was high and the population probably ranged between 320,000 and 380,000 Jews, quite a considerable reduction. The bulk of Jews in Britain live in London, some 250,000, followed by Manchester with 35,000 and Leeds with 16,000.

London, in the South of the country, has suffered far less severely from the economic depression. The recession has however had some impact on the Jewish communities of Manchester and Leeds in the North. A survey in Manchester showed that quite a number of young orthodox Jews were unemployed. None of the training facilities which existed were able to cater for their special needs with regard to diet and religious observance. We were able, with the co-operation of the Manpower Services Commission, to set up a training centre which not only caters for the special needs of the Jewish community but also offers facilities to many other young people. Details are included in the British ORT Trust report.

ORT is currently participating in a study in London which shows that there is no severe unemployment amongst young Jews but that there are a significant number of Jewish men in their 40's and 50's who have been made redundant and are unable to find work. Plans to help them are now under discussion between the Jewish communal organisations.

The Jewish community's awareness of ORT is of course still a major concern of the British ORT leadership. It has been their policy to push ORT to the centre of the Jewish communal stage by making the community more aware of the role of ORT in Israel and elsewhere. The development of the British ORT Trust and the creation of ORT programmes in Britain has enabled British Jewry to see the nature of our work at first hand.

We are now well known to our Jewish communal leadership, but there is still some way to go before ORT's name and purpose are as familiar to the wide mass of the community as we would like. There has been a continued and intensive press and public relations campaign with coverage not only in the Jewish press but also in the national press and on television. ORT is perhaps unique amongst Jewish organisations in Britain in being able to interest the national press in its activities.

In 1980, Mr David I Young, who had served as British ORT's Chairman from 1975, retired and was elected President of British ORT. Mr Jonathan Gestetner, a long serving member of the Executive Committee, was elected Chairman and still holds that post.

Mr David Young stood down as President early in 1982 when he was appointed Chairman of the Government's Manpower Services Commission. The road to his new role began when he met Sir Keith Joseph at an ORT Business Luncheon. When the Conservative Party took office in 1979, Sir Keith invited David Young to become his adviser at the Department of Industry. Later Sir Keith moved to become Secretary of State for Education and David Young continued to act as his adviser. Early in 1982 David Young was approached by Mr Norman Tebbit, then the Secretary of State for Employment, and asked to become Chairman of the Manpower Services Commission, an organisation responsible for the development of the Government's training and employment activities with a two thousand million pound budget. There is no doubt that David Young's close involvement with ORT since 1973, was a factor in his selection for this post. The ideas and experience gained as a result of his connection with ORT may have had an effect on subsequent developments in Britain, such as the new Technical and Vocational Education Initiative for 14-18 year olds in schools, a scheme due to start in September 1983, referred to in the British ORT Trust Report.

Jeffrey Sterling, CBE, Vice-President of British ORT, was approached early in 1982 to become special adviser to Mr Patrick Jenkin, Secretary of State for Industry.

From the fund raising point of view, however, the economic conditions have presented us with some difficulties. The very special fund raising focus of ORT's centenary generated some £420,000. This dropped in 1981 to £340,000, rose to £400,000 in 1982 and it is expected that for 1983, World ORT Union will receive some £450,000.

British ORT's income is essentially divided between the collection of large funds by direct appeal methods and the running of social events and group activities in order to involve people at grass roots level. In 1982 British ORT took up its own project in Israel to raise funds for the Ramat Yosef School in Bat Yam. A successful dinner took place at the Carpenters Hall in London which produced substantial income for the project. The Mayor and Deputy Mayor of Bat Yam, accompanied by the Director General of ORT Israel, also visited London to meet with British ORT, other Jewish communal leaders and ORT groups. When the World ORT Executive meeting took place in Israel in 1982, British ORT leaders visited the Municipality and the school which has now appointed a special correspondent to keep British ORT in touch with developments. Plans are under way for the school's headmistress to visit British ORT this year in order to strengthen the ties and to enhance relationships, quite apart from the fund raising aspects of the work. This continues to form an important part of our ongoing fund raising programme for projects and large appeal operations.

Traditional functions have continued over the period with successful annual Dinner and Balls being held at the Savoy Hotel. The British ORT concerts at the Royal Festival Hall have always been a useful focus, not just for fund raising but also for reaching into the community. During the last three years they have been extremely successful. In 1980 the celebrated Korean Violinist, Kyung-Wha Chung was the Soloist and made a special appearance as it was ORT that gave her her first Festival Hall debut 10 years earlier. In 1981, Yefim Bronfman, a talented young Israeli Pianist,

was received with great enthusiasm by the critics. In 1982 Robert Cohen, the young and talented cellist, packed the hall and in 1983 Henryk Szeryng flew specially from Los Angeles to perform at ORT's 25th Gala Concert. Henryk Szeryng has a very special relationship with ORT as his father was one of the founders of ORT in Poland. He has indicated his willingness to perform for ORT whenever the opportunity presents itself.

The Annual Business Lunch has continued to attract a great deal of support and speakers in the last two or three years have included Mr Ian MacGregor, Chairman of British Steel, and the Rt Hon Mr Michael Heseltine, MP, Secretary of State for Defence. Leeds ORT also held a successful business lunch with the Rt Hon Dr David Owen, MP, one of the new leaders of the Social Democratic Party.

British ORT is continuing to seek ways and means of involving more people in the community as members and supporters. Currently there are some 6,000 people connected in this way to the Organisation. A number of new groups have been formed since 1980 but there is still a great deal to be done in this field. It was the decision of the British ORT leadership that much more emphasis would have to be placed on the efforts of voluntary workers rather than professional staff to help develop and enhance the growth of the membership organisation. We have a presence in the three major areas of population, namely London, Leeds and Manchester and the question of wider contact with other communities is constantly under review.

One of the major ways that we have managed to increase awareness of ORT's work in Britain has been through a public relations programme. It is here that the work of the British ORT Trust has had a very positive spin-off and it is here that the proximity of World ORT Union in London, since 1979, has had its affect, by turning ORT in Britain into an operational as well as a support country. In addition to Jewish papers in Leeds and Manchester, the major organ of communication with the Jewish community in Britain is the Jewish Chronicle. It is no exaggeration to say that rarely a week has gone by in the last three years when something on ORT has not been carried in the Jewish Chronicle. On one level social and fund raising activities have produced a wide range of reports but more significantly, the development of ORT programmes within the Jewish and non-Jewish communities has created much interest and has been worth many column inches.

Ministerial visits to ORT House for joint Briefing Sessions with British ORT leaders and World ORT staff included the Secretary of State for Education, the Minister of State for Industry, the Minister for Information Technology, the Parliamentary Under Secretary of State for Education and quite a number of senior Civil Servants. The announcement by the Prime Minister, in November, 1982, of a new pilot training scheme for 14-18 year olds put ORT's name in the national press and gave coverage on BBC television.

Towards the end of 1982, Mr Eliezer Shmueli, the Director General of the Israel Ministry of Education, visited ORT in London. Amongst the meetings arranged for him was one with Dr Rhodes Boyson, Britain's Under Secretary of State for Education, who earlier in the year had indicated his interest in the development of technical schools in Britain. Dr Boyson is not unknown to ORT and has spoken at ORT events on a number of occasions. A formal invitation was extended to him by Mr Shmueli, on behalf of the

Israel's Minister of Education, to visit Israel and see the educational network. When Dr Boyson visited Israel in March 1983 he was the first British Minister to go there since the troubles in Lebanon. Quite apart from the publicity which his visit brought in the national press, there will now be a continuing dialogue to see if ORT's experience in Israel and elsewhere can be of benefit to the British education system.

Currently, as befits an ORT organisation, we are in the process of computerising our systems. This will have tremendous benefits not only in improved internal efficiency and information handling but also because it will enable us to reach many more people than ever before. British ORT will be going into the direct mailing business not only to tell people about our work but also to generate income and membership growth.

There is no doubt that the ORT operational programme in Britain will continue to expand under the British ORT Trust's guidance and with the help and support of the World ORT Union. British ORT is gearing itself to take advantage of this major change.

New technology is now making its impact felt in Britain. Its coming heralds great social changes, perhaps as great as those that transformed us from an agricultural to an industrial society. ORT was born at a time when it was able to help the Jewish people ride the crest of that first industrial wave just over 100 years ago. As the new wave of Information Technology gathers force, ORT in Britain is helping to reshape approaches to education and training on a national level. We are now trying to persuade our Jewish communal leadership to shape the programmes of the Jewish day schools in Britain so that they meet the needs of a fast changing society. ORT aims to become a major educational force within the Jewish community of Britain in the years ahead.



## THE BRITISH ORT TRUST

In July 1980 the British ORT Executive approved the establishment of an organisation to be called the British ORT Charitable Trust. The main purpose of the Trust was to enable ORT in Britain to carry out a wider range of activities than was permissible under the British ORT Constitution.

The Trust became a legal entity in October 1980, under the Chairmanship of Lady Chain. In order to ensure continuity, Trustees were appointed who were also senior Officers of British ORT and the British ORT Director was appointed as the Trust's Secretary.

The objectives established for the Trust were:-

1. Schools Project

To introduce vocational and technical education courses for 14-16 year olds into existing comprehensive schools.

2. Training Centres

To establish, in collaboration with industry and commerce, ORT-style training courses to meet the economic and social needs of minority and deprived groups, particularly within inner-city areas.

It was agreed that British ORT would continue to be responsible for fund raising to support the World ORT network, but that the British ORT Trust should be responsible for all operational developments in Britain, both Jewish and non-Jewish. The Trust would also find independent sources for funds which were not available to British ORT in order not to divert funds currently being collected by British ORT. Following discussions between the Trustees and Lord Sieff of Marks and Spencer, a senior member of the Marks and Spencer staff, Mrs Joan Reeves, was seconded to work as the Trust's Executive Director in February 1981 for a two year period, and the Hon David Sieff was asked to become a Trustee.

The Trust's creation drew together many new ideas which had been emerging in the 70's from the British ORT leadership. It was agreed that one of the major difficulties in promoting ORT in Britain was the lack of a "shop window". Only a limited number of people in the community were likely to visit schools in France and Israel and because of the academic orientation of the education system in Britain, the community had difficulty in understanding how an ORT-type school worked. It was agreed that the best way to promote understanding of ORT would be to establish ORT education and training projects in Britain.

Some of the problems existing in Britain in the 70's were tied, not only to unemployment, but to the special needs of minority communities, and the problems brought about by the decay of inner cities. There was also a growing realisation that all was not well with the British education system, where some 40% of school leavers, leaving school at 16, had no skills or qualifications. A report published by the Government in 1981

showed the facts with regard to Britain's poor record in training young people after school. In France 54% of young people leave school and go into vocational education or apprenticeships, in West Germany 68%, but in Britain only 24%. Although 44% of the school leavers were either at work or unemployed, they received no additional training beyond the age of 16.

During the 70's there was a steady growth in the Jewish day school network in Britain with many more primary schools coming into existence and the need for more secondary school places becoming apparent. ORT's leaders saw that the Jewish day school network must have added to it the ORT element, if young people, emerging from these largely academic schools were to be equipped to cope with life in the fast changing world of high technology.

In 1977, with the help of the Queen's Silver Jubilee Trust, ORT had made a study in Lambeth and put forward proposals for the training of unemployed youth. In 1978 the former Labour Prime Minister, Mr James Callaghan, in an address to the Board of Deputies of British Jews, said that "The Jewish community, with its wealth of talents and experience, might help to resolve some of the problems of our minority groups." The British ORT leadership saw that ORT's international experience might provide some of the answers to the problem facing Britain, and that ORT-style training from the age of 14 should be introduced into Britain's comprehensive schools. The work of training young unemployed people from minority groups was not new to ORT's experience. The fact that ORT was one of the few Jewish organisations with sufficient professional back-up to offer this help encouraged British ORT's Executive to take the lead. With the arrival of the World ORT administrative offices in London in 1979, it became clear that the manpower necessary to help ORT to become operational in Britain would be available.

Historically, there has been great resistance amongst British educationalists to the introduction of technical and vocational skills into the British schools system. The Trades Unions, with their traditional system of apprenticeship, were also unhappy to see the schools becoming the training ground for tomorrow's industry.

Broadly speaking, Britain's secondary education system, after the 2nd World War, was made up of "grammar" schools and "secondary" schools. This meant that, following an examination at 11, children with good academic standards, were sent to grammar schools, and those who failed the examination went to "secondary" schools. Later policies by socialist governments changed this pattern so that, today, most of these schools have been phased out and "comprehensive education" has been introduced. Unfortunately, comprehensive education in Britain has retained an academic bias and, until the age of 16, it is not possible for young people to receive any formal type of training which will equip them for work to a standard acceptable in industry.

The Department of Education in Britain is responsible for young people up to the age of 16. Those who go on to higher educational qualifications beyond 16 remain their responsibility, but those who leave the education sector then become the responsibility of the Department of Employment and it is this Department which has the responsibility for training. This created in Britain, an artificial divide between education and training at

the age of 16. Little had been done, until recently, to attempt to bridge the gap. The British ORT Trust saw the lack of dialogue between the education sector and training sector as a major stumbling block in the preparation of young people for life in the wider world. ORT saw that there was a need to create a bridge between education and training and breach the high walls that had divided them. It was for this reason that the Trust's first major objective was to introduce training into schools from the age of 14, thereby changing the pattern that had existed for so long.

Rising unemployment and the onslaught of high technology in the 70's, caused traditional institutions to begin to creak at the seams, and the Trades Unions and the educational establishment were the first to feel these pressures. Serious problems were created as a result of these dramatic social and economic changes and British ORT's leadership saw that it was the right moment to introduce ORT-style education and training on an experimental basis.

At the same time as this work was developing, unemployment was continuing to rise, and Manchester, in the north of England, emerged as an area where many young people, including Jews, were unable to find work. As a result of a survey carried out ORT, a training centre catering for the special needs of Jews as well as other young people in the community was established in September 1981, and this became ORT's first operational programme in Britain since 1956. The Centre, largely funded by the Manpower Services Commission, has been most successful and, in November 1982, was allowed to expand its intake to 80 trainees, both Jewish and non-Jewish, and 16 members of staff.

The course include woodwork, office work, painting and decorating, hairdressing, community care and kosher catering. Each trainee can spend up to a year on the scheme and receives a weekly allowance. In some cases the young people need remedial coaching in literacy and numeracy. At all times the staff keep in close contact with the Employment Offices, and a Placement Officer assists each young person to find a job.

Following the success of the Training Centre, the British ORT Trust was asked to sponsor one of the first Information Technology Centres (ITEC). The "ITEC" is situated close to the centre of Manchester and will provide training and work experience for 30 young people in the basic techniques and applications of high technology, including computers, word processing and micro-electronics. It is sponsored by the British ORT Trust and The General Electric Company Limited and is funded mainly by the Manpower Services Commission and the Department of Industry.

Towards the end of 1981 great interest was shown in the work of ORT by a number of Government Ministers and special briefing sessions were arranged for Mr Peter Morrison, Private Under Secretary of State at the Department of Employment, and the Chief Executive of the Training Services Division of the Manpower Services Commission. A week later, Mr Kenneth Baker, Minister for Technology, made a visit to ORT House and towards the end of the year Sir Keith Joseph, Secretary of State for Education, attended a similar briefing session.

In 1981 the British ORT Trust also carried out research in several schools in the Thames Valley area, in order to test the need for technical education courses for 14-16 year olds, and the strength of local support to develop such courses in the existing comprehensive schools. The Berkshire Local Education Authority, in particular, was enthusiastic and agreed late in 1982 to second a senior master, Mr Arthur Jones, from one of the schools in the Reading area to the British ORT Trust. The Department of Education and Science gave ORT a £50,000 grant for three years to help develop ORT style education for 14-16 year olds in two schools in Berkshire. It was proposed, in April, 1982, that work should begin on a computer Centre at the Highdown School in Reading and that the Centre would offer vocational courses to some pupils and micro-processing experience to all. This would be followed by the development of other types of vocational courses within the school. At the same time, with ORT's help, an "alternative school" opened in Reading in January 1983, designed to cater for approximately 40 pupils aged 13-16 who were school refusers or who had been excluded from normal schools because of disturbed or disruptive behaviour.

At the beginning of 1982, Mr David Young, former Chairman and then President of British ORT, was appointed to be Chairman of the Manpower Services Commission. The Manpower Services Commission (MSC) was set up in 1973 to take charge of the country's employment services and industrial training programmes, and now had a budget of £2,000 million and employs 25,000 people. It has become a major element in the fight to create a better training system in Britain and has pledged that by 1983 all young people leaving school at 16 but not going on to further education, would be offered at least one year's training. Quite a reversal from what had gone before. Mr Young's appointment was seen as a tremendous feather in the cap of the Jewish community and drew even more attention to the work of ORT.

In November 1982, Mrs Margaret Thatcher, the Prime Minister, announced the launching of a New Technical and Vocational Education Initiative (NTVEI), with the purpose of introducing technical and vocational courses into schools, aimed at 14-18 age group. The MSC was asked to direct a pilot scheme to start in September 1983, in which twelve schools and over 1,000 students will participate. The MSC has allocated £7 million in the first year to the scheme and the courses in each school will be required to provide four years of "technical, vocational and general education, including appropriate work experience", to lead to recognised technical qualifications.

In the three short years since the establishment of the Trust, major changes have taken place within Britain. ORT's initiative to change the course of the British secondary education system, was well timed and it is remarkable that a relatively small organisation, with limited resources, has been able to influence Government policy. The Trades Union Movement has now also abandoned its traditional apprenticeship approach and accepts the need for new styles of training, more appropriate to the electronic and computer age. The education establishment has cautiously accepted this NTVEI because it is relevant to current needs, but change in education is a slow process and the initiative will need continued encouragement and support if ORT's hopes in this area are to be realised.

There is, however, one group which is even more conservative about education than the educational establishment and that is the Jewish community. It has been a difficult task to get the community to grasp the relevance of ORT's work for their children. British Jews see themselves as a middle-class community with traditional aspirations for young people to become academics or professionals. There is a growing network of Jewish primary schools but there are only a limited number of secondary schools for the 11-18 age group.

The British Government's acceptance of ORT's ideas underlined the relevance of ORT's work to the British education system. As a result of this, we started to make an impact on the Jewish education network. In November 1982 Sir Keith Joseph, Secretary of State for Education, together with Lady Chain, Chairman of the British ORT Trust, opened a new computer workshop at the Hasmonean School for Boys, a prestigious Jewish school in London for 11-18 year olds. There is no doubt that the Hasmonean School project could not have taken place without the tremendous help and co-operation provided by World ORT Union.

Discussions are under way with other Jewish secondary and primary schools to initiate similar projects. A meeting has also recently been held with the senior staff of one of the most important Jewish schools in Britain, the Jewish Free School (JFS) in London with over 1,500 students. This is a fully comprehensive school which has maintained over the years an academic approach. Meetings with the school over the last three or four years have produced little polite interest, but a response from the senior staff that ORT had nothing to offer them. Today, however, things have dramatically changed. The Government's response to our work; the speed of technological change; the more limited opportunities available to young people who leave school with few skills, has sharpened the awareness of the school's senior staff and Board of Governors. They now see that ORT can make a tremendous contribution to the school's development and a relationship is being established.

For the British ORT leaders, this development with JFS marks a victory in the battle, to persuade the Jewish schools network in Britain to accept ORT and to understand its relevance to the community in the years ahead.

ORT in Britain will continue to strengthen its ties and links not only with the Jewish Day Schools network but also with the British education and training system as a whole. There will be many spin-offs which will benefit World ORT Union network as a result. It is the Trust's ambition to become a pivotal force in the Jewish Schools network in Britain in the years ahead.



## BRITISH WOMEN'S ORT

The three year period covered, starts with the ORT Centenary Year of 1980. This provided the occasion for some glittering events for fund raising, such as the Barenboim Concert in Oxford preceded by a Reception given by Sir Isaiah and Lady Berlin. A most successful Art Auction was organised by Sothebys and a Fashion Show arranged by Marks and Spencer was attended by some 2,500 ORT and WIZO Supporters. Lady Jacobovitz, wife of the Chief Rabbi, gave a special luncheon in her home and a Gala Dinner was held in the House of Lords. A Golf Tournament was also a great success.

Membership activities included an ORT Shabbat and an ORT Week during both of which a good deal of publicity was gained in many synagogues and among many Ladies Guilds. Two new groups were created whilst old ones were revitalised. Altogether £50,000 was raised.

1981 was planned as a Membership Year. A Membership Committee was formed and each group was to appoint a Membership Officer and to reach specific targets. Many groups increased their membership.

The central fund raising functions were: a highly successful dinner at the House of Commons, a Luncheon and Fashion Show, an Art Auction at a Bond Street Gallery, and a very profitable Golf Tournament. The target of £70,000 was comfortably reached. In addition, a series of lectures on Jewish History, combined an educational purpose with that of attracting new members, and informative talks on a variety of ORT related subjects, ie, technical assistance, computers and ORT future, ORT seminars, etc, helped to extend and deepen the knowledge of ORT.

During 1982 many of the steps initiated in the previous year achieved increasing success. Our membership activities started with a Coffee Morning at the home of Mrs Rosa Lipworth at which lady Jacobovitz was the guest speaker, and 40 new members were enrolled as a result. An All Day Jamboree "ORT comes to Stanmore" with stalls, films, information, produced a new group 'Stanmore & District'. A further Coffee Morning organised by Mrs Rya Bud, launched a group of young, mainly professional women, who we hope will provide fresh ideas and future leadership for BWO. At the same time, two groups have been resuscitated and are now very active.

A visit to Paris to see the ORT schools did a great deal for the enthusiasm of our members and for our work.

As to fund raising, our Dinner at the House of Commons with the Rt Hon Norman Tebbit, Minister of State for Employment as host and guest speaker, attracted a large and distinguished audience. It proved an outstanding success both socially and financially, and did much to enhance the image and prestige of BWO.

Our first Celebrity Luncheon at the Barbican Arts Centre was attended by more than 280 guests, an unprecedented record, and another Golf Tournament later in the year also proved exceptionally successful.

Our Central Thrift Shop, which has been increasingly supported by members, has provided a welcome and regular source of income. In terms of fund raising, 1982 saw an increase of 20%, bringing our total to £85,000, £80,000 being our target, plus a legacy of £5,000.

For 1983 our target is £80,000 and the main functions still lie in the future. We hope that the increased and valuable publicity that ORT has been receiving both in the Press and on TV will be of benefit to our work.

The ORT Community Centre in Manchester, whose students we entertained in London and which we hope to visit shortly, should also provide a further incentive to our efforts.

As can be seen from the above, we have our large and prestigious fund raising events, but we also encourage small functions and activities, such as regular Art Group outings, Bridge lessons, etc. Our regular monthly Luncheon Club meetings, with a variety of well-known personalities, have proved extremely popular and have attracted many new members. We have also formed a Welfare Committee to help our elderly members. Our annual End of Year Cocktail Party is a way of saying 'thank you' to all BWO members and friends. All this has helped to enhance the image of ORT and has given many more people a chance to participate in our work and to feel part of the ORT family.

In addition to our central functions, mention must be made of extensive group activities which contribute substantially to our work and which we try to encourage as much as possible.

Whilst not being in any way complacent, we feel that the last three years, despite the economic recession and the fact that a number of our members had to take on jobs, thus restricting their participation in our work, have shown a considerable expansion and growth in membership organisation and much increased and rewarding fund raising activities for British Women's ORT.

We plan to intensify our activities for fund raising and membership by an ever richer, varied and innovatory programme and hope to spread and deepen the knowledge of ORT through education, information and visits to schools, thereby instilling in our members a heightened spirit of enthusiasm and commitment which we deem absolutely essential to the future success of British Women's ORT.

## CANADIAN ORT ORGANISATION

### Social and Economic Situation

1980-1982 has been a period of political and economic unrest in Canada. During these years, we have witnessed severe changes in the basic financial structures of the country. The rate of unemployment rose to a national average of 10% with some sectors suffering with a 14% rate of unemployed. Inflation rose to a high of 12% per annum and has gradually declined to 9% during the latter part of 1982. Commercial and personal bankruptcies reached record-breaking numbers. The GNP has remained stagnant during this time with a no growth prediction for 1983. Fortunately, there seems to be an appearance of a dim light at the end of the tunnel since the beginning of 1983, and it is thought that the Canadian economy is now on the road to a partial recovery from the recession.

During this period, Canada has also witnessed traumatic political events. The Government of Canada finally overcame the objections of some of the Provincial Governments and was able to patriate the Constitution and to amend the Charter of Human Rights. However, the Province of Quebec alone refused to sign this agreement and is still threatening to go its own way by separating from Canada to become a sovereign nation. It appears that the next election to be held in Quebec will be mainly based on the issue of separation from Canada. This situation continues to cause much unrest in the Anglophone Community of Quebec and has had a disruptive effect on the financial and social affairs of its citizens. In particular, the population of the Jewish Community of Montreal has declined from 115,000 formerly to its present 90,000, with these 25,000 moving to other Communities outside of Quebec. Most of these Quebec expatriates were young, well educated and specially trained. The long range outlook for this Community is certainly not encouraging with the burden of financing and maintenance of Jewish institutions falling on fewer shoulders.

### Canadian ORT Organisation

The parent body, fully recognised by the Canadian Government, functions with two branches - Men's Canadian ORT and Women's Canadian ORT (see separate report).

The Montreal Region and the Ontario Region have recently elected new Boards of Directors. Many new members have joined these Committees and have brought new ideas and plans for implementation. An intensive campaign has been inaugurated to double the number of the present memberships.

During the period 1980-1982, some special public events were organised to expand the awareness of Canadian ORT within the Jewish Community, as well as in the general community.

In December 1980, the Governor General of Canada hosted a reception at Government House, in Ottawa, to honour a number of Canadian individuals, chosen by Canadian ORT, who had contributed significantly in the vocational-technical field. Original designed ORT medallions, specially struck for the occasion, were presented to the recipients, some of whom travelled thousands of miles to the presentation.

The "Builders of the Dream" Campaign, under the chairmanship of Edward Bronfman, was inaugurated in 1980 to raise extra dollars in celebration of the 100th Anniversary of ORT. Over \$1,000,000 was pledged to this Campaign and the major portion has been collected.

In 1981, we participated in the world-wide fund raising project, Celebration 33. The communities of Montreal, Toronto and Vancouver participated in this successful event and ORT received many dollars as its share of the proceeds.

Under the chairmanship of Edward Bronfman, a special ongoing annual campaign is conducted to solicit funds from non-Jewish corporations.

Despite the prevailing socio-economic stresses of this period, Canadian ORT, Men's Division, was able to increase its support for the World ORT Union and remitted \$3,400,000 during these years. This amount was augmented by the remittances of Women's Canadian ORT.

#### Other Activities

The acceptance of ORT in the Jewish Community constituted one focus for our activities. Of equal importance was our continuous effort to maintain and expand our acceptance in the general community, and by professional and governmental agencies concerned with development.

Our continuous excellent relations with CIDA (Canadian International Development Agency), a federal government agency, are on two levels:

- a) The N.G.O. Division - which matches funds for projects in developing countries and which, during their fiscal year, allocated \$500,000 per annum to Canadian ORT, and,
- b) The Bilateral Division - in which ORT's Technical Assistance implemented a road construction and maintenance project in Zaire, and a Training Study project in Nepal and Cameroon.

Several provinces, over the past few years, through unified efforts and pressure by the larger N.G.O.'s active in the country, accepted a responsibility towards the Third World. They either created special funds designated to support projects or allocated matching dollars to funds raised in the province by an N.G.O. for specific projects in developing countries.

Canadian ORT has been accepted in all these provinces as a recipient of funds. ORT is represented on the Provincial Boards by its volunteers who participate actively in developing policies, creating lobbies and interpreting its philosophy to their cooperants.

#### Perspective

With the infusion of new members on the Boards of the Montreal and Ontario Regions, we are optimistic that increased funds for World ORT Union will be forthcoming in the coming years. With the Community becoming more aware of ORT, greater support will result.

## WOMEN'S CANADIAN ORT

### Social and Economic Situation in Canada

As we have stated in previous reports, the Canadian economy is heavily influenced by US developments. Canada has close export ties to the United States, particularly in the area of automobiles, auto parts and lumber for housing.

1980 marked a 0% growth in the Gross National Product in Canada and the situation has continued to deteriorate since then. In 1981, Canada was plagued by the combined problems of high inflation, a devalued currency and slow growth. The 12.5% inflation rate in 1981 was the highest since 1948. Corporate profits fell by 40% and business bankruptcies increased sharply. The unemployment rate of 7.6% was comparable to that of the US.

In 1982, conditions continued to worsen. In the first half of the year the unemployment rate hit a post-Depression high. Inflation remained well above 10%, real economic growth declined and the Canadian dollar fell to an all-time low, compared to the US dollar. Unemployment rose to 11%, as compared to 9.5% in the US; it is expected to increase to 13% in 1983.

Over these years, disposable income has continued to decline - 14.9% in 1981, 8.75% in 1982 and a projected 6.5% in 1983. The per cent of money going into savings has remained constant, and households have adopted a more cautious attitude toward spending and indebtedness.

Canada, both at the governmental and individual levels, continues along its essentially conservative lines. Its image as a "safe and quiet" country has made it an attractive haven for various immigrant groups since the end of World War II. However, the severe worsening of economic conditions has caused increased social unrest throughout the country.

### The Jewish Community in Canada

The Jewish community in Canada, some 300,000 people, is generally more conservative than that of the US. The major Jewish centres are Montreal, Toronto, and Winnipeg, with Vancouver an "up and coming" area. The Jewish community is, on the whole, a homogeneous one, with a high proportion of Holocaust survivors, and is committed to Israel and her survival. The Jews of Canada tend to be middle to upper-middle class, with very few among the uppermost echelons of the Canadian economy. However, especially in the larger cities, there does exist a significant population of poor, single, elderly people who are largely dependent upon Jewish community resources for their day-to-day survival.

The deteriorating economic conditions have helped to foster the resurgence of overt incidents of anti-Semitism, as they have throughout the world. The war in Lebanon seems to have been a pivotal point for creating a more "tolerant" atmosphere for anti-Semitism. While the war in Lebanon sparked much debate within the Canadian Jewish Community, the sharp rise in anti-Semitism has also served to fuse the community and to reaffirm their traditional support for Israel.

It must also be noted that almost forty years have passed since the end of World War II and the number of persons for whom that war and the Holocaust were the most significant events of their lives has greatly declined. They have been replaced by a generation for whom Israel is just another country and who have no "guilt" about the fate of European Jewry. This kind of atmosphere "allows" a new wave of anti-Semitism to flourish under the guise of anti-Zionism or anti-Israel propaganda.

### Membership

| <u>Membership figures:</u> | <u>March 1980 - March 1983</u> |
|----------------------------|--------------------------------|
| 1980 .....                 | 4,563                          |
| 1981 .....                 | 4,439                          |
| 1982 .....                 | 4,482                          |
| 1983 .....                 | 4,527                          |

Although we have not yet reached our membership goal of 6,000 members, during the 1980-1982 period there was a flurry of activity in the membership portfolio, but no national committee was formed. The portfolio was handled by one National Vice-President (with the aid of the National Office).

Following is a calendar of events:

1. In the fall of 1980, membership instruction kits were sent to all regional membership chairmen. These kits very closely followed the methods used by Women's American ORT, with a calendar and monthly instructions for specific membership activities. Stress was put on four recruitment methods:
  - (a) Parlour meetings
  - (b) Mass mailings
  - (c) Phonathons
  - (d) Geographic division of cities
2. A new membership brochure was also developed and used as a mass mailing appeal to recruit new members as well as an insert in our national magazine, FOCUS.
3. The continuation of incentive pins: one type for bringing in three new members and another type for bringing in seven new members.
4. Memorandums sent on a continual basis for regional membership chairmen and presidents, with updated information and suggestions for both retention and recruiting.
5. A free trip to Israel was used as an incentive for membership recruitment: every new member of ORT who joined between June 1980 - June 1982 became eligible for the draw for a free trip to Israel.
6. Free trip to Convention '82 for the period between June 1980 to October 1982 - each member of ORT who sponsored 15 or more new members had her name submitted for the draw for a free trip to Convention '82.

7. Phonathon - an in depth seminar to discuss this method of recruitment and re-enrolment was held in December 1980, in conjunction with National Board meetings.
8. Gift Cards - In the spring of 1981, we introduced a special gift card for membership. This was to buy a friend or relative a membership in ORT as a gift for a birthday, anniversary, etc.
9. New brides and newcomers to ORT cities - a year's free membership was offered.
10. Spring '82 - a mass mailing flyer entitled "Spring's a-poppin!" was sent across Canada.
11. Spring '82 - Ruth Eisenberg and Claire Pyser, of Women's American ORT, were guests at National Board Meeting and helped plan our membership activities for Convention '82.
12. Spring '82 - Special ticket books for membership recruitment were introduced. There were six tickets in each book; five were sold to new members and their names went into the draw for the free trip to Israel. The sixth ticket was for the member selling the tickets and after she sold all five, her name went into the draw for the free trip to Israel. This was a quick and easy method of recruiting new members in major cities. The potential problem of retaining these "raffle" members is still being worked out.
13. Convention - October 1982 - workshop with Claire Pyser, National Membership Chairman, Women's American ORT, focused on geographic division of cities.
14. December 1982 - regions asked to establish recruiting, re-enrolment and expansion chairmen. Instructions were sent to each chairman and an example of welcome kit for new members.
15. December '82 - suggestion that each region give an award to first chapter in its region with full retention.
16. Ongoing themes for establishment of new chapters, eg, Singles Groups, Contemporary Women, Young Married, Francophone, Community Forum (issue - oriented groups), Investment Groups, Professional and Business Women.

This year membership is centering its attention on the establishment of the Community Forum, a new department for Women's Canadian ORT.

Each region and chapter-at-large has been asked to appoint a Community Forum chairman, who will co-ordinate activities with the regional membership chairman.

We now have a total of 54 chapters in 6 regions and 4 chapters-at-large. The membership portfolio has two national Vice-Presidents, one for overall recruitment and one for re-enrolment. The expansion position is still to be filled. This team, with the aid of regional chairmen across the country, is exerting every effort in the area of membership, and we look forward to some solid results.

In conclusion, it should be noted that while Women's Canadian ORT enjoys the largest national membership in Canada, after Canadian Hadassah-Wizo, our overall membership figures have remained more or less static for the past few years. The general crisis in volunteerism continues to affect us, as it does every other women's organisation and we are searching for new ways to attract and keep members. We are now embarking on an ambitious issue orientation national campaign, which we hope will draw in many new members.

#### Fund Raising Activities

Our fund raising activities over the past three years have continued along more or less traditional lines - that is to say: staged events such as bazaars, celebrity auctions, antique shows, sports events, Christmas gift-wrapping, etc.

In these types of staged events we are constantly searching for new and innovative ways to update formats and to introduce new twists that will produce greater results.

The "Builders of the Dream" programme continues to be a major part of our fund raising. This \$10,000 category was initiated during ORT's centenary year and has proved so successful that the decision was taken to make it an ongoing project.

"Builders of the Dream" represents a shift in the type of fund raising that Women's Canadian ORT has undertaken. Heretofore, we had never asked for such substantial gifts from the community. Its success proves that ORT can solicit and obtain large donations.

As part of our effort to increase the level of scholarships donated, we have been pushing the \$1,000 Golden Circle category with good results. We now have Golden Circle donors in almost all of our regions.

We are also in the process of setting up a Legacies and Bequests programme for Women's Canadian ORT, which should prove to be an additional source of major gifts. We hope to use the purchase of life insurance policies with ORT as beneficiary, as one of the vehicles for this programme.

Our retail stores in Montreal and Winnipeg continue to be an outstanding source of revenue in these two cities. We are currently in the process of reactivating a store in Toronto and hope to have a suitable location shortly.

Following are our fund raising figures for the three year period from March 1, 1980 through March 31, 1983. (Please note that all figures quoted are in Canadian dollars.)

|                                 | March 1, 1980<br>Feb 28, 1981 | March 1, 1981<br>Feb 28, 1982 | March 1, 1982<br>March 31, 1983 |
|---------------------------------|-------------------------------|-------------------------------|---------------------------------|
| Transfers to<br>World ORT Union | \$294,964.20                  | \$309,137.88                  | \$325,774.31                    |

### Review of Organisational Activities

During the period covered in this report, we have held two National Conventions: the 15th Biennial, in June of 1980, which was held in Israel in Honour of ORT's Centenary, and the 16th Biennial, held in Toronto in November of 1982.

Both conventions were highly successful and we are now already planning the 18th convention which will take place in Winnipeg.

Conventions provide an unparalleled opportunity for members to exchange ideas and to learn from one another. They also help to promote pride and a sense of purpose for those attending. Unfortunately, our attendance at both conventions was disappointing, due primarily to financial constraints. We do not subsidise our delegates to convention, so the costs can be prohibitive. We are now studying the feasibility of holding conventions every three years instead of every two.

In conjunction with the 16th Biennial Convention, Women's Canadian ORT held its second conference on technology, entitled "Parental and Societal Attitudes toward Technology". We were fortunate to have with us Mr Joseph Harmatz, Mrs Parvine Motamed, and Mr Michael Avitzour, all of whom participated in the Conference and helped to make it so successful.

In conclusion, these past three years have seen some notable successes and some failures. The crisis in volunteerism is ongoing and our membership figures reflect this.

We have embarked on an ambitious programme of educating our members, and the community at large on issues of vital concern to us - technological education and awareness - the scope of the global ORT programme, the rise of anti-Semitism, etc. We have created a new department in the organisation to address these issues called "Community Forum", under the able chairmanship of Dorothy Shoichet. If Women's Canadian ORT is to continue to grow in Canada, it will be because we will have succeeded in attracting new members and leaders who see these issues as crucial and who will address them under the ORT banner.



## ORT CHILE

### THE ECONOMIC AND SOCIAL CONDITIONS IN CHILE FROM MARCH 1980 TO MARCH 1983

After a moderately sustained growth in the economy during the final years of the 70s, there was a marked improvement in this direction during 1980 and half of 1981.

However, this was followed by a rapid and dramatic economic deterioration in the following year and a half, which came about as a result of world recession and of the application of monetary system which favoured the control of inflation at the expense of full employment. The complete freedom given to imported goods and services, with only a 10% import tariff, made for the closing and bankruptcies of many businesses.

Unemployment never dropped below 10% even at the best of times and in the end the figure now stands at over 24% of the Chilean labour force.

The difficult economic situation has also led to grave social problems.

After three years of a fixed exchange rate, the financial authorities initiated a series of devaluations around the middle of 1982, which by the end of March 1983 had reached 90%. All this had meant that the population in general has become poorer. Within the economic framework of Latin America, Chile stands as no exception to the general conditions.

### THE SITUATION OF THE JEWISH COMMUNITY DURING THE PERIOD UNDER REVIEW

The Jewish Community has been subject to the same fluctuations as the rest of the country's population. There has been a great deal of unemployment amongst the professional class (architects, engineers, lawyers and doctors, employees and businessmen). This has aggravated welfare problems and from the school's point of view has meant an increased number of requests for scholarships.

Over the past year, there has been a noticeable and substantial increase in Aliyah.

Around 90% of the Jewish population lives in Santiago, with the rest resident in Vina del Mar. Only a few families live in cities such as Concepcion, La Serena and Temuco.

### THE ORT SCHOOL IN CHILE

ORT educational work in Chile over the least three years has centred on two fundamental aspects.

- a. The programme in the Jaim Weizman School
- b. Educational programme in the CEDUCOM

PROGRAMME IN THE JAIM WEIZMAN SCHOOL

The Jaim Weizman School (or Hebrew Institute as it is also called) is the school of the community which gives general and Jewish education from Kindergarten level (2½ years of age) to termination of secondary education (18 years of age).

In 1976, the Vaad Hajinuj signed an agreement with World ORT, the result of which was that the Hebrew Institute was redefined as a comprehensive school. Comprehensive education is essentially a system providing an integral training, which educates, develops the intellect, applied and motor skills both together and individually. Alongside a concern for the growth of the child's capacity to think critically, reflectively and scientifically, children learn to use this thinking in exercises of expression and practical skills.

