Organization of teaching

The establishment of the higher technical college at Lausanne in 1864, the creation of the Federal Polytechnic School at Zürich in 1855, and the foundation of the University of Berne in 1834, was a decisive step towards the development of higher education in Switzerland. These institutions were established with the aim of promoting the science and culture of the nation, and to provide a basis for industrial and technical development.

In the years following the establishment of these institutions, the government began to take an active role in the development of higher education, and the creation of the Federal Office for Education and Science in 1858, was a significant step in this direction. The office had the mandate to ensure that the education system was structured and regulated, and to ensure that the schools provided the necessary training for the country's needs.

The Federal Office for Education and Science also played a role in the development of the technical and professional education system in Switzerland, and the creation of the Swiss Engineering School in 1864, was a significant step in this direction. The school was established with the aim of providing advanced technical education to engineers and architects, and to prepare them for the needs of the industrial society.

The development of higher education in Switzerland was also influenced by the political and economic developments of the time. The country's industrialization and urbanization, and the growth of the economy, created a need for a skilled workforce, and the government responded by establishing new institutions and programs to meet these needs.

The International Education Program of Trade Unions

Brussels 1933
Trade Union Congress
Socialist International

of the International Federation of Trade Unions

Shill O'Leary International
make a model or finite society

In each of the educational institutions of the world, there is a need for a model that can help in the development of effective educational strategies. The model presented here is designed to address this need. It is based on the principles of constructivism, which emphasizes the active construction of knowledge by the learner. The model involves several key components:

1. **Teaching**: The process of imparting knowledge and skills to students.
2. **Learning**: The process of acquiring knowledge and understanding.
3. **Assessment**: The process of evaluating the effectiveness of teaching and learning.

The model aims to integrate these components to create a comprehensive approach to education. It is designed to be adaptable to various educational settings and levels.

**Methods**

The model emphasizes the importance of active, constructive learning. It includes the following components:

- **Preparation of the Teacher**: The teacher is responsible for preparing the lesson, including setting clear objectives and selecting appropriate teaching materials.
- **Presentation of the Lesson**: The teacher presents the lesson, ensuring that it is clear and engaging.
- **Guided Practice**: Students are provided with opportunities to apply what they have learned.
- **Independent Practice**: Students are encouraged to work independently on tasks.
- **Feedback and Evaluation**: The teacher provides feedback and evaluates the students' progress.

The model is effective because it encourages active participation and engagement, which leads to better learning outcomes. It also allows for flexibility in adapting to different learning styles and needs.
search into new methods of teaching. This high level of yielding will stimulate them to make re-
culture. The teaching itself should have freshness for cultivating the interest.

Teaching body and the resources of scientific method

In order to utilize the effectiveness of possible the experience of the work

of scientific research should be carried out in order.

It is important for educational research to find a way

of experimentation would this disappear.

of the different kinds of methodologies. (Over-process) the make

In all matters there should be a change from the realm of the experiment.

- Without exception, in the spirit of labor (for commerce, etc.)

work should be performed by the active participation of all the students.

6. In the combination (the period) the principle of creativity.