A Forest for the Trees
TheLessonMachine.Com's Approach to Achieving Education for All

Education for all humanity is necessary for the establishment of peace. By attacking the poverty / violence connection, we can begin to promote stability between and within the countries and cultures of this world. The need for intercultural education materials, both regional and country-specific, is critical. The time is now.

Promoting a philosophy of peace through understanding, and understanding through education, TheLessonMachine.Com maintains the vision of a world community where all cultures are understood and respected. To this end, TheLessonMachine.Com develops materials for under-represented countries and cultures around the world. With the trauma of international events occupying so much time in the media, it's imperative that accurate, positive cultural information be disseminated, and quickly. The most precious resource for solving this problem? Our children. Massive systemic change in cross-cultural perception will only come from involving and impacting the entire family. This is initially accomplished by exposing the youngest members to cultural learning opportunities that are fun and positive.

Other organizational movements (the environment, animal rights) already realize the importance of engaging our youngest citizens. They have letter writing campaigns, classroom activity packs, etc. Yet our most important ambassadors are overlooked with regards to cross-cultural understanding. TheLessonMachine.Com embraces the idea of children playing a critical role in world peace. They, our most powerful emissaries, are the ones most capable of breaking down barriers. This can begin, simply, in the classroom. Celebrating the positive aspects of world cultures in a nurturing classroom environment removes the fear that has become prevalent. And this is a time in our world when fear is driving us further away from our fellow world citizens.

 Students need to study their heritage appropriately using materials that generate enthusiasm, recognize the educational needs of the population, and are user friendly to teachers. Access to such materials is desperately needed at all grade levels, particularly elementary. Systemic change in international perception and understanding is imperative.

While there are some resources on the market, the problem is that many of them are too comprehensive and incohesive to be user friendly to classroom teachers. We must generate enthusiasm and intrigue in our students to promote interest in further study. This has been virtually ignored in many areas of the market, particularly in certain areas of international study. Next, through generalized study of related subtopics, students are guided further along the continuum. This level also has serious gaps in material availability. The final phase is precision. Smaller subtopics are covered in great detail at this level. The comprehensive materials gap mentioned above is largely a result of the fact that available materials deal with this type of material only, ignoring necessary foundational elements.

Through specially designed resource materials, flexible formatting and an international media campaign, all issues discussed above will be addressed simultaneously. Students and teachers will have access to country-specific curricula at all grade levels. Instructional materials providing accurate heritage information will be available in schools, an immediate alternative to media bias.

By building the appropriate foundations, not only will the critical need for initial study materials be met, but the materials already available at the precision level will have an immediate framework within which to promote their more active use. While materials at all grade levels will be developed, beginning with elementary will provide the most direct exponential impact. Using the natural enthusiasm of young children will involve the entire family in the educational process. **Following are three charts detailing our global solution, 1) A needs assessment matrix, 2) A category description and development matrix, and 3) An integration chart for TheLessonMachine.Com and the Dakar Framework for Action.** For the overall framework of stability and economic development, see our "Shifting the Sands of Violence" document in the "Our Story" section of the website.