Over the past three years (1980 to 1983) the following developments can be noted:

| a. <u>Student Body</u>    | 1980      | 1981      | 1982      | 1983      |
|---------------------------|-----------|-----------|-----------|-----------|
| <u>KINDERGARTEN</u>       |           |           |           |           |
| Gan Ben Yehuda            | 79        | 84        | 61        | 50        |
| Gan Ben Gurion            | 104       | 114       | 108       | 98        |
| Gan Jaim Weitzman         | 97        | 106       | 133       | 131       |
|                           | <hr/>     | <hr/>     | <hr/>     | <hr/>     |
|                           | 280       | 304       | 302       | 279       |
| <br><u>PRIMARY SCHOOL</u> |           |           |           |           |
| 1st year                  | 90        | 120       | 114       | 109       |
| 2nd year                  | 180       | 93        | 119       | 111       |
| 3rd year                  | 97        | 111       | 99        | 105       |
| 4th year                  | 101       | 93        | 103       | 91        |
| 5th year                  | 99        | 101       | 93        | 96        |
| 6th year                  | 78        | 103       | 102       | 84        |
|                           | <hr/>     | <hr/>     | <hr/>     | <hr/>     |
|                           | 573       | 621       | 630       | 596       |
| <br><u>MIDDLE SCHOOL</u>  |           |           |           |           |
| 7th year                  | 79        | 88        | 109       | 99        |
| 8th year                  | 58        | 80        | 89        | 105       |
| 1st grade                 | 80        | 65        | 89        | 88        |
| 2nd grade                 | 80        | 85        | 65        | 85        |
| 3rd grade                 | 55        | 85        | 88        | 68        |
| 4th grade                 | 76        | 52        | 78        | 78        |
|                           | <hr/>     | <hr/>     | <hr/>     | <hr/>     |
|                           | 428       | 455       | 518       | 523       |
| <br>General Total         | <br>1,281 | <br>1,380 | <br>1,450 | <br>1,398 |

b. Graduates

During the period under review, the following students have graduated from the Hebrew Institute.

| 1980/1981 | 1981/1982 | 1982/1983 |
|-----------|-----------|-----------|
| 72        | 51        | 78        |

These graduates have continued with their education or are already working in the following areas:

|                                  | 1980/1981 | 1981/1982 | 1982/1983 |
|----------------------------------|-----------|-----------|-----------|
| Architecture                     | 2         | 3         | 3         |
| Art                              | 4         | -         | 1         |
| Civil Engineering                | 2         | 1         | 1         |
| Design                           | -         | 1         | -         |
| Forestry                         | 1         | -         | -         |
| Veterinary                       | -         | -         | 2         |
| Chemistry                        | -         | 2         | 1         |
| Biology                          | -         | -         | 1         |
| Bio-chemistry                    | 1         | -         | 2         |
| Physics                          | -         | -         | 1         |
| Mathematics                      | 1         | 1         | 2         |
| Philosophy                       | 1         | 1         | -         |
| History                          | -         | -         | 1         |
| Basic education pedagogy         | 2         | -         | 1         |
| Middle school pedagogy           | 7         | 3         | 3         |
| Differential pedagogy            | 1         | -         | 1         |
| Pre-school education             | 1         | -         | -         |
| Kinotherapy                      | -         | -         | 1         |
| Nursing                          | 1         | -         | -         |
| Speech therapy                   | 1         | -         | -         |
| Medical technology               | 2         | -         | 1         |
| Medicine                         | 5         | -         | -         |
| Odontology                       | 2         | 1         | -         |
| Engineering                      | 14        | 2         | 17        |
| Practical engineering            | -         | 3         | 1         |
| Nutrition studies                | -         | 1         | -         |
| Commercial studies               | 6         | 12        | 8         |
| Accountancy                      | -         | -         | 1         |
| Journalism                       | 1         | -         | -         |
| Law                              | -         | 1         | -         |
| Public relations and advertising | -         | 1         | -         |
| Social services                  | -         | -         | 2         |
| Psychology                       | 1         | 3         | 2         |
| Other advanced secondary studies | 6         | 8         | 8         |

c. Jewish Education

Since its creation as a school, the Hebrew Institute has been very much concerned with giving intensive Jewish education, enabling students to gain a good knowledge of Hebrew, get to know fundamental aspects of Tanach and Jewish History. Israel plays a central role in the students' Jewish education.

Over the past three years these are some of the most meaningful aspects which we would like to mention.

- Hebrew instruction at kindergarten level (5 years of age).

With the aim of introducing the child at a much earlier age than usual to Hebrew language instruction, an oral Hebrew programme was implemented at this level from 1982 on. This programme is based on the theme construction. The children learn the language orally around such themes as 'I and my person', 'school', 'the family', etc. The Jewish Holydays constitute a significant aspect of this programme.

Active Jewish Education

Aims: To develop a methodology of teaching stimulating motivation, with the capacity to make the Jewish learning a challenging and impassioned activity.

Methodology: From 1980, an active method of teaching was implemented with the following characteristics:

- i. The teachers prepare and plan educational material around a theme, for example, 'my body and myself', 'springtime', 'Pessah', etc. A coordinator directs this work.
- ii. The Laboratory/classroom is broken down into four or more working groups (story-telling, oral expression, singing, etc.) Each working group uses audio-visual materials, transparencies, games, and slides, etc, with which the students work. It is a question of making the materials both attractive and self-instructive.
- iii. The students are divided into four or more working groups of 6 or 7 children, headed by one member who is elected chief-student, and is responsible for centralising the group's work. Each group takes a turn at each type of project work (story-telling, singing, oral expression, etc) once they have finished all the tasks and activities assigned to each unit.
- iv. So that all the children in each working group receive an adequate amount of attention, each class has two teachers who take charge of two groups each.
- v. At the beginning of each working session, the teacher explains and motivates the theme. Moreover, the students sum up the work they have done.

- vi. It should be pointed out that the work done in the laboratory is reinforced by class study. The students only do laboratory work for two hours a week.
- vii. Group work facilitates self-instruction. Students learn how to interact with the material they use.

As an example and so that the reader can better understand the methodology used, we give the following working outline:

Subject: Friendship

Working Groups: Story telling: The children listen to the story in Hebrew told by means of a slide film.

Oral expression: (work with the teacher).  
The children get transparencies related to the story and cards printed with Hebrew sentences. The children must put the sentences in the right order to make up the story and tell it in Hebrew. In addition, they must match the phrases to the transparencies. The children must draw their own transparencies relevant to the Hebrew text and write up the titles in Hebrew.

Singing: The children listen to songs related to the theme on their headphones (En Den-Dino, Lama-Kaja). Slides in Hebrew show the song's text. The children learn the song and illustrate the Hebrew text which they write with their own drawings.

Dictionary: Children get cards with the important words of the story printed on them and must look them up in the Hebrew dictionary to discover their meaning. In addition, they must make up their own Hebrew dictionary.

Play: Games are played which make allusion to the theme of friendship.

Drama: The children act out the story with puppets representing the characters. The spoken word is in Hebrew.

To plan, prepare materials and supervise the active work of the Jewish instruction unit three coordinators are employed.

Using these methods, several different teaching modules have been prepared for primary level education, which includes a complete set of didactic material.

The central problem in the secondary level school is the disparity of knowledge levels amongst the students. Given the fact that the Institute is defined as a school which maintains an open door policy, there are children on our registration who have various learning difficulties which are even more acute when it comes to learning Hebrew. Moreover many children come to the Institute from other schools, with no knowledge at all of Hebrew or of Jewish culture. Upgrading courses have been established for these students using active teaching methods. We have split these students into small groups receiving individual attention, since emphasis is on the use of audio-visual methods. A methodology very similar to that of the Primary level is used.

d. Upgrading of Jewish Education Teachers

The Hebrew Institute has sent several teachers for training in Israel over the past three years. Abraham Tawrycky received a Masters degree in Jewish education and Clara Sussely and Jacqueline Minzer have studied at the Majon Grinberg. The three teachers returned to Chile and have been integrated back into their educational work. Betty Kipen is in Israel studying education.

e. Problems in Jewish Education

The interests of the young people themselves dictate the content of the Jewish themes and experience. Set down in the middle of a non-Jewish world, the young person finds himself motivated by innumerable stimuli which are far away from Jewish concerns. The open society in which they live does not hold them back, apparently, from gaining access to a national culture and what it offers. The young people, if they so desire, can take a limitless share in all the aspects that life apportions them. The only possible restrictions are those belonging to the national context and are valid both for Jewish young people and for non-Jews of the same socio-economic level. The open society allows them to enter university, including the Catholic University, and to study branches which correspond to their interests and capacities. As adults later on, they can integrate into the working world. Moreover, this same open society permits them to marry non-Jews, without this being behaviour which is censured or criticised. For the non-Jew living in this open society it would seem natural that young Jews marry non-Jews, as have done other ethnic groups such as the Italians, Germans, French, etc.

On the other hand, the Jewish family stimulates and motivates its children for whom so many possibilities are open, to put no limit on their aspirations and to profit to the full from all that society offers them. It is clear that those Jewish families which send their children to a Jewish school are interested, firstly, in seeing that their children grow up together with other young Jews. The other aspects of Jewish culture and experience take second place. 'What is important for me', a father told the writer of this report, 'is that my son is physically next to other young Jews. He will learn Hebrew in Israel, if he eventually goes there.' This simple reply clearly shows the incomprehension existing from time to time concerning the

place of Hebrew as a unifying element within the Jewish people. In the same way there is a similar lack of understanding concerning the role of Jewish culture for the maintenance of Jewish life. Of course, it is clear that physical and social closeness is an important factor for Jews, but it is a necessary condition, but not sufficient in itself.

At home, the Jewish experience is very limited and it is difficult to come across a case where the Jewish theme is an element around which the family unites. Preoccupied with daily survival, with solving more immediate problems and overcoming the contingencies that daily life presents, Jewish themes and experiences are put on one side and stay there. The child and the young person soon realise this fact and soon they also begin to give little importance to Judaism, which is a subject 'or study area' for school, and consequently must stay confined to the school sphere. Undoubtedly, if the family and the home do not confer on Jewish education and its content their required status, the young person does the same.

f. PROGRAMME RENEWAL

From the moment of signing the Agreement with ORT in 1976, the school has introduced a series of innovations which have had a direct effect on the curriculum.

- f.1. At primary level creative education, has been implemented which has meant active and personalised methodology, etc. All this led to a modernisation of the curriculum, giving way to more active teaching, enabling higher motivation and reflective thinking on the part of the students.

It can certainly be said that teaching methods have been modernised and that above all learning is more motivated for the students. However, we have to point out that, due to the implementation of new teaching systems, deficiencies on both the administrative and pedagogical side have become apparent. Education costs have increased, with consequent need to increase fees. In Chile's current economic situation, this brings problems in its train. On the other hand, the teaching staff have had to upgrade their knowledge in order to be better prepared to assume the tasks implied by modern education. This is an essential part of improved work and support.

- f.2. At secondary level, we have continued with programmes of technological education in the 7th and 8th years. Electronics and general computer courses have been run for First and Second grade of secondary school and computer and electronics sections have been implemented for the 3rd and 4th secondary grades. It must be said that in developing these sections, it has become clear to us that within the current context of the Institute, they cannot constitute graduation outlets, but should be thought of as exploratory sections.

g. Equipment

During 1981, 1982 and 1983 much new equipment has been acquired by both CEDUCOM and the Hebrew Institute including two Apple IIE computers.

h. Extra-curricular Activities

The Hebrew Institute must, in order to be an integral community school, be characterised by a variety of extra-curricular activities. To mention all the extra-curricular activities developed over the last few years by the school would be too vast a field to cover, so we will outline only a few.

- h.1. Shirutrom: From 1981 on, the Institute carried out a campaign based on the Shirutrom programme which Israel promotes to help the Jayalim from Israel.
- h.2. B'nei Mitzva Programme: During 1982, a B'nei Mitzva programme was implemented for 12 year old students to prepare them morally, philosophically and religiously for their Bar or Bat Mitzva.
- h.3. Exchange Programme with Israel: During 1982, four students were sent to Kiryat Bialik ORT school in Israel for six months' study. There were some difficulties encountered in this programme and these are being evaluated.
- h.4. Prayers in the Primary School: From 1981 on a Tefilin programme was introduced into the Primary school, complementing the Tefilin which has been present for many years at secondary level.
- h.5. Course on Jewish Values and Thinking: In 1981, a programme aiming at developing and evaluating the integration of Jewish values and thinking at all school levels was implemented. This activity seemed very important, but however, held many stumbling blocks. In particular, the teaching staff met with difficulties in the systematic development of this subject. Furthermore, a clear need to work with parents and the authorities was seen in order to make this activity bear fruit. It would seem essential to look for the right way to advance this aspect of our work which is of prime importance for the Institute.
- h.6. Oral Expression: In 1982 a programme aiming at the development of oral expression for Primary school pupils was initiated. This programme involves parents helping the development of their children's oral expression through the use of cassettes sent home for this purpose.

i. Teacher Upgrading

One of the central concerns for the school is the upgrading of its teachers at all levels.

- i.1. In 1981 15 teachers participated in a voluntary computer literacy course.

i.2. In the second half of 1981, four upgrading courses were held.

- Audio-visual methods. Gaining knowledge of the teaching and operational use of audio-visual equipment.
- Training evaluation: Theoretical fundamentals and practical work involved in training evaluation.
- Hebrew - course in broadening knowledge of Hebrew for kindergarten teachers.
- First aid.

i.3. During 1981 upgrading courses were reduced in number for budgetary reasons. Only the following took place:

- Course of emotional development for kindergarten teachers.
- Computer competition: The Computer Department of the Hebrew Institute held a competition for students in second and third year Computer and Humanities and Science sections. They were given exercises in practical work and other project work on specific themes. The main aims of this first competition were:

To stimulate creativity amongst the students through the most up-to-date use of the computer.

Show them the wide facilities for mutual development which exist between the area of computers and other subjects.

Evaluate the practical levels of the students in the development of selected memory, choice, development and processing programmes.

Each project was developed for no more than two students and was presented after being proved by its authors. The work of the teachers consisted of counselling in the approach to the problems and in guiding the students in the choice of themes.

The teaching staff, together with the School's Director and a representative of the Vaad Hajinuj, who is himself a Computer Professor at the University of Chile and the Department Coordinator, had the job of choosing the nine finalists from the 90 projects presented.

It is important to note that each work chosen showed an excellent grasp of print out and memory, of programming and knowledge on the part of the students.

Computer languages used in the projects were BASIC and FORTRAN. The wonderful results obtained from this first competition, encouraged us to carry out a second one in 1983, when more specific subject matters were offered and more time given for their development.

j. General Evaluation

The introduction of a whole series of innovations into the Hebrew Institute curriculum, which began with the signing of the agreement with ORT, have, without giving way for any doubt, meant a fundamental improvement in the school. ORT has made this school into a dynamic force for change and innovation, which has opened the way for a replanning of the whole school activity. Certainly, much remains to be done still and there are still more areas which need to be consolidated and reinforced. However, we must say that in our preoccupation to innovate and change, we failed to produce an adequate balance in the curriculum to a certain measure. In this respect we can say:

- j.1. Given the context of the Jewish Community of Chile and the country itself, it would seem essential to emphasise the moral development of our students. This can appear to be 'romantic' and 'ideological' but is in fact very necessary.

It would seem important to look for methodologies that open the way for more personalised relations between teachers and students, in a school the size of our own. We have detected a great deficiency in interpersonal relationships and in the moral values of our students. One possible solution would undoubtedly require major financing (which today is difficult to achieve) is to have full-time teachers. They would then dedicate part of their time in establishing individual relationships with the students, in a way that they can guide the students not only in their academic development, but also in their emotional problems, in their personality and co-existence.

This would need working with the authorities and with parents and to that end means back-up by specialists and teachers with time to give to the task.

- j.2. The introduction of innovation has meant that the students' timetable is overloaded, leaving little free time. This situation must be studied. Certainly, the aims of the integral education put forward by the school require many hours of teaching and extra-curricular activities. Moreover, the school, because of its Jewish character, has demands on its time that others do not have. All this makes it difficult to find ways of alleviating the curriculum, but on the other hand, we do see the difficulties that the heavily loaded timetable means for the student.

- j.3. It seems essential to establish a programme for parents. All the time we feel that without the determined support of parents, our task is very difficult. We must generate a project which will involve parents in the work of the school.

- j.4. We feel that our students are alienated from the national reality of the country. As a consequence, it seems essential to develop a systematic programme to bring the children and young people closer to the country's realities. We shall look for ways to make the students see themselves as partners in the social action of the country, making them aware of the problems through which the great majority of Chileans live.

## CEDUCOM

In April, 1980, the VAAD HAJINUJ and ORT established the Technical Training Centre known as CEDUCOM. From the outset, CEDUCOM has based its work on the following aims:

- a. Computer education for the Hebrew Institute and the Jewish Community.
- b. Supply computer services to the Hebrew Institute and to commercial and industrial bodies.

In January 1983, CEDUCOM was officially recognised by the Ministry of Education, and can now grant technical diplomas.

### 1. Equipment

CEDUCOM has a Texas 990 Model 6 computer, two print-outs TI 810 with a speed of 180 characters a second. It has five screens and two magnetic disc units TI 25.

In April 1983, it acquired two Apple IIe micro-computers both with two-drive discs and a print-out.

### 2. Activities

During 1980 to 1982, CEDUCOM carried out the following activities:

#### a. Computer courses for the Tertiary Sector

The course began in April, 1981, and had a student body of 20, all graduates from the Hebrew Institute Secondary school. (6 students dropped out during the first term.)

The course lasts two years and covers programming, processing, computer languages, operative systems, maths, applied maths, administration, accountancy, human relations, statistics and English. At the end students are qualified as Programme Analysts.

#### b. School Quotas

CEDUCOM has supplied a computer system to school quotas for the authorities since March, 1982. This system has been entirely developed by CEDUCOM.

#### c. Salaries and Payments

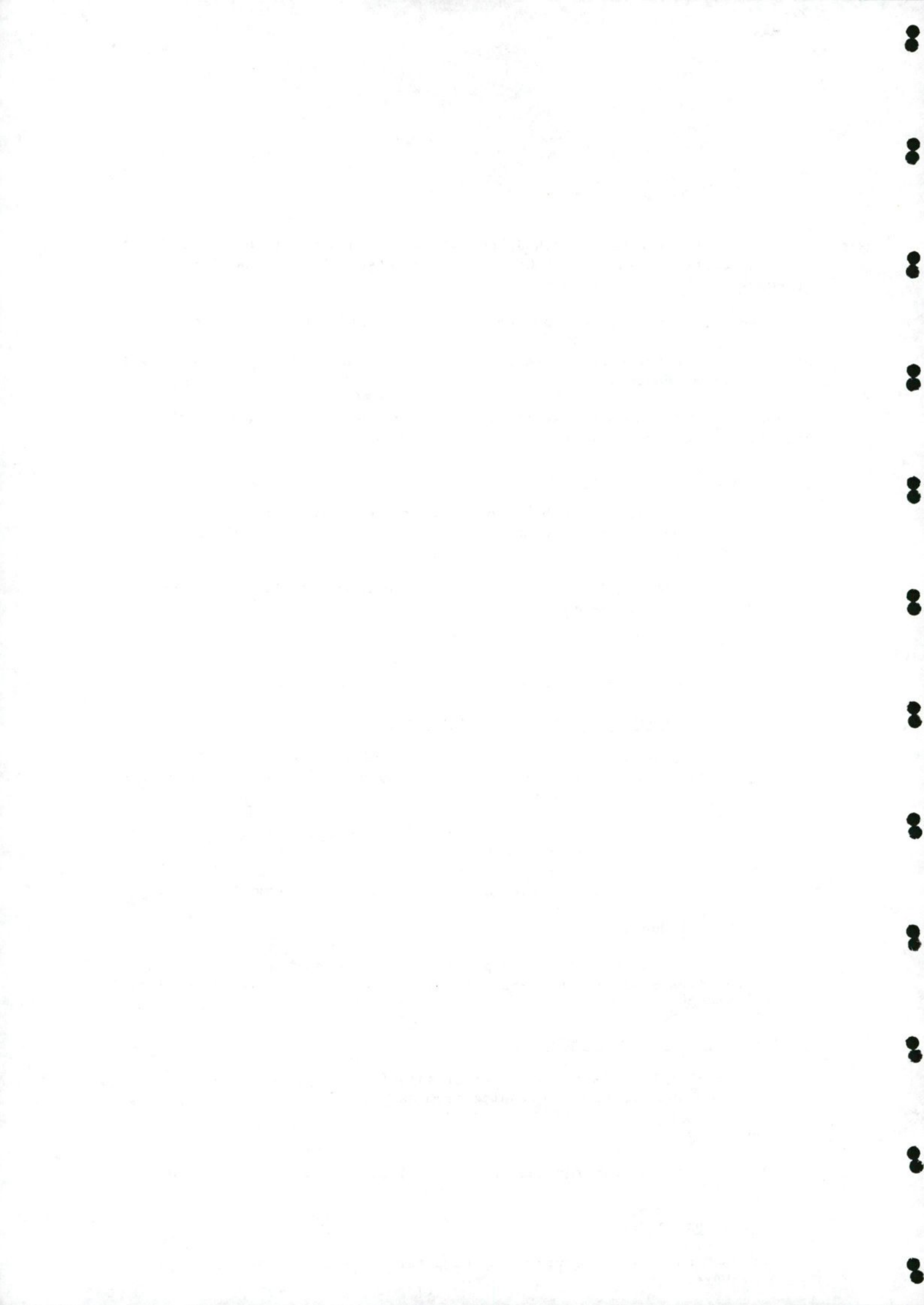
CEDUCOM has adapted a system of salaries and payments on its computer and started functioning from May 1980.

### 3. Inventory

An inventory system for the Hebrew Institute is in the process of being finished.

### 4. Upgrading Course

CEDUCOM has given two upgrading computer courses for the Hebrew Institute teachers.



## ORT DENMARK

Income from ORT Denmark amounted to \$103,000 in 1980, and to \$97,000 in 1981. In 1982 it fell to \$25,000.

A substantial part of this income came from the Danish Refugee Council who over the years have given generously to various ORT projects concerned with refugees. This earmarked income has gone towards the language programme in Rome for Eastern European migrants and towards the absorption of new immigrants into Israel. Two representatives of the Danish Refugee Council attended an Executive Committee meeting of the World ORT Union which was held in Jerusalem in September, 1982.

In 1982, Professor Isi Foighel, long-time president of ORT in Denmark and a member of World ORT Union's Executive and Administrative Committees was made Minister of Taxes for the new Danish Government.



## ORT FRANCE

### INTRODUCTION

The last three years have been decisive for ORT France in many respects - affecting particularly the conditions in which it operates, and subsequently, the way in which it is run.

#### 1. External Factors

The economic situation throughout the world and particularly in France has been subjected to a shake-up:

- We are witnessing a technological revolution, of which ORT cannot fail to be aware.
- The Jewish community in France has undergone a high degree of reorganisation.

Thus, this three-year period has signalled financial austerity, social unrest, administrative reform and political change.

#### a. The Economic Situation

These difficulties have appeared first and foremost in the international sphere: a reduction in the industrial activity of the leading European powers, a steady increase in unemployment in spite of a concerted effort by France in 1981 and a major economic crisis which threw several countries into debt, their budgets into disarray and cast doubt upon their social policies.

We must remember that the deflationary policies of many countries have been a mixed blessing: they have led not only to a decline in the rate of inflation, but also to a drop in the working population, resulting in a restricted purchasing power for each household.

France itself has undergone political changes affecting its economic stability as well as its administrative structure (this is especially true in the field of Education).

#### b. The Technological Revolution

This revolution was "declared" in the wake of a drastic "reshuffling" of industrial factors on a worldwide scale, and a technological leap forward, following a simultaneous rise in the cost of fuel and in the price of wages.

Whereas the changes initiated by the introduction of steam and the harnessing of sources of power were drawn out over almost a century and a half, the electronic revolution has evolved within a mere two generations, with widespread use of increasingly sophisticated equipment to replace conventional jobs (at a secondary level with the rise of robotics, and at a tertiary level due to office automation).

A paradox has resulted from the fact that more money is being spent to create less jobs. Even though new areas of employment will ultimately arise from activities associated with the new technologies, this happy situation has not yet crystallised.

Industrialised countries are having, at the same time, to pay a higher price for their fuel, to revamp their traditional industries, to invest in new spheres of activity and to train personnel to take part in the new technologies, all in a very short space of time, when financial resources are scarce, and with a zero growth rate!

c. A Question Mark over the Jewish Community

1982-3 marked the end of a period of communal "reconstruction" from which France emerged with a brand new Jewish community, with all the dynamism which that implies, and the vulnerability that generally goes with it.

Those elements most at risk, apart from factors militating in the outside world, were Jewish Education and the ability of communal and educational institutions to adapt to the new situation.

Jewish Education: It is well-known that 82% of the youth in our community receive no Jewish education at all (in the real sense), whilst the degree of investment by their parents in the economic field has caused the traditional role-sharing between the family and society in creating a sense of Jewish identity to disappear (although the great revival of interest in Judaism amongst the youth, as well as a strong desire amongst Jewish intellectuals to return to their roots, cannot be underestimated).

Jewish Institutions: The restructuring of communal institutions has given rise to important psychological and social modifications in the attitude of the French Jew. These new trends of thought have had an undeniable impact on Jewish institutions inherited from Napoleonic times and only reformed during the time of the Resistance movement.

2. ORT

a. Despite the recession which began to affect ORT in the 1980's, there has been a steady increase in the size of ORT's student body for several years, reaching a climax in 1981, and a low point in 1982 which seemed to reflect the self-doubt of a troubled community.

b. As in the past, our examination results in the institutions for young people as well as the FPA Centres (formation Professionnelle des Adultes or Adult Training Centres) were well above the national average in France for technical education. We continued to have success in finding jobs for our graduates, due in large measure to the efforts of our guilds, to the vigilance of special commissions set up by our Technical Committee, and to the large network of firms which subscribe to the Employers' Tax.

c. However, by far the most significant factor which marked the period from 1980-1983 was the major investment in up-to-date equipment and the willingness to adapt to the training requirements of the new technologies (data processing and its applications, office automation, robotics, microprocessors and microprocessor applications, and the incorporation of our schools into the government campaign against unemployment (eg, by introducing industrial apprenticeships, special courses for 16 - 18 year olds), all of which aimed to link the educational world with the world of work.

d. Another important feature of ORT educational development during this period was the inauguration of new BEP and Baccalauréat classes, in order to cater for pupils who are staying on longer at school than they did in the past. This phenomenon is the result partly of families preferring to delay the time when their children must be launched onto the labour market, and partly of the rise in the basic level of education of our Jewish youth, who now belong to the mainly French-born second generation.

e. Finally, in the field of Jewish Education, the Head Office of ORT France has tried to implement a threefold policy: raising the level of recruitment of teaching staff, improving the standard of teaching teams for Jewish subjects, increasing the Jewish educational resources available and incorporating Modern Hebrew as a special feature to be presented as a subject for state examinations, expansion of the extra-curricular programme for Jewish activities, etc.

It should be remembered that the ORT network, with its 3,500 pupils in 8 schools, is actually the largest Jewish school in France, and the only Jewish technical school. (The Yeshivah at Colomiers and the boarding school in Strasbourg are both vital components in this educational equipment.)

f. The last three years have also forced ORT to conform to the educational and administrative changes which succeeded the national education reforms in the sphere of technical education, as well as the restrictions imposed as a result of contracts signed with the State.

#### I. THE STATE OF THE JEWISH COMMUNITY WITHIN THE ECONOMIC AND SOCIAL FRAMEWORK (1980-1983)

In 1980, we wrote in our report to the World ORT Union that the Jewish community in France, with its young, highly industrialised and extremely active population, as it then was, had "reached equilibrium" after picking up the pieces following the shock of Shoa and the displacement of North African Jews. This stability enabled the community to "look at the future with new eyes, and at the past in the light of the immense achievement of the community in responding to the triple challenge of its economic rehabilitation, the economic reconstruction of the French nation, and its own internal reorganisation".

We also reported that the community had suffered "the body blows of the European economic crisis: higher unemployment, blocking of traditional job outlets for school-leavers and university graduates, technological revolution ...".

We have said at the time that our community was "at the same time affected to a greater and to a lesser degree by this crisis, than the national average".

In 1981, these trends appeared to have been cumulative:

- The importance of attendance at Jewish schools has not been exaggerated, and appears as a "window", an external manifestation of the communal revival which we referred to in our 1980 report.
- The situation in entire sectors of the economy, in which Jews played a significant part, deteriorated rapidly, (clothing industry, tertiary sector, blue-collar professions, etc...), giving rise to serious social difficulties.
- The need arose for young adults to face the consequences of industrial and technological transformation, especially in heavily over-subscribed areas such as data processing and electronics, putting pressure on the FPA (Adult Training Centres) for training places.
- Finally, the migration of young Moroccan Jews, without independent means, was given added impetus during that year.
- Comment must be made, in passing, on the political events of May 1981, which directly affected the Jewish community, in respect of the negotiations which were subsequently set up with the school network.

In 1982

- The economic situation stabilised for a while, although a considerable number of small and medium businesses was forced to close down.
- The political situation became clearer, as discussions took place between government sources and educational leaders in the private sector, ORT being in an autonomous position.
- The tragic events of that year - a spate of bomb attacks in Paris - also left their mark.

The community reacted to these incidents in two ways: some people withdrew into themselves, whilst others were more confident in asserting their identity before the outside world.

Early 1983

- The economic situation failed to improve, and government measures to restore the weak economy had a bearing on the Jewish community, since funds were withheld from the liberal professions and middle income employees (a large number of Jews are represented by these two categories).

### The Economic and Social Background

The development of the Jewish community during this period forms a part of the general economic and social picture: a drop in industrial productivity, the rise in unemployment, economic instability, the questioning of social policies, a budget deficit ..... all occurring together with an "industrial revolution" (marking the transition from a technical era to a technological one).

With the passage of time, although young Jews were finding it increasingly easier to integrate into the social and economic fabric of life in France, they also came to identify themselves as part of a collective entity which was itself subject to the same fluctuations as the rest of society taken as a whole.

## II. ORT FRANCE

### A Student Body

| Centres                            | 31.12.80 | 31.12.81 | 31.12.82 |
|------------------------------------|----------|----------|----------|
| Montreuil                          | 1,891    | 1,940    | 1,970    |
| "    CFA                           | 40       | -        | -        |
| SAP Paris (Apprenticeship Service) | 250      | 250      | 250      |
| "    CFA                           | 245      | 302      | 282      |
| "    CFA                           | 100      | 112      | 102      |
| Training School (Ecole de Travail) | 64       | 41       | 36       |
| Lyons                              | 369      | 405      | 406      |
| Marseilles                         | 723      | 714      | 713      |
| Strasbourg                         | 322      | 296      | 301      |
| Toulouse                           | 279      | 257      | 239      |
| Villiers-le-Bel                    | 441      | 437      | 461      |
| Choisy-le-Roi                      | 277      | 293      | 301      |
|                                    | -----    | -----    | -----    |
| TOTAL                              | 5,001    | 5,047    | 4,961    |
|                                    | -----    | -----    | -----    |

Although the 1980's marked a period of austerity for ORT, the student body has increased steadily for several years, reaching a climax in 1981.

There are several causes which may be attributed to the decline in numbers in 1982:

- as a result of political events which occurred in that year, some parents feared recrimination if their children joined the organisation,
- the "technological revolution", of which we are all aware, has caused many parents to experience some uncertainty as to how best to advise their children, encouraging them to stay on longer at school, and delaying the time when they would have to join the workforce where 2 million unemployed would have priority over them,
- on the initiative of government authorities, several FPA (Adult Training Centres) (garment production, secretarial courses in which Jewish candidates have always shown a great interest) were closed down in Paris and in the provinces,
- ORT reflected, moreover, the "plateau" which the Jewish community had reached following a period of intense growth, of reorganisation and unrestricted development, the community was changing direction, looking for new forms of expression, and ways of adapting to a new sense of identity,
- the higher standard of culture which prevailed amongst the general population also obliged ORT to raise the standard of diploma courses. (Bac and BEP became more widespread) in order to offer this new type of community more appropriate outlets and a more effective training,
- thus, from the end of 1982 to the middle of 1983, there was a "transitional period" in which ORT was forced to recognise the dual and contradictory nature of its social role, as well as the need to maintain its competitive spirit.

## B Examination Results and Job Placements

### 1. School for Young People

| Centres         | 1979/80 | 1980/81 | 1981/82 |
|-----------------|---------|---------|---------|
| Marseilles      | 71%     | 73%     | 62%     |
| Toulouse        | 81%     | 88%     | 87%     |
| Strasbourg      | 89%     | 82%     | 100%    |
| Lyons           | 67%     | 56%     | 62%     |
| Villiers-le-Bel | 86%     | 86%     | 88%     |
| Montreuil       | 76%     | 71%     | 80%     |
| Training School | 70%     | 70%     | 72%     |
| Choisy-le-Roi   | -       | -       | 77%     |
| AVERAGE         | 77.1%   | 75.1%   | 78.5%   |

Adults

| Centres         | 1979/80 | 1981/81 | 1981/82 |
|-----------------|---------|---------|---------|
| Marseilles      | 95%     | 97%     | 97%     |
| Toulouse        | 97%     | 96%     | 92%     |
| Lyons           | 95%     | 95%     | 97%     |
| Villiers-le-Bel | 96%     | 95%     | 96%     |
| Montreuil       | 95%     | 95%     | 95%     |
| Choisy-le-Roi   | 88%     | 88%     | 92%     |
| AVERAGE         | 94%     | 94%     | 94.8%   |

It is useful to compare these figures with the national average for technical education in France, which range from 61% to 63% in technical schools for young people.

2. Job Placements

On the whole, finding jobs for our graduates was not too difficult, but it is as well to remember some key facts and figures:

- the problem of finding jobs for our graduates took different forms in the Centres de Formation des Apprentis (Apprenticeship Training Centres) and in the schools.

In the schools, job placements were dependent on various different factors: the economic situation, economic fluctuations and variations in technical requirements of schools in different areas, the reputation of the individual school and the efforts of Old Pupils' Associations. ORT France has several points in its favour as far as its reputation is concerned:

- \* the Technical Committee, which guarantees the flexibility of our organisation (opening up some departments and closing down others, adapting programmes according to demand, keeping a watchful eye on the employment market and on industrial innovations)
- \* a network of over 10,000 firms which are on good terms with ORT and pay us their Employers' Tax
- \* the Association of Former Pupils which holds regular meetings for individual schools or professional sectors
- \* the in-service training schemes in which a number of our pupils have taken part in the last two years, and which help young people to familiarise themselves with the working world whilst gaining useful experience and looking for a job at the same time.

At the CFA centres (Centres de Formation des Apprentis) job placements are secured prior to enrolment on the courses at the school, since training alternates between time spent in workshops and gaining theoretical knowledge at the schools, and time spent "on the shop floor" of the firms concerned. Once these apprenticeships are accepted by the Training School, they already have an apprenticeship contract (unless the school itself provides them with such a contract, in view of its access to a large network of employers), and it is not uncommon for the employer who has allowed an apprentice to train on his premises for two years to take him on at the end of this period and offer him permanent employment.

In 1980, we became aware that in spite of the fact that we were still not experiencing major problems in finding employment for our graduates, the employers whom we approached in the traditional sectors were showing less interest, whereas the heavily subscribed sectors were nevertheless creating a greater demand for recruits.

The young people who are most at risk when it comes to finding a job are those who have not yet been exempted from their military service, as well as overseas students who have not yet received their residence and work permits; there was no shortage of temporary work, the general level of recruitment set by employers continued to rise and employers showed even greater flexibility when recruiting staff.

In 1981, all our centres reported that job hunting was becoming more difficult: the number of people being taken on, and the availability of temporary work declined considerably from the end of the year, especially following the introduction of a new law restricting the activities of organisations providing temporary work and closely defining their aims, so that the time taken to find a new job was correspondingly longer.

In 1982, some of these factors stabilised a little, and it became relatively easier to find jobs for ORT pupils.

In that year, ORT also took part in the struggle against unemployment, increasing the number of its in-service placements, inaugurating special training schemes for young people from 16-18 years (within the framework of a government scheme) and for young people from 18 to 25 years, which was aimed specifically at the unemployed.

### C Opening and Closing of Departments, Reorganisation of Branch Organisations

Modifications which directly affected the structure of classes in the schools for young people, as well as changes in sections of the FPA centres, reflected the industrial and economic trends which led to them.

In 1980,

At Montreuil, FPA centres were set up to incorporate options for the study of "Microprocessors" (engineering grade), "Logic Microprocessors" (technicians' grade), "Data Processing in Automatic Equipment", and Applied Circuit Design".

At Choisy-le-Roi, FPA centres were created for "Radio and Television Mechanics" (AMRTV), and for typing/reprographics.

Arrangement of the first placements for the in-service training scheme on behalf of graduates of the schools for young pupils and introduction of microelectronics and data processing in the telephony option at Villiers-le-Bel.

A "special venture": accommodation of partially-sighted candidates in the data processing training department at Choisy-le-Roi.

In 1981,

Closing down of the school for sheet metal working and boiler-making at Montreuil, clothing manufacture (Lyons and Marseilles) and the FPA courses for textile workers (Toulouse and Montreuil).

At the same time, opening up of a second BEP Air-conditioning option at Montreuil, and of an FPA Personal Secretary course at Lyons.

In 1982,

Creation of two new FPA sections for Programmers/Console operators (data processing) and of an FPA section for Fitters/Repair Mechanics with adaptation to new sources of energy, at Choisy-le-Roi,

and of an Electronics option preparing for the Baccalaureat at Strasbourg, two new FPA sections for AMRTV (Radio/TV mechanics) at Marseilles, and an FPA section for Shorthand-typing and Book-keeping with elements of office automation procedures at Montreuil.

Conversion of all centres with FPA courses for Mechanical and Electrical Fitters into courses for Electricians for Industrial Machinery (EEI), which represents a high level of study.

At Villiers-le-Bel, the school where students have been preparing for the CAP (Electrician's Diploma), has now switched to the CAP (Electronics), and in Lyons, the FPA courses in Mechanical Draughtsmanship have now become Electrical Construction Draughtsmanship, with elements of electronics, and the FPA courses in Book-keeping have been switched to Company Accounts with elements of data processing.

In 1983, it is intended to set up an option for the preparation of the Bac H (data processing) at Choisy-le-Roi and an option for the preparation of the Bac in Electrical Engineering at Marseilles and Toulouse.

Thus, we see that departments with little scope for employment were closed down or converted, whilst new departments were created with higher studies or corresponding to a demand from the employment sector, eg, electronics or data processing.

The changes were made possible by a higher calibre of candidates and an improved standard of teaching.

At the same time, we noted that some of our young candidates, although they tend now to be of French nationality, have too low a standard to be accepted directly into the first year of study. The various preparatory classes, as well as the preliminary CAP courses, must be continued.

The "bridging" system which allows young people to transfer to a CAP option to a BEP option, or even to a class preparing to the Bac, is one of the chief educational features of our organisation.

#### D New Technology and New Equipment at ORT France

In the preceding table, which showed the departments of ORT which were opened up or closed down, the willingness of ORT to keep abreast of the new technologies is evident. The following are by way of example:

ORT turned its attention principally to the following technological fields:

- data processing and microcomputer applications
- office automation
- energy saving, new sources of energy, air-conditioning
- robotics
- application of electronics to all industrial sectors

The work of our Technical Council in this context, cannot be underrated. 10 specialist commissions monitor the technological development of their professional fields, and the prospects for employment in each of these, and adjust the syllabus programmes and teaching structures accordingly.

Introduction of the new technologies has led to the need for a plan of campaign in purchasing new equipment to meet the resulting requirements.

At Montreuil, new equipment included microprocessors, heat pumps, micro-computers, word processors, microcomputer systems, robots, etc.

At Villiers-le-Bel, robots, electronics and data processing systems for telephone applications, as well as software for the accounting sections were purchased.

At Marseilles and Toulouse, colour television sets were purchased for radio/TV mechanics, mini-computers.

At Choisy-le-Roi, solar-powered water heating systems, wind-powered systems, heat pumps, etc.

## E Teaching Methods, Systems, Training Schemes

The advances made by ORT in the technological field did not allow us to forget our social role: ORT continued to run its pre-professional and preparatory classes; these are in fact the basis of our organisation's educational systems, since they permit us to accept pupils of all levels and origins, whose confidence and knowledge are boosted in the course of a year, at the end of which they can be admitted to the 1st year of the normal cycles in preparation for the CAP, BEP or Baccalaureat.

On the teaching scene, the last three years have been important for ORT: with the incorporation of the reform of the CAP and of teaching procedures in France generally.

Of course, we continued to implement our traditional teaching policies of grouping different levels of study, of "decompartmentalisation" of classes, and of maximising the scope for audio-visual equipment, whilst greatly increasing the number of our in-service training scheme places.

For financial reasons alone, we were forced to sign contracts with the state, which imposed numerous constraints on our work.

In 1980, we introduced a new scheme to help young, newly qualified teachers: the "Tutorial" System, in which an older teacher with more experience takes into his charge a junior colleague in order to advise and guide him.

In 1981, the reform of the CAP was implemented, which involved converting the 1st and 2nd years of the cycle into the 4th and 3rd years of a "preparatory" course, incorporating more general studies into the syllabus. This replaced the former BEPC (Brevet d'Etudes de Premier Cycle) with the "Brevet des Colleges" which could now be taken by pupils preparing for the "long secondary" option as well as the "short technical" one.

This reform, whilst increasing the flexibility of training structures, encourages a realistic approach to technical education, and attempts to give it the status of standard secondary school education.

This also encourages teachers to work as a team, to tighten the syllabus where necessary, to view their teaching collectively.

With the object of improving the qualifications of its teaching staff, ORT organised a series of seminars in Paris, Lyons, Toulouse and elsewhere, to which leading specialists in various fields were invited. In addition to seminars, there were in-service training facilities and refresher courses in technical subjects for about 60 teachers in various firms and under the auspices of the AFPA (Association pour la Formation Professionnelle des Adultes - Adult Training Centres).

In 1982, ORT's commitment to the unemployed took a new slant within the framework of the government scheme: ORT admitted several classes of young unemployed people (trainees from 16 to 18 years of age), who had already left school without any qualifications and to whom ORT intended to give some work experience as well as a professional qualification. This venture was an unqualified success for ORT.

Thus, in 1983, ORT continued to work closely with departmental and regional authorities to meet the demands of industry and to offer professional training in the sectors where it was most needed.

#### F Social Welfare at ORT

A second reading of the "social" chapters of our annual reports compiled three years ago would confirm the remarks made in the first part of this report on the nature of the present economic crisis in Europe.

In 1980, we wrote that "the economic situation which has affected a large number of Jewish families, has given rise to social problems, which represent a new challenge for ORT.....".

Unemployment and the arrival of a number of young people from Morocco, without independent resources, combined to increase the pressure on our Women's Committees.

In order to cope with this situation, the Women's Committees of ORT France worked tirelessly; they arranged meetings, bridge sessions and debates, in addition to the annual sale at the Hotel Georges V, which is a major annual event in the life of French Jewry. By organising these events, the committees managed to finance clothing allowances, equipment, transport, boarding school expenses, holidays, meals and many other expenses. They also contributed to the salaries of the social workers who are indispensable to our educational system, and to the cost of holidays for our medical staff.

It is difficult to calculate the benefits of such a superhuman effort, but it appears to be an essential part of ORT's role at the heart of the Jewish community, since ORT France is the only private Jewish school in France where no fees are charged (state education in France is, of course entirely free).

1980: 188,215 F

1981: 210,019 F - ie 11.5% increase compared with 1980

1982: 246,984 F - ie 17.6% increase compared with 1981 and 31.2% increase compared with 1980.

#### G Committees, Relationships with Other Organisations and Fund Raising

##### 1. The Committees

Our Committees have been very busy over the last three years:

##### The Administrative Council and Executive Office

The Administrative Council met several times during the last three years to discuss the financial/educational situation of ORT in relation to the present economic crisis.

These meetings were preceded by monthly sessions of the Executive Office of the Administrative Council of ORT France, presided over by Monsieur p Dreyfus.

The Finance Committees also met several times to review the budget, and its became very important during this time of recession.

#### The Technical Council

This held regular meetings of its specialist commissions and worked extremely hard to find ways of helping ORT to adapt to the new technological changes.

#### The Committees

During 1980 and 1981, our committees gave us a great deal of assistance.

In 1980, heavy demands were made on the committees of ORT France because of the preparation for the ORT Centenary (open evenings, exhibitions of pupils' work, broadcasts on "France Culture" and on Channel 2, an article in "le Monde", events organised in all the schools).

In 1981, new committees were created in major Jewish centres which as yet have no ORT schools. These included Lille, Nice, Metz, Versailles.

The work of these committees in effecting the collection of the Employers' Tax, was vital.

At the beginning of 1981, an ORT France programme was introduced on Television (FR3, "Tribune Libre"), and ORT took part in programmes on free Jewish radio networks.

In 1982, these new Committees really got down to work, whilst the existing committees affiliated to the schools continued to meet regularly to ensure the smooth running of the schools.

#### "Friends of ORT" Groups

In 1980, a chain-letter was set in motion, with 2,000 letters being addressed to former pupils of ORT France.

Each of these societies organised meetings for its members in connection with events taking place at individual schools (a banquet at Montreuil, cultural excursions in Toulouse, mass celebrations at Lyons, etc...)

In 1981, Strasbourg organised a huge event which catered for 200 people. This was the largest gathering of pupils from previous school years that ORT had ever held since the end of the war. It was a great success, with former pupils coming from as far away as the USA. ORT took the opportunity of compiling a directory of former pupils of ORT Strasbourg.

In the background of these special events, the societies worked very hard especially in their dual task of placing ORT graduates and collecting the Employers' Tax.

## 2. Relationships with Other Organisations

ORT is at the crossroads of a number of other organisations, both state and private, in the national and regional spheres.

Ministère de la formation professionnelle - Department of Professional Training

Ministère du Travail - Ministry of Labour

Autres Groupes Scolaires - Other Educational Groups (Schools)

Ministère de l'Education Nationale - Ministry of Education

Communautés juives - Jewish communities

Inspection d'Academie - District Examining Boards

A.F.P.A. Association de Formation Professionnelle des Adultes

Employeurs et syndicats patronaux - Employers and Employers' Federations

Prefectures - County Councils Maires - local administration Rectorats -

Examining Sub-Committees.

### a. Ministry of Labour

- Permanent contact to decide on FPA training schemes (Description of course, duration, permission for commencement of classes, financing, recruitment, etc....)
- Permanent contact for the purpose of monitoring of training schemes
- Contact with the DDTE (Directions Departementales du Travail et de l'Emploi or Regional Employment Boards) for the purpose of defining local training and job creation policies.

### b. Ministry of Education

- Contact for the purpose of:
  - . drawing up programmes
  - . setting up state-registered classes
  - . inspection
  - . arranging for our teachers to sit on examining boards
  - . arranging for our teachers to participate in examinations commissions to decide examination subjects
  - . recognising our schools as official examination centres
  - . retaining links with district inspection committees
- Contact with other technical secondary schools in the département or region
- Contact with the Educational Grants Committee
- Participation in the technological education commissions, etc.

c. Employers

- Contact via collection of the Employers' Tax (over 20,000 firms)
- Contacts through attempts to find jobs
- Contacts through attempts to find placements for in-service training candidates
- Contact between our members of staff at the CFA and various firms to monitor the progress of graduates serving an apprenticeship
- Contact with the Unions - particularly those in the fields of carpentry, the mechanical industries, FIEE (Federation des Industries Electriques et Electroniques)
- Links established by members of our Technical Council

d. Local Organisations

- Constant contact with local administration, county councils, Examining Sub-committees.  
In Paris: local and regional employment boards.
- Contact with local Jewish communities (visits, lectures, etc... rabbis from the regional Consistoires, visits by communal personalities working for our local or regional ORT committees, participation of schools in communal activities, etc).

e. Central Office of Information and Office for Energy Saving and Investigation of New Sources of Energy

For the implementation of new teaching programmes.

3. Fund Raising

In ORT France, this is catered for by the twofold nature of the work of our local committees and schools on the one hand, and our services associated with Employers' Tax on the other:

- The Employers' Tax represents a major part of our budget in the schools for young people, and is the mainstay of our financial system. It is one of our principal sources of revenue. As a result of this tax, ORT is on the receiving end of the highest percentage of communal funds.

The creation of new committees in Lille, Metz and Nice has had a very positive effect of the results of the tax campaign in these regions during the last two years (+ 13% in 1981, + 19% in 1982).

- It will be seen from the following table that steady progress has been made in the last three years in recruiting members and in the regular collection of subscriptions.

|                            | Number of members<br>or subscribers |        |        | Amounts received |            |            |
|----------------------------|-------------------------------------|--------|--------|------------------|------------|------------|
|                            | 1980                                | 1981   | 1982   | 1980             | 1981       | 1982       |
| Members'<br>Subscriptions  | 1,829                               | 2,014  | 2,171  | 183,928          | 234,812    | 256,615    |
| Subscriptions<br>and Gifts | 3,007                               | 3,382  | 3,140  | 410,673          | 438,589    | 401,393    |
| Employers'<br>Tax          | 19,208                              | 23,100 | 29,000 | 31,623,000       | 36,800,000 | 43,339,376 |

### III. JEWISH EDUCATION IN ORT SCHOOLS (1980-1983)

On the occasion of its Centenary Congress in 1980, the World ORT Union launched an urgent appeal to national organisations to consider the task of furthering Jewish education in ORT schools as one of paramount importance. If we wish to continue, as in the past, to play our part in developing fully-fledged citizens of the community, conscious of their responsibility as Jewish men and women, who will be able to find their place in tomorrow's world, then we must pay greater attention to this aspect of our work.

The Head Office of ORT France has tried to widen the scope of Jewish studies, to encourage aspects of everyday Jewish life to be given prominence in the 8 ORT schools, to bring teaching methods up to date, in order to make Jewish subjects more attractive and to create a sense of Jewish identity amongst the pupils.

The degree of ORT's commitment in this context has in fact increased in proportion to the reluctance of Jewish parents to involve themselves in their children's education. The future of the Jewish community depends on the education of these children. In many families, it is no longer customary to hand down this type of knowledge from one generation to another, preparing young people for the life ahead of them. ORT - in common with other Jewish educational establishments - has therefore come to play a dominant role in this sphere.

In order to arouse the interest of our pupils in Jewish issues, and to instil in them a love of Judaism, we strive constantly to create a positive Jewish atmosphere in our schools.

#### Curriculum

Although the technical curriculum is already a full one, three hours per week have been set aside for classes on Jewish history and culture, and for Hebrew lessons. The purpose of these classes is:

- to teach Jewish History up to the present day: drawing parallels between major historic events and contemporary occurrences; highlighting the personalities of great Jewish leaders throughout the ages
- to familiarise pupils with aspects of Jewish life: Jewish calendar, Shabbat, religious and national festivals, commemoration of historical events such as the Warsaw Ghetto uprising, Yon Haatzmaut
- to explain to them the moral values of Judaism
- to describe various aspects of contemporary Jewish life: Jewish population distribution, world Jewish movements, Israel
- to give them an insight into contemporary Jewish literature (in Hebrew, Yiddish and other languages of the Diaspora)
- to show them the role of work in Jewish thought and to review the history of ORT
- to underline the contribution of Jewish thought and culture
- to awaken a sense of communal responsibility in our pupils.

This syllabus is supplemented, as far as possible, with various extra-curricular activities: lectures dealing with different aspects of contemporary Jewish life, Jewish moral values, Jewish art, etc; a school library containing numerous works of Jewish interest in French; recitals, discotheques, choirs, parties to celebrate Purim, Chanukah and other Jewish festivals, commemoration of important historical events such as Yom Haatzmaut and the Warsaw Ghetto uprising, group visits to museums, theatres, concerts.

Pupils of ORT are encouraged to participate in activities taking place at the communal centres, so that they will form friendships with other young people of their own age, and become more aware of the community to which they belong.

#### Teaching Staff

The level of staff recruitment has risen noticeably in the past few years. We have appointed teachers with degrees, and in some cases Master's degrees in Hebrew Studies, who have acquired a knowledge of Jewish History as part of their university course. We have also encouraged our existing staff (Hebrew and Jewish History teachers) to continue their studies at the Institut des Langues Orientales or at the University, in order to obtain their degrees or Master's degrees. In this way, we hope to build up a teaching staff which is able to fulfil its task with the utmost competence.

The Jewish Education Commission holds regular meetings for teachers of Jewish subjects: in Montreuil, for the Jewish education teachers in the four schools of the Paris region; and for teachers from other schools at one of the provincial centres.

### The Seminar

On the initiative of Mr Harmatz, Director-General of World ORT Union, a Seminar was organised for all teachers of Jewish subjects in ORT Schools in France on the 17th and 18th of March 1982 in Montreuil. Professor Jacques Kessous, Inspector General for Hebrew Education at the Ministry of Education, presided.

Two of our established teachers at the schools in Lyons and Villiers-le-Bel gave talks on "How to teach Jewish History" and "How to teach the Jewish Calendar and the Jewish Festivals".

Three university lecturers took part in this Seminar: Professor Kessous, who gave a résumé of Hebrew teaching in 1982, with a discussion of teaching methods and audio-visual material available, Monsieur Jacques Goldberg, Professor at the Sorbonne, who presented a project which is of particular interest to our pupils: Jewish solutions to contemporary problems; and Professor Alex Derczansky, Head of Research at the CNRS (Centre National de Recherches Scientifiques) who gave a talk on Jewish Literature of the Classical and Modern periods.

This Seminar made a profound impression not only on the teaching staff at ORT, but also on the lecturers who participated.

### The Boarding School in Strasbourg

The presence of a large number of young people under its roof presents the Boarding School in Strasbourg with a particularly good opportunity to provide its pupils with a good Jewish background as well as a technical education.

The school has managed to create a warm atmosphere which helps young Jewish people from a variety of backgrounds, with a widely varying levels of Jewish knowledge, to integrate rapidly into the group and to begin their work. The pupils consider the boarding school as a home, their home, which during their stay is a substitute for the parental environment.

The programme of Jewish educational and recreational activities which is organised after school hours provides the pupils with a Jewish background knowledge which three hours a week of instruction in Hebrew and Jewish History could not give them. Through living their Judaism, pupils consolidate and understand the practical aspects of Jewish life.

On the occasion of the 35th anniversary of Israel's independence in April 1983, the school ran a Bible Quiz, in which questions on Jewish History, geography and history of Israel and Zionism were featured.

ORT Strasbourg held a communal Shabbat on the 6th and 7th of May. A very full programme included Friday night and Saturday services, conducted by pupils of ORT in the Leo Cohen Hall of the Centre Communautaire (Communal Centre), a Talmud class, an evening's entertainment arranged by former pupils of ORT Strasbourg on Saturday night, and on Sunday, a lecture on the topic "Judaism and the Rights of Man", held at the Communal Centre.

### Technical Yeshivah

Inauguration of the Bet Israel Technical Yeshivah has excited a great deal of interest in the wider community. Recruitment of students is carried out nationally, as well as in French-speaking countries.

This institution, which is unique in Europe, offers a "global" education, in conformity with the precepts of the Torah as well as the demands of modern society.

The students of the Yeshivah, who are aged between 14 and 18 years, could choose, up to now, between two options preparing for the BEP (Brevet d'Enseignement Professionnel): Management and Accounts or Electrical Engineering, and an Electrical option which includes preparation for the CAP (Certificat d'Aptitude Professionnelle).

From the beginning of the new school year in September 1983, they will also be able to opt for a new class which will be preparing for the Baccalaureat (Technician's grade in Electrical Engineering).

All pupils of the first three years have passed their leaving examinations and obtained the diploma awarded by the Ministry of Education.

To our great satisfaction, many boys who had already studied in a Yeshiva applied to be enrolled in our Technical Yeshiva. The Talmudic knowledge of most of our students is sufficiently advanced to be admitted to Talmud classes at the beginning of the first year.

Thus, this institution has contributed not only to technological progress, but to a reaffirmation of Jewish values.

### Audio-visual Resources

Teachers at all ORT schools have at their disposal audio-visual resources which have been adapted to Jewish educational needs, and which are used in the teaching of Hebrew, of Jewish History and culture. There are 500 slides which were produced in our schools, several hundred transparencies covering 38 centuries of Jewish History, films, model lessons, and a wealth of similar material.

Some of our schools are equipped with language laboratories which are used for teaching Hebrew in addition to other languages.

### Future Prospects

The recent reform of the syllabus for Vocational Schools now incorporates the study of foreign languages. This allows us to increase the number of Hebrew lessons on our timetable. Our pupils may now choose Hebrew as a language subject when they prepare for the state examinations.

One of our constant preoccupations is the development in all our schools of extra-curricular activities which supplement the Jewish knowledge gained in the classroom.

For this purpose, we have drawn up a new programme which will be put into effect next September.

### Old Pupils' Association

Old Pupils' Associations, affiliated to ORT Paris and to the provincial branches, represent a vital link between the ORT graduates and the Jewish community. Various events have been scheduled: dinner-debates, balls, excursions, and lectures on technological, professional and Jewish topics.

Jewish artistic involvement also encourages these young people to identify with the community and with Judaism itself.

The knowledge which they have acquired during their education at ORT schools appears to strengthen the bonds between these ORT graduates and their Jewish heritage. Each year, thousands of workers and technicians are launched into the professional world, outstanding examples of their trade, and a credit to the Jewish community whose values they represent.

### CONCLUSION

As a follow-up to the Appendices to our 1980 and 1981 reports, we note a further element of uncertainty to be reckoned with in the 1983-4 period: due to the political situation, the legal status of the relationship between private schools and the State could well be called into question.

Looking back on the last three years, however - a period of recession, economic hardship, administrative reform and political change, it is clear that ORT has managed to remain on course.

### APPENDICES

#### 1981: Problems and Prospects

On reading the detailed reports presented by each of our centres and in the light of the current social and economic crisis, it appears that ORT France has reached a turning point in 1981, and that 1981 will be the beginning of a decisive period for ORT.

Decisive from the financial point of view, since the economic situation of this country is unlikely to improve within the next five years, and the cost of living has risen together with the unemployment rate. These factors alone are enough to cause us some concern, especially in view of the fact that during 1980, the Employers' Tax will be withdrawn, to be replaced by a new tax of 7% levied by the government and destined for other purposes: this is the Fonds National de Compensation (State Compensation Fund).

The recession which began to affect ORT in 1980 shows signs of being with us for the foreseeable future, which puts a damper on the initiatives we were hoping to take and the goals to be achieved in 1981 (solutions to the overcrowding problem, new buildings, creation of new departments, other construction work).

Educationally: the reform of the French educational system which is now under way will affect our teaching structures and require a major training initiative and flexible attitudes on the part of our staff.

Similarly, a higher standard of general education and correspondingly raised expectations amongst our pupils have required us to make certain decisions by way of upgrading the studies in our departments wherever possible.

From the economic standpoint, the current situation in Europe has called for a redistribution of technical and industrial resources in the working world, as some traditional activities (eg, the clothing industry) are phased out, whilst oversubscribed sectors such as data processing, robotics, and micro-processors are experiencing a "boom".

Vigilance is needed on 3 fronts: in monitoring the introduction of new techniques, in following developments in the labour market where the dividing line between sectors which sink and sectors which succeed is becoming more marked, and in ensuring that ORT remains in a position to meet the two demands of providing a high level of technical skill, together with attention to social welfare needs. A combined effort of this kind is indicative of ORT's progress in all its spheres of operations.

#### 1982: Problems and Prospects

In addition to the specific technical goals of individual schools, which can be summarised as the updating of equipment, adjustment of the curriculum according to demand, and management concerns, there are three main points to be considered:

1. The need for our organisation to conform to requirements ensuing from contracts signed with the State (timetables, student numbers, teaching methods, attitudes of teaching staff) to the above developments.
2. Uncertainty attached to new forms which the Employers' Tax might take, and the implications of this for our finances.
3. Widespread application of informatics (micro-computer applications as well as other branches of applied informatics) to administrative as well as educational areas.

However, it is reassuring that the government policy at the present time puts the stress on the training of young people, leaving a great deal of scope to ORT, whose flexibility is the keynote of its style.



## ORT GERMANY

A charitable organisation in Germany is required by law to submit its financial report every three years to the Ministry of Finance in order to maintain its tax-deductable status.

Having just completed the above requirement, a licence to continue operation has been granted to ORT Germany until 1986.

This three year summary to the Central Board of World ORT Union is, therefore, coinciding with the above.

The tax-deductable status of an organisation allows our individual contributors to deduct 5% of earnings for charitable institutions. The only exception provided is if the charitable donation is being applied for scientific research, such as is generally the case in universities and hospitals. The donor may then deduct 10%.

With the development and expansion of ORT programmes and projects, ORT Germany is exploring a change in its present constitution to fit the above category of tax-deductable status.

#### Social and Economic Situation

This is in direct relation to most other countries in the Western world and is similar to theirs. Germany is not isolated any longer; it functions as a major partner in the Western alliance. In this position it has developed and maintained an independent socio-political structure.

An economic slow-down, the increasing number of failures of large industries and small businesses can be observed of having caused changes in the socio-economic structure of the society.

The political stability which existed for thirteen years, through a coalition government of the SPD with the Liberal Party was seriously challenged by the occurrence of an alternative party (the "Grünen"). The opposition party - CDU/CSU - gained strength, toppled the government and an election was called early in March. A new coalition government of CDU/CSU and the Liberals became a fact with the SPD and Grüne presently in the opposition.

It remains to be seen what roles the opposition parties will adhere to and whether the change in government will be effective in itself or will depend on overall world-wide revitalisation of the economy. There seems to be an increased feeling of confidence that times are to improve from the depression syndrome of the past.

The economic depression has caused grave social problems. The greatest number of unemployed are among the 'foreigners' - those workers on whom the German industrial growth of the years 1960 and 1970 relied. But equally alarming are the number of unemployed among the school leaving population, young people who have limited chances of finding training places. As a result anti-foreign and other anti slogans have appeared on bulletin boards and in newspapers and are subjects of continuing debates on television and radio.

### The Jewish Community

The Jewish population has remained at approximately 30,000 registered individuals. There are however guesstimates that another 10,000 Jews live in Germany. These are individuals who prefer either not to register or who leave the Jewish community because thus they save paying a 9% (church) Jewish community tax.

The majority of this Jewish community is concentrated in 7 major cities, but there are Jewish people living in some 66 places. The average age of the Jewish population is 44.8 years; there are, however, cities in which the average age is approaching 65 years.

A well functioning Jewish social service structure caters to all the needs of the community. The members of the Jewish communities, in general, have a strong identification with Israel. Leaders of youth organisations, Hebrew teachers, staff in institutions and Rabbis are recruited from Israel, the only available source.

The Council of Christians and Jews plays an important role in nurturing congenial contacts among the groups.

Overt antisemitism has surfaced more in the period under review. One might draw parallels to immediate past history, and indeed, this was done during the early months of 1983 when commemorations of the rise of the Nazi regime, 50 years ago, was the subject of an unsurpassed number of events in all major media.

The negative media coverage on events in Lebanon in 1982 caused strong anxieties among the Jewish population.

### Fund Raising and Membership Activities

Since the reorganisation of ORT Germany in 1958, the focus of activities has not been on these two areas. Some financial support had and continues to be provided by the Jewish communities, but ORT has not become a well-known organisation. Only in late 1981, with the celebration in Berlin of ORT Germany's 60th anniversary, was an attempt made to change the image of ORT Germany. Since then, a continuous supply of articles on ORT schools and students to the German-Jewish press has helped to improve the level of acceptance of ORT.

A new Board of Directors of ORT Germany was elected in 1981. Max Willner, who acted for many years as President of ORT, stepped down because of advancing age, and accepted the position of Honorary President. He continues to keep a keen interest in all ORT activities.

Significant also were the appearances of major articles on ORT in the most prestigious daily newspaper 'Die Welt' and a highly respected central governmental paper 'Das Parlament'.

The material issued by World ORT Union has been distributed widely among professionals, governmental and NGO agencies.

## ORT INDIA

This sea of humanity that is India, is facing insurmountable problems. Not only does its population grow day by day, but the demands of the common man ranging from prime commodities to even luxury items grow also and in a disproportionate manner as compared with the earning power of the mass.

To add to this, indifference to the plight of others contributes to the worsening of the situation. Further, labour union leaders using draconian means to intimidate the working class paralyse the country with frequent and long strikes. A striking example, if we may say so, is the Textile strike which is nearly one and half year old. A settlement is still far away due to blind intransigence.

It is not only the striking workers and their families that are suffering (several cases of suicide have been reported) but the retail community also suffers. Most of the ancillary shop keepers like grocery shops, cafes, restaurants and cloth merchants saw the credit accounts of the strikers going very high and no money coming. Many had to down shutters due to near bankruptcy as they could not collect their dues.

What is worse is that the striking workers and their families get no relief of any sort. A few try to get alternative employment, but it is negligible. The already rampant rate and size of unemployment has reached staggering figures and the various and frequent natural calamities like devastating floods of an entire region immediately followed by the most severe droughts render overnight thousands and thousands of people jobless and homeless and start a periodic exodus to all the cities.

As an example, Bombay has a daily influx of between 300 to 500 families. Take a conservative figure of say 5 to 6 persons per family and you get the picture. The worst part is that the people that pour into Bombay come from the interiors where they eked out a miserable life tilling the land for others or living on what nature could offer. Having no saleable skills, they cannot expect much in an industrialised city except to taking to illicit activities. This sad state of affairs contributes not only to the overcrowding of the cities but to the increase of lawlessness and insecurity as well and these people ultimately turn violent.

As contrasted to this bleak situation, the picture drawn of our graduates and their families and in a broader sense the Jewish community is a rosy one.

We are happy to mention here that there is not a single ORT India graduate who is unemployed. Quite the contrary, we do not have enough graduates to satisfy the growing demand for our boys and girls. It can safely be said that the ORT India training not only contributes to the uplift of its graduates and their families but as they form today a sizeable percentage of the community, our graduates have effected a change for better for the Jewish community as a whole.

What is most important is the fact that today the earning power of the Jewish community has dramatically improved to the extent that it is a few notches above that of the average working class.

#### School Network

By December 1983 there will be 125 students in the three year Mechanical Draughtsmanship Course, Machinist Course and the Fitting cum Welding Course as against 133 in December 1980. This drop has been registered in the third course. As mentioned in previous reports in 1967, we found many applicants who had not even completed their primary schooling. We decided to give them a chance ..... the only chance they had to learn a trade. We opened a two year Fitting cum Welding Section. As we had no place to accommodate them properly, work benches were placed in the corridor at the entrance. Later on we could offer them a more decent place to work in.

Many of these boys came from disadvantaged homes, even from slums. Their plight was appalling. The first graduates of this section showed us that we were on the right track and an intensive drive took place to come to the help of similarly underprivileged Jewish youth. Since we started this last chance department, we systematically cleared up the slums and villages surrounding Bombay for primary school drop-out kids. As it stands today, there are very few of them left and this department will go on diminishing year by year.

While doing two or three years, students in the Fitting Section were encouraged or rather made to join Night Classes to improve their standard. Many of them ultimately rose high enough to be absorbed into the regular Government recognised courses of Turner/Machinist and even the Drawing Class. A few were subsequently employed as Maintenance people at the school and even as Junior Instructors in the workshops. Those employed are doing very well for themselves and the fact that this activity is on the wane, makes us very happy. There were underprivileged Jewish kids in Bombay. There are no more. What more can we ask?

#### Girls' School

From the period under review, the figure remains stationary at above 60 girls in the two years Secretarial Science classes, the Hairdressing and Preparatory Class.

We hope to get more Jewish girls to register in ORT India, once the Computer Laboratory is installed. As will be seen below, efforts are made to attract college-going girls to us so that they can benefit from both programmes.

#### Creative Education Classes

The figure is also stationary here to around 230 boys and girls of the Sir Jacob Sassoon School where the classes are very well appreciated.

### Examination Results

One additional source of contentment is the excellent results at Government Examinations that ORT India scores year after year. At the Boys' School in fact, since 1970, out of the 24 Final Year classes that were sent to the Government Examinations, 19 of them secured 100 per cent success. In 5 classes only 6 students in all failed. Taking an average of 18 students per class, we came to a figure of 6 failures only in a total number of students of 432, and there was not a single failure in Workshop Practicals.

At the Girls' School, the average is around 75 per cent. This is mainly due to the fact that the majority of the girls taking the Government Shorthand and Typewriting Examinations, come from vernacular schools whereas the language of examinations is English.

### Placement of Graduates

This high level of success at Government Examinations is also reflected after graduation when our boys and girls appear at interviews for employment. Their in depth training shows at the time of the interviews and especially after a short period in employment. It is a general tendency for employers to be very satisfied with our graduates and enquire about the Institution that has trained them. Their ability to cope with the work and responsibility entrusted to them and their usual good conduct invariably brings them to the notice of their superiors who do not hesitate to reward them and promote them much faster than others who joined at the same time or even earlier than our graduates.

As said above, our graduates are doing very well for themselves and if there is a problem of placement, it is that we do not have enough graduates to place. In fact, for the last three years or so, we did not have to make a single phone call to place a graduate. Within a month from graduation, they all got a job. In certain cases, jobs were offered before the exams started. Some took leave from the job they just got to appear at the ORT examinations.

This happy state of affairs is also translated in a monetary gain for our graduates. They not only start with very high wages as compared to the ordinary, but they also see their responsibilities and salaries grow quite fast. They not only bring home a substantial relief, but they are the backbone of the family, thus proving the usefulness of the ORT training.

### Pedagogical Problems

Since the inception of the Boys' School in 1962, we were faced with changing programmes and types of students. The opening of the Girls' School increased the problem several folds. The constant probing into our ways of teaching and teaching material has allowed us to face these changing situations most successfully. The results achieved at Government Examinations as well as the excellent reports we receive from time to time from employers and graduates confirm not only the need to be vigilant on what would be required tomorrow but also supports and encourages our efforts to change with the times.

We are now in a position to impart a much higher training to students who in the past were considered very weak and could not cope with above average teaching material. In the beginning, girls who studied in the vernacular language and whose English was poor, were not taught English Shorthand. After some experiments and changes in our teaching approaches, we not only started teaching English Shorthand to such girls, but every year that passed saw the ultimate speed at which they were trained in Shorthand rise from a mere 60 words per minute to 130. This of course meant concerted efforts on the part of all the teachers involved and the results are very gratifying. It was found that many such graduates successfully compete with girls coming from English Middle Schools.

At the Boys' School, the candidates who do not qualify for Government Recognised Courses are sent to Night School to raise their standard and are then absorbed into the regular classes.

We also encourage students to join higher part-time courses upon graduation. Several do so and a marked improvement is noticed. This policy also encourages present students to work better in order to qualify for higher education after graduation.

#### Production Work

It has always been our policy to start production work as soon as the basic training is over. In fact, even during the basic training period, the parts we require for the repairs and maintenance of our own machines which are put to test with constant use are produced by the students as regular exercises. After manufacturing the parts in question, they assist at their installation and trials. In this fashion, they see immediately the importance for the need of a well executed job. Several machine accessories such as multiple way lathe tool posts, that were designed in the drawing class by us, have been manufactured as exercises by our Machinists and are now replacing the original ones with which the machines were originally fitted.

This approach develops a sense of pride in the students and makes them aware of the importance of working to specifications and not just for marks. If the job is not as per specifications, the student not only gets low grades, but the job as such is rejected. If found good, the job is mounted on the student's machine and put to use.

We have developed several money saving machine accessories and the drawings will be sent to the Head Office once finalised.

With the Draughtsmen, we are experimenting with a new approach. This year, while teaching them design of Drill Jigs and Machining Fixtures, we let them manufacture their design so that their brain work can be put to test. We have noticed that they come to the workshops more willingly than in the past and they are eager to see the results of their work. The other result is that they develop a better understanding of the problems of designing and machining as well.

Being on the look out for better training methods and material, we developed an approach called "Efficiency and Economy via Simplification" where as its name indicates, Simplification was the watch-word in order to make sure that even weak students will progress in a satisfactory manner and succeed at Government Examinations and job interviews. The worth of this method and material we developed has been justified by the excellent results obtained and the progress made by our graduates in life. Many local visitors from Government and Private Agencies have evinced a keen interest and an article about this method has been published in August 1983 in a magazine that covers four Indian States by the Board of Apprenticeship Training, Western Region. As it stands now several schools and training departments from the industry want to learn more about it. This approach makes it possible for the trainees to master the basic skills of their trade in a shorter period of time as also using much less raw material than in the past. This approach is applicable not only to the metal trades, but also the woodwork and other specialities. It is not a programme, but an idea that can be very easily adapted to any practical learning. It can also be applied to theoretical subjects as well. Efficiency and economy are the ultimate aims and results of this approach... through simplification.

#### Jewish Education

In ORT India, we always had a soft corner for Jewish Education. Taking into account the very interesting history or rather legend of the Bnei Israel of India, we wanted to follow in the footsteps of those who discovered and guided them in the road to total integration.

It is said that two thousand years ago, a ship or ships that fled from Israel from Antiochus, was or were wrecked off the coast close to Bombay and that only seven couples could swim to the safety of the shores. They lost everything in the shipwreck and lived totally isolated from the outside world. About 350 years ago they were rediscovered by a traveller who noticed that these people observed certain customs that were very familiar to him and totally strange to the people amongst whom they had lived for so long except that they spoke the local language.

Being convinced that they were an off-shoot of a Jewish community long forgotten, he took upon himself the task of reintroducing them to the Jewish Tenets. He and those that followed him succeeded beyond their wildest dreams. Synagogues started dotting the various villages where they had settled and spread and in Bombay, they built not less than six Synagogues and several Prayer Halls and a High School that is over 100 years old. Since the inception of that school, the "Eli Kadoorie School" introduced Hebrew as a compulsory subject for High School graduation. Due to this, College and University Examinations had also Hebrew as a second language for graduation for those having studied at the Kadoorie School. Jewish knowledge spread wide and deep.

However, and most unfortunately, since 1947 when India attained its statehood, Jewish Education went downhill. This was due to the fact that after Independence, all Government concerns started building their own low rent housing colonies on the outskirts of the city. The result of this

was that many or rather too many people who used to live around the Synagogue moved away from it and were all of a sudden cut off from the intense Jewish life. Their children saw their contacts with the Synagogue and the religious observances practically eliminated and Jewish studies brought to nil.

As the years passed, we noticed that we got students who knew less and less and that is why a very rigorous programme was started to see that Jewish knowledge and identity are not lost. We shifted the emphasis from the Hebrew language to Religious Instruction and special booklets were prepared with the idea of developing liking and even thirst for Jewish knowledge.

As mentioned in previous reports, we used to organise Religious Camps for the Final Year classes, but due to lack of staff, we are not in a position to renew this experience which has proved its worth. Only one person is tackling this subject and that limits our scope of action. However, we are happy to mention that Jewish Instruction has a very marked effect on the students and especially the girls, who do their best to reintroduce at home observances long discarded. We hope to overcome the difficulties we are facing presently to be able to intensify Jewish Instruction.

#### Extra-Curricular Activities

Where there is a will, there is a way. As said above, due to the lack of teachers, the classroom activities with regard to Jewish Education are reduced. So in order to make up for this deficiency, we have stepped up the extra-curricular activities and geared them towards the preparation and observance of the festivals. Like every year, Hanukka, Purim and other festivals are celebrated in a big way. The Purim programme has become a regular feature of the Jewish programme of the year. The Pessah Sedarim regularly sees about 150 students and parents on the first night and about 90 of them on the second.

This year we built a Sukkah. Exhaustive reports on these celebrations are contained in our magazine. A look at it will convince you that we are doing our share. It should also be remembered that we are one of the few schools of the network to devote up to six hours per week for Jewish Education.

Whenever Jewish organisations put up a programme to celebrate an occasion or the other, they call upon us to supply them with the choir or the Israeli Folk Dances. Our items are always very well received.

Other extra-curricular activities comprise of outings and socials. In view of the fact that we do not have a sports complex at the proximity of our schools, not much can be done in this matter.

#### Perspective for the Year

The decision of the World ORT Union to send us a Microcomputer Laboratory has made our hopes and those of the students soar to new heights. We hope to get soon the import licence and once installed and the teachers trained in its proper use and programming, the computer equipment will allow us to definitely improve our teaching of the regular subjects and diversify their content. Problem solving and information retrieving on the computer will be of great help to the students and will make possible faster and more efficient learning.

Moreover, boys and girls will be trained as programmers which will definitely help them to enter more diversified and better paid fields of occupation with banks and industries that are more and more using the computer. Once in full command of the computer equipment, we will be able to make full use of it to the benefit of our students. A total change of approach is foreseen.

The World ORT Union has also decided to offer us a Robot for teaching purposes, with the idea of introducing 'Robotics' into our already varied curriculum. This equipment too will have untold effects on our teaching. We hope to get this equipment soon and we are sure that our future graduates will benefit very much. Things are moving and ORT India is moving with the time.

At the Girls' School, we also envisage a further change and that is to combine the Junior College Programme with that of the Secretarial Course we have been dispensing until now. The fact is that more of the Jewish girls graduating from High School wish to enter college instead of coming to us in spite of the fact that they know well that marriage stands between them and the final graduation.

After two years, our graduates possess a saleable skill whereas the others not. In order to offer both possibilities to our Jewish girls and the fact that there are morning classes for the 11th and 12th grades, we are contemplating the idea of having our girls registered with them for these morning classes and impart our training in the afternoons.

We shall have to reshuffle our programme so as to be able to teach them the Office Skills, Jewish Education and Home Economics in the afternoons. That will be an all encompassing programme. Quite a programme in perspective.

Last but not the least, we are on the lookout for a piece of land where we could build a complex to lodge both schools under one roof. As and when this project materialises, it will give a boost to our activities: Technical, Religious and Social as well. Let us wait, pray and see.



## ORT ISRAEL

INTRODUCTION

This report is being submitted in accordance with WOU directives to cover the period between 1st April 1980 - 1st April 1983.

In this report we shall try to point out the activities of ORT Israel against the background of what has happened in Israel, major events in WORLD ORT and the developments in ORT Israel, quantity-wise and quality-wise, developments which will serve as the basis for activities in the near future.

GENERAL BACKGROUND (ISRAEL)

Every year the Government of Israel publishes a year book. From its contents we have taken some items to point out the political and social structure. The following is a sample from a detailed diary of events.

1.4.80. For the first time Israelis celebrated the feast of Pessach in an Arab neighbouring state. The staff of the Israeli Embassy in Cairo hosted 112 Jews, living in Cairo, remnants of a large community, at a Seder which was held at Pharaoh Hotel in the capital of Egypt.

30.6.80. End of school year. In the educational system of Israel there were 1,163,000 students, almost every third citizen in Israel, guided by 70,000 teachers in 7,470 institutions of learning.

30.10.80. Itzak Navon, President of the State of Israel, returned from a visit to Egypt.

31.12.80. According to official figures published, 20,800 new immigrants came to Israel in 1980, 44% less than in 1979.

26.2.81. The President of Israel, at his residence in Jerusalem, received the members of the Egyptian Embassy in Israel, to mark one year since the opening of the embassy.

26.3.81. Two years after the signing of the peace treaty between Israel and Egypt, Israel's Prime Minister sent a cable of congratulations to the President of Egypt.

1.4.81. The Knesset voted the adoption of the State Budget for the fiscal year 1981/82. The amount was 26 billion shekels.

7.6.81. Israel's Air Force planes attacked and destroyed the Iraqi atomic reactor in Baghdad. All planes returned safely home.

30.6.81. General elections were held in the country. Of 2,490,014 eligible votes, 78.5% took part and exercised their right to vote.

5.8.81. The Knesset carried a Vote of Confidence in the Government headed by Prime Minister Menachem Begin, by a majority of 61 votes (out of 120) made up by the Likud faction and the religious parties, against 58 votes of the Labour Party and smaller factions.

1.9.81. New school year begins - 1981/82 - in 7,500 institutions of learning, attended by 1,233,000 students - an increase of 35,000 as compared with previous years.

28.9.81. The beginning of the Jewish New Year (5,742). The Jewish population of Israel reached the figure of 3,315,000. The total population of Israel is 3,968,000.

14.12.81. The Knesset voted the Golan Law imposing Israeli law and administration on the Golan Heights.

5.6.82. The Israeli Army began Operation for Peace in the Galilee in the Lebanon, the purpose of which was to liberate northern Israel from terror and indiscriminate shelling of Israeli towns and villages from various positions in the Lebanon the the past.

1.9.82. New school year began and was marked by a further increase in the number of students, which by now had passed one million and a quarter.

1.4.83. The State Budget now reached 1,130,000,000,000 shekels for the fiscal year 1983/84.

The general political background of the last three years was marked by the signing of the Peace Treaty with Egypt, withdrawal from the Sinai, the general elections to the Knesset and the Likud Government's consolidation and the Peace for Galilee War.

The aim of this report is not, however, to devote any special space to analysing each of these items, except for one aspect which constitutes a vital element in the work of the network and can be seen as a contribution made by ORT Israel which is of national value. This is ORT's work towards reducing the polarisation of the various communities which was revealed in all its ugliness during the last elections.

#### THE SOCIAL BACKGROUND

The last three years were marked by several fundamental elements:

The high hopes raised by the signing of the Peace Treaty with Egypt. It was felt that this would be the first step toward a series of treaties with other neighbouring countries. The withdrawal from Sinai and its handing over to Egyptian rule: At the same time we should mention the evacuation of the settlements in the Rafiah region which took on traumatic proportions and encountered strong opposition from the inhabitants and some sections of the country's population.

It should be pointed out that the withdrawal from Sinai and evacuation of the settlements, construction of the new airfields in the Negev, the War in Lebanon and the economic situation in the world in general, has caused inflation which for the last few years has continued at a growing pace almost unequalled in the western world, as demonstrated by the following figures:

|      |      |
|------|------|
| 1979 | 116% |
| 1980 | 133% |
| 1981 | 103% |
| 1982 | 132% |

It should also be remembered that, during the last elections, the serious community polarisation existing in Israel was very much aggravated. Undoubtedly some of this was the result of vicious public statements by some sections of the population, incited by some political factions. The country's difficulties were underlined in contrast to emphasis on the nation's unity, a fact which was always in the centre of activities in Jewish communities of the past, to the stressing of traditional Jewish responsibility, the one for the other. The difficulties encountered during the establishment of the State, when the 650,000 strong population of Israel absorbed, with the generous help of world Jewry, a further 750,000 immigrants, mainly from Arab countries, where the Jews held inferior status meant that the population of Israel doubled within a short number of years in the midst of most difficult external struggles.

ORT Israel, as far as the student population is concerned, represents a faithful cross-section of the country's population. Vocational and technical education contribute to the security of the State and its economic prosperity and also to closing gaps and differences between the deprived sections of the population and the rest. It offers the former a higher economic and educational standard, tackling the problem at its roots. It transpired after many years of consistent and arduous work that good results could be achieved.

#### GENERAL BACKGROUND (WORLD ORT)

The main theme of 1980 was the WOU Centenary celebrations in the planning and execution of which ORT Israel played a leading and decisive role. ORT Israel contributed its share to the success of the celebrations with various presentations of its own.

In October 1981 Zevelun Hammer, Israel's Minister of Education, wrote a letter to the WAO Convention in New York, in which he stated:

"... ORT's educational facilities throughout Israel maintain the highest educational standards. The technical and vocational schools are recognised both here and abroad for the excellent level of up-to-date courses studies there. ... the attempt at social integration has been a complete success at ORT schools."

The year 1982 was marked by the inauguration of Phase II of the Jerusalem School of Engineering in September. The event constituted the official end of construction and realisation of a long dream initiated immediately after the cessation of hostilities in the Six-Day War and the liberation of Jerusalem.