Needs Assessment Matrix	Central America & Caribbean	North America	Europe	Middle East	Asia	Africa	South America	Oceania - Pacifica & Antarctica
Oak	Costa Rica, Cuba, Guatemala, Haiti, Jamaica, Puerto Rico	Canada Mexico United States	Denmark, Germany, Greece, Iceland, Ireland, Norway, Poland, Russia, Scotland, Sweden, Turkey Ukraine	Egypt, Iran, Iraq, Israel & The Palestinian Territories, Turkey	Cambodia, China, Japan, Korea, Philippines, Vietnam	Egypt, Ethiopia, Ghana, Kenya, Nigeria, South Africa, Tanzania	Brazil, Peru	Australia
Willow	Dominican Republic, El Salvador, Trinidad & Tobago	---------------	Czech Republic, England , Finland, France, Holland/Netherlands, Hungary, Italy, Latvia, Spain, Switzerland, Wales	--------------------	Armenia, Indonesia Laos, Pakistan, Thailand	Benin Republic, Congo, Dem. Rep. of Congo (Zaire), Liberia, Madagascar, Mali, Morocco, Somalia, Sudan, Uganda, Zimbabwe	Argentina, Chile, Venezuela	Antarctica, New Zealand, Northern Mariana Islands
Cedar	Bahamas, Barbados, Belize, Dominica, Grenada, Honduras, Martinique, Nicaragua, Panama, St.Kitts & Nevis, Virgin Islands,	--------------	Albania, Belarus, Belgium, Bulgaria, Croatia, Estonia, Greenland, Lithuania, Macedonia, Malta Portugal, Romania, Serbia & Montenegro, Slovakia, UK	Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, Yemen	Azerbaijan, Bhutan, Burma / Myanmar, Kazakhstan, Mongolia, Nepal, Singapore, Sri Lanka, Kazakhstan	Algeria, Angola, Cameroon, Cape Verde, Central African Republic, Comoros Islands, Eritrea, Gabon, Libya, Malawi, Namibia, Rwanda, Senegal, Seychelles, Sierra Leone, Tunisia, Zambia	Bolivia, Colombia, Ecuador, Guyana, Uruguay	Fiji, Marshall Islands, Micronesia, Palau, Papua New Guinea, Pitcairn Islands
Palm	Antigua & Barbuda, Aruba, Cayman Islands, Guadeloupe, Montserrat, St. Lucia, St. Vincent &The Grenadines, Turks & Caicos Islands,	--------------	Andorra, Austria, Bosnia-Herzegovina, Cyprus, Liechtenstein, Luxembourg, Monaco, Moldova, San Marino, Slovenia, Former Yugoslavia	Bahrain, Cyprus, Oman, Qatar, U.A.E.	Bangladesh, Brunei, East Timor, Georgia, Kyrgyzstan, Maldives, Taiwan, Tajikistan, Turkmenistan, Uzbekistan	Botswana, Burkina Faso, Burundi, Chad, Cote D'Ivoire, Djibouti, Equatorial Guinea, Gambia, Guinea, Guinea Bissau, Lesotho, Mauritania, Mauritius, Mayotte, Mozambique, Niger, Reunion, S.A.D.R. Sao Tome & Principe, Swaziland, Togo	French Guiana, Paraguay, Suriname	Cook Islands, Coral Sea Islands, French Polynesia, Kiribati, Nauru, New Caledonia, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Wallis Islands

Category Description & Development Matrix	Description	Placement Logic	Overall Development Plan	Initial Steps for Implementation	Long Range Plan
Oak	**Strong, like the resource lists for these nations.** Countries in this category can enjoy multitudes of materials, quickly developed.	Resource lists with abundant children's titles, folklore anthologies, online legend resources, well documented cultural references, etc. With many resources available, extensive modules can be developed quickly, making it easier for educators & others to celebrate these cultures & countries students.	Prompt development of literature units. Country–specific historical and cultural activities. Dev. of read-aloud plays based on folklore of each nation. Science & social studies materials as appropriate. **Foreign language translations.**	Resource development ongoing at http://www.thelessonmachine.com . Initiate contact with interested parties. Work as a team to develop plan for further research and development.	Use in schools, homes, prisons, community support programs, libraries, tutoring programs, etc. Funds saved from use of http://www.thelessonmachine.com enables nations to provide efficient education & to channel funds to other programs.
Willow	**Sturdy roots and a structure with significant flexibility.** The resource lists in this category provide a solid starting point for development, with fluidity in the direction / selection of initial materials development.	Strong background resources: several folklore titles, perhaps an anthology or two, and significant cultural references. Lists may not be extensive, but provide excellent framework for expansion. Enough resources available for flexibility with materials development.	Develop literature units for available titles, followed by play scripts, hands-on cultural activities, grade-level appropriate reference materials, etc. Plan for the development of science & social studies resources as well. **Foreign language translations.**	Resource development ongoing at http://www.thelessonmachine.com . Begin communicating with those interested for each nation. Team input for resource progression. Continue with materials development.	Use in schools, homes, prisons, community support programs, libraries, tutoring programs, etc. Funds saved from use of http://www.thelessonmachine.com enables nations to provide efficient education & to channel funds to other programs.
Cedar	**Having a strong bouquet**, like the rich cultures in this category. **Cedar is also used to aid in the protection of precious items**, like the heritage of these nations.	These lists may have a title or two for children, or perhaps an ancient tale or two online. Some resources are available, but much more work is needed to represent these nations.	Dev. of anthologies / folklore references into read-aloud plays, complete with support materials. National historical and cultural resources, with specific children's titles and social studies / science materials coming later. **Foreign language translations.**	Resource development ongoing at http://www.thelessonmachine.com . Initiate script development of available folklore references in conjunction with national experts in folklore, culture and history. Expand documented resources per country as rapidly as possible.	Use in schools, homes, prisons, community support programs, libraries, tutoring programs, etc. Funds saved from use of http://www.thelessonmachine.com enables nations to provide efficient education & to channel funds to other programs.
Palm	**Hardy. Able to take root, grow, and thrive in challenging conditions & circumstances.** The palm perfectly symbolizes our development plan for countries in this category.	If titles for these nations are available, many may be in the geography category, or for older learners. Limited classroom – appropriate internet resources are available. Further documentation of the culture and its folklore are needed.	Further research and documentation of folklore, culture and history. Move from there into the development of plays, grade-level appropriate reference materials, hands-on activities, children's titles, and social studies / science materials. Develop materials promptly for any titles available. **Foreign language translations.**	Resource development ongoing at http://www.thelessonmachine.com . Some travel may be necessary in initial stages. Information may only be available in oral form. Or, resources may need translating in order to move forward, with retranslations afterward.	Use in schools, homes, prisons, community support programs, libraries, tutoring programs, etc. Funds saved from use of http://www.thelessonmachine.com enables nations to provide efficient education & to channel funds to other programs.