#### ORT ISRAEL (GENERAL BACKGROUND)

The last three years have been marked by further growth and expansion in the scope of ORT Israel's activities, both quantitative and qualitative. The groundwork was also prepared for additional developments in the coming years.

ORT Israel is well integrated into the national educational system, and plays a leading and decisive role in the development of technological and vocational education in Israel which has made great achievements. To a large extent, thanks to ORT's activities, its scope is such that more than 60% of the young people in secondary education today take vocational education.

However, these achievements are not enough. Ministry of Commerce surveys and industry point to an expected growth in the number of industrialised sector wage-earners during the next decade from 300,000 to 400,000. One third of this increase of 100,000 will consist of engineers and technicians, and ORT is called upon to assist in the task of training them. This is considered a national mission of the highest importance. The various arms of the defence forces have also come to ORT with demands for additional development. The IDF is a modern army and the influence of modern equipment in the field of electronics and computers is felt strongly. Recently the Head of the Army's Manpower Branch complained publicly that lack of electronics experts is likely to have a negative effect on possibilities of utilising the equipment at the army's disposal.

Israel has developed various modern industries and industrial parks where manpower is important beyond measure. Everything is dependent on vocational training and on ways to direct the expansions of technological education. Israel is not rich in raw materials, we have to learn from examples given by other countries such as Switzerland and Japan, who have succeeded in developing impressive exporting industries whilst having to import their raw materials.

Suitable manpower and training, organisation and administration can overcome this limitation of natural resources.

#### NUMERICAL INCREASE

During recent years, ORT Israel's student body has known impressive growth. Below are the figures which relate to the beginning of the secular year:

|        |        |          |
|--------|--------|----------|
| 1.1.79 | 37,140 | students |
| 1.1.80 | 39,831 | "        |
| 1.1.81 | 41,694 | "        |
| 1.1.82 | 45,426 | "        |
| 1.1.83 | 46,804 | "        |

This represents a growth of about one quarter in the number of students within a period of four years. It should be noted that this growth is controlled: in other words, the increase could have been even greater had ORT not wished to maintain a reasonable limit on the deficit in its financial resources.

Below is a breakdown of the student population at the beginning of the current year, 1983.

|   |       |                |
|---|-------|----------------|
|   |       | <u>1.1.83.</u> |
| xx Vocational High Schools                | 34    | 19,964         |
| Affiliated schools                        | 12    | 2,717          |
| x Junior colleges (youngsters)            | (8)   | 677            |
| xx Junior high schools                    | (12)  | 3,866          |
| Apprenticeship centres                    | 8     | 3,105          |
| Factory schools                           | 21    | 2,798          |
| Schools in East Jerusalem                 | 5     | 2,694          |
| x Junior colleges (technical)             | 10    | 2,500          |
| Post-secondary (non-technical)            | 2     | 163            |
| Schools for adults (Institute for Adults) | 3     | 8,320          |
|   | <hr/> | <hr/>          |
|   | 95    | 46,804         |
|   | <hr/> | <hr/>          |

xx Vocational High Schools and Junior High Schools adjacent to them are counted together.

x Junior Colleges (Technical) for adults and Junior Colleges for youngsters before Army service, are counted together; they are operational together.

#### PEDAGOGICAL REPORT

In all schools of the network, except adult education centres, the school year begins on September 1st and ends of June 20th.

The school year is divided into 3 trimesters:

|                  |   |  |
|------------------|---|--|
| First trimester  | - | from the beginning of the school year up to Chanukka           |
| Second trimester | - | from Chanukka vacation up to the Pessach holidays              |
| Third trimester  | - | from the end of Pessach vacation to the end of the school year |

Altogether the school year lasts 42 weeks including 7 weeks of vacation. The school year contains 210 days of actual learning.

According to our information, in the States the corresponding figure is 180 and in Japan 225 days.

#### TYPES OF SCHOOL

The various types of schools are listed above. As can be seen the largest group is the vocational and technological high schools with the junior high schools linked to them as well as the junior colleges for technicians and engineering technicians (handassaim), sometimes called practical engineers (a translation from German), all of them under supervision of the Ministry of Education.

This is the main group, the most prestigious one, with the help of which ORT Israel has built up its standing in the country. The other important group is that of the factory schools and apprenticeship centres, where every youngster who is already in employment has to come back for at least one day every week to continue with his secondary education. The system is currently undergoing modification to give 3 days every week in school and 3 days in the place of employment. The factory school is of particular significance since it brings the student as near as possible to actual involvement in the production process of industry. The students work in the factory workshops, beginning with the second school year. They are also paid for their work in accordance with the law. These schools are under the supervision of the Ministry of Labour.

#### EDUCATION IN ISRAEL

Education in Israel is based on laws ensuring education for everyone. It begins with compulsory education between the ages 5-16 and free education up to the age of 18, the end of the secondary cycle of education. Up to this age parents are exempted from tuition fees, which do still exist, but are paid by the Government to the school of the student's choice. Education fees are paid by both Ministries - Education and Labour - and constitute a most important factor in the maintenance of the network; the fees bring in over 80% of ORT Israel's income.

#### JEWISH EDUCATION

All schools in Israel act in accordance with the law and the Ministry of Education/Labour sets the curriculum and the syllabus. There is no ORT curriculum and all examinations are run by Government regulation and examination boards.

We have to carry out the official Jewish Education programme which sets the minimum requirements. There is no limit to it but the schools have to fund any extra programme beyond the minimum themselves.

The basic programme (for example in grade 10) is:

|                  |   |       |        |
|------------------|---|-------|--------|
| Hebrew           | 4 | hours | weekly |
| Bible            | 2 | "     | "      |
| History & Civics | 2 | "     | "      |

The above programme changes according to level of studies and departments.

COURSES CLOSED AND NEW COURSES OPENED

In 1979/80 one new school has been added (it has now over 600 students and it is intended to grow up to its capacity of 800-900 girls and boys). It comprises 4 departments:

Pedagogical (academic)  
 Fashion  
 Data processing  
 Architectural draftsmanship

New departments have been opened in the 1982/83 school year:

|                              |   |
|------------------------------|---|
| Syngalowski Centre, Tel Aviv | - Automation and Control                            |
| Jerusalem, Haneviim Street   | - Secretarial (technical)                           |
| Holon                        | - Automation and Control                            |
| Kiryat Bialik                | - Data Processing                                   |
| Ashkelon                     | - " "   |
| Afula                        | - " "   |
| Lod                          | - Architectural draftsmanship                       |
| Benyamina                    | - Secretarial                                       |
| Nazareth                     | - Electricity: Automechanics                        |
| Issafia                      | - Electricity                                       |
| Kfar Saba Educational Centre | - Secretarial                                       |
| Hatzor (secular)             |   |
| Kiryat Motzkin               | - Architectural draftsmanship<br>Data Processing    |
| Kiryat Tiveon                | - Secretarial - general<br>Secretarial - accounting |

The following departments have closed:

|                              |                                  |
|------------------------------|----------------------------------|
| Nathanya                     | - Marine Mechanics               |
| Lod                          | - Home Economics                 |
| Nazareth                     | - Academic (general education)   |
| Bat Yam (Nitzana st.)        | - Fashion (moved to Ramat Yosef) |
| Kfar Saba Educational Centre | - Fashion                        |
| Kiryat Tiveon                | - Map Drawing                    |

This list does not repeat information already given in WOU reports for 1980 and 1981.

The reason for all modifications are changes in student attitudes and new needs as studied by ORT Israel's Head Office (Technical and Pedagogical Department).

#### NEW TECHNOLOGIES

The study of new technologies has always been a top priority in our work, planning and development. The purpose is a constant need to update our programme and the ambition to keep pace or even abreast of developments in the economic life of the country and security challenges to our safety.

#### NUMERICAL CONTROL

In many mechanical workshops in the network, new micro-computers have been introduced. Study packages have been prepared by our Pedagogical Centre in Tel Aviv, which include software and slide-projection kits. Many teachers of mechanics had to pass special upgrading courses in order to prepare themselves for instruction in this subject in classroom and workshop.

#### NUMERICAL COMMUNICATION

This fairly new technology has been introduced in the departments for electronics. The Pedagogical Centre prepared instruction packages which were made available to all schools in the network.

#### ROBOTICS

First steps were taken to introduce robotics in the network schools. Simulators were obtained and the instruction robot was developed. Simultaneously software is being prepared and instruction packages made available to schools.

In the Technological and Pedagogical Department plans were prepared for seminars for teachers to be held in London in May 1983.

#### COMPUTERS

The computer is invading several departments in the schools at a growing pace. Of late we started to introduce computers into departments teaching secretarial and administrative skills, accounting, word processing, etc.

#### ROLE FOR GIRLS

Girls constitute one third of ORT Israel's school population. Most of them are still enrolled in departments such as fashion, sewing, hairdressing/beauticians, secretarial, administration, social welfare, graphics, draftsmanship, which until recently have been traditional for women.

However, of late, there is a growing number of girls joining departments which hitherto were closed to them, or attended by boys only, such as electronics, electricity, computers, mechanics, instrumentation and even auto-electricity.

The importance of girls in technological education is growing for many reasons; the whole atmosphere in school is going through a change, mainly because of the needs of Israel, a small country with a small population. The girls constitute half of the population and no sector can forgo their involvement and work, their part in the national economy. The idea is that a woman Prime Minister is not enough, nor a few members of the Knesset, women lawyers, nurses or teachers. Women have to share in industry at all levels.

In the age of computers and automation there is no reason why girls should not invade domains hitherto reserved for men only. Tradition still remains a barrier to be overcome and transformed in the way of many traditions of the past.

### EXTRACURRICULAR ACTIVITIES

#### Sports

The purpose of physical training is the development of physical fitness. However, this is not the only aim. There exists the aspect of developing self-assurance, of standing up to hardships with tenacity, of developing certain stands of behaviour - fairness, team work, etc, qualities of great importance in the formative years of a future young citizen.

Sports activities in schools are carried out in two fields:

Compulsory training - within the school curriculum includes fitness tests and in one school (Kiryat Tiveon) it is a subject taken as part of the high school certificate.

#### Hobby Groups

All schools maintain various sports groups on a voluntary basis.

#### Teams

All schools maintain teams specialising in various sports activities consisting of students who excel in different fields. They participate in annual competitions between inter-schools, regional and national.

From time to time special sports days are held attended by many students; the purpose is to make the youngsters sports-minded and to increase the numbers of those practising sports activities.

#### Social and Civic Education

Social and civic education activities in many, if not all schools, are held in several subjects. The idea is to cultivate social and cultural consciousness within the student community, to encourage national values as well as universal ones within the official syllabus. Every year a different main topic of interest is set for special study and attention. In 1982/83, the topic was "100 Years of Settlement in Israel". Quizzes and visits to sites were arranged, different types of settlements were studied, and tours were organised during which the pupils got to know the country on foot rather than through a bus window.

Also, camps similar to those of the Youth Movement were organised, and exhibitions were held in which the "tower stockage" settlements were reconstructed. In the social classes and during afternoon lectures the various problems of Jewish labour, the relations between settlers and the Arab population, and the history of the different waves of immigration were discussed. Incorporated into the lectures were various simulation and social games.

Most of the schools concluded the programme by requiring pupils to carry out a project which included interview with people who had lived through that period, photographs, stories from their homes, etc.

Within the framework of fostering national values, ceremonies were held to celebrate the Festivals. For these occasions, in addition to the programmes prepared by the pupils themselves, rabbis and outside lecturers were also invited to take part. Pupils were presented with the different ways in which the Festivals are celebrated by various communities, and parents participated by preparing food representative of their countries of origin, the central theme being "The variety of customs within one people". In order to combine the old with the new, more and more schools are including units of the IDF in these ceremonies, the custom of adopting army units by the schools is spreading, and the number of joint events is increasing.

On Remembrance Day, the majority of schools visit the war memorials for those who have fallen in the units which they have adopted. The pupils look after and tend the memorials.

Soldiers from the units also come to the schools to talk about life in the army, especially to pupils in 12th grade, in order to ease the tensions which develop as the time for call-up draws near.

Activities for fostering contacts with people in the Diaspora include hosting Jewish youth from abroad in the homes of the pupils and at school parties, and corresponding with pen friends of their own age abroad.

#### The Second Aim - Increasing the Identification of the Pupils with the ORT Network

Towards this end, get-togethers were held between pupils of the different schools. In every class trip, a visit to one of the ORT schools was also included.

A number of lectures were devoted to teaching the history of ORT and getting the pupils acquainted with the different types of schools. In particular, the principals tried to arrange meetings between pupils from the development towns and the older towns, or pupils from the regular high schools and those from the apprenticeship schools.

#### The Third Aim - To Turn the School into a Second Home for the Pupil

To this end a wide range of hobby groups has been set up so that each pupil would be able to find a hobby for himself. Emphasis was placed on the greatest number of activities taking place during the afternoon hours in the school.

### The Fourth Aim - To Educate Pupils in Activities which are Creative

This year hardly any outside performers were invited to entertain at student parties, since all such activities were arranged from within the school itself.

In most of the schools, hobby groups were set up for drama, dancing, orchestras and choirs.

During this year much thought was devoted to advance planning of social activities, because the budget was authorised percentagewise for recommended activities.

Amongst other things, money was allocated for school magazines, hobby groups, students' councils, trips, performances, seminars, lectures, for major projects and for purchases (only purchases which would ensure the continuance of social activities, such as musical instruments, lighting equipment, materials for handicrafts, dance costumes, etc). The distribution of money was made to ensure that there would be activities in all the sections mentioned.

### Special Care Programmes

In the school year 1981/1982 the special care activities continued to operate within existing frameworks which are: supplementary lessons for groups in the afternoons, extra lessons for the weaker groups within the school timetable - geared to help pupils overcome difficulties encountered in their studies.

The field activities of student tutors was widened. Tutors were given lessons in psychology and methodology. The initial training was given to tutors in the summer, and in the course of the year they were given lectures in accordance with the requirements.

Every tutor receives at least one pupil, for whom he is also like an older brother. There are some cases where the tutor teaches two or three pupils together, but then he teaches only one subject in which he is strong. There are tutors who teach outside the school, on a voluntary basis, in elementary schools and in deprived neighbourhoods. They also teach adults.

Another tutoring project with no direct bearing on studies, is the help which the tutors give to boys and girls who have dropped out of school. These activities consist of guidance to the young people through sports activities.

Apart from the direct importance of the tutoring activities, they have an indirect use - the development of leadership qualities.

### Teacher Training and Upgrading

In this field, threefold activities are maintained:

#### a) Teacher Seminars

Seminars are held every year, 40-50 in number, in various branches ranging from technological subjects, maths and sciences, humanities, pedagogical subjects, administration and class management.

2,000 teachers attended these seminars last year.

b) Preparation course for senior staff members

A special course is being held, for the third year running, for specially selected members of the school staff who will in future be entrusted with senior assignments in the network, running schools, acting as pedagogical or technical directors, etc.

Every year about 20 candidates are selected for a yearly course of about 350 hours held mainly during vacation periods.

c) Training of teachers in technological subjects

Within the framework of the technological post-secondary colleges, there is one section which aims at preparing engineering technicians to teach; they are at the Syngalowski Centre and the Jerusalem School of Engineering.

40 teachers in all are trained and graduate from each of these schools. The course lasts one year.

We also train workshop instructors, 25 at Syngalowski and 20 in East Jerusalem. The course lasts two years.

## EDUCATION OF ADULTS

### Assignments and structure of the Institute

We are witnessing far-reaching changes in the educational field. Views and methods change rapidly and their effect is felt through the entire educational system in the country.

These changes have a satisfactory influence on human relationships and on society in general.

The Institute for Adults has broadened its structure, to bring about the realisation of the democratic educational principles and to pave the way to create the right atmosphere to accept new and modern ideas, new means and principles.

Educational achievement varies from region to region - even in our small country - according to social and economic conditions. The educational approach in rural and urban districts should be adapted to existing structures, at the same time stressing the importance of fundamental values and the preservation of tradition.

The Institute for Adults is a school and a melting-pot for the existing communities of the country, acting as one of the educationally most progressive institutions for integrating immigrants, for broadening the adult knowledge, for enriching their inner lives and for training them to be productive and successful citizens in a modern, cultural country.

The pedagogical structure tends to respect the individuality of the human being, striving to bring out his best qualities and helping him to achieve his goal in modern society.

The Institute has set up a special team to guide adult students according to their qualifications, facilitating their integration into the country's economy.

The Institute carries out its assignments and supervises their smooth functioning with the aid of staff whose duties are to prepare study programmes, counsel teachers, follow the progress of teachers and students, and draw from these experiences in order to improve the educational framework.

The Institute for Adult Training carries out its activities in 3 departments:

1. The Department for Comprehensive Vocational Proficiency Training.
2. Courses in Administration and Matriculation.
3. Technological Training Centre.

1. Comprehensive Vocational Proficiency Training:

This department is managed jointly by the Ministry of Labour and Social Affairs and ORT Israel.

Its main goal is vocational training according to study programmes established by the Ministry of Labour and Social Affairs, geared to vocational proficiency at various levels. Courses on demand (courses are provided on request for private sectors and institutions (this department is an independent entity which provides also bibliography for courses in classes).

2. Courses in Administration and Matriculation:

The activities of this department are as follows:

- a. Preliminary and Matriculation Examinations:

External schools for 10th and 11th grade youngsters, under the supervision of the Ministry of Education.

Day and evening matriculation preparatory classes for adults.

Matriculation special projects - Israel Police.

Civil Service, etc.

- b. Administration

Secretarial and Clerical courses at various levels, work relationships, tax counsellors, advertisement and budgeting, computer programming (on a variety of subjects) punch card operators, etc.

c. Languages

"Spoken and technical" (specific terminology upon request)

3. Technological Training Centre:

This department is jointly managed by ORT, the Ministry of Labour and Social Welfare and the Ministry of Education (through the Government Institute of Technological Training). The department is engaged in establishing preparatory study programmes for practical engineers and technicians courses. These preparatory courses, on different levels, are intended for students interested in obtaining practical engineering for technician degrees but who lack the necessary basic education.

Another activity worth mentioning is the training of land surveyors.

The Expanded Activities of the Institute for Adults

The Institute is divided into 6 operational regions. Each geographical region is called district and is, as far as possible, an independent entity.

These are the 6 districts and their locations:

1. Tel Aviv and Central district - from Herzliya to Rishon le Zion -  
Address: 32 Hatabor Street, Tel Aviv
2. Haifa and Northern district - from Zichron Yaacov and northward -  
Address: 50 Shmaryahu Levin, Haifa.
3. Jerusalem district - from Beit Shemesh and eastward -  
Address: 14 King George Street, Jerusalem.
4. Beer-Sheva district and southward - from Kiryat Gat southward -  
Address: 127 Hapalmach Street, Beersheva.
5. Natanya district and Hasharon - from Herzliya to Zichron Yaacov -  
Address: 1 Jerusalem Street, Natanya.
6. Ashdod district and the coastal plain - from Rishon le Zion to Kiryat Gat -  
Address: 32, Rogosin Street, Ashdod.

These districts operate in many settlements, cities, kibbutzim, development towns and co-operative settlements.

The location of the main branches of each district are:

Tel Aviv and Central district -

Bnei Brak, Kfar Saba, Herzliya, Raanana, Petah Tikva, Ramat Hasharon, Bat Yam, Holon, Lod, Rishon le Zion and Ramle.

Haifa and Northern district -

Haifa, Kiryat Bialik and Kiryat Haim, Tel Hai, Afula, Tiberias, Nazareth, Acre, Beit-Shean, Tivon and the Arab villages in the Galilee.

Jerusalem district -

Jerusalem, Beit Shemesh.

Beer-Sheva and Southern district -

Beer-Sheva, Dimona, Ofakim, Kiryat Gat, Shderot, Arad and Eilat.

Natanya district and Hasharon -

Natanya, Hedera, Zichron Yaacov, Pardess Hana and the big villages in the Triangle.

Ashdod district and coastal plain -

Ashdod, Rehovoth, Ashkelon and Yavneh.

The following is data and figures relating to the period between 1.4.80 and 31.3.81:

1. Division of teaching hours according to subjects:

|                                   |                     |       |
|-----------------------------------|---------------------|-------|
| Training                          | 24,160 hours        | 32.7% |
| Proficiency courses               | 3,579               | 4.8%  |
| Do-it-yourself                    | 2,990               | 4.4%  |
| On request                        | 2,993               | 3.9%  |
| Preliminary and<br>land surveyors | 10,328              | 14 %  |
| Administration and<br>languages   | 6,804               | 9.2%  |
| Matriculation                     | 23,030              | 31.4% |
| Total                             | <u>73,814</u> hours |       |

## 2. Division of courses according to subjects:

|                                   |                    |       |
|-----------------------------------|--------------------|-------|
| Training                          | 155 courses        | 23.4% |
| Proficiency course                | 18                 | 2.7%  |
| Do-it-yourself                    | 50                 | 7.5%  |
| On request                        | 45                 | 6.8%  |
| Preliminary and<br>land surveyors | 35                 | 5.3%  |
| Administration and<br>languages   | 128                | 19.6% |
| Matriculation                     | 210                | 31.7% |
| Coaching                          | 20                 | 3 %   |
| Total                             | <u>661 courses</u> |       |

## 3. Division of students according to subjects:

|                                   |                        |       |
|-----------------------------------|------------------------|-------|
| Training                          | 3,899 students         | 33 %  |
| Proficiency courses               | 351                    | 30 %  |
| On request                        | 287                    | 2.4%  |
| Do-it-yourself                    | 575                    | 4.8%  |
| Preliminary and<br>land surveyors | 526                    | 4.4%  |
| Administration and<br>languages   | 2,283                  | 19.2% |
| Matriculation                     | 3,909                  | 33 %  |
| Total                             | <u>11,830 students</u> |       |

The following is data and figures relating to the period between 1.4.81 and 31.3.82:

## 1. Division of teaching hours according to subjects:

|                                   |                     |     |
|-----------------------------------|---------------------|-----|
| Training                          | 23,329 hours        | 32% |
| Proficiency courses               | 3,536               | 5%  |
| Do-it-yourself                    | 1,458               | 2%  |
| On request                        | 1,166               | 2%  |
| Preliminary and<br>land surveyors | 7,905               | 11% |
| Administration and<br>languages   | 8,435               | 11% |
| Matriculation                     | 27,804              | 37% |
| Total                             | <u>73,633 hours</u> |     |

## 2. Division of courses according to subjects:

|                                   |                    |       |
|-----------------------------------|--------------------|-------|
| Training                          | 198 courses        | 31.4% |
| Proficiency courses               | 21                 | 3.3%  |
| Do-it-yourself                    | 34                 | 5.3%  |
| On request                        | 33                 | 5.2%  |
| Preliminary and<br>land surveyors | 23                 | 3.6%  |
| Administration and<br>languages   | 110                | 17.4% |
| Matriculation                     | 211                | 33.8% |
| Total                             | <u>630 courses</u> |       |

## 3. Division of students according to subjects:

|                                   |                        |       |
|-----------------------------------|------------------------|-------|
| Training                          | 3,950 students         | 32 %  |
| Proficiency courses               | 474                    | 4 %   |
| On request                        | 287                    | 2.3%  |
| Do-it-yourself                    | 473                    | 3.6%  |
| Preliminary and<br>land surveyors | 585                    | 4.7%  |
| Administration and<br>languages   | 2,272                  | 18.3% |
| Matriculation                     | 4,344                  | 35.1% |
| Total                             | <u>12,385 students</u> |       |

The following is data and figures relating to the period between 1.4.1982 and 31.3.83:

## 1. Division of teaching hours according to subjects:

|                                     |               |       |
|-------------------------------------|---------------|-------|
| Training                            | 2,203 hours   | 30.3% |
| Proficiency                         | 2,861         | 3.9%  |
| On request                          | 1,360         | 1.8%  |
| Do-it-yourself                      | 1,460         | 2.0%  |
| Preliminaries and<br>land surveyors | 8,314         | 11.4% |
| Administration and<br>languages     | 11,705        | 16.0% |
| Matriculation                       | 24,981        | 34.3% |
| Study days                          | 36            | 0.04% |
| Total                               | <u>72,780</u> |       |

## 2. Division of students according to subjects:

|                                     |                |       |
|-------------------------------------|----------------|-------|
| Training                            | 4,376 students | 33.1% |
| Proficiency                         | 609            | 4.6%  |
| On request                          | 307            | 2.3%  |
| Do-it-yourself                      | 373            | 2.8%  |
| Preliminaries and<br>land surveyors | 716            | 5.4%  |
| Administration and<br>languages     | 2,724          | 20.6% |
| Matriculation                       | 3,895          | 29.5% |
| Study days                          | 194            | 1.4%  |
| Total                               | <u>13,194</u>  |       |

## 3. Division of courses according to subjects:

|                                     |                    |       |
|-------------------------------------|--------------------|-------|
| Training                            | 156 courses        | 25.5% |
| Proficiency                         | 30                 | 4.9%  |
| Do-it-yourself                      | 41                 | 6.7%  |
| On request                          | 18                 | 2.9%  |
| Preliminaries and<br>land surveyors | 33                 | 5.4%  |
| Administration and<br>languages     | 136                | 22.2% |
| Matriculation                       | 192                | 31.4% |
| Study days                          | 4                  | 0.6%  |
| Total                               | <u>610 courses</u> |       |

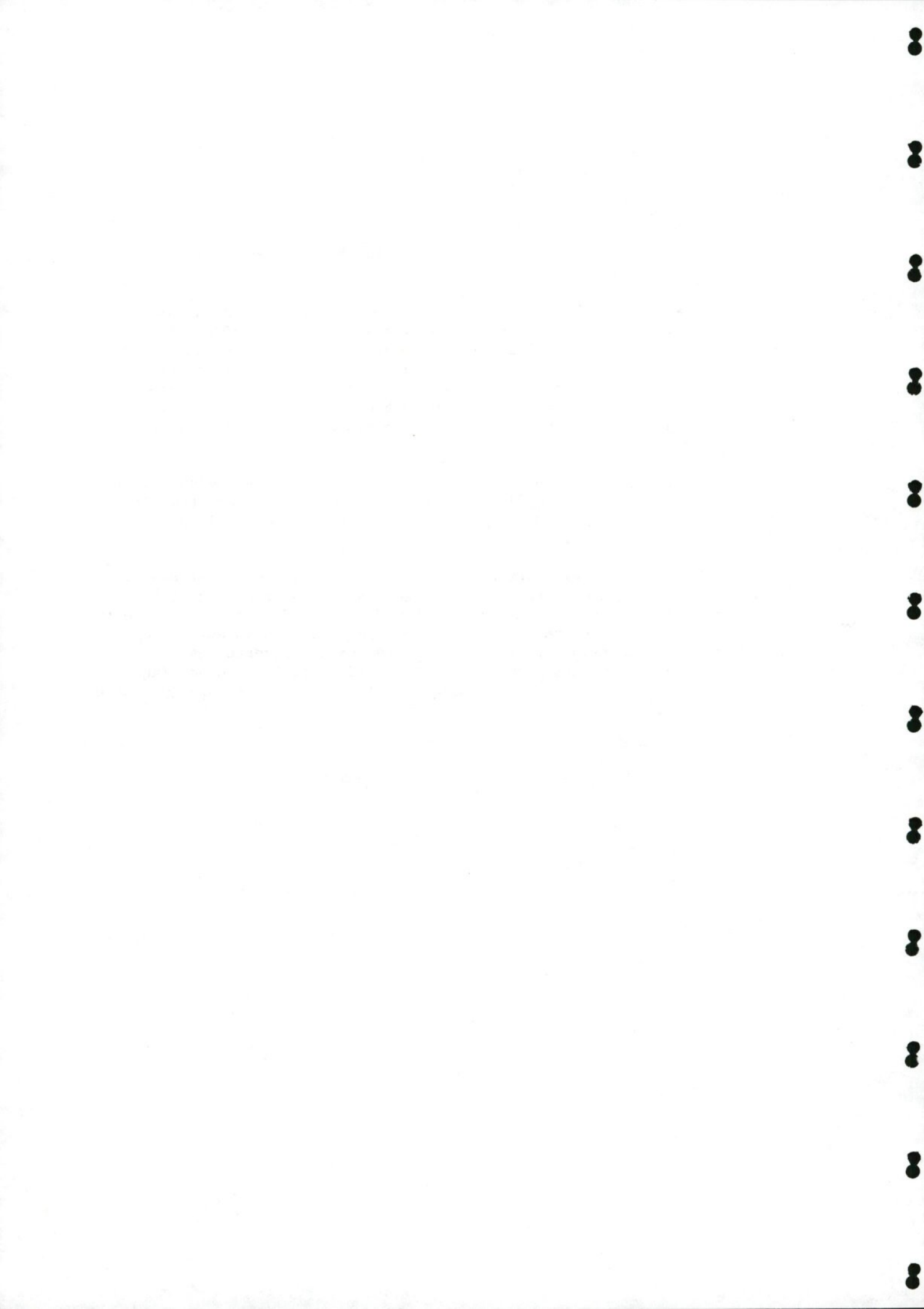
ORT ISRAEL - FUTURE CHALLENGES

In these difficult days for Israel and Jews in the Diaspora, there are, however, some bright spots too.

One of them is the fact that Israel is prepared to decide and to manage its own fate. In this education occupies a most important, vital and decisive part, as it always has since the law of compulsory education was declared in the days of the Hasmonean dynasty and the rebirth of Jewish independence 2,000 years ago. Today technological education in Israel represents more than just another trend in the magnificent structure of Israel's educational system. It is a guarantee to Israel's safety and economic survival.

And in this field, ORT Israel occupies an honorable and leading position. It is hoped that this lead will be maintained in the future and that it will serve as it does already as an example to others in Israel and to some outside our country.

Based on years of hard and continuous work, ORT Israel looks confidently forward. It will stand up to new challenges in the modern world of technology. The four thousand members of ORT's devoted staff are the best insurance that these new challenges will not be left unanswered. In our hands lies the responsibility for bringing up new generations of thousands of Jewish youngsters. They will build their lives depending on what they have taken away from ORT schools. They will ensure and guarantee the future of Israel.



## ORT ITALY

This three-year report, which covers ORT Italy's activities in the period starting in March 1980 up to March 1983, gives an accurate description of the excellent results obtained in the ORT Italy schools. These results have been achieved under extremely difficult circumstances and by fighting against heavy odds - we refer here to the enormous financial problems which are stifling Italian economy as a whole and that of the Italian Jewish communities in particular. However, this same document is unable to convey the deep sense of dismay that is being felt for the future - for the very near future looming ahead, full of gloomy perspectives.

We have often pointed out how much in need the smaller communities are and how little we are able to help them; but this is not what troubles and frightens us for the future. What we really worry about are the community schools in Rome which are under our management and more precisely: the Liceo Scientifico and Business and Language school, which we consider the most successful enterprises of ORT Italy and of which we are sincerely proud.

Despite all our efforts to try to increase the voluntary contributions from the students' families, we risk to lose either in part or in whole, the community contributions. Furthermore, we are going to risk a decrease in the number of students coming from the Jewish medium high school which is also going to suffer for the same economic reason.

We still do not know whether or how we will be able to overcome next year's difficulties or if we will be able to postpone our problems for another year. What we do know is that the problem is real and extremely serious and that we certainly will be the first to feel the gravity of the situation.

THE SOCIAL AND ECONOMIC SITUATION OF THE COUNTRY AND THAT OF ITS JEWISH COMMUNITY

The Italian economic and social situation has considerably deteriorated in the course of the past few years.

At the end of 1982 the second Spadolini Government resigned over serious misunderstandings amongst the coalition partners, misunderstandings stemming mainly from grave economic problems about which the various political parties seemed unable to reach some sort of agreement.

The new government called to lead the country, headed by Amintore Fanfani, an elderly Christian-Democrat politician, succeeded in obtaining the support of four of the five parties which made up the previous coalition (Christian-Democrats, Socialists, Social-Democrats and Liberals). Spadolini's party, the Republican, refused to join in, because of their scepticism about the economic policy of the new government. This government is now, at the date of writing, about to fall.

The two Spadolini Governments who tried to govern Italy in recent years both aimed at decreasing the rate of inflation by containing public expenditure; unfortunately both failed dismally and the limit of 17%, considered at the time as acceptable, has been far exceeded. The present inflation rate runs probably at a 20% level, although official sources tend to give somewhat inferior figures.

It must be pointed out that the 20% rate is only an average and that some increases are much higher, especially those items figuring in our budget under the headings: books, transportation, heating, salaries and so on.....

Trade Union negotiations, which were under way for the renewal of workers' contracts, broke down several times over the issue of blocking salary increases and automatic pay adjustments tied to the cost of living. In answer to government offers, the three major Union confederations prepared a counter-proposal and tried to have it approved by Union locals but this action, even if successful, has undermined their authority and split the working classes, leaving the country without any authoritative counterpart with whom to bargain.

Around the turn of the year the Fanfani Government prepared a set of laws aiming at a decrease in the inflation rate and at stemming social unrest. Most of the bills have been pushed through Parliament with enormous difficulties and the government has been forced to call several times for a vote of confidence in order to stop the disruptive filibuster of the Opposition. The budget passed through the Lower House of the Parliament only a few days before Easter, after being blocked in the Houses for several months.

Not all the economic measures proposed by the government have the approval of all the parties making up the coalition and part of the legislation which Fanfani would have liked to enforce still has to pass through Parliament.

In the midst of all these difficulties and while the budget for the coming year had still to be approved, the Italian Lira got caught in the whirlwind that swept through European currency markets after the results of the administrative elections in France: The Lira had to follow the Franc, losing after several devaluations another 2.5% of its value, so that its present official rate of exchange oscillates around 1.455 Lire to a US Dollar as against Lire 860 in 1980 and the Swiss Franc from 524 to over 700 Lire.

In order to curb public expenses the price of gasoline is held at over Lire 1.000 per litre even though the price of crude oil is decreasing at the origin, the difference being used to close the gap between what had originally been the target deficit and the one that has emerged from the budget vote. Prices of several public services have considerably increased even though maintained at a deficit level: for instance, public transport has increased in Rome by 50%, in Milan by 100%; telephone and railway fares have been considerably increased, and so on.

The level of unemployment has reached something like 9% of the total working population but this figure is undoubtedly inadequate to represent the complete picture because of the considerable number of people - mainly low-level civil servants - who work from 8 am to 2 pm in their government jobs and often have a second job in the afternoons. Furthermore, a considerable number of foreigners, mainly North-Africans, Eritreans, Abyssinians and Somalis, continue to work illegally: They form a mass of underpaid, unprotected, abused and exploited workers.

The complex economic situation of the country reflects itself on its Jewish communities, which have been taken unawares and are being economically destroyed by the effects of inflation.

The smaller communities, whose membership had dwindled numerically and who had been unable to levy communal taxes to cover their expenses, had already forsaken many of their fundamental obligations, such as maintaining institutions and schools, hospitals and homes for the aged, limiting their function to that of keeping communal archives and taking care of synagogue worship; these communities have not been particularly affected by events of recent years, because their activities were already reduced.

The medium and larger communities who had expanded their activities in all fields during the boom years, the years of the Italian "economic miracle", are now facing a tragic situation. The two major communities, Rome and Milan, have both an almost complete school cycle, starting from kindergarten level to senior high schools; Rome has a hospital and an orphanage, whilst Milan has a special home for the aged. The medium sized communities have elementary schools and, in one single instance, succeeded in running a junior high school.

Most communities have several debts, due to several factors.

On December 31st, 1982, the Milan community had an outstanding debt of over 350 million Lire to the Union of Italian Communities, which is the central representative organism of Italian Jewry, Rome owed over 250 million, Florence 64 million and Trieste 120 million. The Leghorn community has an outstanding debt to banks that is over 15 times the total amount it succeeds in collecting as contribution from members.

The situation in Rome appears to be the one with the deepest consequences. The Roman community does not have the possibility of solving its problems through outside resources and has to cover its needs by a more successful fund raising campaign: for the time being the community leaders have had to take the decision of closing the junior high school, unless the parents of children attending these schools are willing to participate for a larger share to tuition expenses. Over 600 children attend the elementary school, over 400 attend the junior high school so that, together with the ORT schools in Rome, this community offers school facilities to over 1,200 children: the total membership of the community is around 13,500.

Closing the junior high school is bound to have drastic consequences for our senior high school, whose population comes entirely from the junior one.

#### ROLE OF ORT ITALY IN THE JEWISH COMMUNITY

In this situation ORT has become the educational mainstay for the survival of Italian Jewry. In fact, the contribution of ORT in the bigger communities (Rome and Milan) has become a cornerstone for their schools. The Liceo Scientifico and Business and Language School in Rome with a total of 216 students and the Business and Language School in Milan with 98 students, can now be considered completely consolidated institutions and they play a fundamental role in the Jewish communities' school system.

Through these schools the communities provide their youth with a thorough general education as well as Jewish education - from nursery to university level. Parents can now have the satisfaction of knowing that their children are receiving a solid grounding in Hebrew culture in addition to a first quality education.

In Milan the ORT schools, in answer to the needs of the community there, are offering courses in sophisticated technological fields. In these days of competitive labour markets, this kind of training is more in demand than ever.

While most of ORT's attention is focused on Milan and Rome, efforts are being made not to neglect the requirements of the smaller communities. ORT maintains close working contacts with the Jewish elementary schools of Turin, Leghorn, Venice, Genoa and Mantua. In these cities the objective is that of improving the quality of the elementary schools through new teaching techniques in the field of general education and by intervening with help and assistance - especially by improving the teaching of Hebrew through audio-visual system. In this way ORT acts as an important factor and has a leading role against assimilation and the fight for the preservation of Jewish identity and survival of the communities.

It should be noted that for the reasons explained in the introduction, it is impossible under the present circumstances to foresee in the near future the possibility of any increase in Italian Jewry's financial commitment to Jewish education. Community members feel that they are overtaxed and are unhappy with the community leadership which, on the other hand, finds enormous difficulties in balancing the budget.

This means that until Italy as a whole sees better times, the task of maintaining and improving the Jewish education system, which is today the only way of ensuring the survival of these ancient communities (some of which date from the times of the Caesars) will increasingly fall to ORT.

#### SCHOOL NETWORK

##### ROME

The scholastic structure is as follows:

- a) Five year Liceo Scientifico (5 classes)
- b) Five year Business and Language School (5 classes)
- c) Creative education in the Jewish elementary school
- d) Refugee programme - English language training
- e) Creative education in Leghorn
- f) Creative education in Florence

In July 1982, for the fifth time, Liceo graduates left school after having finished the whole study cycle. All the 21 students of the fifth class of the Liceo Scientifico passed the exam with excellent marks and they all received their General Certificate of Education. The majority of these students entered Rome University and 5 students emigrated to Israel and are continuing their studies there.

21 students have registered for the new first class (14 boys and 7 girls).

The Ministry of Education has approved the 5th class of our Business and Language School and consequently the entire study cycle now has official approval. For the first time the students of the 5th class from this school finished their studies with excellent results.

This new school has been so successful that here again 26 students (8 boys and 18 girls) have registered for the new 1st class for 1982/1983 school year.

It should be noted that the Business and Language School in Rome is similar to the one already functioning in Milan. It follows the traditional line of ORT's trade schools which give the students a qualification certificate enabling them to find jobs in industry, banks, embassies, tourist offices, etc - or if they wish they can go on to the university. The subjects taught in this school are: languages (English and French), geography, maths, physics, natural sciences, chemistry, political economy, financial sciences, civil law, shorthand and typewriting, professional and administrative techniques, Italian history and literature.

Both the Liceo Scientifico and Business and Language School are provided with fine technical laboratories for natural sciences, chemistry and physics, as well as sophisticated language laboratories. Special rooms equipped for drawing, shorthand and typewriting and for audio-visual material are available. The classrooms and laboratories are all very ample and comfortable.

During the 1980/1981 scholastic year, a new and important initiative was established with the introduction of courses on informatics and the use of computers in our schools (Liceo Scientifico and Business Language School). A highly qualified teacher has been engaged and during the month of October 1981 held a seminar on the use of computers for those teachers who would be in charge of these courses. Already at the beginning of December 1981, some classes of the Liceo Scientifico and Business and Language School started to operate on the computers.

The computer programme for both the schools has been amplified and consolidated during the 1982/1983 school year. Furthermore, another teacher participated at the computer seminar which was organised by ORT Union in July 1982. A special laboratory with 14 computers (Texas Instruments) has been installed with all the necessary equipment - and third, fourth and fifth grade students in both schools are now getting lessons on the use of computers. This new activity has become a normal part of the school curriculum. With this new and extremely important programme ORT expects to help graduates in finding jobs wherever there is a demand for really qualified personnel.

The Liceo Scientifico and Business and Language School are under the teaching supervision of ORT and administrative and financial matters are covered by ORT and the Rome Jewish community.

#### ENGLISH LANGUAGE COURSES FOR REFUGEES

Emigration from Russia has recently shown a remarkable change - from a maximum of 10,000 refugees in 1979, living in transit in Rome and Ladispoli, this figure dropped to 1,500 in September 1980, approximately 550 in October 1981, 400 in October 1982 to only 200-300 in March 1983.

The number of courses has, therefore, also shown a notable change: from 700 students (30 courses) in November 1979 it decreased to 400 (19 courses) in October 1980, 200 in October 1981 (9 courses) and this number has remained unchanged till now.

Due to the decrease in the number of students, we had to close down the school for refugees in Ostia. Now activity is concentrated on Rome and Ladispoli - a seaside resort town where most of the Russian refugees live.

Of the 9 courses actually functioning, 6 are in Ladispoli and 3 in Rome (one of which is for medical personnel). There is no reason to believe in a substantial change in the flow of emigration in the predictable future.

The decrease in the number of Russian refugees has partially been covered by an increase of non-Jewish refugees in our courses. These refugees come from such countries as Afghanistan, Cambodia, Poland, Rumania, Hungary, etc, etc, and they are cared for by such organisations as the World Council of Churches, the Tolstoy Foundation, the International Rescue Committee, the Central Office for Italian Emigration, the Polish American Emigration Relief Committee and the United Nations. At present the number of these refugees is approximately 50.

#### JEWISH EDUCATION PROGRAMME FOR REFUGEES

Because of the decrease in the number of refugees, the AJDC and the Soknut have decided to close down the social centres and the courses of Jewish Education and Hebrew language in Ostia as well in Ladispoli. In Ladispoli only one social centre is still functioning - under the care of the Habad Movement (Lubawitcher Rabbis). The activity of the centre is reduced to only 3 hours a day of Jewish education and Hebrew language to the children of those refugees attending our English language courses. One Rabbi from the same centre is teaching Jewish Education and Hebrew language (1/2 hours a day) to the adult students of our English language courses.

#### MILAN

The school structure is as follows:

5 year Business and Language School

Various courses and activities in the Jewish community schools:

- Creative education at primary level
- Technical courses in the junior high school
- Audio-visual classes in Hebrew in the elementary and junior high school

On September 30th 1982 the vocational courses in Via Solari closed for good. The property owner did not renew the rent agreement. Because of the present difficult economic situation of ORT, it was impossible for us to face removal expenses and expenses involved in remodelling other premises. Most teachers found work in another vocational centre run by the Lombardy Region. In this way we were able to help the students to continue their studies as well as the teachers to continue their activity.

Examination results: The students of the Business and Language School's 5th class took their end-of-school examination and all the 12 students passed the exam (two students with the highest marks (60/60)). The examination commission congratulated the students on their exam and complimented our school and teachers for the students' preparation. All the July graduates are now either working in various capacities or enrolled in universities, both in Milan or elsewhere.

The qualification exam at the now closed vocational Solari school also went well and despite the difficult Italian economic situation, most of the graduates have already found jobs.

The use of computers and Informatics has been introduced into the Milan School for Business and Language experts during the school year 1982/1983.

After having seen the excellent results achieved in Rome, the Milan school has decided to purchase enough computers and equipment to install a special laboratory for the use of the students. This will begin in the 1983/1984 school year. So finally we can consider this new activity as an integral part of the work of ORT.

#### OTHER COMMUNITIES

ORT activities in the Community primary schools of Turin and Leghorn have continued with great success. The communities of Venice and Florence are also being assisted in their Hebrew language programme. Assistance in special education programmes is also given to the communities of Genoa and Mantua.

STUDENT BODY

The total number of students on January 1980 was 2,444 as follows:

|   | <u>ROME</u> | <u>MILAN</u> | <u>LEGHORN</u> | <u>TURIN</u> | <u>VENICE</u> | <u>FLORENCE</u> | <u>MANTUA</u> |
|---|-------------|--------------|----------------|--------------|---------------|-----------------|---------------|
| LICEO SCIENTIFICO<br>(5 classes)            | 119         |              |                |              |               |                 |               |
| BUSINESS AND LANGUAGE<br>SCHOOL (3 classes) | 62          |              |                |              |               |                 |               |
| BUSINESS AND LANGUAGE<br>SCHOOL (5 classes) |             | 105          |                |              |               |                 |               |
| VOCATIONAL SCHOOL                           |             | 112          |                |              |               |                 |               |
| CREATIVE ACTIVITIES                         | 338         | 579          | 30             | 125          | 34            | 57              |               |
| HEBREW LANGUAGE COURSES                     | 58          |              |                |              |               |                 |               |
| JEWISH ED. FOR REFUGEES                     | 154         |              |                |              |               |                 |               |
| ENGLISH LANGUAGE COURSES<br>FOR REFUGEES    | 671         |              |                |              |               |                 |               |
|   | 1,402       | 796          | 30             | 125          | 34            | 57              |               |

The total number of students on January 1983 was 1,613 as follows:

|   | <u>ROME</u> | <u>MILAN</u> | <u>LEGHORN</u> | <u>TURIN</u> | <u>VENICE</u> | <u>FLORENCE</u> | <u>MANTUA</u> |
|---|-------------|--------------|----------------|--------------|---------------|-----------------|---------------|
| LICEO SCIENTIFICO<br>(5 classes)            | 112         |              |                |              |               |                 |               |
| BUSINESS AND LANGUAGE<br>SCHOOL (5 classes) | 104         |              |                |              |               |                 |               |
| BUSINESS AND LANGUAGE<br>SCHOOL (5 classes) |             | 98           |                |              |               |                 |               |
| CREATIVE ACTIVITIES<br>(elementary)         | 318         | 327          | 43             | 132          |               |                 |               |
| JUNIOR HIGH SCHOOL                          |             | 171          |                |              |               |                 |               |
| HEBREW LANGUAGE COURSES                     |             |              |                |              | 38            | 59              | 10            |
| ENGLISH LANGUAGE COURSES<br>FOR REFUGEES    | 201         |              |                |              |               |                 |               |
|   | 735         | 596          | 43             | 132          | 38            | 59              | 10            |

The considerable fall in the number of students during the period 1980-1982 is due to the following reasons:

- 1) The drastic decrease in Russian Jewish emigration.
- 2) The closing of the vocational courses in Milan.

On the other hand, there has been an effective increase of the other activities.

THE RESULTS OF THE FINAL EXAMINATIONS WERE AS FOLLOWS:

|   | CANDIDATES<br>PROMOTED<br>1979/80 |     | CANDIDATES<br>PROMOTED<br>1980/81 |     | CANDIDATES<br>PROMOTED<br>1981/82 |     |
|---|-----------------------------------|-----|-----------------------------------|-----|-----------------------------------|-----|
|   |                                   |     |                                   |     |                                   |     |
| LICEO SCIENTIFICO - ROME                | 119                               | 111 | 117                               | 109 | 111                               | 108 |
| BUSINESS AND LANGUAGE SCHOOL -<br>ROME  | 60                                | 51  | 69                                | 59  | 88                                | 83  |
| BUSINESS AND LANGUAGE SCHOOL -<br>MILAN | 107                               | 102 | 104                               | 93  | 108                               | 85  |
| VOCATIONAL SCHOOLS - MILAN              | 112                               | 88  | 104                               | 81  | 116                               | 83  |

### PEDAGOGICAL PROBLEMS

ORT's focus on new teaching methods and material continued during the years 1980, 1981 and 1982, particularly within the framework of CIDO. This constitutes an effort to humanise the school structure with special emphasis on individualised instruction. Groups of students with specific subject difficulties were tutored during the school year to bring them up to class level.

In addition to specific school activities, CIDO together with ISFOL

- have completed and delivered a project regarding the application of methodology and AV series already in use in European centres to the ISFOL Albano centre. This ambitious and complex project started in May 1980 and has required an enormous effort from CIDO's staff throughout 1981.

Furthermore, on behalf of the Lombardy Region:

- CIDO has completed the execution of 2 of the 4 "Training Modules" to be used in the "Mechanics" field of vocational education; the other 2 modules will be ready within 1983.
- has recently published research in the "Quaderno" no. 76 on "Career Education". This comprises information on this activity in main European countries and United States together with reflections on the first Italian experience in this field.
- Will continue AV consulting service to the Lombardy Region, in addition to this field of guidance. CIDO collaborates with CITE of Milan in a larger context, working on a project concerned with guidance in junior and senior high schools.

In addition to specific school activities, CIDO has continued as consultant on behalf of the Lombardy Region working on the eventual opening of an audio-visual centre. In April 1982 CIDO and the Lombardy Region organised a seminar with the purpose of discussing the use of Mediateca in professional training and in particular in the field of education. Many foreign and Italian experts participated at this convention.

Furthermore, due to the great demand for better information and training from the many foreign workers living in Milan, ORT, in collaboration with CITE, held a pilot course with the specific purpose of providing foreign workers with information and training which would help them in their special work fields.

Together with experts from the Employment Office, Trade Unions and lawyers, problems concerning residence permits, employment, Union contracts, work agreement, payroll, etc were discussed during this pilot course. The course was so successful that an explicit request was made, both by CITE and the foreign workers, to repeat this pilot course during 1983.

An English language course started in September 1982 for the staff of CITE who, because of their frequent contacts with training centres of other countries, need to improve their English in order to be able to read in English technical material and educational problems and professional training.

#### JEWISH EDUCATION

Courses of Jewish Education are being held in all our schools as part of the education programme. In addition there are many cultural activities such as lectures, parties and celebrations on the occasion of Jewish festivities.

As already mentioned, Hebrew language courses are offered to our students, teachers and to members of the Jewish communities in general and in collaboration with WIZO.

In our schools in Rome, Liceo Scientifico and Business and Language school in particular, every effort is being made to co-operate with the community and with the parents of students to deepen the Jewish identity of the students by an extensive programme of Jewish education (from 5 to 7 hours weekly). Hebrew language is being taught by Israeli "Morim", by audio-visual methods, "Habet-U-Smah" and by use of films, pictures, etc.

At the end of October 1981 a Shaliach arrived from Israel to take charge of the entire Jewish Education programme, as well as to teach Jewish culture to the teachers and students of the Liceo Scientifico and Business and Language School in Rome.

In Milan in the Business and Language School curriculum, the Jewish Education programme is part of the regular school time-table and averages 4 hours weekly. Besides Hebrew language, religion, Jewish history and philosophy, students read articles from Israeli newspapers, etc, and we have, furthermore, successfully started the integration of Jewish history into the regular history programme. This possibility of comparative study was received with great interest by the students.

Many students take an active part in youth movements (Hashomer Hazair, Bené Akiva) and in the Milan youth club.

A number of lectures of a Jewish nature are held during the school year, in collaboration with the Jewish community school. These are attended by our students as well as those of the Jewish community high school and are given by well-known Jewish and Israeli personalities when they visit Milan.

Audio-visual material and laboratores are regularly in use in our schools as well as in the Milan Jewish community schools (elementary and Junior high levels). This material is also being used in the Genoa, Mantua, Florence, Turin and Venice communities - much to their satisfaction.

SEMINARS

The Directors of ORT Italy, Ferruccio Sonnino and Isidoro Alkalay, took part in the Seminars of the ORT Union which were held in Paris in March 1981 and in Israel in March 1982. Various educational problems in several countries where ORT operates were discussed during those seminars. Special attention was devoted to Jewish Education, data processing and computers during the seminar in Paris and to Jewish Education, Robotics and Energy during the seminar in Israel.

SOCIAL ASSISTANCE

Financial as well as other kinds of assistance is given to Milan ORT students, such as study scholarships, transport costs, free books, pocket money and reduced price study trips. Special help and assistance is offered to students living outside Milan.

The Modena Family Scholarship - named in memory of their late son Vittorio Haim Modena, is granted every year to a needy ORT student with a good school record.

The Women's Committee of Milan is contributing towards the social assistance programmes.

The Women's Committee of Rome helps local poor families through distribution of food and clothing.

Special scholarships have been provided for both students of the Liceo Scientifico and Business and Language School.

Women's American ORT continues to merit our special thanks for the social assistance programme they sponsor for ORT Italy.

SPORTS ACTIVITIES

Physical education instruction is included in the Milan and Rome school programmes and the students attend these lessons regularly in the gym in the school building in Via San Francesco di Sales and in Via Sally Mayer in Milan. The new school building in Via San Francesco di Sales is now provided with a new and well-equipped gym, and where, during afternoon hours, we also have special physical training courses for children and adults.

The football teams of Rome and Milan have participated in many contests and achieved excellent results.

ACTIVITIES OF ORT ITALY COMMITTEE

The Central and Executive Committees had very intensive years of activity in order to control the many important activities of the organisation.

After the sad loss of Dr Enrico Schoenkopf, the Board of our Central Committee elected Prof. Giacomo Saban as Secretary General of our Central Committee. Prof. Saban is a highly distinguished professor of mathematics at the University of L'Aquila.

The Women's Committee has been very active in membership and fund raising campaigns and in social assistance - and new members were recruited.

#### MEMBERSHIP

Unfortunately, despite all our efforts, we still have many difficulties in strengthening membership. This is due to the extremely difficult situation in Italy and to the low density of Jews in Italy - scattered all over the country in many cities, and therefore very difficult to reach.

#### FUND RAISING

A certain number of favourable results have been obtained among the wealthier parents of some of our students. Nevertheless, as is the case with membership, we still have many difficulties to overcome, as the Jewish communities in Italy are all in deficit, we are concentrating our efforts on fund raising.

#### IN MEMORIAM

Much to our regret, during the last three years, we lost the following members of the ORT family: Raffaele Jona, founder of ORT Italy and President for many years, Andrea Tabet, founder of ORT Italy and Secretary General; Isacco Levi, Vice President; Egisto Moscati, member of the Board of Directors; Riccardo Fischer, ex-Director and Enrico Schoenkopf, ex-Director and Secretary General, and Miranda Levi, wife of Renzo Levi.

All those who have known them will remember how deeply attached they were to our organisation and how much they devoted themselves for the many purposes of ORT - their activity will be a fine example for those who continue their work.

#### CO-OPERATION WITH PUBLIC AUTHORITIES

Our co-operation with the Regional Administrations of Lazio and Lombardy has continued on a very friendly basis.

All the technical courses we asked for were granted and financed. In addition, the Lombardy Region Administration supported the activities of CIDO with a special financial contribution.

The co-operation with the Ministry of Labour, Ministry of Education, Board of Education of Milan, Rome and ISFOL, has also continued in a very friendly way. The Veneto Region too, and some of its Municipalities, show interest in our collaborating in establishing audio-visual centres.

#### CO-OPERATION WITH OTHER ORGANISATIONS

Problems concerning the refugee courses have been solved thanks to the friendly relations maintained with HIAS, AJDS and ICEM.

Relations between ORT and the Jewish communities of Rome, Milan, Turin, Genoa, Leghorn, Florence, Venice and Mantua are excellent.

Our activities have been supported by the Jewish press - in particular by "SHALOM" in Rome and "VOICE OF THE JEWISH COMMUNITY" in Milan - both of whom have published numerous articles about ORT, and furthermore, we publish regularly in the "PANORAMA ORT" pages of the Milan Jewish Community Bulletin.

#### PROBLEMS AND PERSPECTIVES FOR THE FUTURE

The extremely serious economic problems which are affecting the Italian economy as a whole are bound to have consequences on the Italian communities. Increasing unemployment is a continued source of anxiety for the young in all European countries and finding a job is becoming so difficult for youngsters out of school that a form of generalised dissatisfaction with standard education is becoming ever more frequent. It is hard to foresee what this feeling of frustration may lead to.

Notwithstanding this particularly difficult situation we note that the students from our schools succeed in obtaining jobs fairly easily: this is no doubt due to the better preparation our schools supply in the field of foreign languages and in practical application such as computers.

An extremely complex innovation, that may, however, radically change the situation for all schools in Italy - and consequently for ORT schools as well - is the new Education Bill, which has passed through the Lower House of Parliament, has already been revised by the Education Committee of the Senate and has already been put up for discussion in the Upper House: its approval appears to be nearly certain as all political parties, both those on the government benches and in the opposition, seem to have agreed on the contents of this Bill.

If voted, the new school legislation would divide the senior high school into two parts: a nearly identical programme would be taught for all the curricula in the first two years (with only a few options) and the second period, covering the last three years, would be very diversified. The main four curricula (which also split down into several subcurricula) are the following: a) linguistic literacy; b) mathematical-scientific-technological; c) socio-economic and juridical; d) artistic.

The government will have a two-year period after the Bill has been approved to prepare the detailed school programmes for the various curricula. After this preliminary stage all senior high schools will have to decide which of these curricula they intend to implement; in our case this would mean that in roughly two years from now, should this law pass, we will have to revise all our internal structures, and choose amongst the various possibilities those which appear to have the greatest appeal to our school population. Whilst using this option, we shall, of course, have to consider the most suitable for ORT and which type of school is best fitted to prepare our students for the impact of modern technology. This problem has also to be examined in the particular context of the situation of Italian Jewish communities, mentioned in the introduction.

According to the latest news it is almost certain that we will go through fresh political elections in June 1983 and if so, any new school law will have to be represented in both Houses and re-examined. For the time being it is extremely hard to make any predictions.

## ORT LUXEMBURG

ORT Luxemburg sends World ORT Union a steady income of \$7,000 annually. Taking into consideration the very small Jewish community living in that country, this figure is more than it would seem and represents a considerable effort on the part of Dr Simon Hertz and his ORT Committee.

Dr Hertz has now decided to retire from the Presidency of ORT Luxemburg handing over to two younger members of the community.

World ORT Union thanks Dr Hertz for all his work for ORT over the years.



## MEXICAN MEN'S ORT

I took on the responsibility of the Presidency of Mexican Men's ORT in August 1982 at a moment of great economic crisis for the country. Mexico had suffered a devaluation of its currency of approximately 600% in a period of less than one year, a situation that effected everybody both economically and psychologically. Furthermore, since ORT was completely disorganised at that time, I was faced with the dilemma of deciding on where I should begin to work. There was in existence an undertaking signed between the World ORT Union and the Colegio Israelita Yavne for the installation of laboratory programmes toward which the College had invested significant sums of money in construction. Moreover, they had re-organised their timetable for the new school year and they needed funds for the purchase and installation of the necessary equipment which had not arrived from ORT.

Before this became risky, I took the decision to do the maximum to resolve this problem. I began to work with borrowed money until the US\$20,000 which would serve to continue investment in the Yavne programme arrived from England.

We further devoted ourselves to recruiting people to cooperate with us, and with this small group we made gradual progress, working to complete as far as possible what corresponded to the laboratories at what was really a minimal cost. I am sure that today, the cost of the final investment would be at least double.

On the 10th May, 1983, the first phase of the project in the Colegio Israelita Yavne was inaugurated. This included mechanics, drawing, mechanographics, electricity, electronics, chemistry, physics, laboratories, a resource and study centre and a library.

Present on this occasion were the Ambassador of Israel, as well as Community leaders and more than 500 people, thus enabling us to achieve one of our main objectives which is to promote ORT in Mexico.

To this day, very few people know about ORT. They do not know exactly what is its function, even though ORT has been working in Mexico for several years and operates a very well-run programme in the Colegio Israelita de Mexico. People who know this project, think that it has been developed by the Colegio itself.

On the 29th May of 1983, the inauguration of a new Administration and Management Building on the campus of the Colegio Israelita de Mexico took place, a day which also marked the inauguration of the Science Fair, in which students from the Colegio presented work they had prepared themselves within the ORT Programme.

On this occasion, Government and regional authorities were present and altogether more than 2,000 people attended. It was another excellent occasion for spreading information on ORT work, whereby we will be helped in our primary goal, to collect funds to continue the development of existing projects as well as carrying out new ones.

There remains pending for us the purchase of computers for the Colegio Israelita Yavne. There is great urgency concerning this purchase, even more so because these studies were included in the Colegio programme, with the Computer Department being very attractive both to students and to donors.

We would be happy to count on the necessary funding for this purchase so that in the future we can devote ourselves entirely to working to promote ORT and collect funds for its work.

Mexico is still in the state of crisis mentioned at the beginning of this report. Previously the people in the Community were always prepared to make considerable financial contributions, but the dislocation caused by the economic crisis is so tremendous - out of which no-one has made any money - that no-one has been spared with some organisations and institutions losing money to such a degree that in some cases they had asked for help from the Sokhnut.

Unfortunately, there are still no concrete and clear policies coming from the Mexican Government to control and resolve this crisis, and so consequently we do not know when the situation will begin to improve.

What we definitely do know is that the country will continue to exist and that at any moment the situation will have to change.

We will continue to get the work of ORT known through the Press, with exhibitions of photographs, through publicity material, films, etc, as well as through holding social events.

We will work on getting together funds, and to building up a significant presence amongst the other community organisations, so that in this way we will get the greatest possible benefit at the moment when the national situation begins to resolve itself.

## MEXICO ORT

### SCHOOLS REPORT

In this report, I refer to a cycle of three years in a global fashion: that is to say, rather than breaking it down by year, I will do so through the working structure - kindergarten, primary, secondary and preparatory levels.

Firstly, I will talk about the Colegio Israelita de Mexico and then about the Escuela Yavne. It should be made clear that in the years leading up to the present three year period, the operational work of ORT in Mexico could be reduced to a programme of creative education in the primary section of the Colegio Israelita de Mexico. Of the three sections of this established programme, however, the only one that worked at an acceptable level was the Study Centre, since both the workshop and the laboratory were extremely disorganised, without programmes, with little equipment and run by coordinators who did not have adequate level of knowledge and experience.

#### A. COLEGIO ISRAELITA DE MEXICO

##### 1. Kindergarten

We have only started to work recently with this age group. We have set up a reform in the teaching of maths for the Kindergarten and Primary sections. In the former, the most significant channel for this reform has been the creation of a maths workshop for the teachers. This functions once a week and ideas for development are put into practice immediately and evaluated weekly.

The importance of this effort is not only in relation to maths, but also for its penetration in general educative areas. Usually the teachers establish an over-protective attitude with their pupils. The problems that are posed to them are put in such a way that their solutions are evident and pre-established, leaving no margin for the child to put forward other possibilities distinct from those already laid down.

Moreover, the methodology used as a rule (which we are working to break down) is to introduce the symbols before building the concepts and this leads the children to think in a syntactical way (rules between symbols) and not in a semantic way (the meaning of the symbols).

In sum, the two main aspects upon which our work is focusing are:

- creation of open situations with distinct solutions possible and with access to different levels of possible completion,
- constructions of concepts, with the handling of real problems, before working them out. Creation of prepresentation systems for the children before introducing conventional symbols.

There was some initial resistance to this, due to the prejudice which normally exists towards maths, but the response of the teachers was, on the whole, very enthusiastic, especially from the moment when the proposed activities resulted in stimulating the children.

For the next school year, we are going to begin a pilot programme with reading and writing and with technological teaching at kindergarten level.

## 2. Primary Section

At primary level, our work takes in five areas in the curriculum.

### a) Social Sciences

I am not going to detail the working pattern of the Study Centre, since such centres are established in all the primary schools where ORT works. I would only mention that the centre has completed its bibliography and its audio-visual materials and has worked out new programmes adapted to fit the official Mexican ones.

### b) Natural Sciences

New coordinators have been working in this area and have developed programmes in accordance with the official ones. Various pilot programmes in maths have been carried out in the laboratory and we are interested in further work along these lines which integrate natural sciences and maths.

### c) Technology

New coordinators have been brought in and new programmes, which will be revised each year, have been developed. This section will also include maths activities, especially geometry. However, much remains for us to do in this direction.

### d) Maths

In connection with this subject, we have initiated a broad based reform channeled through:

- a maths workshop for the teachers. This functions once a week on a regular basis, and also includes whole days of work (two complete weeks in August and various evaluation sessions throughout the rest of the year)
- use of new resource material (books by Nicole Picard)
- acquisition and construction of new teaching material
- inclusion of computers as a working area. Students from the fourth primary grade, attend the computer centre once a week, where they resolve problems, using the LOGO language for programming. Interest shown on the part of the students has been very great, so that we have been able to eliminate any qualifications we might have had and work on the basis of the interest shown exclusively.

e) Reading and Writing

We initiated a workshop for reading and writing for the teachers. On the basis of this, some very successful pilot programmes were developed covering both the use of language as a means of expression as well as the analytical study of the same.

3. Secondary Level

At this level, there are problems which do not exist in the primary section due to certain characteristics to be found amongst the teachers. They are "specialists" in their subject. Each is incarcerated in his own programme and does not disturb himself to interact with others. They have what you might call "the lecturers complex", in the sense that they feel obliged to give an answer to everything, to never admit to their own doubts, the easiest way to achieve this is to eliminate all possibility of the student diverging from the result laid down. In other words, they limit creativity. How do they do this? In the demonstration classes they monopolise the information channels, in the experimental or research classes they design activities in the manner of a memorandum of orders, so structured as to obtain a different result from that hoped for, equivalent to a mistake.

This process reinforces itself with the management of marks. These reflect final results almost exclusively, not the processes, leading up to the results. The evaluations are based on the comparison between the number, the date, the graph which tracks the student and the "correct" answer, as if there were always one possible exit to a problem and as if the process to obtain this was made valid by its result (there are some exceptions, for example, to copy from a friend or from someone else, or from the book is a process which invalidates the results. But to memorise some piece of information the night before, is not this in essence the same thing?) All this is justified moreover in the name of "Objectivity".

At primary level it is "acceptable" to associate one with the other and to learn (in spite of which this is not the scholastic reality), but in secondary school the concept which implies that study is not only different from play, but is opposed to it, begins to make its apparition. That to learn is inevitable, something unpleasant that is both necessary and important. The students, in a spontaneous reaction to this, reject this concept, but demonstrate this in a distorted fashion, through the classic problem of discipline, through the intent to obtain the highest possible marks with the least possible effort.

To face up to this problematic situation is ORT's work. However, there is still a long way to go to resolve it. We have carried out various pilot programmes in the natural sciences, but the area where we have most developed our effort has been in technological education.

In relation to this, we have developed a general technological programme which is carried out in the three secondary years, six hours a week. Differing from all the official technological education programmes, this one does not focus on specialisation, but on technological culture, on familiarising the students with all the productive processes from a global point of view.

The programme was approved as a pilot plan by the Department of State Education and we have periodic visits from the Inspector for this Department to develop follow-up. The Department intends taking up this experimental programme to extend it at national level. There are now two state schools which are beginning to work on similar lines.

The implementation of this programme implies a radical change. It cuts out all the workshops and teachers which were in existence previously. In the current year, we have the first generation covering the three years of the programme. Thanks to this, we have been able to put into effect what is considered as the culmination of the cycle: project work. This offers students more than 80 projects in six working areas (metals, electronics, pottery, computers, graphic design and communication). The students choose three projects which they have to complete during the course of the year, their work covering all phases from planning to execution. At the same time they are given an introductory course in computer literacy.

The work developed in this technological area during these three years is very rich, and has totally changed the students' experience regarding the workshops to the extent that we cannot even count on enough time to conceptualise all their acquired experience.

Year by year, we modify the programmes and look for new and better teachers. The positive side of this work is not the fact that we have reached perfection - far from it. It is the fact that each year there is qualitative progress which revises an attitude of research and renewal.

For next year we are developing a considerable effort to implement a Judaic study centre and a centre of study for history and geography. We are also going to carry on with focusing on renewing maths, the action already put into practice in the primary section. We are specially interested in developing the system of TV education and in the organisation of a working group dedicated to the academic supervision of all curricular areas.

#### 4. Preparatory

At this level we have introduced semi-professional specialisation in computers and in communications channels. Both are optional and take place over 7 hours a week outside the normal timetable.

In the computer section we have 70 students and begin the second year this year. In the communications class we have 11 students for what is only the first year.

In addition, extra-curricular options have been offered (photography, sport and Israeli Dancing) which meets the interest expressed by the students. For the next year, these options will take the form of clubs, to which will add other new activities.

As for an in-depth evaluation of the computer and communication specialisations, we think it preferable to conclude a complete cycle of study, for that we can work on overall results.

As for general considerations and hopes for next year, what has been said in respect of the secondary section is valid for this section as well, and to set them out here would be useless repetition.

### 5. General Aspects

As far as the general aspects in which we have worked over the past three years are concerned, it would be useful to note three of them:

The colegio is constructing new installations. The design and supervision of construction of the laboratories, workshops, computer and student centres have been left to our responsibility. This has absorbed a significant percentage of our time and effort. This has been rewarded by the fact that the college installations are unique in Mexico and according to opinions expressed by visitors are exceptional even at world level for an educational institution below university level.

We have organised many courses and seminars for teachers.

Each year we have organised science fairs. The first one of these had 80 primary students participating. This year more than 500 students from the second grade primary to the third grade preparatory are participating. The science fair has become an event known on a far-reaching scale through Jewish education in Mexico.

#### Adult Education

At present we are running a computer literacy course for parents which has 20 students and which is held in the evening.

### B. YAVNE SCHOOL

We initiated work here in June of 1982 and up until the present time, have carried out the following:

#### Primary Level

Implemented a programme of creative education. The three sections are currently functioning.

#### Secondary Level

Established a programme of technological training similar to that mentioned in section A. 3, cutting out workshops that already functioned.

### Preparatory Level

We have introduced computer literacy. Of special interest are some of the programmes executed by the students to be applied in Jewish subjects (Yiddish and Hebrew).

### General

To develop all these programmes, a general replanning of the school took place which implied the construction of the following installations:

- Primary level workshop
- Study Centre
- Secondary level stock workshop
- Technical drawing workshop
- Electronics workshop
- Two laboratories
- Audio-visual and experiments room
- Mechanographics workshop
- Computer centre
- Vegetable garden
- General painting of the school
- Renovation of furnishing and equipment
- New offices for management

The design of the workshops, laboratories and centres, together with the supervision and equipments of the school, were carried out under our responsibility.

Courses and work days for the primary and secondary technology teachers were held.

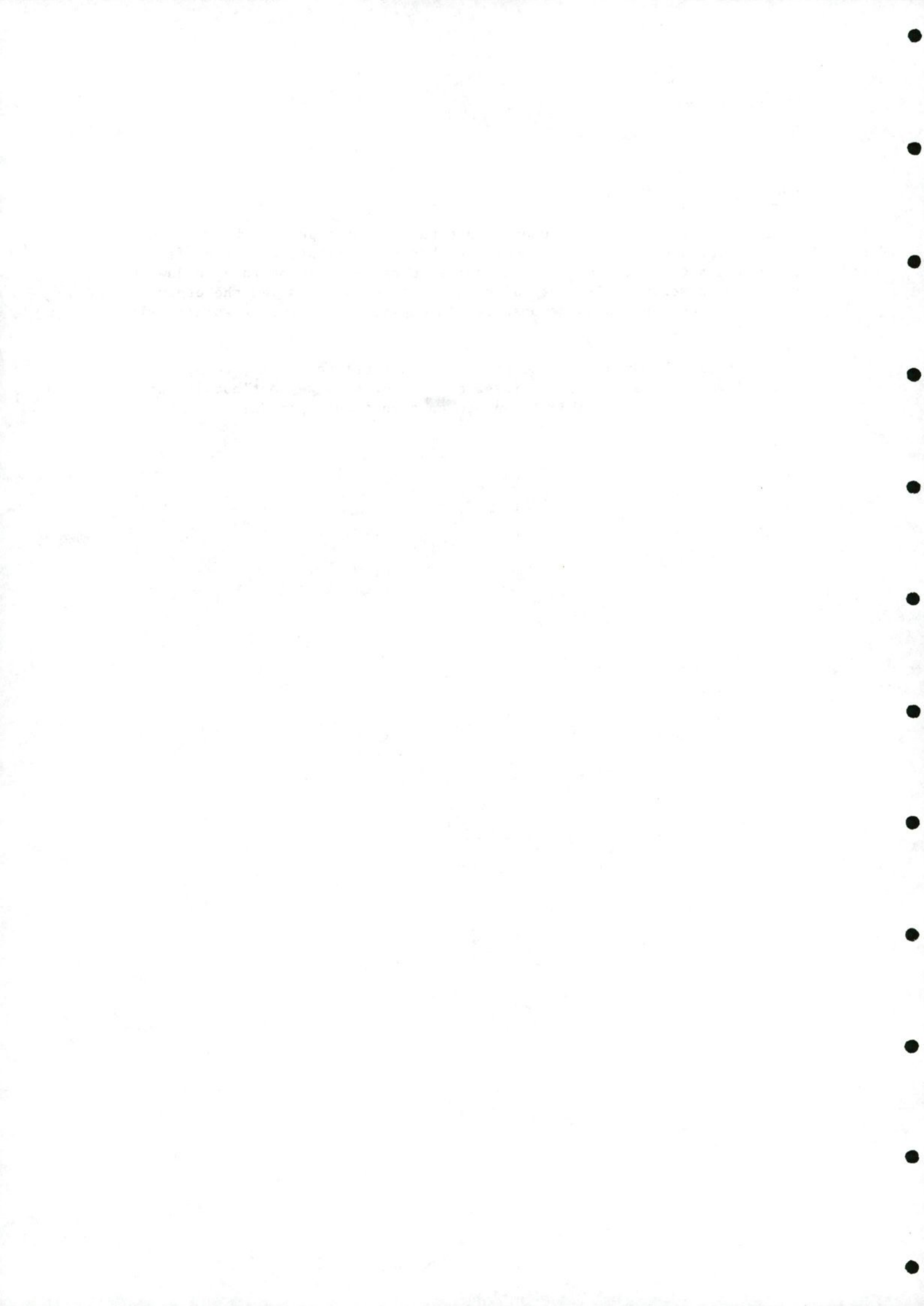
Parents meetings were held and information sheets and material were distributed to broadcast the work being carried out and what it could mean for the future.

Recently the official inauguration of development up until now was held. It was very exciting and the general opinion is that the incorporation of the Yavne School into the ORT programme signifies a historic change for this school, which holds a big and far-reaching place in the past Jewish education in Mexico.

CONCLUSION

Currently there are 1,693 students in both schools together who work in the ORT programmes, but more important than the statistics is the fact that ORT has gained, over the past three years, a relevant role in Jewish education in Mexico. ORT has gained a prestige that has led the other two Jewish day schools to demonstrate an explicit interest in working with ORT in the future.

We have found the dynamic force which avoids final solutions, to give more relevance to attitudes of research. Insofar as we continue in this perspective, we will be able to ensure an open future for ORT.



## ORT MOROCCO

### 1. INTRODUCTION

Since 1980, the number of Jews in Morocco has altered, with a large number of young people leaving Morocco to finish their studies abroad, particularly in countries where there is an ORT network. Many events have accelerated this trend: conscription for military service, the riots in June 1981, politicisation of the people following the Islamic conference, Arabisation of universities and higher education, whilst the Jews remain attached to French education and qualifications.

Community services have been reorganised at every level. A new leadership is endeavouring to create centres for educational and recreational activities.

In 1981, the Jewish Youth Education Department was re-launched to deal with youth training.

In 1982, a student residence was inaugurated in the memory of Mrs Medina Amar, mother of the President of the Council of Communities.

Thanks to generous aid of the AJDC, there has been a noticeable increase in the numbers and activities of the Jewish Scouts.

At the same time, the Moroccan Jewish population is ageing. Owing to the low birth rate, there is little chance of a rejuvenation.

Currently, the Jewish population is about 12,000 souls, in the following age groups:

0-4 years: 500 to 700

4-18 " : 3,000 to 3,500,

of whom 3,000 are in the Jewish Schools of Ittihad, Otzar Hatorah, ORT and Lubavitch. The remainder are in schools of the French Cultural Mission.

18-60 year old working population: 6,500

60 and above: 1,500

The students of ORT are recruited mainly from the families of workers, craftsmen and junior white collar workers. Thanks to the upgrading of educational standards (Baccalaureate in Electronics and Data processing), some students of middle class backgrounds are now being recruited.

The ORT schools are the only Jewish schools offering technical education.

2.

2. The economic situation in Morocco is far from good. The Sahara war has put severe strains on the national budget. Basic foodstuffs are not subsidised and some have increased in price by over 80%.

Since the beginning of 1983, the State has instituted import barriers. The problem of obtaining import licences, which have strict quotas, is seriously affecting small and medium sized companies and traders.

However, on an optimistic note, the heavy rainfall this year promises an excellent harvest.

3. Schools network

From January 1981 to January 1983, the ORT Morocco network is composed of two technical and vocational teaching establishments with boarding facilities, an apprenticeship scheme and centres in the provinces for educational manual training.

- A. The Boys' School has 15 classes with seven training courses:

Electronics, Data Processing, Electricity, General Mechanics, Architectural, Construction and Reinforced Concrete Design, Intensive course in Electricity, Preparatory Class offering intensive remedial training and Basic Education.

- B. The Girls' School includes six classes offering training in three specialisations:

Chemical Laboratory Technician, Secretarial Skills, and Hairdressing and Beauty.

As in the Boys' School, a preparatory class offers intensive basic education to children who have mostly fallen behind significantly in their schooling.

- C. The S A P - apprenticeship scheme, is efficiently continuing its task of placing graduates and supervising apprentices. Moreover, it offers apprentices remedial courses.

D. In the provinces, the Educational Manual Training Workshops have been run in cooperation with the Jewish Youth Education Department and Jewish Scouts of Morocco.

- E. Student enrolment from 31 January 1980 to 31 January 1983

|                             | <u>1980</u> | <u>1983</u> |
|-----------------------------|-------------|-------------|
| Boys' School                | 202         | 184         |
| Girls' School               | 130         | 94          |
| Apprenticeships             | 62          | 61          |
| Educational Manual Training | 325         | 371         |

4. Exam Results - June 1980 Session4.1 Boys' School

| a. <u>Normal section</u> | <u>Candidates</u> | <u>Passes</u> |
|--------------------------|-------------------|---------------|
| Electricity              | 7                 | 7             |
| Construction Design      | 13                | 9             |
|                          | —                 | —             |
|                          | 20                | 16            |

or 80% pass rate

b. Special section

|                         |    |   |
|-------------------------|----|---|
| Electricity (intensive) | 11 | 8 |
|-------------------------|----|---|

or 72% pass rate

| c. <u>Other exams</u>                | <u>Candidates</u> | <u>Passes</u> |
|--------------------------------------|-------------------|---------------|
| B E P C                              | 10                | 6             |
| (Study certificate for<br>1st cycle) |                   |               |
| Technical Baccalaureate              | 14                | 3             |
|                                      | —                 | —             |
|                                      | 24                | 9             |

or 37.5% pass rate

d. Central ORT Institute

Students accepted in the entrance examination for the Geneva  
Ecole d'Ingéneieurs: 12

4.2 Girls' School

| <u>Sections</u>         | <u>Candidates</u> | <u>Passes</u> |
|-------------------------|-------------------|---------------|
| Laboratory Technicians. | 11                | 11            |
| Commercial Secretaries  | 15                | 13            |
| Hairdressing            | 13                | 11            |
| Beauty                  | 13                | 12            |
|                         | —                 | —             |
|                         | 52                | 47            |

or 90% pass rate

5. Exam Results - June 1982 Session5.1 Boys' School

| a. <u>Normal Section</u> | <u>Candidates</u> | <u>Passes</u> |
|--------------------------|-------------------|---------------|
| Construction drawing     | 13                | 10            |
| Mechanics                | 7                 | 4             |
|                          | <u>20</u>         | <u>14</u>     |

or 70% pass rate

b. Special Section

|                         |   |   |
|-------------------------|---|---|
| Electricity (intensive) | 8 | 7 |
|-------------------------|---|---|

or 87.5% pass rate

| c. <u>Other exams</u>   | <u>Candidates</u> | <u>Passes</u> |
|-------------------------|-------------------|---------------|
| B E P C                 | 7                 | 4             |
| Technical Baccalaureate | 9                 | 3             |
|                         | <u>16</u>         | <u>7</u>      |

or 43.7% pass rate (higher than the national average for France)

5.2 Girls' School

| <u>Sections</u>        | <u>Candidates</u> | <u>Passes</u> |
|------------------------|-------------------|---------------|
| Laboratory Technicians | 12                | 12            |
| Commercial             | 20                | 20            |
| Hairdressing - Beauty  | 14                | 14            |
|                        | <u>46</u>         | <u>46</u>     |

or 100% pass rate

NB: Number of students accepted for Natanya: 1981 - 14  
1982 - 16

6. Courses discontinued

Boys' School: Welding

Girls' School: 1st year Laboratory  
Domestic Science

7. Creation of new courses

Boys' School: Data processing section

Girls' School: Intensive typing training

8. In the framework of the normal timetable, all classes enjoy Hebrew classes, Jewish history and religious instruction. Many of our students taking the BEPC and the Technical Baccalaureate offer Hebrew as their modern language for the examination.

Jewish education plays a major part in extra-curricular activities and in the boarding school. Daily prayers, well attended, are held by the students.

One of our main objectives is to give students the sense of belonging to the Jewish community. We try to give our students a strong sense of identification with their people by giving them a sound education in Jewish history, culture, religion and Jewish aspirations: tolerance, mutual understanding, true fraternity and responsibility, according to the basic principals of our education.

Our pupils celebrate the festivals from October to June: Chanuka, Tu Bishvat, Purim, Pesach and Shavuot - each celebration is heightened by the enrichment gained from several activities, with history being related, played and brought alive.

Shabbat is accorded its full meaning, observed with awe and wonder. It represents not only the interruption of material pursuits and the break in normal routine, but is the occasion for a more intense communion which gives our students the possibility of finding their "second soul", the soul of Shabbat.

We are keen to show our students the Jewish way in every aspect of daily life.

The major problem is the lack of Hebrew teachers in Morocco over the last few years.

9. ORT Morocco has entered the computer age thanks to sustained efforts on the part of World ORT Union. ORT Morocco was among the first schools in Morocco to have available the sophisticated equipment needed to be in the vanguard of modern technology. It is the only organisation able to offer Jewish youth a full training programme in an up to date technology which enables them to take up the careers of the future.
10. ORT Morocco has acquired all equipment needed for the computer section.
- 9 micro-computers, 1 printer, 1 overhead projector, 1 television, 1 photocopier, 1 water still for chemistry labs.