TheLessonMachine.Com and the EFA Dakar Framework for Action

An Integration Chart

General EFA Issues / Goals / Strategies	E – 9 Countries	Sub-Saharan Africa	The Americas	Arab States	Asia & Pacific	Europe and North America
No countries seriously committed to EFA will be thwarted by lack of resources. Provide education in crisis & emergency situations. (Access online via satellite with airdropped computers & supplies.) Promote mutual understanding, peace & tolerance to help prevent violence & conflict. **(See May 18, 2004 & May 4, 2004 press releases on website.)** Integrate education plans into a wider framework of poverty elimination & development. **(See shifting sands template under the global impact docs section on website.)** Include minorities. Increase adult literacy. **(See global impact docs on site.)** Use of formal & non-formal education methods. Enhance status & morale of teachers.	Reduction of illiteracy & promotion of technology learning. Curriculum to include tolerance and respect for diversity. Inclusion of traditionally excluded populations.	Cost-effective & affordable. Locally relevant curriculum. Reach disadvantaged children & marginalized groups. (Ex. refugee camps, remote or nomadic communities) Enable people to realize full potential. Link formal & non-formal programs. For countries in conflict, channel assistance to education through operational UN agencies, NGO's, etc. Community empowerment. Reducing adult illiteracy. Validation of indigenous knowledge.	Address inequality in distribution, efficiency and quality of educational services. Better use of technology in education & to access remote families. Design & implement programs to reach populations excluded due to geography, culture, or other diversity issues. Coordination of education in various social service fields. Recognize diversity and heterogeneity. Promote intercultural education. Linking of basic education to strategies for overcoming poverty & inequality. (link to shifting sands document)	Address illiteracy & quality of education. Address high cost of educating remote & widespread populations. Quicken pace of meeting Jomtien / EFA goals to avoid grave consequences in regional peace, stability & prosperity. Strengthen international solidarity. Education has role in creating peace. Deal with learners holistically. Include excluded groups. (rural, displaced, refugees, nomads, etc.) Address cultural minorities in curricula. Foster attitude of tolerance for others. Affordable.	Increase functional adult literacy. Shortfalls in international resources for basic education. Meaningful & relevant literacy programs. Disparities between big countries and smaller island-states. Include excluded populations. Cost-effective. Education for peace and global understanding. Money saved reinvested in education. Poverty elimination. Harnessing technology. Learning materials reflect acceptance of diversity & cultural differences.	Renewed emphasis on learning to live together. Pay particular attention to the rights of the disadvantaged to education. Promote effective partnerships between teachers, families, communities, volunteer bodies, social services, etc. **(See integ. template for community services in the global impact docs section of our website.)** Include ethnic minorities. Develop & support awareness of cultures present in each country.

For a full version of the Dakar Framework for Action, including the document from the 1990 Jomtien conference, go to http://www.unesco.org/education/efa/ed_for_all/framework.shtml . At the Dakar conference, each group of nations listed above contributed needs lists that were of special concern to them. This chart details how TheLessonMachine.Com integrates with and meets those needs.