6.

11. Role of the Boarding School

The boarding school aims to communicate to the young women the Jewish way in daily life and their behaviour in society.

12. Extra-curricular activities

A great panoply of activities is offered to our boarders: library with over 2,000 volumes, educational films and video, indoor and outdoor sports (volleyball and basketball) and religious celebrations.

For Chanuka, a grand party with games, singing and a "tele-club" is held.

For Purim 5741-5742, a large fete was organised by the boarders, in which nearly 1,200 persons participated, including 400 parents.

For Pesach, basketball and volleyball tournaments were held, with teams from Jewish Youth Education Department.

April 1981 and 1982 saw the commemoration of the Warsaw Ghetto Uprising. The film "Holocaust" was shown and discussed.

13. Social Assistance

One of the important ORT activities is social assistance for children of families in need.

This is not just a question of help and comfort, but as far as possible of finding lasting solutions for deprived families. If the father is out of work, we actively seek work for him. If he cannot work or is an invalid, we try rapidly to prepare another member of the family, on the job or within ORT, who is then placed with an employer who is already familiar with and sympathetic to this kind of action. Moreover, we follow up closely until the person is fully integrated in working life.

Our medico-social cooperation with OSE Morocco works very well, and we have a nurse on duty full time in our schools. Each student has a health file set up as soon as s/he joins the school.

Systematic checkups are given to all new students, covering general health, vision and hearing and vaccinations. From then on, the child is followed throughout school by the school doctor who comes twice a week, and the full-time nurse.

Vitamin courses are prescribed for pupils with deficiencies, and spectacles are given to students in need.

14. Teacher training and upgrading

Mr Haim Amar took an intensive two months course in London in computer literacy.

Mrs Licheron, domestic science teacher, is taking shorthand and typing classes every evening, and Mr Senior, mechanics teacher, is taking accounting classes.

15. Adult courses given by ORT Morocco

In 1982, ORT Morocco offered an adult course in electricity for graduates of the religious schools.

16. ORT Morocco Committee

The members of the ORT Morocco Association unanimously re-elected Mr Jacques Ohana as President of the ORT Morocco Committee at their General assembly of 15 May 1982.

The Committee is making ceaseless efforts to increase financial contributions to the organisation, despite the country's economic problems which make fundraising more difficult.

A Ladies' Committee directed by Mme Luce Senouf has organised many events, with considerable financial success.

17. An ORT Morocco Alumni Group has been created to offer material aid to the organisation.

18. Cooperation with the Authorities

Our departments enjoy excellent relations with the authorities.

Our programmes are taken as models and our teachers are regularly called upon to supervise and correct exams.

The Director of ORT Morocco has for several years been responsible for all the exams of the Casablanca Chamber of Commerce and Industry.

The international organisations operating in Morocco for vocational training frequently visit us and quote ORT as a model.

19. Cooperation with other organisations

Outside OSE and the Jewish Youth Education Department, whose cooperation has been mentioned above, the AJDC continues to participate in the ORT feeding programme on a modest scale.

ORT's closest partner still remains ITTIHAD-Morocco, whose cooperation with ORT is by far the most important and long-standing.

In fact it is permanent and evident in daily activities, through the detachment of teachers in the ORT schools. It is more than cooperation, it is an association in the best possible spirit.

20. Pedagogical problems

During this period, the main changes in the school have been as follows: departure of Mr Bueno, Head of Department in the Boys' School, who has transferred to Technical Assistance, of Mr Guedon, Head of Electronics Department, and lastly the three teachers who have left Morocco permanently.

It is becoming increasingly difficult to find good teachers locally. There is a shortage in many subjects.

21. Visits

We have had the pleasure of welcoming:

- The Women's American ORT overseas delegation, led by Mrs Gertrude White,
- a group of journalists of the American Jewish press, who have filmed our schools,
- Mr Jules Bloch, Director General of ORT France,
- The Director General of the AJDC,
- Mrs Peterson, friend of Mrs Maus, Vice President of the World ORT Union,
- the First Secretary of the Canadian Embassy,
- the Governor of the town of Casablanca and the Rabat authorities,
- Mrs Amini, supervisor of the ORT Morocco programme in the World ORT Union,
- many ORT friends passing through Morocco.

Before ending the report, may we thank World ORT Union for the understanding, assistance and support which it offers in carrying out our programmes, the Committee of ORT Morocco and leaders of sister organisations who cooperate with us to offer Jewish youth the dignity of a productive life.

## ORT NETHERLANDS

Although there is no longer an active committee in the Netherlands, ORT continues to get fairly substantial subventions from the Bernard Van Leer Foundation. It also received a grant of \$39,800 for the Morocco School from NOVIB, the Dutch government organisation. The Bernard Van Leer Foundation's aid supported ORT in several areas of its work. From 1980 to 1982 it has given \$315,000 to the rural development project run by ORT in the interior of Peru, together with \$175,000 towards technical services supplied by the ORT Latin American Office.

A further \$276,979 was given for a project in the north of Argentina for a special education centre for primary school and teenage drop-outs.

A project in the slums of Lima for pre-school education received \$114,000, and the Brazilian Pilot project in distance education received \$172,800.

The Bernard Van Leer Foundation continued to support the MEVAL project in Venezuela with a grant in 1980 of \$25,000. This project has now been handed over to the Venezuelan government.

In 1983, the Chairman of the ORT Nederland Committee, Mr Bernard Vorst resigned. Dutch fund raising over the three years from 1980 only managed to bring in \$3,000.



## ORT NORWAY

World ORT Union enjoys constructive relations with the Norwegian Refugee Council. Between 1980 and 1983 this body gave substantial sums to ORT's language programme for Eastern European migrants in Rome. It also gave two grants towards ORT France's work in integrating and absorbing Jewish immigrants from North African countries into the country's society and economy.

In 1982 the Norwegian Refugee Council gave \$33,600 towards work with Ethiopian refugees which was part of ORT's programme in Ethiopia.

During the period under review, ORT lost a good friend when Willem Bøe died. He headed the Norwegian Refugee Council for many years and has always understood the value of ORT activities. This understanding has continued with the new leadership of the Council.



## ORT PERU

### A. Socio-Economic Conditions in Peru from 1980 to 1983

In July 1980, the country returned to constitutional rule, after free elections during which Fernando Belaunde Terry was chosen as President. For more than a decade (1968 to 1980) the country was under a military dictatorship, authoritarian and state controlled. However, the economy of the country did not suffer greatly over this period. Inflation was maintained as an average of 30% and the gross national product grew at an annual rate of around 2.1%.

With the coming of a democratic regime to power, alongside the many liberties stipulated in the brand new Magna Carta of 1979, came many problems, which, topped by the world recession, held back any economic resurgence. As luck would have it, Peru is now suffering from an inflation rate of 72.9% (1982) and this does not look like diminishing during the current year. And again, monetary devaluation, put into effect through a series of mini-devaluations, reached 95.7% over the last year against the dollar. The national external debt climbed to a total of 12 million dollars. The government managed to refinance the portion corresponding to the current year, after obtaining loans from foreign banks.

It is hoped that during the current year exports will increase by 11% (especially petrol, copper and silver, for which official predictions are very conservative). If imports are maintained at their present level, the balance of payments will equally show a deficit of more than 1,500 million dollars.

All these indications signal that 1983 will be a critical year and would hint seriously that there will be a worsening of social problems. Within this context, it must be pointed out that the first months of the year saw most acute labour conflicts, with the number of man-hours lost doubling, mainly because of strikes in the mining industry.

Towards the end of the military dictatorship, a series of terrorist attacks took place in Peru, which have multiplied during the following years of democratic rule. This phenomenon is not new to the country, for in the 1960s during President Belaunde's first term of office, he had to fight with guerrillas in the interior of the country. However, now they are strongly organised and centralised in a breakaway movement of the Communist Party, which has adopted the name of "The Shining Path" and which is clearly Maoist.

The Shining Path made its appearance in the central Sierra region, in the city of Ayacucho, some 560 kilometres south of Lima and has spread through the serene communities of the high mountains of Peru. However, its terrorist activities have also reached the capital, where there have been three general blackouts and numerous terrorist attacks, especially in the major factories and business concerns of the country. After one and a half years of fighting them through the constitution, the law and the police, counter-action has been reinforced by the army, whose presence has partially improved the situation. Terrorism has cut into tourism, with tens of thousands of American and European tourists deciding not to come to the country through fear of attack.

According to official figures, more than 65 policemen have been assassinated by the Shining Path Maoists, who have fallen in battle in their hundreds. This situation concerns the government to a great degree, but in spite of encouraging statements, there is not much hope that the Maoist guerrillas will be eliminated in the coming months throughout the country.

B. The Jewish Community of Peru from 1980 to 1983

For the 12 years of military dictatorship, during which it can be said that there was no kind of official anti-Semitism, the country entered a phase of constitutional democracy in July, 1980.

At the end of 1979, the Military Government allowed a PLO office to open and operate officially, making Peru the first country in South America to take such a step. This office, which operates with a very large budget, also works for Bolivia and Ecuador, countries to which the PLO representative, Issam Besseiso, travels frequently. Since those days, the Jewish community has been confronted with new and virulent attacks which, under the guise of anti-Zionism, creates the conditions apt at breaking down the harmony in which the Arab and Jewish communities of the country have evolved.

When the democratic and constitutional regime came to power, the Jewish community had interviews at the very highest level to explain the danger and the concern with which the Jewish community observed the disturbing work done by the PLO office. Until now, the Office has continued its work, in spite of repeated denunciations on the part of the community, press and members of parliament of various parties.

Although the anti-Semitism which can be seen in Peru at the moment is prohibited and discouraged by the democratic government, there are in existence Nazi cells which work together in coordinated way with the PLO and distribute anti-Semitic material at an alarming rate. In addition, since the war in the Lebanon, the communists have intensified their anti-Semitic actions, of course in the guise of anti-Zionism.

A relevant fact to mention is that the wave of terrorism which is currently running through the country, led by a segment of the Communist Party with Maoist tendencies, "The Shining Path" as mentioned under point A, is not supposed to have any anti-Semitic roots. Along with everyone else, the Leon Pinelo Community School suffered a terrorist attack which happily did not cause any victims, but only material damage. Recently, the terrorists attacked the Great Synagogue, the main glass door of which was shattered. In addition, a well-known Jewish business suffered terrorist onslaught. In all it is difficult to conceive that this terrorism does not have some roots in anti-Semitism.

The Jewish community is today finding itself in a difficult economic situation, the result of the recession which has hit the world in general, but which is most acute in Latin America. We do have problems in maintaining religious, spiritual, educational, cultural and social life, but we do have well-founded hopes that we can make our way through this slough of financial difficulties, and maintain that life, keeping the community powerful and productive. The 5,000 Jews who live in Peru are aware of their responsibilities in this and in addition vital relations

are maintained with the State of Israel. Moreover, since November, 1975, to counter the brutal equation of Zionism with Racism, the Jewish community of Peru adopted a Resolution through which the entire Ishuv declared itself to be Zionist and to act in such a way in all circumstances.

The community currently has two Rabbis who carry out valiant work within the Hebrew College and in their respective communities. Thus religious life prevails in all its community aspects. The Jewish community has in its precious possession young people organised to achieve great success at both Zionist and Jewish levels. The Leon Pinelo School with a school population of almost a thousand students has within it more than 96% of Jewish youth of school age. This is one of the most revealing sources of pride and achievement for the community.

The Yishuv enjoys very good relations with the Israeli Embassy, carrying out joint activities. Equally, at governmental level, the community is respected both by the Government and at the highest levels of authority within the State. The Jewish community, which has had more than 100 years of organised life, is linked to the foremost Zionist and Jewish organisations in the world, and enjoys close and continuing relations with its fraternal communities throughout Latin America and elsewhere.

### C. THE LEON PINELO SCHOOL

#### 1. Introduction

The Jewish community of Lima, Peru, consists of approximately 5,000 people, the equivalent of 1,200 families. They generally fall into the high income group, 96% of school age children attend the Leon Pinelo School, which has been in existence since 1946. The school offers an educational programme from the age of 3 years to 17 years. Kindergarten lasts 3 years, primary education 6 and secondary education 5 years.

For 1983, there are approximately 900 students. A growth of approximately 6% annually is shown in the student body during the past three years. (In 1980 there were 800 students.)

Approximately 90% of all students go to university after Secondary School. In 1978 the cooperation programme between the Jewish community and the world ORT Union was initiated.

#### 2. ORT Programmes

The ORT-Peru activities in the Leon Pinelo School are made up of a combination of programmes conceived to back up and improve the Technical and Pedagogical work of the school. The main aims of these programmes are:

- (i) Update educational methods
- (ii) Link together the educational task to the development of sciences and technology.

As far as updating educational methods are concerned, we can mentioned the following:

- a. Development of active pedagogical methods
- b. Use of audio-visual methods
- c. Development of Science Programmes centred on experimental work in laboratories.
- d. Teaching assisted by computers.

As far as the integration of technology into curriculum content is concerned, we have created the following courses:

Technological manual work

Technical drawing

Initiation to the computer

Curricular options in electronics, computers, architectural drawing and communications.

In order to improve the efficiency of our operation, we have categorised our different fields of activity as follows:

1. Creative education
2. Update of methodology
3. Technology and skills training
4. Curricular options
5. Administrative back-up

### 3. Programme Goals

#### 3.1. Creative Education

##### 3.1.1. General Aims

- Develop a global methodology which enables the child at primary school level to integrate his knowledge, his artistic expression and skills and his emotional experiences into a total activity.
- Develop an active pedagogy based on continuous student participation through lesson planning which allows him to gain knowledge through discovery and his own research and development.
- Stimulate creativity in the students in all its aspects: artistic, psycho-motor, scientific and literary.
- To help in the development of skills, and the needed attitudes to use as instruments of self-awareness and the acquisition of independent action.
- Teach the child to learn with the aim that the student will adopt his own methodology opening up the way for creative learning through exploration, discovery and decision making.

- Encouraging a change of attitude amongst the teachers in relation to the learning-teaching process, and thus spreading active teaching throughout the school.
- Encouraging the learning of the programmed content of subjects such as natural sciences and creative manual work.

### 3.1.2. Specific goals

The general goals of the creative education programme take the form of educational activities developed in four distinct areas:

- a. Study Centre
- b. Science Laboratory
- c. Creative Manual Workshop
- d. Active education in the classroom

In each of these areas educational activities have been developed which aim at bringing together the general aims.

The study centre, the science laboratory, the workshop and the classroom - these are roughly the same with only minor variations.

- Encourage the learning of Social Sciences.
- Encourage the acquiring of independent study habits through research in the field of History and Social Sciences.
- Encourage the social integration of the pupil through team work.
- Create the right circumstances for the spontaneous development of intellectual attitudes in the manipulation of information:  
Choice of information channels, compilation of data, processing of data, application of information, distribution of information, formulation of hypothesis.
- Create the right circumstances for spontaneous action in the manipulation of information.
- Use of audio-visual equipment.
- Organisation of space.
- Drawing, modelling, setting the framework.
- Visual and auditive choice.
- Fulfil the intellectual and aesthetic interests of the student.
- Develop his self-confidence and stimulate his independence so that each time he assumes greater responsibility for his decisions in the learning process and in self-evaluation.
- Motivate the students' creativity in the field of oral and written expression.

### 3.2. Updating Methodology

#### 3.2.1. General Aims

- Encourage methodological innovation in all secondary school subjects.
- Ensure the continuity between the goals of primary level creative education, and those of the secondary level and generally achieve the same general objectives as have been outlined for the section of creative education.
- Encourage the use of pedagogical resources which make the teaching-learning process dynamic and favour the active participation of the student through the use of audio-visual methods, experimental work, research, group work and computer assisted teaching.
- Encourage a change of attitude on the part of the teachers in relation to the teaching-learning process, promoting the use of active educational methods.

#### 3.2.2. Specific Objectives

The general goals of the methodology updating programme are channelled through the following areas:

- a. Research Centre into the Social Sciences
- b. Physics, chemistry and biology laboratories
- c. Computer assisted education

In all these areas methods used are very similar to those outlined in the survey of creative education.

### 3.3. Technology and Skills Training

#### 3.3.1. General Aims

- To enrich the school curriculum of the three first secondary years by the inclusion of technological subjects.
- Facilitate the students' understanding of the role of technology.
- Enrich the arts subjects through new possibilities of expression.
- Develop motor skills for the construction of technological elements.
- Develop spontaneous intellectual aptitude for the understanding of the technological world.
- Encourage understanding of the relations between pure science and technology.

#### 3.3.2. Specific Goals

The general aims of the technological and skills programmes find outlets through the following:

- a. Multi-purpose workshop
- b. Technical drawing
- c. Computer literacy
- d. Pottery workshop

In each of these areas pedagogical activities have been developed to achieve these general goals.

#### Utilisation of intelligence in action

To execute a manual task, a particular form of intelligence linked to action has to be used. It is characterised by a capacity to capture data globally especially through the senses - seeing, hearing, touching - this data is then the basis of the operation needed to achieve the required result. Imagination must be used, sometimes intuitively, to make any necessary modifications to arrive at the desired goal. The student must also have the capacity to execute the project with the help of tools and machines, including any modifications.

This implies motor and sensory capacities, a sense of observation, a grasp of space, an understanding of material structures, manual dexterity and an awareness of effort. Adults make frequent use of this type of intelligence in daily life especially if they are engaged in manual, craft, artistic, engineering, physical or medical work.

We observe that some students are very stimulated by proof of intelligence based on non-verbal data, whilst they are disoriented in subjects which are very tied into language. The student's ingenuity is in no doubt, but it can only be demonstrated in relation to concrete elements.

We can see that this form of learning is of particular interest for young people between 10 and 13 whose mental evolution has not gone beyond the concrete stage.

It is important to encourage the upgrading of manual work by pointing out its value to society and the qualities which are needed to execute it well.

Students learn to put their theoretical knowledge to practical use - for example through the observation of materials and of their handling, students acquire an intuitive notion of metal stress, of its malleability, of its resistance to magnetic attraction. They learn of the physical, mechanical and chemical properties of plastics.

They learn about tools, production processes, function analysis. Theory can in no way either precede or replace physical discovery. They learn how errors can be multiplied in the production process, making for a mediocre product.

They are helped in improving their mechanical reasoning processes.

These same tenets hold good for Technical Drawing and initiation into the computer, where one important point is to demistify the use of computers, encourage logical and abstract thinking and initiate students into the use of computer language (BASIC).

In the ceramics workshop, students find many ways of expressing themselves artistically and are aided in their grasp of space concepts.

#### 3.4. Technological Curricular Options

These are a channel for giving students vocational counselling, encouraging the development of interests and aptitudes in the students.

The options are electronics, computers, architectural drawing and communications, and their programmes are designed to offer the students the widest possible opportunity to experience the subject to its full.

#### 3.5. Administrative Back-up

Stimulate and encourage students to use the mechanisation of information for better administrative management in the school, both from the point of view of operation and education.

This covers students' registration, work places, teacher and administrative personnel planning, accounting, budgeting and costing, payments, banking, stock control, inventory and stock requests by departments, etc.

#### 4. Equipment

Fourteen working areas in the colleges have had to be equipped in order to implement the various programmes thought necessary. Eight of these were completely equipped by ORT and six other received considerable support from the organisation. Equipment purchase covered furniture, books and consultative documentation, science laboratory equipment, electronic equipment, manual work tools and machines, printing material and a computer (IBM 34).

#### 5. Jewish Education

Jewish Education occupies a very important place in the school. Between 7 and 8 hours weekly are dedicated to this for the whole school body, covering Hebrew, Jewish History, Jewish Culture and Religion. In addition to the hours given over to this subject in the formal timetable, the school lives out the Jewish festivals and Holydays in its calendar.

There are morning prayers every day, Holydays are celebrated within the school, and song contests, theatre presentations and dances are arranged, some linked to historic points in Jewish history and in the State of Israel.

From 1982, an important project was launched for Fourth Year students in the secondary level. They are invited for five months to Israel during the school year, when they continue with their general education studies backed up by intensive courses in Jewish subjects.

In 1982 70 students participated in this out of a total of 78 students. This year 43 out of 62 are going to Israel.

In spite of this positive picture, we are experiencing results which are not entirely satisfactory. There is lack of interest on the part of the students for Jewish instruction and results do not come up to the goals we have set ourselves.

The reasons behind this are both endogenous and exogenous. On the one hand there is the relative lack of interest shown by a significant number of parents for the academic results of their children in this field, especially if you compare this with the constant concern shown by them for results in the field of science and humanities. Another important factor is that the weight given to the Jewish experience within the framework of the school has no equivalent within the family context, which disconcerts some students and acts against positive results in Jewish Education.

Endogenous factors refer essentially to teachers, programme and teaching material.

As for the past few years, out of 14 teachers who give the 300 weekly hours of Jewish Education, five are Shaliach from the Jewish Agency, four are Israelis who are temporarily resident in Peru for reasons outside their professional work as teachers, three are members of the Lima Jewish community and two are the Rabbis of the community. This does not allow for a steady body of teachers who could work together on a broad plan to overcome the many problems that are faced.

Moreover, these teachers are not always the best available people for the job, but are in sad reality, the only ones available. Taking this situation into account which apparently cannot be changed, we feel we should direct our efforts in two directions:

1. Improve the quality of the teachers engaged as Shaliach through the Jewish Agency.
2. Set up a unit for the continuous upgrading of the teachers in general and especially of those contracted locally. Scholarships for courses in Israel could be contemplated, visits by specialists for on-the-job upgrading and teacher meetings could be arranged.

The programme is also weak with no continuity between years and with content sometimes not up to the age of the students using them. In this respect, a significant contribution would be exchanges of information between schools. We look on the involvement of Mr Moshe Davis as a Counsellor to ORT in the field of Jewish Education with great hopes. We are sure that through this appointment we will be able to implement various projects designed to reinforce the quality of Jewish Education in our network of schools.

Finally, we must increase our stock of material and didactic resources for Jewish education. Such material should be accompanied by didactic catalogues for the teachers according to the age and level of the student.

All possible efforts should be put into upgrading Jewish Education which in the end is the raison-d'etre of Jewish schools in the Diaspora.

## 6. Other Aspects of School Life

The Leon Pinelo School is a mixed-sex institution with no curricular differences between boys and girls. Female students participate in all curricular activities, both manual activities and in the curricular options offered. Obviously, our students are helped to identify their areas of interest and ability so that they prepare for university along the lines that match their capacity without overturning traditional social criteria.

The Jewish community in Lima, through the Leon Pinelo School, is helping in the implementation of the State of Israel School which is being built in an area of great poverty in the suburbs of Lima. The schools' students are associated with this humanitarian work, which helps them develop their social values.

We attribute a great deal of importance to the pedagogical upgrading of our teachers. Various programmes are run in the college in different fields, such as active education, general pedagogy, data processing, use of audio-visual methods, language teaching, etc.

We constantly diagnose our needs in order to channel the aid that ORT brings the school in those areas most sensitive to our educational thinking. In the short term we are thinking of executing the following projects:

1. Broaden the infra-structure of the Computer Centre with micro-computers which will give us access to the software available on the market.
2. Broaden our audio-visual resources.
3. Incorporate the use of a Language Laboratory into the teaching of foreign languages.
4. Increase the didactic resources for the science laboratories.

THE VOCATIONAL EDUCATION AND REGIONAL DEVELOPMENT PROJECT  
IN THE ANDAHUAYLAS - PROVINCE OF APURIMAC, PERU

This project is being carried out under an Educational Cooperation Agreement between the Peruvian Ministry of Education and the Van Leer Foundation in Holland. It began in August 1979 and its first phase was to last three years. This was prolonged for a further one and a half years until January, 1985. The World ORT Union is this project's operating agent.

Basing the project on educational concepts for development and integration, an educational complex has been created in the district surrounding the city of Andahuaylas, a small city of 10,000 people, some 2,800 metres above sea-level, in the Peruvian highlands. It is very isolated both economically and culturally.

The project is now composed of an Advanced Technological Institute for 140 students, giving courses in Agriculture and Cattle Breeding (adapted to the problematic production conditions in the area), of an experimental Agricultural and Animal Breeding Centre which serves both the Institute and the surrounding rural community. This has 50 hectares of cultivated and pastoral land, a farm for cattle and other smaller animals, such as pigs. There are also metal-mechanics and carpentry workshops, where students carry out practical work and all maintain the equipment both for the Institute and for the rural communities. There are several other projects under development such as a beehive for honey production, fruit trees with a vegetable garden, so that in a few years' time all the Andahuaylas valley can be supplied; the use of solar energy (feeding units for chickens, maize driers, washing units and kitchens).

Students do their practical work at the Institute and its farm, but also they must work in the surrounding rural communities as complementary backup to pilot projects and research being executed through the project. They also work with vocational upgrading courses for the peasants and on non-interest loan schemes, etc.

Another kind of service to the rural communities was initiated in 1981 through various pre-school programmes to villages integrated into the project. This included training the mothers in the food and health needs of children aged 3 to 6 years.

PRE-SCHOOL EDUCATION PROJECT IN ATE-VITARTE, MARGINAL ZONE OF LIMA

This project is being carried out on the same operational basis as the Andahuaylas Project and will last the same length of time.

Using a non-scholarised system of education, alternative forms of learning are being given to children of under six years of age, who represent one quarter of the total population of Peru. The majority of them suffer from a lack of any kind of overall attention, because of the marginal situation, economically and culturally speaking, in which their parents live.

The project is located in Vitarte, an industrial suburb of Lima and runs some 28 to 30 programmes, which use community buildings, or houses loaned for the purpose, or new constructions set up by the parents themselves. These programmes take care of around thirty young children, aged between three and six, daily and help also comes from a group of mothers who lend their services on a voluntary basis. A few teachers, paid by the Ministry of Education, give ongoing training to the mothers, and give them back-up in planning and evaluating the children's activities. They also motivate the communities to participate in the construction of decoration of premises, their maintenance and repair, and they develop teaching material for the children made out of recycled sources. They supervise the daily care of the children as far as cleaning and the distribution of food is concerned.

The project has a central programme which offers ongoing training for the mothers and medication care to all the children and their mothers at the expense of the Ministry of Health. The programme has a training unit, workshops where teaching material is made, storerooms, a medical unit, as well as administrative offices.

The second phase of the project began in August 1982, and as is the case with the Andahuaylas Project, must ensure the progressive and smooth transfer of knowledge and content to the Ministry of Education. The project success must also be evaluated in order to give it wider application through the Ministry and other interested organisations, as is the case with ORT, which is currently involved in a similar project in San Juan de Luriganco, another suburb of Lima.

## SOUTH AFRICA

GENERAL FUND RAISINGCommittees

ORT South Africa has branches in the main centres, ie, the Transvaal (Johannesburg and Pretoria), Cape Town, Durban, Port Elizabeth. Johannesburg Women's ORT is a branch. The Transvaal branch has six (6) mixed chapters, Western Cape (Cape Town) four (4) mixed chapters and Johannesburg Women's ORT has six (6) chapters.

In each of the Port Elizabeth (ORT Eastern Cape) and Durban (ORT Natal) there is one branch and there are no chapters. In these cases the branches have periodic meetings, theoretically monthly, but they do not always meet each month; and they have annual general meetings. They have occasional general functions. Where the branches consist of several chapters, as in Cape Town, the Transvaal and Johannesburg Women's ORT, the chapters have meetings, usually monthly, but they do not always adhere to this timetable or routine. The executive committee of Johannesburg Women's ORT meets monthly. All chapters and branches have annual general meetings.

Publications/Brochures: English"ORT REPORTER"

This is an ORT South Africa publication incorporating local and overseas ORT news items together with articles written by South African personalities. The "ORT Reporter" is an excellent publication as it uses people as a vehicle for ORT. The circulation is to be widened and the editorial adjusted towards making it more meaningful to non-members of ORT.

From 1975-1977 it was published three times a year - spring, summer and winter as a four-page sheet.

In 1978 and 1979, Nos 16, 17 and 18 were printed on a newspaper-type paper.

July 1980 - an edition was brought out by the "Jewish Times" in collaboration with ORT South Africa.

November 1981 - Vera Massey, PRO for ORT South Africa was asked to compile the copy for the ORT Reporter incorporating both local and overseas news items. This edition is now made into an 8 page publication. The April 1983 issue will be 16 pages (Biennial National Conference issue).

The publication is sent to the following:

All active workers and members of ORT South Africa

Newspaper Editors

Members and Honorary Officers of Jewish and other organisations and selected members of the Jewish community

Rabbis

South African State Libraries (mandatory)

ORT offices, ie, World ORT Union head office in London, ORT Israel and all ORT offices worldwide

#### General Purpose Pamphlet

It is used to acquaint the public with the work of ORT in South Africa and overseas, and is sent to all new members. It is now printed in its new form incorporating updated text from the World ORT Union and featuring more comprehensive details of what we do in South Africa.

#### Hoffberger Vocational High School

ORT Israel - not generally distributed but available on request.

#### ORT S A Careers Unit Pamphlet

This describes the activities of this important facility.

#### Johannesburg Women's ORT

Johannesburg Women's ORT publish an annual brochure which is their most lucrative form of fund raising through its advertising content. In 1980 the brochure highlighted the Centenary of World ORT.

### PUBLICITY

#### Press

Copy is written by our PRO and submitted to Jewish, English and Afrikaans press. Copy includes fund raising, annual general and others meetings, social events held under the auspices of ORT South Africa in Johannesburg and other centres in the Republic.

Our PRO reads all overseas publications sent to the national office of ORT South Africa in Johannesburg, from Women's American ORT, World ORT Union, ORT Israel, Women's Canadian ORT, British ORT and other sources. She then submits a précised version to the press of any article or copy considered to be of interest to the local public. ORT South Africa receives a high percentage of local press coverage. This might well be due to the personal contacts our PRO has with personnel in all mediums. Further, many ORT personalities well known in their field, as well as their participation in ORT, make them "good copy".

#### Television

This is the most difficult of all medias to penetrate in South Africa. ORT South Africa has featured in:

- a) A news bulletin in March 1981 - the occasion: The conference of the Technical and Vocational Symposium of South Africa.  
Interviewed were: Prof Chang from Taiwan, Prof Rautenbach, Mr Leon Reichman (Principal ORT Natanya) and Mr Basil Wunsh,

Chairman of ORT South Africa (who conversed throughout his interview in Afrikaans).

- b) In 1980, Chaim Herzog appeared in "Midweek", a very popular television programme about people and facts, etc. He also appeared in the English television news (Johannesburg) - no mention was made of ORT, however.
- c) The Ambassador's Banquet, held during the Centenary celebrations in 1980, appeared that same night on the late English news, and an Art exhibition arranged by Rose Norwich made a brief appearance in a programme called "Portfolio".
- d) November 1981 - Mr Patrick Cosgrave, noted English writer and speaker, who was guest speaker at ORT S A biennial national conference in Cape Town, was interviewed by Christopher Dingle of the "Midweek" team.

#### Radio

- a) 1980 - Both Mr and Mrs Chaim Herzog were interviewed on a programme called "Radio Today" in separate interviews.
- b) 1981 - Mr Leon Reichman and Prof Chang were also interviewed on "Radio Today"; Basil Wunsh spoke authoritatively on ORT South Africa during a radio programme called "Audio-Mix".
- c) 1982 - Mr Patrick Cosgrave was interviewed on a programme called "Special Report" (English service) on Britain, Israel and the Middle East and his interest in ORT. He was also interviewed on a programme called "Women's World" where he discussed his previous relationship with Prime Minister Margaret Thatcher.
- d) "Channel 702" - A very popular independent radio station has given ORT South Africa excellent coverage for fund raising functions, such as the annual golf days, car maintenance courses, bowl-ins, Yomtov gifts, etc.

#### Camera

To alleviate the escalating costs of using professional photographers ORT South Africa purchased a camera which their PRO uses to record ORT functions. This has proved to be an invaluable asset - cost of photography drastically reduced and the ready availability of the camera enables her to take impromptu pictures.

#### Films

Use is made of the film "L'Chaim" and "The Weft" (produced by Rose Norwich) to initiate new groups and for general motivation of active workers. These films, together with "The Link and the Chain" and other ORT films, have been converted into video tapes on both Betamax and VHS systems. The new film "Nothing but the Best" dealing with the Latin American programme has just been received and will be converted into video tapes.

All attempts to have the SABC/TV show "L'Chaim" have been fruitless - the last response to our PRO was that it was "too controversial".

#### Guest Speakers

Guest speakers are used for biennial national council meetings of ORT S A and the annual general meetings of Johannesburg Women's ORT. Guest speakers are sometimes used by branches and chapters on other occasions. It has happened in the past that chapters have arranged cultural functions to which guest speakers have been invited.

#### FUND RAISING FUNCTIONS

All branches and chapters have on-going fund-raising functions, some of which are annual, eg:

##### Annual Functions

Rosh Hashanah brochures  
 Mothers Day competitions  
 Golf Days  
 Ten-Pin Bowl-ins  
 Presentation Gifts, Pesach and Rosh Hashanah  
 Debutante Balls  
 Public Auctions

##### On-going Functions

Book sales; jumble sales; card mornings; fashion shows; cookery demonstrations; premieres; bric-a-brac sales; Basic Motorcar Maintenance Courses; Basic Home Maintenance and Safety Courses; ORT Tins; ORT Pens; knit-ins; raffles and competitions. Lectures by prominent people qualified in their own field.

#### ESTABLISHMENT OF COMPUTER LITERACY COURSES

Some time ago, an approach had been made to the South African Board of Jewish Education by ORT South Africa with a view to the introduction of computer courses at the Jewish Day Schools. The approach had been warmly received and early in 1982, Dr Dan Sharon, head of the Technical and Pedagogical Department of the World ORT Union came to South Africa to carry out a feasibility study. The initial project is to introduce computer literacy into three King David Jewish Day Schools in Johannesburg in Standards 4 and 5 and the second stage will involve pupils in Standards 8, 9 and 10 who will be offered the opportunity to study computer science as a matriculation subject. There are approximately 4000 pupils at the King David Jewish Day Schools in Johannesburg.

Mr Uzi Tsuk, accompanied by his wife and three young daughters, recently arrived from Israel to take up his appointment as co-ordinator of technological projects for ORT South Africa.

It is considered by some that there is a "gap" in the market in South Africa for the training of adults in computers, and it may be possible to use the personnel who will be involved in giving instructions to pupils from the Jewish Day Schools in running some kind of adult training centre. This will obviously require considerable feasibility studies.

#### CAMPAIGNS AND FUND RAISING

ORT South Africa receives an annual allocation of R150,000 from the Israeli United Appeal. It is currently the only organisation raising funds for an institution in Israel which receives such an allocation. As a quid pro quo ORT South Africa does not undertake large fund raising campaigns. Where special funds are sought an approach is made to a well-wisher or to a charitable foundation

The membership feels that if there is a visible ORT operation it would help us in fund raising. For this purpose we do emphasise the role we play on the local scene which consists of the ORT Careers Unit (vocational guidance and aptitude testing), the S A ORT Bursary Trust (which grants bursaries and loans for tertiary education) various on-going and annual functions and an active role in the Career Education Foundation of South Africa.

Where there is a recession or business down-turn, we find not only a drop in contributions, advertisements, sponsorships and the like, but a slow down in membership renewals.

ORT South Africa does not employ special staff for fund-raising but has now embarked on a major membership drive in Johannesburg with the appointment of a full-time membership canvasser.

#### Major Bequest Programme

All practising Jewish lawyers and accountants throughout South Africa are approached to encourage and urge their clients to make bequests in their wills to ORT. The full potential will only be realised in the years ahead.

We enclose our operating statistics for the period from 1972 to 1982 from which a breakdown of our total income will appear. The annual allocation from the Israeli United Appeal is not reflected. "Surplus on venture" is profit made from dividend-stripping operations which have now been discontinued.

ORT SOUTH AFRICA - NATIONAL OFFICE  
COMPARATIVE STATEMENT OF OPERATIONS FOR LAST TEN YEARS

TABLE A

|  | 1972    | 1973   | 1974   | 1975    | 1976    | 1977    | 1978    | 1979     | 1981     | 1982     |
|--|---------|--------|--------|---------|---------|---------|---------|----------|----------|----------|
| INCOME                                   |         |        |        |         |         |         |         |          |          |          |
| Branch remittances                       | 33,438  | 49,475 | 56,370 | 65,827  | 102,721 | 86,888  | 113,048 | 93,833   | 171,951  | 54,367   |
| Contributions from UCF                   | 3,600   | 3,600  | 3,600  | 4,500   | 5,850   | 5,130   | 1,800   | -        | 27,997   | -        |
| Donations and legacies                   | 278     | 3,933  | 30,657 | 27,734  | 34,606  | 17,753  | 50,449  | 20,256   | 7,825    | 20,846   |
| Interest received                        | 2,586   | 1,773  | 2,747  | 2,150   | 3,209   | 1,749   | 2,317   | 1,929    | 7,825    | 11,306   |
| Membership subscriptions                 | 2,076   | 2,291  | 3,836  | 2,798   | 8,219   | 5,282   | 4,857   | 11,191   | 4,346    | -        |
| Surplus on venture                       | -       | -      | -      | -       | -       | 49,204  | 2,873   | 9,611    | 62,806   | 210,403  |
| Careers unit                             | (1,264) | -      | (545)  | -       | -       | -       | 113     | 290      | 694      | 845      |
|  | 40,714  | 61,072 | 96,665 | 103,009 | 154,605 | 166,006 | 175,457 | 137,110  | 275,619  | 298,367  |
| EXPENSES                                 |         |        |        |         |         |         |         |          |          |          |
| Affiliation fees                         | 205     | 219    | 190    | 116     | 499     | 296     | 296     | 308      | 280      | 337      |
| General expenses                         | 77      | 167    | 361    | 409     | 466     | 1,414   | 1,577   | 1,361    | 2,707    | 1,395    |
| Maintenance and repairs                  | 427     | 313    | 1,868  | 7,489   | 2,411   | 1,880   | 83      | 1,543    | 756      | 1,761    |
| Meetings                                 | 1,640   | 1,545  | 1,975  | 889     | 1,314   | 397     | 893     | 184      | 1,299    | 1,761    |
| Publicity                                | 661     | 449    | 3,622  | 3,192   | 4,829   | 3,839   | 357     | 897      | 3,871    | 1,847    |
| Rent                                     | 1,715   | 1,715  | 1,808  | 1,920   | 1,920   | 1,920   | 1,920   | 1,920    | 1,920    | 1,920    |
| Salaries and wages                       | 9,767   | 12,698 | 7,791  | 12,457  | 14,827  | 19,748  | 12,828  | 14,702   | 27,176   | 30,979   |
| Stationery and postages                  | 1,802   | 1,402  | 1,129  | 1,949   | 3,477   | 3,028   | 2,363   | 3,244    | 4,829    | 5,223    |
| Telephone                                | 1,194   | 827    | 733    | 699     | 732     | 643     | 816     | 1,138    | 1,993    | 1,333    |
| Travelling expenses                      | 301     | 393    | 4,629  | 3,944   | 6,481   | 344     | 693     | 196      | 5,125    | 2,927    |
| Expenses recovered from Transvaal branch | -       | -      | -      | -       | -       | -       | -       | (11,390) | (15,908) | (18,-19) |
|  | 17,789  | 19,728 | 24,106 | 33,064  | 36,956  | 33,509  | 21,826  | 14,103   | 34,048   | 29,382   |
| OPERATING SURPLUS                        | 22,925  | 41,344 | 72,559 | 69,945  | 117,649 | 132,497 | 153,631 | 123,007  | 241,571  | 268,385  |

Notes: 1. Figures are shown on a cash basis and have been adjusted where necessary for comparison.

2. Calendar years except for 1981 and 1982 which are for the year ended 31 March.

## SWEDISH ORT

1980

### Information and Public Relations

In connection with the World ORT Union's Centenary we intensified information on the activities in the ORT-world.

The year before we distributed a special folder to both ORT members and the entire Jewish community in Sweden.

Swedish ORT, together with the Jewish Women's Club arranged a soirée which attracted much attention. It was called "Word - Tone - Dance". It took place at the Royal Dramatic Theatre in Stockholm. Many of our most prominent actors, opera singers, musicians and dancers performed.

In April 1980 we sent out a short history on Swedish ORT and in the autumn of 1980 we distributed an additional folder.

At the turn of the year 1980 Swedish ORT had 1035 members.

### The Swedish International Development Authority (SIDA)

For several years prior to 1974 ORT received grants for specific projects. After that, however, some difficulties were experienced in meeting SIDA's grant requirements. We had talks with government representatives and other people involved in the SIDA activities.

In 1978 we felt it was the right time to start negotiating with SIDA regarding a grant for the improvement of the ORT Boys School in Bombay, India.

This application, however, was blocked by a lack of response by the Indian Central Government.

We began negotiations as well with SIDA regarding their co-operation in ORT's Ethiopian project.

In 1979 SIDA granted a sum of 406,000 Swedish Krone for an integrated rural development project in the Gondar Province of which the estimated cost was 508,000 Swedish Krone. The difference, 102,000 SK had to be paid by Swedish ORT.

We were grateful and stimulated that the "ice was broken" and that co-operation finally started again.

The project was carried out successfully and the result of the accomplishment of the project was satisfactory inspection by SIDA representatives which was favourable to ORT.

### The Swedish Radio Help Fund

In the past the Radio Help Fund had on several occasions granted money for ORT's Basic Education Centre and the Institute for the Deaf in Casablanca, Morocco.

Again in 1980, the Swedish Radio Help Fund granted a sum of 100,000 SK for ORT's care and education work in Morocco for deprived children.

### Keren Heyesod

The co-operation with Keren Hayesod continued contributions going to ORT Israel.

In 1980 we received 86,787 SK. 36,787 SK referred to the final account for 1979.

### The Centenary Collection

Despite the fact that our agreement with Keren Hayesod prohibits us from fund raising for ourselves, we succeeded in obtaining permission to carry out a special fund raising campaign to mark the Centenary. Our efforts were worthwhile taking circumstances into account, 113,000 SK plus interest.

### Grants from Foundations

The Warburg Foundation 9,000 SK

The Clas Groschinsky Foundation 13,000 SK

The Leopold G Hersson Foundation 9,000 SK

For several years Swedish ORT has had fruitful co-operation with the Jewish Women's Club. In 1980 we received a grant for 7,000 SK.

### Donation

Mr Simon Brick donated 100,000 SK to Swedish ORT for the establishment of a fund - Jennie and Simon Brick's Foundation.

From fund yields scholarships are awarded yearly to students being trained in engineering at any of ORT's educational institutions in Israel.

The result in 1980 was the best ever achieved by Swedish ORT.

### 1981

#### Information and Public Relations

For several years we have sent out information leaflets illustrating some of the activities in the ORT-world. They are distributed to our members and to a number of other persons as well. We appeal to the latter group to join ORT.

Our legacy appeal is carried on non-stop, emphasising how important ORT's work is and what a deserving cause it is to remember in legacies.

During the autumn a folder with extracts of the speeches at the Centenary Congress in Jerusalem was distributed.

At the end of 1981 Swedish ORT had 1040 members.

#### The Swedish International Development Authority (SIDA)

We handed in a new application to SIDA regarding continuation of the Integrated Rural Development programme in the Gondar Province.

The preliminary cost of the project was estimated at 634,300 SK. We would have to pay 20% of this cost, ie 126,900 SK. Therefore we applied for 507,400 SK.

The local situation in Ethiopia has, however, made it impossible for ORT to continue this work. SIDA was not happy either over the situation.

#### Keren Hayesod

In 1981 we received 78,775 SK. 28,775 SK of this sum concerned final account for 1980.

Negotiations with Keren Hayesod resulted in the agreement of 5 September, 1977, which expired in 1981, being extended for a further year.

#### Grants from Foundations etc.

Warburg Foundation 9,000 SK  
 Clas Groschinsky Foundation 13,500 SK  
 Leopold G Hersson Foundation 10,000 SK  
 Erik and Lily Philipson Foundation 15,000 SK  
 The Jewish Women's Club 8,000 SK

#### 1982

##### Information

During the year we distributed two information brochures.

The legacy appeal theme was also continued: "Remember ORT Israel in your Will, to enable young people to learn a purposeful profession and thus pave the way for security, self-esteem and social interest. With your support you build for the present and for the future."

At the beginning of 1982 Swedish ORT had 1020 members.

Swedish Radio Help Fund

The Radio Help Fund granted this year a sum of 100,000 SK for ORT's care and education work in Morocco.

Keren Hayesod

In 1982 we received 73,450 SK, 23,450 SK referring to the final account 1981.

After negotiations this year it was agreed that the current agreement with Keren Hayesod should be extended for 1983.

Grants from Foundations etc.

Warburg Foundation 5,000 SK

Leopold G Heresson Foundation 15,000 SK

Clas Groschinsky Foundation 13,500 SK

Erik and Lily Philipson Foundation 5,000 SK

The Jewish Women's Club 8,000 SK

Legacy

The Will of Paula Tischler, who passed away in March 1982 provided that her entire property was to go to Swedish ORT to further the aims of the association as stated in its statutes.

The net residue was approximately 95,000 SK.

January - February 1983

In January a "topical evening" was held together with the Jewish Women's Club. Mr Björn Grünewald, the Chairman of ORT - spoke about ORT and the Swedish vocational training. Opera singer Ragnar Ulfung and other artists performed.

We have contacted SIDA regarding the plans for the building a new ORT school in Bombay.

We hope the situation in Ethiopia will soon improve so that ORT will be able to begin work there again. If so we are prepared to continue our co-operation with SIDA for its benefit.

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It should be underlined that our agreement with Keren Hayesod prohibits only carrying out our own fund raising campaigns.

Our information leaflets are distributed to a number of people together with a membership appeal.

Most of our members live in Stockholm and are limited in number. Therefore, in this context, ORT membership can be regarded as considerable. They are mainly members of the Jewish community.

## SWISS ORT

At the beginning of 1980, Swiss ORT was not able to organise any kind of campaign event because of the move of the Central Headquarters to London, Madame Maus' poor state of health and because of the preparation for the Centenary Congress in Jerusalem.

It was only in the month of May, when ORT was celebrating the actual date of its founding, that Swiss ORT sent out a cigarette lighter to all its members and friends as a fund raising incentive.

The most outstanding event of 1980 was a gala held at Geneva's Casino at which French singer, Sacha Distel appeared. The Patrons were the French and Israeli ambassadors together with several leading Geneva personalities. It was both a brilliant social and financial occasion for ORT. Net income was over SF 60,000. The show was followed by a reception given by the committee who took a lot of trouble to make the whole event a great success. A programme with a cover lithography by Braque containing donated advertisements from 40 different sources, including some of the leading jewellers, Swiss Banks and luxury stores, was sold for SF 10. The lucky programme gave its holder a colour TV set.

On the 7th, 8th and 9th November at the Hilton Hotel, the Swiss Women's ORT bridge week-end was held. More players than ever before took part including leading internationals from England, France, Iran, Israel and most of the women's and men's teams from Switzerland.

Since the end of the year seemed fairly full with these two events, Jacqueline Maus decided not to organise a reception to open the 1980/1981 campaign. Instead the campaign would be channelled through direct contact with big givers or by letter.

In spite of the many deaths and departures from Geneva, the number of members remained the same because of new recruits.

### BASEL

The new presidents, Mrs Spira and Mrs Wyler, made a great effort with the result that the Basel Women's Committee was able to increase their contribution to Swiss ORT and their membership figures have risen slightly.

### BERN

The Bern Women's ORT Committee, under its president Mrs Lob, increased its contribution to ORT this year. The Committee sent out a lighter to all its members and also sold the series of four Centenary Stamps. The number of members remains the same.

ZURICH

The president of ORT Zurich - which was formerly an ORT Women's Committee - Mrs Nicole Bollag resigned after more than 20 years of successful work for this organisation.

Mrs Nicole Bollag was identified for all those years with ORT and created great response among the members of the Jewish Community. She leaves a membership of approximately 1,100 members in the Zurich area. ORT thanks Mrs Bollag for all those years of untiring work.

The new president, Mr Branco Weiss started with a number of new activities, such as a large well-publicised Gala Evening in the biggest concert hall in Zurich featuring Sacha Distel. There was a press conference for the Jewish and the general press to explain ORT's first hundred years of activity and indicating the plans for the next 10 to 20 years. Many articles appeared subsequently in the Jewish and above all in the non-Jewish press, all reporting favourably about ORT, which was not well known until then.

The fund raising activity has been stepped up and ORT Zurich has been able to send to ORT Switzerland about SF 145,000 net contributions, which is about 50% more than the average contributions for the last 3 years.

This activity will be stepped up in the years to come, with the following objectives:

- a) creating awareness for ORT in the Jewish and especially in the non-Jewish population of the Zurich area,
- b) explaining what ORT can and should do for mankind and,
- c) Getting increased idealistic and financial support to enable World ORT Union to fulfil the tasks envisaged.

1981

1981 was marked by the retirement of Mrs Edith Hemsli, and very soon after by Swiss ORT's secretary, Elizabeth Bezzazo. Both of them had worked for ORT for twenty and ten years respectively, and so naturally, the new team needed some "running in" time in taking over.

Another problem arose from the fact that the annual gala was organised together with WIZO. The evening was a great success but Geneva only has one Jewish Community and all the Jewish organisations turn to the same people for support. We have to underline this fact because the WIZO invitation list was almost the same as ORT's, with the result that for the same number of spectators, we had to take a half share of the takings.

At Shavuot and at Rosh Hashana, we sent our members letter openers and a cassette of Hebrew songs. The latter was very well received.

The International Swiss ORT Bridge Tournament was held in the new ILO building and was a great success. Results financially speaking were very good. Tombola prizes were given by leading jewellers in Geneva.

1981 ended with a cocktail reception at the home of Madam Maus to open the 1981/1982 fund raising campaign. Guest of honour was Dr O Soffer, the new Israeli Ambassador to the United Nations.

Basel Women's ORT Committee continues its activities successfully under the presidency of Madame Spira.

Berne Committee contributed SF 5,000 during 1981.

ORT Zurich started with the regular ORT Bulletin No 1 and No 2 publication, 2 - 3 issues a year, mailed to ORT Zurich members and attached to the weekly Jewish newspapers in Switzerland.

The film evening "The Chosen", organised by WIZO Zurich and ORT Zurich together to celebrate the 33rd anniversary of the State of Israel in May 1981, was a success.

Also in May 1981, Mr Eliezer Shmueli, Director General of the Ministry of Education and Culture of the State of Israel was a guest of ORT Zurich and Mr Branco Weiss, President of ORT Zurich invited in honour of Mr Shmueli about 20 ORT friends and sponsors for dinner at home and 100 important people were invited to a lunch at the Hotel Zurich to encourage them to become ORT friends.

In October 24, 1981, Nikita Magaloff was the solo pianist in the most important Zurich concert hall (Grosser Tonhalle) at the ORT Gala Evening 1981, where about 1,100 people were present. The evening was a great success, both for the public relations of ORT Zurich and also for the benefit of the ORT schools.

1981 fund raising was increased by 34.5% over 1980.

## 1982

The year began with the usual request for membership adherence and with a campaign to recruit new members. Thanks to a donation from Jacqueline Maus, about which we told our members and friends, asking them to honour her by giving a generous response to our appeal, we were able to double the total fund raising figure reported for 1981.

On Shavuot we sent note cases to our members and at Rosh Hashana another cassette of Hebrew songs went out, in view of the enormous success of the one sent in the previous year.

In 1982, we organised the annual gala together with WIZO and with the Council for a Beautiful Israel. The Arthur Cohn film, "With the Eyes of a Child" was shown. The gala was not such a success as that of the previous year, because of problems of finding the right location. Space was only available in the last fortnight of June, which because of holidays, is already a little late in the season.

A superb cocktail reception was offered after the film by the three organisations backing the evening.

A de luxe programme was set up for the evening with some sixty advertisements inserted by leading Geneva businesses. The programme gave the holder the right to draw lots and possibly win a Van Cleef and Arpels clip offered by Jacqueline Maus.

The International Swiss ORT Bridge weekend was a great success.

We have never had so many participants as in 1982, notably from England and France. During the tournament, Swiss Women's ORT organised a lottery for which tickets were sold. We sold nearly 1,000 tickets at SF 50 a time.

At the end of the year, Jacqueline Maus invited Mr A Ben Nathan, a former Israeli Ambassador to a reception at her house to open the fund raising campaign for 1983. We hope to raise between SF 250,000 to SF 300,00 from this campaign.

#### BASEL

Mrs Spira and Mrs Wyler, the co-presidents of Basel Women's ORT, put in great efforts to increase and revitalise their membership as well as augmenting their fund raising. They obtained legacies of SF 20,000 and transferred in all SF 30,000 to Swiss ORT. This is more than SF 5,000 over last year.

Thanks to the attitude of the Basel Cantonal authorities, Madame Spira managed to get a list of residents which was different from that held by the Jewish Community and this has helped her recruiting.

The Basel Committee has several new young members who, according to Madame Spira, give a lot of time, energy and enthusiasm to ORT.

#### ZURICH

Mr Branco Weiss, the President of ORT Zurich, also gives much energy and enthusiasm to ORT. As well as the concerts which are now an established event on the ORT Zurich calendar, gadgets have also been sent out and Mr Weiss has created a bulletin 'ORT Forum' through which he has been able to practically double the number of small givers.

#### BERN

ORT Bern now has 137 members.

#### CONCLUSION

It is certainly very encouraging to see that ORT Swiss has progressed in general both from the membership and from the fund raising point of view. This is especially true in view of the current economic situation, which in spite of Switzerland's legendary stability, has made some people wary of giving money. In addition, some of our difficulties arise from the flood of requests for money coming from the many organisations to be found in Switzerland, especially in Geneva.

## TECHNICAL ASSISTANCE

AN OVERVIEW FROM MARCH 1980 - MARCH 1983

I. INTRODUCTION

ORT's greatest asset is its ability to respond to the real needs of developing countries, in providing them with skilled training at all appropriate levels. It is universally acknowledged that such training gives the best return on investment that can ever be made. A skilled man adds immeasurably to the wealth-creating capacity of a developing economy, but above all, he derives his own dignity and self-respect through acquisition and practice of his hard-won skills. These principals have remained the very foundation for our work at ORT since its inception over a century ago.

At present, 120 of ORT's specialist field staff are providing experience and know-how on 36 projects and surveys throughout the world, with many more schemes already in the pipeline.

The effectiveness of technical assistance can be subject to wide variations depending, as it does, on both the reputation and effectiveness of the operative organisation. We know that ORT Technical Assistance is recognised for its ability to assess needs and priorities, to implement and carry through to completion any project it undertakes. ORT's comparatively wide and enlightened approach covers many specialised fields with proven effect; consequently principal financial donors continue to give their support to the implementation of technical assistance programmes carried out by ORT. These include IBRD (World Bank) USAID (USA) CIDA (Canada) DDA (Switzerland) and other development aid agencies as well as the many companies who value our experience and appreciate our record.

II. A COMMITMENT TO TRAINING

A major requirement for the development of any economy is the parallel development of a skilled workforce at all levels. But this is particularly significant at the middle and supervisory levels of the manpower pyramid where technical and managerial skills are often in shortest supply.

Many donor agencies now insist that the provision of training be written into their loan agreements, and that recipient governments commit themselves to give training a high priority. Universities and polytechnics are providing an increasing proportion of technical education, but what is often required is training that is job and task specific.

ORT, the Organisation for Rehabilitation through Training, is one of the world's largest private and non-governmental institutions in the fields of Training, Development, Vocational Education and Technical Assistance. ORT's Technical Assistance Department, established in 1960, aimed from the first to share with the developing nations the technical and pedagogical expertise developed in the ORT network.

ORT Technical Assistance programmes offer four basic types of service:

- needs assessments and surveys
- programme design
- programme implementation and execution
- evaluation

The main fields in which the organisation's work is concentrated are vocational and technical education, rehabilitation and maintenance of transport systems, development of agriculture and rural infrastructure, mining and industry, development of the urban infrastructure and services.

ORT places particular emphasis, in all its projects, on trainer-training. In order that effective training for new skills can be accomplished, a core of competent national trainers needs to be formed. The development of this core of specialists commences with the selection, from within the workforce, of good craftsmen and technicians who are competent and effective communicators, followed by their training in pedagogic techniques and syllabus development. This then ensures that the right skills are passed on to the next "generation" of skilled manpower. Commitment by management, within the organisation, to the development of its existing workforce, even at the expense of losing some of their staff should be fostered.

The view that should be taken is that the organisation is contributing to an ever increasing pool of skilled manpower in which others can "fish" for their manpower needs. In this way the organisation is contributing to national and human resource development.

### III. METHODOLOGY TRAINING

What makes or breaks an On-the-Job training programme? The Trainees? Their motivation? The training facilities and other equipment? Of course these are important factors, but the fundamental element is, and remains, the instructor. ORT's Technical Assistance is stressing the difference between education, training in general, and on-the-job techniques, the latter being quite different in its aims from the other two. The instructors are made aware that the training curricula that they will set up must meet the specific needs of the industry or institutions concerned and be compatible with the objectives of the programme.

To achieve these aims many methods can be followed. The most practical are by job description analysis and undertaken at site level by the instructor himself; or by task analysis. After designing the curricula, instructors are developing training material such as lesson-plans, instruction sheet (hand outs) and teaching aids. They also evaluate class performance through test techniques and self-evaluation. Lesson evaluation then leads on to training programme evaluation and amendment of the initially established curricula to improve its efficiency and make it more realistic in practical application.

The next stage may well be the most important - teaching techniques. This covers understanding of student behaviour and performance. ORT instructors going on assignment are imbued with the concept that "saying is not teaching" - that reception by a trainee is no guarantee in itself of understanding. It is actual performance that provides the real proof of the acquisition of new skills. "Doing" is the key word here and the instructor is constantly reminded that the objective of all his activities, whether it is designing a curriculum or giving a lesson, the end product must be demonstrated ability to carry out the assignment. The trainee is expected to perform his task not just describe how he would do so.

The instructors are coached in teaching by the active method, in which the trainee is not just a passive receptacle for information, but an active participant, closely associated with the progress of the work as well as sharing the knowledge. The instructors stimulate the attention and interest of trainees by this method and the constant interchange between theory and practice to the point where there is no discernible dividing line between them.

ORT instructors are paired with local counterparts so that training seminars organised in the field teach by the same methods used by expatriate instructors operating in London or Geneva.

One last observation about the operation of on-the-job training as perceived by ORT and as opposed to formal training. As its real aim is the acquisition of new skills proven in performance and of immediate use to the contracting concern, follow-up is of tremendous importance. Some time after the end of training, when the trainees have been assigned to new positions, the ORT instructors visit them again and help them to apply their new skills correctly on-the-job.

ORT has also developed a training programme geared to the production needs and has successfully introduced the concept of Training Production Units (TPU) particularly in road maintenance.

#### IV. MANPOWER - NEW TRENDS IN TECHNICAL ASSISTANCE

Since the changing socio-economic and political conditions of the 1970's, it is becoming increasingly recognised in the 1980's that developed and developing countries are becoming more and more interdependent. This is a fact to come to terms with and the purposes and methods of technical assistance must be re-examined and redefined accordingly. The overall objective must remain long-term self-sufficiency for the developing communities, but technical assistance must focus more than ever on promoting the sort of training and education appropriate to those technical capacities needed in each specific case.

ORT has prepared a report on this subject entitled "Manpower - New Trends in Technical Assistance", which puts forward a proposed methodology for matching technical assistance to manpower needs.

#### V. PROGRAMME DEVELOPMENT

During the period under review, the Technical Assistance Department marked a number of notable achievements in its continued efforts to meet the challenge of existing ORT expertise to the developing nations.

ORT is strongly represented in Nigeria, Zaire, Senegal and Guinea. A considerable effort was started to develop programmes in southern and eastern Africa linked to a two year World Bank consultancy.

A foothold has been established in Latin America with projects in Bolivia, Peru and the Dominican Republic.

In the continent of Asia programmes in Burma, Nepal, the Philippines and Indonesia have been or are in the process of being implemented.

#### VI. PUBLIC SECTOR

Around two-thirds of Technical Assistance projects were in the Public Sector - road maintenance, vocational education and agricultural training programmes for governmental agencies financed by major donors. The donor list included the World Bank, USAID, the Swiss, Canadian and German governments. Despite the effects of the recession on developing countries, both governments and donors have recognised the crucial significance of training and vocational education.

#### VII. PRIVATE SECTOR

The work of Technical Assistance for the private sector remained steady at around one-third of the total. The project in Guinea for the Compagnie de Bauxites de Guinée was the mainstay in this area. In Nigeria two banking projects, in the North and East followed from the UBA project in Lagos. This was a very good example of how a successful project is the finest marketing tool. Also in Nigeria, ORT designed and equipped a training centre for Peugeot Automobile Nigeria (PAN), providing its own training staff, and have now reached the stage of replacing ORT staff by Nigerian personnel.

#### VIII COUNTERPART TRAINING IN EUROPE

ORT's Technical Assistance has continued to be involved in the training of personnel from Africa and Asia. A large range of activities has been covered including mechanical maintenance, in fact telecommunications, navigation, training techniques, etc.

#### IX. STUDIES

The Technical Assistance Department continues to be called on extensively to conduct studies or to provide expertise for teams arranged by large donors such as the World Bank and USAID.

#### X. THE ECONOMIC CLIMATE - COMPETITION

Like any other organisation, Technical Assistance has had to survive in an increasingly difficult context. The main adverse factors have been:

- 1) The effect of the world recession on developing countries.
- 2) In particular the weak markets for minerals (Guinea/CBG) and oil (Nigeria).
- 3) A reduction in overall spending on aid by major industrial countries and thus international donors.
- 4) Increased competition from new firms and organisations.

The first two factors were general but an illustration of the third was the extreme difficulty in obtaining the 6th and 7th replenishments of International Development Agency funds. The IDA is the World Bank Agency responsible for concessionary funding of projects in the poorest developing countries. The fourth factor requires special comment. ORT is a non-profit organisation which is now having to compete with large consultants, multi-national companies, government organisations and large educational establishments. This is a phenomenon of the recession which has meant that as these other organisations have seen their own markets shrink, they have turned to training projects as a new activity. In the three years under review the training market has changed from one dominated by professional consultants with competition on technical grounds to a fiercely competitive price-conscious market place. This is referred to in the section on the future.

#### PROSPECTS FOR THE FUTURE : 1983 to 1986

There are current signs that the world recession may be "bottoming-out" in 1983 leading to some growth in the three years under review. Lower oil prices would be of very considerable benefit to all non-oil-exporting developing countries which form the bulk of Technical Assistance potential areas of operation. Also increased world economic activity would raise raw material prices and thus again improve the financial position of most developing countries. This should improve the economic climate in which we operate.

The next three years will undoubtedly see a continuing strong demand for training services in the developing world. The demand may well be for training at a more sophisticated level, increasingly for management, senior supervisors and high-level technicians. This has always been an element in Technical Assistance training programmes but the indications are that this may form a larger proportion in future. This will require ORT to increase its capacity to react to these more complex demands.

Nevertheless, there is no prospect of a return to the less competitive, more "professional" days of four or five years ago. ORT Technical Assistance Department will still be competing in a tough market and must continue to adapt to these new conditions whilst maintaining high standards of integrity and performance.

6.

The conclusions therefore are that we must maximise on the advantages we possess which are more or less unique to ORT:

- 1) ORT's world-wide network of national organisations and schools.
- 2) ORT's unblemished reputation for high standard vocational training.
- 3) ORT's flexibility and ability to adapt its training emthods in appropriate subject areas to the needs of the workforce.

The context of resolutions passed at the last Congress was for a much closer working relationship between Technical Assistance and the national organisations. This is very welcome to Technical Assistance and can only be positive and creative.

ORT - TECHNICAL ASSISTANCE - TRAINING PROGRAMMES IN EUROPE

| Year    | Employer                             | Country of Origin | Number of Trainees | Duration of Training          | Type of training                               | Training Organisation                                    |
|---------|--------------------------------------|-------------------|--------------------|-------------------------------|--|--|
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 2 weeks                       | Electronic Buoys                               | AGA/ORT  |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 1 week                        | Mining, Excavating Equipment                   | ORT/Henshaw  |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 6 weeks<br>2 weeks<br>8 weeks | Port Surveying                                 | Port of Bristol<br>Port of Liverpool<br>Port of Bordeaux |
| 1982-83 | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 10 months                     | Higher Diploma in Hydrographic Surveying       | Plymouth Polytechnic & ORT                               |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 1 month                       | English - Illiterate tuition Individual course | Language Studies Ltd & ORT                               |
| 1982-83 | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 5 months                      | Pilotage Certificate Course                    | Port of Liverpool & ORT                                  |
| 1982-83 | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 10 months                     | Diploma in T.E.F.L.                            | Brighton Polytechnic Eastbourne Branch                   |

ORT - TECHNICAL ASSISTANCE - TRAINING PROGRAMMES IN EUROPE

| Year    | Employer                             | Country of Origin | Number of Trainees | Duration of Training | Type of Training  | Training Organisation                       |
|---------|--------------------------------------|-------------------|--------------------|----------------------|---|---|
| 1983    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 3 months             | Port Surveying Course   | Fleetwood College Blackpool                 |
| 1983    | Compagnie de Bauxite de Guinée       | Guinea            | 1                  | 2 months             | English for beginners   | Language Studies Ltd & ORT                  |
|         |                                      |                   | 1                  | 2 weeks              | Open cast mining transport  | Derek Crouch Transport Ltd & ORT            |
| 1982-83 | Directorate of Highways              | Indonesia         | 48                 | 3 months             | Transportation Planning<br>Information Systems<br>Project Management<br>Administration<br>Training Management | ORT / UMIST / University of East Anglia etc |

ORT - TECHNICAL ASSISTANCE - TRAINING PROGRAMMES IN EUROPE

| Year    | Employer                             | Country of Origin | Number of Trainees | Duration of Training             | Type of Training   | Training Organisation  |
|---------|--------------------------------------|-------------------|--------------------|----------------------------------|--|--|
| 1981-82 | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 2                  | 2 months<br>4 months<br>2 months | (1) English for beginners<br>(2) Hydrographic Surveying<br>(3) Mathematics 'A' level | Language Studies Ltd<br>N.E. London Poly-technic<br>Eaton & Wallis |
| 1981    | Peugeot Automobile Nigeria (PAN)     | Nigeria           | 1                  | 7 months                         | Training supervision and Coordination  | Industrial Society   |
| 1982    | Peugeot Automobile Nigeria (PAN)     | Nigeria           | 1                  | 3 months                         | Personnel Management   | Industrial Society   |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 3                  | 2 months                         | English for beginners  | Language Studies Ltd   |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 3 months                         | Repair & Maintenance of Land Rover/Jeeps   | Jeep (UK) BL- Land Rover Lucas                                     |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 1 month                          | Navigation Instruments   | Motorola   |
| 1982    | Compagnie de Bauxite de Guinée (CBG) | Guinea            | 1                  | 3 months                         | Hydrographic Surveying   | Decca  |

ORT - TECHNICAL ASSISTANCE - TRAINING PROGRAMMES IN EUROPE

| Year    | Employer                          | Country of Origin | Number of Trainees | Duration of Training | Type of Training                            | Training Organisation |
|---------|-----------------------------------|-------------------|--------------------|----------------------|---|-----------------------|
| 1980-81 | Civil Engineering Training Centre | Mali              | 5                  | 6 months             | Training in technical teaching techniques   | ORT                   |
| 1982-83 | Ministry of Education             | Madagascar        | 4                  | 3 months             | Manufacture of Audio-Visual Training aids   | ORT                   |
| 1982-83 | Ministry of Works                 | Senegal           | 5                  | 6 months             | Management of training and training centres | ORT                   |
|         |                                   |                   |                    |                      |   |                       |

DESCRIPTION OF PROJECT ACTIVITIES  
1980-1983

COUNTRY SECTOR

FUNDING SOURCE  
AND DATE

| COUNTRY         | SECTOR                   | DESCRIPTION OF PROJECT ACTIVITIES<br>1980-1983  | FUNDING SOURCE<br>AND DATE |
|-----------------|--------------------------|---|----------------------------|
| <u>BOLIVIA</u>  | <u>Transportation</u>    | <p>1. In collaboration with a US Civil Engineering Consultant, ORT completed a study of road maintenance personnel training needs in Bolivia. Recommendations were made as to the number and types of staff to be trained, appropriate training methodology, and specifications for equipment needed. A proposed training programme and budget were included.</p> <p>2. Following the above study, ORT is now taking part in the project to improve road maintenance in Bolivia, with responsibility specifically in the training sector.</p> | IBRD<br>1980<br>Current    |
| <u>BOTSWANA</u> | <u>Urban Development</u> | A preliminary study was carried out. ORT led a team preparing a pilot training project in road maintenance, water supply, sewage and housing.   | IBRD<br>1983<br>Completed  |
| <u>BRAZIL</u>   | <u>Transportation</u>    | This was a one man survey Mission to assess the training needs in Highway Maintenance in the two provinces of Rio Grande do Sul and Minas Gerais.   | ORT<br>1980<br>Completed   |
| <u>BURMA</u>    | <u>Transportation</u>    | ORT was requested to train personnel of the Burma Ports Corporation in the use of equipment, as part of a project funded by the World Bank. Courses to be provided included motor-truck mechanics, stationary engines mechanics, sheet metal construction and welding, and general maintenance mechanics.   | IBRD<br>1980<br>Completed  |
| <u>BURUNDI</u>  | <u>Transportation</u>    | This is a project to train and retrain students in the Public Works Section of Bujumbura Technical School, as well as the new Gitega Centre for Road Maintenance Training. Counterparts will participate in courses in technical subjects and teaching methods to prepare them to staff the Public Works Section at the close of the project. ORT is responsible for acquiring the necessary equipment and participate in the selection of trainees.  | IBRD<br>1978<br>Current    |

|                 |                             |  |                                      |
|-----------------|-----------------------------|--|--------------------------------------|
| <u>BURUNDI</u>  | <u>Construction Ind.</u>    | A survey was conducted by an ORT specialist in identifying the training needs of the Construction Industry.  | IBRD<br>1980<br>Completed            |
|                 | <u>Pub. Works/Man. Trg.</u> | A survey was carried out by an ORT specialist to assess the needs in manpower, material and equipment, as well as the means to effectively manage the Central Workshops attached to the various Training Centres of the Ministry of Public Works.  | IBRD<br>1982<br>Completed            |
| <u>CAMEROON</u> | <u>Transportation</u>       | A total of 23 participants of the Cameroon Highway Directorate will be trained in Europe, at various institutions, including ORT France. The participants are employees coming from all ranks of employment, from managerial to maintenance workshops.   | IBRD<br>1983<br>Signature<br>Pending |
|                 | <u>Education</u>            | This project covers the provision of two specialists to assist the Cameroon Ministry of Education in all matters relevant to the finances and equipment pertaining to the Education Projects financed under IBRD loans.  | IBRD<br>1982<br>Current              |
|                 | <u>Transportation</u>       | <ol style="list-style-type: none"> <li>1. Following a preliminary study, carried out by ORT, this project covered the reorganisation of the Cameroon Railways. This began with a detailed analysis of the function of each job within the railway, on the basis of which job requirements and an organisational chart were drafted. Recommendations for the reorganisation of the Training Department were made and training programmes set up to meet the defined needs of the railway over the following five years.</li> <li>2. A natural follow-up implementation was carried out on the recommendations formulated in the study in the areas of overall reorganisation and personnel management of the railway system.</li> </ol> | IBRD<br>1977-1982<br>Completed       |
|                 | <u>Voced</u>                | This was a one man Survey Mission to establish the needs of the manpower and equipment and corresponding budget necessary to implement an expansion of the existing "Collège des Travailleurs".  | CIDA<br>1981<br>Completed            |

|                             |                          |   |   |
|-----------------------------|--------------------------|---|---|
| <u>CENTR. AFR. REPUBLIC</u> | <u>Education</u>         | ORT was commissioned by the E.E.C. to carry out a survey of the equipment needs of the existing "LYCEE TECHNIQUE DE BANGUI" in Central African Republic, and based on the local industry skill needs, ORT specialist was to compile a comprehensive equipment and materials list destined to be the object of invitations to tender for purchases to be ultimately effected under an E.E.C./E.D.F. grant.   | E.E.C.<br>1982<br>Lycee<br>Technique        |
| <u>CHAD</u>                 | <u>Transportation</u>    | At the request of the Government of Chad and the IBRD, ORT trained road construction and equipment maintenance personnel. Chad is one of the Sahelian countries which have placed a high priority on improving road transport networks to facilitate badly needed supplementary food distribution.  | IBRD<br>1975<br>Completed                   |
|                             | <u>Transportation</u>    | Under the funding of USAID, the above project continued and expanded until operations were suspended owing to adverse political conditions.   | USAID<br>1980<br>Completed                  |
| <u>DOMINICAN REPUBLIC</u>   | <u>Transportation</u>    | Providing the manpower development element of the USAID-sponsored Highway Maintenance Project, initially in accounting, administration and plant maintenance. Berger's project was terminated in 1982, but the ORT mechanical training specialist is continuing to develop workshop manpower capability.  | USAID<br>1981-1984<br>Current               |
| <u>EGYPT</u>                | <u>Voced/Agriculture</u> | A one man Mission was sponsored by ORT to assess the training needs in Vocational Education, Port Maintenance and Cotton Industry.  | ORT<br>1982<br>Completed                    |
| <u>GUINEA</u>               | <u>Industry</u>          | A comprehensive technical training programme including both on-the-job and formal training was initiated in 1968 for the Guinea Bauxite Mining Company. ORT training has been focused on organisation and maintenance of mine site installations, port facilities and 150 km of railway line essential to the flow of minerals and base supplies. Counterpart training was given in related skill areas at the Centreal ORT Institute. In 1975, training was shifted to the Boké region, where the mining operations are headquartered. | CBG-HALCO<br>1975<br>Completed<br>July 1983 |

|                   |                               |   |   |
|-------------------|-------------------------------|---|---|
| <u>GUINEA</u>     | <u>Industry</u>               | ORT designed and supervised construction of a Training Centre at Kamsar, which is where most of the training takes place now. The present phase includes the extramural training of Guinean counterparts.   | CBG/HALCO<br>1975<br>Completed<br>July 1983 |
|                   | <u>Voced/Agr. Dev.</u>        | A one man study Mission was carried out to identify the training needs in Vocational Education and Agricultural Development.  | ORT<br>1983<br>Completed                    |
|                   | <u>Education</u>              | ORT is providing the services of an Architect attached to the Directorate of the Second Education Project and charged with supervision of the contracts and their execution, covering schools, institutes and other educational buildings.  | IBRD<br>1983-1986<br>Current                |
| <u>INDONESIA</u>  | <u>Transportation</u>         | 5 post-graduate courses, together with appropriate industrial attachments, were organised for 48 engineers and other senior staff from Bina Marga. Courses were organised in Transportation Planning, Project Management Information Systems, Finance and Contract Administration, and Training Management.   | IBRD<br>1982<br>Completed                   |
|                   |                               | Courses were held in England, and attachment in various parts of England and Scotland.  |   |
| <u>KENYA</u>      | <u>Roads &amp; Urban Dev.</u> | A survey was undertaken to assess the training needs of the Ministry of Transport and several of her authorities.   | IBRD<br>1982-1983<br>Completed              |
| <u>MADAGASCAR</u> | <u>Education</u>              | A national centre for production of physics and chemistry laboratory equipment is being created. ORT first evaluated the country's needs and current resources in this area, and is now proceeding to set up the centre and commence production. Local counterparts will be trained to run the centre and its manufacturing functions. In addition, local teachers will receive training in the use of the materials. | IBRD<br>1977-1982<br>Completed              |

|                   |                           |  |                                 |
|-------------------|---------------------------|--|---------------------------------|
| <u>MADAGASCAR</u> | <u>Education</u>          | A one man Mission was undertaken to assess the viability of establishing a printing facility.  | USAID<br>1982<br>Completed      |
| <u>MALAWI</u>     | <u>Education</u>          | A survey was undertaken to assess the training needs of the Ministry of Public Works and Supplies and to review the existing training programme.   | IBRD<br>1982<br>Completed       |
| <u>MALI</u>       | <u>Public Works Trng.</u> | This is a three-month training programme for five Trainers from the Centre de Formation Professionnelle et des Travaux Publics de Bamako, to be done at the ORT Anières Institute and the Public Works School in Paris.  | IBRD<br>1980-1982<br>Completed  |
| <u>NEPAL</u>      | <u>Rural Development</u>  | The primary objective of this prototype rural community development project is to create an indigenous development capability by means of involving local villages in all stages of planning, selecting, financing and executing some 200 modest rural works and community enterprises. A five-person ORT team plays an advisory role, planning and conducting seminars and training and assisting Malian rural community development agents as they work with the villagers.  | USAID<br>1978-1980<br>Completed |
| <u>NIGERIA</u>    | <u>Rural Development</u>  | ORT was commissioned to provide a training adviser for 5 months to assist in a study of the training needs within the Karnali-Bheri Integrated Rural Development Programme (K-BIRD).   | CIDA<br>1982<br>Completed       |
| <u>NIGERIA</u>    | <u>Transportation</u>     | In collaboration with Kampsax, a survey of training needs for highway maintenance personnel was carried out for the Federal Ministry of Public Works and Housing. This led to the establishment of a comprehensive training programme, to train new employees and upgrade existing ones, both for the Federal Ministry and the State. Three Training Centres have been set up, concentrating initially on Road Foremen, Plant Maintenance Mechanics, and Plant Operators, and on the training of local instructors. Production and Training Units have been set up, to carry out on-the-job training, and a Training Services Unit has produced a wide range of course material and training aids. | IBRD<br>1974<br>Current         |

## NIGERIA

### Industry

ORT was requested by the International Beer and Beverages Industries IBBI of Kaduna, Nigeria, to survey the training needs in the skill raising 1983 of maintenance and operation local staff. The study was completed Completed and Project Proposal submitted.

### Banking

At the request of the Mercantile Bank of Nigeria, ORT carried out Mercantile a study in to the training and development needs of the Bank Staff Bank 1983-1987 and a report was issued in April 1982. Current

Following the above report a project is now being implemented whereby ORT is setting up a fully equipped Training Centre in Calabar and organising all the necessary training programmes as per the identified needs. The project covers a total of 144 man/months of ORT services.

### Agriculture

One ORT specialist joined a team of 7 on a World Bank Appraisal Mission, aimed at assessing the present state of the agricultural progress in the Borno State in view of the proposed Agricultural Development project. IBRD 1982

### Industry

Under a contract with Peugeot and PAN (Peugeot Automobile Nigeria), ORT conducted a feasibility study and established a training centre for PAN employees working in the Peugeot assembly plant at Kaduna. Peugeot 1977-1983 Current workers are being retrained and upgraded, new personnel are being trained to meet the future needs of an expanded personnel at the close of the project. A major effort to recruit both expatriates and Nigerians for participation in the programme has been undertaken. Some of the Nigerian training staff are being trained in Europe under ORT supervision. The project will be extended until 1985.

### Commerce

ORT completed a study mission aimed at identifying training needs for management personnel of the Technical and Motor departments of the United Trading Company Ltd of Nigeria. The report included recommendations for the creation of a training centre, a proposed training programme and listed the necessary equipment and personnel. UTC 1977-1982 Completed

Following this study, ORT has prepared a UTC Operations Manual. To this end, existing rules and procedures, which were originally scattered in separate bulletins and announcements are now simplified and codified into a single manual arranged to allow for occasional revisions. The new version of the manual is now used by company managers and supervisors and it serves effectively as a basis for designing supervisory training courses.

NIGERIA

Banking

Following a Study carried out in 1979, ORT has been contracted to provide technical assistance in the areas of corporate planning, organisation and management procedures. In addition, ORT has assisted with the expertise in the setting up of a Training Centre in Kano, while ORT specialists are running it and developing the Bank's own recruitment and training capabilities.

B.O.N.  
1979-1984  
Current

PERU

Transportation

Sponsored by the IBRD, ORT undertook a one man Study Mission to assess the training needs of personnel employed in the Road Maintenance and Equipment department of the Peruvian Ministry of Transport.

IBRD  
1981  
Completed

RWANDA

Transportation

An ORT team of three specialists is implementing the recommendations of an updated version of the 1973 study. The training or retraining of over 500 personnel of the Department of Public Works in the operation and maintenance of heavy equipment and the construction, repair and maintenance of roads is ORT's responsibility. The latter is designing programmes responsive to the needs identified, participates in the selection of trainees, and produces all didactic material.

IBRD  
1978  
Current

SENEGAL

Agriculture

ORT is providing 16 specialists for the staffing and equipping of agricultural and technical training centres. This includes identification, acquisition and installation of necessary equipment and teaching materials and revision of curricula. Counterparts are being trained as instructors in the areas of agriculture, water and forests, and animal husbandry. Some of the instructors have had previous experience at the lycée and university levels.

DDA  
1977  
Current

Education

This 18 month project had as objective the improvement of performance and the expansion of the roles of foreign national staff of USAID in Dakar, through modification of the work environment and enlargement of career opportunities.

USAID  
1980-1981  
Completed

## SENEGAL

### Education

Working together with the YMCA and the Ministry of Community Development of Senegal, an ORT technical assistance team is participating in the development of an integrated and decentralised system of training services in Dakar. Training is aimed at currently unemployed youth, both men and women, providing them with marketable skills, and following up with job counselling and placement services.

USAID  
1979  
Current

### Agromechanical

After a preliminary survey done in 1975, ORT designed a programme for training agricultural mechanics in the Government agricultural and development agency (SAED), and for reorganising the agency.

USAID  
1980  
Current

This contract with the 'Société d'Aménagement et d'Exploitation des Terres du Delta' (SAED) calls for ORT to create a permanent training structure to upgrade staff and train new staff in the operation, maintenance and repair of agricultural equipment. This is a follow-up of the above survey and implementation programme.

### Transportation

ORT has been involved in 1978 and 1980 in two stages of the IBRD Appraisal Team for its highway project in Senegal. The first activity was a survey and assessment of personnel and training needs within the industry. Several months later, an ORT consultant designed a training programme for the Public Works employees, and also determined the availability of trainees within the Department, facilities and equipment needed, technical assistance requirements as well as costs of the programme.

IBRD  
1981  
Current

In 1981, ORT was chosen to execute this project, including the construction of a new Training Centre and the organisation of Training Production Unist (TPU).

### Women Training

ORT carried out a Market Survey followed by an investigation into the feasibility of integrating women in the construction trades traditionally limited to men. Furthermore, ORT assessed the possibilities of establishing a drafting workshop section with 50% women students within the framework of the existing GFPJ.

Ford  
Foundation  
1983  
Completed

|                      |  |  |                                 |
|----------------------|--|--|---------------------------------|
| <u>SIERRA LEONE</u>  | <u>Transportation</u>                  | As part of an IBRD survey in preparation for a programme of assistance to the Ministry of Works in improving highway maintenance, ORT prepared a report on the training facilities available, and the training needs, with detailed recommendations for a comprehensive training programme.  | IBRD<br>1980<br>Completed       |
| <u>SOUTH PACIFIC</u> | <u>Manpower Development</u>            | A two-man study mission was undertaken by ORT to identifying the training needs in the Rural Development Sector of the South Pacific Area, with particular emphasis on remote islands in that part of the world.   | USAID<br>1981<br>Completed      |
| <u>SUDAN</u>         | <u>Road Maintenance Staff Training</u> | A survey was undertaken to assess training needs in Road Maintenance in Southern Sudan.  | USAID/IBRD<br>1983<br>Completed |
| <u>SWAZILAND</u>     |  | A survey was undertaken to examine training needs of the entire Ministry of Works.   | 1982<br>Completed               |
|                      | <u>Cooper. Staff Trng.</u>             | A survey was undertaken to review training curricula for a cooperative programme.  | IBRD<br>1983<br>Completed       |
| <u>UPPER VOLTA</u>   | <u>Education</u>                       | Within the framework of a World Bank Education Project, ORT has provided an architect for a two-year period, charged with coordinating the construction of various regional training centres.  | IBRD<br>1980-1982<br>Completed  |
|                      | <u>Urban Development</u>               | A 1977 survey assessed needs of two major cities in Upper Volta in the area of municipal services. The organisation, operation and maintenance of all municipal services were considered, as well as city management, including administration of taxation. Problems of integrating and upgrading disadvantaged urban areas were stressed. The recommendations made in the survey have been implemented by an ORT team of three, who carried out the necessary training needed so the national employees can carry out the municipal services functions. | IBRD<br>1979-1982<br>Completed  |

ZAIRE

Transportation

Following the completion of a previous project, a new agreement was entered into providing for the creation by ORT of a Public Works Equipment Maintenance Service (SGMTP). This provides for the management, by ORT, of Zaire's principal road maintenance equipment pool (bulldozers, graders, trucks, etc) and the supervision of a road maintenance training brigade. Seven Regional Maintenance centres, a spare parts depot, and ancillary facilities have been established.

IBRD  
1975  
Current

Transportation

The Office des Routes has entrusted ORT the management of the Lumumbashi CFR (Regional Training Centre). To this end, three ORT specialists are to run this Centre and concurrently train their Zairean counterparts.

USAID  
1983  
Current

Transportation

Parallel to the SGMTP project, CIDA sponsors a programme of procurement of necessary equipment and spare parts. During 1978, the scope of the programme was enlarged and five more specialists were added to the existing SGMTP team to provide on-the-job training in repair and maintenance of the equipment and forecasting spare parts requirements. In addition, training is being given in provision and management of spare parts.

CIDA  
1977-1982  
Completed

Transportation

Reorganising Training Facilities following a project completed in 1975. New Training Centres (four) and a Programming Unit have been created. All are relevant to operation, maintenance and repair of equipment and maintenance and repair of roads.

IBRD  
1979  
Of. des  
Routes  
Current

Transportation

Under IBRD financing, a programme has been carried out to train 2,000 of the 30,000 employees in the National Office of Transport (ONATRA). This training programme called for specialists in such fields as computer programming, diesel mechanics, river barge operation, electricity, administration, and ports operation and maintenance.

IBRD  
1975-1980  
Completed

Transportation

Efficient operation and maintenance of Zaire's network of some 400 ferries is the objective of this project. Following a preliminary study in 1975, a system of training in ferry operation and maintenance was organised and implemented. A central spare parts depot has been set up, and a continuing on-the-job training programme is in operation. Counterpart training is being emphasised.

IBRD  
1975-1980  
Completed

|                 |                               |   |   |
|-----------------|-------------------------------|---|---|
| <u>ZAIRE</u>    | <u>Educ/Agriculture</u>       | <p>This programme of assistance to the Government relates to the training of 35 Zairians in two groups on an eight-month extramural programme sponsored by the World Bank and the Government of Zaire. The training in various Agricultural/Technical disciplines will initially be done at the ORT Anières Institute. Then, after an interim survey, it will be continued in various establishments in Europe.</p> | <p>IBRD<br/>1980<br/>Current</p>        |
| <u>ZAMBIA</u>   | <u>Local Construction</u>     | <p>ORT surveyed the training needs and manpower requirements of the construction industry.</p>  | <p>IBRD<br/>1983<br/>Completed</p>      |
| <u>ZIMBABWE</u> | <u>Roads &amp; Urban Dev.</u> | <p>ORT surveyed in detail the training needs in road maintenance, water supply, sewage and housing.</p>   | <p>IBRD<br/>1982-1983<br/>Completed</p> |
|                 | <u>Agriculture</u>            | <p>This was an ORT sponsored study mission to identify the training needs in the local agriculture with emphasis on the cotton industry.</p>  | <p>ORT<br/>1982<br/>Completed</p>       |



## AMERICAN ORT FEDERATION

### INTRODUCTION

This report outlines American ORT Federation operations during the three year period 1980-1982. Each section deals, in turn, with one of the three years in order to effectively present an accurate picture of the growth and development of American ORT Federation activities.

### 1980 - The Centennial Year

The ORT Centennial was the dominant theme of 1980. The activities, the calendar of events, the frequency and the depth of involvement of the men and women of the American ORT Federation were not merely greater than ever before, but reached deeper into every segment of the community.

Communications media were put to use nationwide, including such elements as TV and radio, as well as exhibits in museums, in Jewish schools and community centers, lesson plans for youngsters, and essay and poster contests.

The academic world was brought within the circle of the ORT Centennial through the medium of a Rabbinic and Scholar Colloquim, the proceedings of which were published. The publication of The History of ORT by Dr Leon Shapiro, then of Rutgers University and a regular reporter on Eastern Europe in the American Jewish Yearbook, provided the first scholarly underpinning to ORT's place in recent Jewish history.

### American Origins

A celebratory recollection of the labor movement origins of ORT in America, where ORT found its earliest welcome in the early 20's and which has not flagged to this day, was sponsored by the Workmen's Circle Division of ORT. For the occasion of ORT's One Hundredth Anniversary, it was recalled that among its "founding fathers" in America were the International Ladies Garment Workers Union; the Jewish Daily Forward, which gave ORT its first "home" in America; and the Workmen's Circle, which gave ORT its first substantial contribution in America.

### Community and Public Impact

Public recognition was accorded to ORT by the General Assembly of the Council of Jewish Federations, by the National United Jewish Appeal and by the American Jewish Joint Distributions Committee, helping to make the Centennial a full American Jewish Community event.

A Presidential Proclamation, declaring April 10, 1980 United States ORT Centennial Day, was issued in response to resolutions passed by both Houses of Congress, in effect, making the Centennial an American event of note.

### The Jerusalem Congress

An American delegation of over 400 to the ORT Centennial Congress, May 30 through June 5, joined a gathering of over 1,000 worldwide delegates.

### American Agenda

One of the most moving of the ceremonies of the Congress occurred at the ORT School of Engineering at the Hebrew University. The American ORT Federation delegation joined in the dedication of the Wall of Honor, the tribute to those men and women whose gifts helped to create that structure.

The American ORT Federation conducted inaugurals for the Business and Professional ORT School in Ramat Gan, the Tom Cook Room at the school in Nathanya, and the Lucy Stern Memorial facility at the Tabor School in Tel Aviv. Visits were made to the room dedicated by Ralph Jaffee in memory of his parents at the Engineering School, and to the John Moss Laboratory at the Syngalowski School.

One of the most significant occasions was the ceremony creating the Shelley Appleton ORT Scholarship Fund at the Engineering School, created by the International Ladies Garment Workers Union.

### Change of Executive Leadership

The following announcement was made on November 7, 1980, by Sidney E Leiwant, then AOF President:

"Donald H Klein has been designated Executive Vice President of the organization and he assumed this post on November 3rd. Paul Bernick, who has been Executive Director for many years and has been associated with ORT since 1948, will continue in his present capacity until the American ORT Federation National Conference in January 1980 at which time he will retire from that position to head the New York office of the World ORT Union with specific responsibilities for Technical Assistance activities."

"Under this plan ORT will not lose Paul Bernick's irreplaceable knowledge and dedication, while at the same time, we will gain the considerable experience and leadership of one of the top-flight professional executives of the American Jewish community."

### Funding the Program - 1980

The American ORT Federation's responsibility to provide funds in support of the ORT global program remains the sine qua non for the presence and work of our organization.

The total American ORT Federation income for the ORT program in the 1980 Centennial Year was over \$7,700,000 from all sources. \$3,900,000 was granted by JDC to ORT. Men's chapters and other affiliated bodies contributed \$1,656,000. Included in the latter are scholarships in various denominations, as well as other forms of contributions developed by men's chapters. Other sources came to \$2,044,000.

### National Legacies Program and Grants

1980 marked 18 years since the establishment of the National Legacies Program. During the period of its activity, legacies and grants brought to the American ORT Federation the sum of \$5,912,951. About \$327,000 was received in 1980.

### Capital Fund Gifts

Mr and Mrs Joseph Spivack, formerly of Cleveland, now of Los Angeles, an honorary Vice President, took the Holon School that carries their name under their wing. Louis Susman of Chicago and Miami Beach, and George Shaeffer of Miami Beach, made possible the constructions of the Julis School.

Other major contributors were Mr and Mrs Fred Thomases; the late Samuel and Isabelle Friedman of San Francisco; and Ben Cherin of San Francisco. Mr Nehemiah M Cohen of Washington, DC has been, and continues to be, a major contributor to a special scholarship fund for the benefit of students at the ORT School of Engineering in Jerusalem.

The largest single contribution to the Bramson ORT Technical Institute, for the Louis Nelson Lounge, was the \$50,000 from Knitgoods Workers' Union, Local 155 of the ILGWU.

The Baron de Hirsch Fund has long held a special place in its relationship to the American ORT Federation, first with regard to funding of the original Bramson ORT School in New York and, in recent years, its substantial grants towards a variety of projects in Israel.

### Annual Scholarship Events

The 1980 Fall scholarship events broke new ground in the number of donors and the levels of scholarship giving due, to a great extent, to pre-solicitation.

1980 Scholarship Events were held in Cleveland, Columbus, Chicago, Washington, Atlanta, Charleston, San Francisco, Los Angeles; and in the Apparel, Plumbing and Heating and Jewelry Industries, and by Bruce Teicholz New York Scholarship Division. Pre-solicitation proved to be the single most effective procedure.

### Broadening of the Membership Base

The commitment and aggressiveness of chapter leadership to branch out with the whole community as the largest population for membership enrolment was reaffirmed.

### National Organization Committee

Implicit in all of the above was an even more active National Organization Committee. 1980 marked an increased communication, formal and informal, in making inquiries and exchanging evaluations and judgements among the members of the National Organization Committee, thus enhancing the exchange of information and ideas during 1981.

#### American Labor ORT

Basic leadership changes were made in Labor ORT in 1980. Shelley Appleton, Chairman for many years, and designated Chairman of the World ORT Union Executive Committee, was elected Honorary Chairman. Edward Schneider, ILGWU Vice-President, was elected the new Chairman of the ALO. Jay Mazur, Vice-President of the ILGWU, was elected Membership Chairman.

#### National ORT League

The National ORT League, whose approach is primarily to the Yiddish-speaking community, considerably reconstructed and enlarged its pattern of activities.

#### Business and Professional ORT

One of the many Jerusalem Centennial Congress events was the visit to the ORT Institute for Chemical Technology by delegates and friends of Business and Professional ORT, which supports the school, and the dedication of a new memorial tablet. Business and Professional people participated actively at all Congress levels. With about 1,000 members organised in six chapters located in New York, New Jersey and Philadelphia, Business and Professional ORT was able to report a productive and fruitful year.

#### The Bramson ORT Technical Institute

The Bramson ORT Technical Institute is the first, and only, Jewish sponsored institute of higher technical studies in the United States. Located at 44 East 23rd Street, in the heart of Manhattan, it is easily accessible by public transportation and is in close proximity to numerous colleges and universities, libraries, and specialised scholarly institutions, with whom cooperative agreements to utilise certain facilities have been reached.

Formerly dedicated in 1977, with an initial enrolment of 47 students the roster of the 1980-81 school year was over 200. Originally inaugurated as the Technology Division of the Bramson ORT Training Center, the school assumed its present name on October 17, 1979, by action of the New York Board of Regents. The Board of Regents conferred a college charter to the school in November 1978. The school offers a variety of tuition programs for students. As of the opening of the 1980-81 school year, the school was eligible for all major forms of Federal and State financial student assistance.

The first two departments established were Business Administration and Electronic Technology. Business Administration included accounting, legal, executive and standard secretarial skills, word processing, and sales management. Electronics included computer technology, electronic application and merchandising, and test equipment and maintenance technician and electronic engineering technology. These two departments remain the basic study backbone of the Institute, but many changes have been introduced, both in substance of studies and in broadening the areas of study. After two years of research, the trustees approved the establishment of a department of Ophthalmic Laboratory Technician. The program was launched in the Fall of 1980 with 25 students.

### ORT Technical Assistance in 1980-83

ORT Technical Assistance in 1980 was involved in some 28 projects located in 16 countries, largely in sub-Saharan Africa. It fielded 119 specialists plus an array of consultants in specialised fields, in the areas of human resources, educational and economic infrastructure development and involved the training of well over 4,000 people. The American ORT Federation Technical Assistance offices, located in New York City and Washington, DC, works closely with American and world governmental groups such as United State Agency for International Development, the World Bank, etc, in close cooperation with the World ORT Union Technical Assistance Department and also purchases equipment for ORT projects worldwide.

### 1981 - A New Beginning

1981 was characterised by a sense of a new beginning, of laying the foundation of ORT's Second Century.

Within the American ORT Federation, 1981 was a year of change. A new staff administration, centered on its new Executive Vice President, took hold. Staff enlarged, particularly in Public Relations and Fundraising. Higher goals than ever were established and met. Experiences derived from community work were brought to bear and redefined in line with the potential history of American ORT. Change, and a desire to open the American ORT Federation to new people and new experiences, characterised 1981.

During 1981, gears switched from the Centennial as such to an accent on "Inaugurating ORT's Second Century". Gains and activities launched in the course of the Centennial celebration were consolidated. ORT was presented on the community scene with confidence and energetic pursuit of higher goals in fundraising and leadership involvement. An ORT library and archive was created at the National Office of American ORT Federation and in YIVO in New York; an Annotated Catalogue of Materials on the History of ORT was published.

### Funding the Program - 1981

American ORT Federation income from all sources in 1981 was approximately \$8,000,000.

Membership-generated income contributed close to \$2,000,000 toward this total.

Included in this figure are scholarship contributions, grants for program operational needs, legacies and bequests and contributions not earmarked for other purposes.

Other sources contributed \$1,600,000.

To these should be added \$4,400,000 contributed by the JDC which includes a one-time allocation of \$300,000. In total, this was \$500,000 over 1980.

### National Legacies Programs and Grants

1981 marked 19 years since the establishment of a National Legacies Program, in the course of which legacies and grants brought to the American ORT Federation about \$6,213,000. About \$300,000 was received during 1981.

### Capital Fund Gifts

Louis Susman undertook the construction of a new facility with a grant of \$500,000 for the Helen Asher ORT School at Israel Aircraft Industries.

A highlight of 1982 was the provision by an anonymous donor in Florida of one million dollars to memorialise Saul H Ehrenpreis at the Student Club and Recreation Center at the ORT School of Engineering in Jerusalem.

The Baron de Hirsch Fund again made a substantial grant in 1981 and continues its support.

Scholarship Funds have been established in recent years by Nehemiah Cohen, Adolph Bondy, both of Washington, DC, and others who have used this pattern of gifts. In 1981 such funds were established by Mrs Sonya Salmon of Miami Beach, in memory of Solomon Salmon; and the Milton F Meyers Scholarship Fund, established from Cleveland by David and Inez Meyers.

### Public Relations Takes on a Fresh Meaning

For the first time in many years, Public Relations was elevated into a full-time function of the National Office, geared to the thrust and goals of the organisation and effectively supportive of chapters and groups across the country. This department is a constant resource for the interpretation of goals and activities to the community. The new PR Department was part of the "new look" of the American ORT Federation. Among its production was the first re-design in many years of the ORT Yearbook, the centerpiece of ORT publications.

A new information link was created in the form of a Confidential - Not For Publication periodic memorandum by the Executive Vice President.

The three issues produced in 1981 encapsulated the plans and events of American and World ORT, sharing events and plans with people involved in the ORT leadership.

While these are some of the highlights of a year of the new PR Department, probably even more significant than each of these items is their cumulative impact in making available a steady flow of materials as needed. Going beyond the specific publications and productions, has been a steady flow of releases and news items for publications which has brought the American ORT Federation to the American Jewish Community scene.

### Scholarship Scale

The scale ranging from \$600 to \$7,500 held in 1980 and 1981 with two very significant priorities for 1982:

- a. To accept as realistic \$1,000 as the dollar sign for scholarship renewal. Here we deal with people who have proven their loyalty by annual renewals. Asking them to move from \$600 to \$1,000 was realistic, as these "repeats" know the ORT story.
- b. Operation Upgrade - to make \$1,500 to 2,500 annually the new scholarship level.

### Getting away from the scholarship vise and dealing with money contributions in multi-scholarship amounts.

This new option called for new thinking - aggressively inviting gifts of \$3,000, \$5,000, \$10,000, etc.

### Dues Schedule

In 1980, in honor of the Centennial, \$100 dues was invited for renewing members in honor of the One Hundredth Anniversary of ORT, a one-year request. The National Organisation Committee retained this higher level.

### National Leadership Development Program

Approved in 1980 as an organisational priority, this vital concept is a serious expression of the idea of a Renewed ORT. The goal is for leadership development to become incorporated as a norm in chapter dynamics and its relationship to the community, as well as at the level of the National Organisation Committee. It was proposed that Leadership Development become a regular, on-going function nationally and of several key chapters and new organisation areas during 1982.

### New Thrusts and Fresh Priorities

The large gift program of identifying candidates for substantial gifts, researching the prospects, relating to the appropriate chapter people, and a one-on-one presentation by a top national American ORT Federation leader was implemented.

### Engineers for ORT

First steps were made to establish a national-in-scope ORT Engineers Division.

### Midwest - Chicago

The first major event in the new organisational development in Chicago was a luncheon at which the Guest of Honor was Mayor Jane Byrne. Explorations are in progress for establishment of industry-based ORT divisions, geared toward fine-tuned fund raising as the end goal. Chicago's Midwest development ranks top priority in terms of organisational expansion.

### West Coast - California

Men's ORT presence in this area had been limited to Los Angeles and San Francisco. The Finance Committee approved the employment of a full-time professional to take the task of building American ORT Federation in the entire region.

### Congressional Friends of ORT Committee

First steps were taken to establish a new Congressional Friends of ORT Committee. Co-Chairmen are Senator Howard Metzenbaum of Ohio and Senator John Danforth of Missouri.

### American Labor ORT

American Labor ORT maintained its active and productive role in the American ORT Federation.

Since 1975 American Labor ORT contributed, in capital and general funds, over \$400,000. Other productive aspects of American Labor ORT activities included cooperation with the Apparel Industry Chapter and relations with the Jewish Daily Forward and radio station WEVD.

### National ORT League

The National ORT League, whose approach is primarily to the Yiddish-speaking community, considerably renovated its pattern of activities with a replenishment of leadership, with a new people in top positions and with a deeper reach into the fraternal societies.

### Business and Professional ORT

Business and Professional ORT continued its important work in 1981. Probably the oldest unit in American ORT, with about 1,000 members organized in six chapters located in New York, New Jersey and Philadelphia, Business and Professional ORT was able to report a productive and fruitful year meeting its pledge.

### American and European Friends of ORT

The American and European Friends of ORT remained "number one" as the largest contributing chapter with over \$100,000 as its base for the past several years.

### Workmen's Circle Division of ORT

Workmen's Circle Division of ORT continues its work on behalf of ORT, highlighted by its very successful Adopt-An-ORT-Student Program.

### Bramson ORT Technical Institute

In 1981 Bramson ORT Technical Institute felt the effects of the general economic downturn and more specifically, the greater difficulties faced by students in obtaining essential tuition and other government funds. A downturn in potential students from the pool of Soviet and Iranian immigrants was also evident. The governing bodies of the Institute undertook a review of the situation to assess financial implications and future academic directions, taking these factors into account. 1981 Fall enrolment numbered 196 (112 full-time and 84 part-time students).

In 1981 Bramson received candidacy status with the Middle States Association of Colleges and Schools, one of the most prestigious educational bodies covering institutions of higher education in this area.

Bramson embarked on a series of activities geared to bringing information about the work of the Institute to segments of the community and to other schools. A variety of special seminars were conducted during evening hours and on Sundays that were geared to mini-courses and to briefing sessions as to what the Institute offers. A particular effort was directed to occupations for women.

Bramson embarked on a three-pronged recruiting drive - "traditional" students, those in the 18-25 age bracket with high school diplomas for whom the full-time study program of 25 class hours weekly for two years is available; for "non-traditional" students, in the 26 and over age bracket for whom both individualised programs and one-year certificate programs were available; special students, including foreign students, even those with language problems, for whom special programs could be tailored.

Of 1981's 196 full and part-time students, 45% were high school graduates who had never attended college, the Bramson Institute being their first experience in higher education.

### The Bramson ORT Training Center

The Bramson ORT Training Center was organised to provide training in entry level skills to Jewish refugees in 1943, making this relatively small, originally temporary program for a transient people the oldest school in ORT. Close to 35,000 refugees passed through the school to take their first jobs and to begin to earn a living in their new land during the school's lifetime.

### Peak Time

The school's enrolment mirrored the flow of immigration. For Soviet immigration, all of 1979 and through the first half of 1980 were peak times. With over 50,000 Jews leaving the Soviet Union in 1979, the school was suddenly inadequate. Just as there were months of overcrowding in the Rome ORT program for Soviet Jews, so too, Bramson felt the impact. Thus in 1979 Bramson increased the number of teachers and the number of hours during which the school was open. The pressure of numbers called for more space. Premises were moved in the building at 817 Broadway to a more efficient and physically advantageous location on the 9th floor.

By October 1980, and all through 1981, the turnabout in the Soviet Jewish immigration flow called for a different operational pattern. The numbers tell the story. Soviet emigration for the year 1979 was 51,603, the all-time peak. In 1980, less than half of that, for a total of 21,471 came out. 1981 witnessed a catastrophic drop to 8,275 during the first nine months.

This same trend is mirrored in the school's enrolment: 1978 - 273, 1979 - 378, 1980 - 380, 1981 - 170. In 1982 enrolment declined and the school faced the possibility of suspending operations.

#### The Jewish High School of South Florida

The Jewish High School of South Florida/ORT project came to fruition with the signing of a memorandum of agreement calling for ORT financial involvement for the first three years, \$60,000 in 1981, \$65,000 in 1982, and \$70,000 in 1983.

Dr Dan A Sharon, Director of the Technical Department of the World ORT Union, visited the school in late October 1981, to further advise on the curriculum and computer purchases. Students were being taught the basics, using programmable calculators, by Dr Gyora Mann, ORT's instructor on the faculty. Dr Mann, formerly of Hebrew University, holds the post of Chairman, Department of Science and Technological Education for the school.

#### 1982 - NEW WAYS TAKE ROOT

##### Funding the Program

American ORT Federation income from all sources in 1982 was approximately \$8,000,000.

Membership-generated income contributed \$2,350,000 toward this total.

Included in this figure are scholarship contributions, grants for program operational needs, legacies and bequests and contributions not earmarked for other purposes.

Other sources contributed \$1,300,000.

To these should be added \$4,350,000 contributed by the JDC.

##### National Legacies Program and Grants - Toward a New Start

1982 marked 20 years since the establishment of a National Legacies Program, in the course of which legacies and grants brought to the American ORT Federation totalled about \$6,513,000. Over \$300,000 was received during 1982.

##### Chapter Activities

During 1982 American ORT Federation chapters and divisions throughout the United States were active on behalf of ORT. Chapter activity reached a new zenith in meeting the fund raising challenge.

#### American and European Friends of ORT

American and European Friends of ORT celebrated its 40th anniversary on October 25th. Featured was a report on ORT needs from Dr William Haber, Honorary President of AOF and the World ORT Union, and celebration of the 90th birthday of Leo Najda, the group's Campaign Chairman, and the 80th birthday of Jacques Zwibak, Chairman of the chapter's Executive Committee. The establishment of the Jacques Zwibak Room at the ORT School on the Street of the Prophets in Jerusalem was announced.

#### American Labor ORT

American Labor ORT conducted its annual meeting on April 21st and adopted an organisation expansion plan for outreach to a number of unions in the New York City area. It conducted its most successful fundraising drive in recent years.

#### Apparel Industry Chapter of ORT

Apparel Industry Chapter announced the issuance of the 1982 Chapter Journal in honor of David Dubinsky, the late Past-President of the ILGWU who was a founder of American Labor ORT. The chapter mobilised the participation of many of the employers' associations in the New York garment industry.

#### Business and Professional ORT

Business and Professional ORT organised a series of social and fund raising activities. Its calendar year was loaded with functions organised by its six constituent chapters in Manhattan, Bronx, Brooklyn, Queens, Northern New Jersey and Philadelphia.

#### Engineers for ORT

Engineers for ORT began with a national mailing to prominent engineers in the academic and corporate world, and was formally launched at the Israel Consulate in New York in January 1983.

#### Workmen's Circle Division of ORT

Workmen's Circle Division of ORT held its Ninth Annual Citywide Conference in New York City on February 7th. Participants in the Workmen's Circle Adopt-An-ORT-Student program adopted nearly 300 students at ORT schools in Israel. The Division inaugurated its 10th Anniversary at a meeting of the group's Executive Board on November 9th. Shelley Appleton, Chairman of the World ORT Union Executive Committee was honored.

#### American ORT Federation Chapter Activity Nationwide

American ORT Federation chapters and divisions were increasingly active in 1982, with membership, fund raising and scholarship contributions on the rise throughout the United States. Among those were: Atlanta Men's ORT; Baltimore Men's ORT; Boston Men's Ort; Charleston Men's ORT; Chicago Men's ORT; Cleveland Men's ORT; Columbus Men's ORT; Dalton (Georgia) Men's ORT; Detroit Men's ORT; Jacksonville Men's ORT; Jewelry Industry

Chapter; Los Angeles Men's ORT; National ORT League; New York Scholarship Fund; Palm Beach Men's ORT; Philadelphia Men's ORT; Plumbing and Heating Industry Chapter; Real Estate Construction Industry Division; San Francisco Men's ORT; Washington DC Men's ORT.

#### AOF Fund Raising

The history of AOF Fund raising shows a consistent and substantial increase from year to year.

The following figures underscore how far we have come in the last few years:

|           |           |
|-----------|-----------|
| 1976 - \$ | 825,000   |
| 1977 -    | 925,000   |
| 1978 -    | 1,000,000 |
| 1979 -    | 1,150,000 |
| 1980 -    | 1,600,000 |
| 1981 -    | 2,000,000 |
| 1982 -    | 2,350,000 |

In 1983 the proposed fund raising goal of the American ORT Federation is \$2,600,000. With the concerted effort of AOF members and supporters throughout the United States, 1983 will mark another year of dedication and fulfilled commitment to ORT and to the children of ORT.

#### National Scholarship Committee

In 1982 the National Scholarship Committee upgraded existing AOF scholarships and embarked on a vigorous campaign to solicit new scholarships.

The basic scholarship, raised to \$750, provides for the education of a student at an ORT school for one year.

Scholarship and maintenance costs \$1,000 and covers the cost of the "extras" of young people in school such as books, school supplies, carfare to school, etc.

Multiple scholarships with maintenance are also available.

ORT School of Engineering Scholarships, \$1,500 a year, cover tuition at the ORT School of Engineering. The scholarship commitment totals \$7,500 for the five years of study it takes to earn a Technician's or Practical Engineering degree. Donors of scholarships at the ORT School of Engineering are cited as Builders of the Dream. Their names are inscribed permanently on the Wall of Honor at the school in Jerusalem.

#### Matching Gifts Program

A matching gifts program for the Bramson ORT Technical Institute in New York City was launched in 1982, involving 850 major corporations in the United States.

### AOF Mission to Israel

The AOF Mission to Israel, April 29 to May 9, brought representatives from nine cities to tour ORT schools and programs throughout Israel, where they met with ORT students and educators. As a result of the success of this first AOF Mission a second, two-tracked Mission toured ORT operations in Israel and Europe in May 1983.

### National Task Force on Leadership Development

A two-day conference of the AOF National Task Force on Leadership Development was held in Washington, March 23-24, attended by chapter leaders from Baltimore, Boston, Cleveland, Dayton, New York, Philadelphia and Washington.

Various committees of the Task Force worked out an action plan for chapter expansion and leadership recruitment in cities throughout the country now targeted for accelerated development.

### Claims for Compensation from Iran

The AOF, in cooperation with the World ORT Union, is currently pursuing a claim for compensation amounting to several million dollars from the Iranian Government for the takeover of the ORT school in 1980. This claim, now before the Special Claims Tribunal Meeting in The Hague, is based upon AOF buildings, equipment and other capital goods confiscated.

### 1982 American ORT Federation National Conference

The 35 years of ORT-JDC partnership was commemorated at the 1982 National Conference Banquet. "That partnership has been directly responsible for upgrading the lives of thousands of Jews throughout the world, helping ORT to operate its global network of 800 schools and training centers serving some 100,000 students throughout the world", noted Sidney E Leiwant, then American ORT Federation President, speaking to some 500 delegates at the AOF National Conference held January 22-24 in New York City. "Through ORT, students acquire not only the means of earning a living, but an appreciation of Jewish culture and tradition which fosters a worthwhile quality of living as well."

At the conference banquet session Mr Leiwant presented a scroll of appreciation from the American ORT Federation to JDC leaders "in recognition of 35 years of continuous ORT-JDC partnership in Jewish commitment, 1947-1982". The award was accepted by JDC President, Henry Taub, JDC Executive Vice President, Ralph I Goldman and JDC Honorary President, Edward M M Warburg, who was a featured speaker at the banquet session.

ORT receives an annual allocation from the JDC (which is funded by National UJA and community Federations). Since 1947 that allocation has totalled more than \$83,000,000.

### At the General Assembly

The American ORT Federation and Los Angeles Men's ORT held a joint reception for the friends of ORT at the General Assembly of the Council of Jewish Federations on November 11th.

### ORT Schools in the United States

In 1982 the Bramson ORT Technical Institute, the first, and only technical college in the United States under Jewish auspices, was granted an Absolute Charter by the New York State Board of Regents on December 17. That year Bramson Technical Institute pioneered innovative programs leading to College Certificate and Associate Degree programs in Accounting, Computer Programming, Management and Sales, Secretarial Studies and Word Processing, Electronic Technology and Ophthalmic Technology.

Bramson held its Third Commencement Exercises in June 1982 at which 31 Associate Degrees and College Certificates were awarded. By the time the ceremony took place, many of the graduates had already been placed in outstanding positions of their choice. Others planned to continue their college education.

### The Bramson ORT Training Center

In 1981 the Bramson ORT Training Center trained some 200 students from the Soviet Union, Poland, Hungary, Latin America, Syria, Israel, India and Iran in needle trades such as sewing, cutting and pattern making. The enrolment declined in 1982 primarily due to the decreased flow of Russian emigrants. In March 1983 the school was, regrettably, suspended.

### Jewish High School of South Florida

The entry of ORT into the American Jewish Day School System started at the beginning of the 1981-1982 school year when the American ORT Federation and Women's American ORT agreed to co-sponsor a pioneer program, integrating modern technology at the Jewish High School of South Florida, with a concentration on the curriculum areas of science and technology. The program proved highly successful and student registration nearly doubled for the 1982-1983 school year.

### ALVIN L GRAY ELECTED PRESIDENT OF THE AMERICAN ORT FEDERATION AT THE ANNUAL AOF NATIONAL CONFERENCE IN NEW YORK

Alvin L Gray, of Cleveland, was elected President of the American ORT Federation at the organisation's annual National Conference held in New York City, January 21-23, 1983. Long active in ORT and other Jewish organisations, Gray has been a member of the World ORT Union Executive Committee and now serves as both a Vice President and a member of the Administrative Committee of the World ORT Union.

### New Public Relations Tools

1981 and 1982 saw the development and production of a wide range of new informational and fund raising tools geared to presenting the scope of the American ORT Federation both to the Membership and to the public at large. They include the following:

The new AOF brochure, Building Dreams, which presents the story of the American ORT Federation and ORT's global network of vocational and technical schools.

The 1982 ORT Yearbook, which was distributed to Jewish organisations and leaders throughout the US. The ORT Yearbook provides a comprehensive, country-by-country report to the American Jewish community of ORT's global operations.

Looking to the Future, a guide to the AOF Legacy Program which includes a Letter of Intent form to facilitate program operations.

Moving Up, a new slide show presenting ORT's role in Israel.

For the Children of ORT, a new slide show which presents the scope of the worldwide ORT network by looking at a single moment in time.

Four Years of ORT, a new slide show highlighting developments in the ORT world in an important four-year period, 1979-1982.

The American ORT Federation Bulletin in a new, revised format.

A new series of Special Recognition Awards and Scholarship Awards.

A wide range of honorarium cards, invitation shells, membership cards, press clipping montages, banners, article reprints, posters, pledge cards, and other membership tools were also produced and made available to AOF chapters.

Press coverage of AOF functions was increased in the Jewish press, local newspapers and trade publications throughout the United States.



## ORT URUGUAY

### 1. The Social and Economic Situation of Uruguay from March 1980 to March 1983

The country's economic situation has deteriorated sharply over the past three years. Traditional and non-traditional exports have been paralysed and an increase in imports succeeded in dismantling national industry and in raising unemployment levels which have already reached alarming figures.

Financial measures enforced from 27th November, 1982, which brought the dollar from \$13.90 to \$32.00 attempted to correct the export picture, apparently without any great result in the short term. However, the country's poor purchasing power and the consequent fall in imports have been a slight help to national industry during the first months of 1983.

As far as private education is concerned, one result of the crisis has been the transfer of students in fee-paying courses to the free state schools.

### 2. Situation of the Country's Jewish Community

The Uruguayan Jewish Community has some 35,000 members, almost all of whom live in the capital, Montevideo.

The economic conditions mentioned above have also affected them, giving rise ultimately to an increase in the number of those going on Aliyah or thinking of doing so, as well as in those emigrating to other countries.

Those staying in the country have taken measures to reduce their own expenditure and this has had a direct effect on the community schools, which are privately run. Registration has fallen at primary, secondary and post-secondary levels.

### 3. The ORT School

a. Student Body - see annex.

b. Examination Results, Post-Secondary Education, Graduate Employment

Certain aspects are affected by the economic situation of the country. As far as examinations are concerned we have achieved the following results:

#### Electronics

Technicians                      70% passed

Radio - TV                        80% passed

Most graduates were employed after training by Philips, Apsa (Canon), Relco (Hitachi) Blender SA, Interfase, and Teleseguro, etc.

Computers

|   |            |
|---|------------|
| Programme analysts                          | 65% passed |
| Data Entry and Operation<br>(short courses) | 75% passed |

Graduates of the courses found employment with Texaco, Juncadella-musso, IBM of Uruguay, Neosul, Bull of Uruguay, Burroughs, Arnaldo Castro SA, Datamatic, etc. Other graduates got better jobs with their current employers.

Business Courses

80% of examination candidates passed their examinations in this section. Graduates find employment fairly easily in accountancy departments and in the administrative offices of various business concerns. A certain percentage continue more advanced administrative studies at university.

Baccalaureat Candidates

Success rate here is 80%. About 80% of graduates continue with higher education at the university.

c. Cancelled Courses

1. Teacher training (joint programme - ORT/Vaad Hajinuj) due to lack of financial support from the Jewish Agency.
2. Audio-visual English for teen-agers. An external course. For political reasons, computer courses and changes in the state programme included this subject from the first year of secondary school from 1982 on.

d. New Courses

IBM S/34 Operation

II Operation

Data Entry

Data Processing

Teacher upgrading and refresher courses

Jewish Education for adults

Creative Education in the Community Schools

Computer Literacy for teen-agers in the Community Schools

Computer Literacy for ORT and Community School teachers

Electronics, Systems Control, Communications, Digital Electronics

Administrative skills and Colour TV

e. Jewish Education

We confront the same problems encountered by all the community schools and probably by all the schools on the Latin America continent, as outlined at the Latin American Congress on Jewish Education, organised in Rio de Janeiro, Brasil.

We have begun to improve the content of our programmes and their methodology. This is done through constant updating of working methods in class to achieve active participation by the students. Teachers also receive frequent refresher courses.

f. The effects of technological change on the programmes of ORT Uruguay

ORT Uruguay maintains an alert attitude to the changes in science and technology, updating its courses, as shown by the development of short courses and sections in computers, the introduction of computer literacy for teachers in various departments, the introduction of short computer courses in the administrative and electronics sections, and the increased emphasis on the trend towards electronics, sciences and administration at baccalaureat level and higher level of encouragement shown for courses in general and specialised electronics.

g. New equipment bought for the school

This includes an IBM S/34 computer with a print-out and four terminals.

h. The role of women in the school

We have met with some success in attracting women to the technical courses with a considerable rise in their numbers. There are now 329 women studying both computers and electronics.

Teachers in these sections can also count women amongst their number.

i. Extra-curricular activities

Our school is mainly for adults (aged between 18 and 25) who because of their studies and outside work have very little time for out of school activity.

j. Teacher training and upgrading

Ort Uruguay established a permanent training and upgrading unit in 1979, which has concentrated its work on updating and improving the knowledge and methodology of the school's teacher personnel and that of the programme coordinators from the community schools. We must also mention in this respect that we give computer literacy courses for teachers as noted previously.

#### 4. Goals for the coming years

- a. Continue to strengthen our collaboration and work with the community schools in the fields of creative education, computer literacy and Hebrew language courses.
- b. Strengthen upgrading courses for state bodies.
- c. Carry out joint pilot programmes in pedagogy with state institutions.
- d. Carry out a higher quality of post-graduate courses in each of our sections.

#### 5. Future Projects

Creation of a Research Unit to

- (i) Analyse technological education
- (ii) Diagnose areas of conflict in the basic subjects
- (iii) Production of remedial teaching modules

#### 6. Position of ORT in the Jewish and non-Jewish community of Uruguay

This school has a very special standing in this context because of the variety of courses it offers which gives it access to all the socio-economic levels of the country. It is recognised as the best private technical training institution in the country. It is the only one recognised by the National Department of Education as entitled to give Baccalaureat courses in Electronics and Administration. Furthermore, it is the only private institute which has succeeded in penetrating the continuous education units of autonomous state organisations where it gives upgrading courses for personnel in different factories throughout the country.

It is the only Jewish educational institute which lends its technical assistance and transfer of its know-how to community schools and other Jewish institutions through its programmes of creative education, computer literacy, primary school English, and Hebrew and English courses for teen-agers.

Furthermore, it is the only private institution teaching Programme Analysis for the tertiary sector on behalf of such international firms as IBM, TEXACO and Nestle.

#### 7. Fund Raising

Over recent years, this area of activity has been much reduced, mainly owing to the general economic difficulties.

| <u>STUDENT BODY</u>   | <u>March 1980</u>  | <u>March 1983</u>               |
|---|--------------------|---------------------------------|
| <u>I. JUNIOR SCHOOL COURSES</u>   |                    |                                 |
| I.1 <u>Pre-University</u>   |                    |                                 |
| - Baccalaureat (Electronics, Sciences,<br>Administration)                   | 106                | 72                              |
| I.2 <u>ORT Courses</u>  |                    |                                 |
| - Secretarial   | 33                 | 40                              |
| - Programme Analysis  | 114                | 556                             |
| - Operation I IBM S/34  | -                  | 153                             |
| - Operation II  | -                  | 26                              |
| - Data Entry  | -                  | 37                              |
| - Electronics (Digital Communication<br>Control Systems)                    | 145                | 166                             |
| - Radio TV  | 132                | 103                             |
| - Medical English   | 47                 | 40                              |
| - Teacher Upgrading   | -                  | 70                              |
| - Teacher Education for Adults  | -                  | 40                              |
| - Computer Literacy for Teachers  | -                  | 70                              |
|   | <u>SUBTOTAL</u>    |                                 |
| II. <u>EXTERNAL COURSES</u>   | <u>577</u>         | <u>1,373</u>                    |
| II.1.0 <u>In the Community Schools</u>                                      |                    |                                 |
| - Hebrew for adolescents (Ariel School)                                     | 48                 | 45                              |
| - Primary Creative Education " "  |                    | 300                             |
| - " " " (Integral)  | -                  | 280                             |
| - Computer Literacy, adolescents (Ariel)                                    | -                  | 100                             |
| - " " " (Integral)  | -                  | 150                             |
| II.2. Computer, Electronics & Business Courses<br>for commercial businesses | approx 50 a yr     | 200 approx<br>foreseen for year |
|   | <u>SUBTOTAL</u>    | <u>98</u>                       |
|   |                    | <u>1,075</u>                    |
|   | <u>GRAND TOTAL</u> | <u>675</u>                      |
|   |                    | <u>2,448</u>                    |



