

The extent to which "Integrating the issues of population in Demography curricula in public Universities" is beneficial to undergraduates in Helwan University"

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Abstract

Main questions of the research is: How do courses on "Fertility studies, Immigration" play role in transforming males and females' directions in terms of : decision making, timing of marriage, number of children, immigration, seeking advice from reproductive health provider?. The followed methodology is comparing between one control group and one intervention groups from undergraduates at Sociology Department, Faculty of Arts, Helwan University. Two scales (data collection tools) were used to collect data from samples. The researcher followed the theory of "Curriculum theory ,value method" which focuses on the scientific content and usefulness to students' knowledge and learning part of the curriculum in the study.

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**"إلى أى مدى تتحقق الاستفادة للطلبة من إدماج مقررات السكان فى التعليم
الجامعى، جامعة حلوان نموذجاً"**
إيمان نصرى داود

الملخص

يهدف البحث الراهن إلى إلقاء الضوء على الدور الذى تلعبه بعض المقررات السكانية وهى "دراسات الخصوبة"، "الهجرة" دوراً فى حياة الطالب اليومية فى ضوء المشاركة فى عملية اتخاذ القرار الأسرى، إبداء الرأى فيما يخص قضايا الإنجاب الزواج داخل الأسرة أو مع الأصدقاء، الرغبة فى إنجاب عدد محدد من الأطفال، قرار الزواج، الهجرة الخارجية أو الداخلية، السعى للمشورة الصحة من مقدمى الخدمة فى مجال الصحة الانجابية. وللإجابة على تلك التساؤلات استخدمت الباحثة المقارنة بين مجموعة تجريبية "طلبة الفرقة الثالثة والرابعة" بشعبة السكان بقسم الإجتماع- الذين درسوا مقرر دراسات الخصوبة ومقرر الهجرة" اكتسبوا من المعلومات السكانية والصحية قدرأ كافيأ بحيث أصبح مؤثراً فى سلوكهم وقراراتهم الحياتية، ومجموعة ضابطة ممن لم يدرسوا أية مقرر ذو صلة بالسكان فى المجتمع المصرى. اتبعت الباحثة نظرية "المنهج القيمى" التى تركز على المحتوى العلمى وفائدته بالنسبة للطلاب ومدى معرفة الطلبة وتعلمه جزء من المقررات الدراسية محل الدراسة، وهل يجب وضع خطة لتقويمه؟، وهل يدور المقرر حول مشكلات المجتمع أم لا؟، ومدى احتوائه على عدة أهداف سلوكية ومهارية، وهل تم وضعه وفقاً لميول الطلبة واحتياجاتهم؟.

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Statement of the Problem:

Question (1):

-How do courses on "Fertility studies, Immigration" play role in transforming males and females' directions in terms of : decision making, timing of marriage, number of children, immigration, seeking advice from reproductive health provider?

Hypothesis for this question is:

- The experimental group which study Fertility and Immigration courses have high attitude toward consulting RH consultant, but the control group which never studied any courses on Fertility, Immigration, or Reproductive Health have low attitude toward consulting RH provider.

Question (2):

What are selected courses in Demography look like?

Hypothesis for this question is:

-The more dialogues, and discussions in classes, the more positive participation from students and engagement in shaping new cultural values.

Question (3)

What are the expected changes if students study Demography courses on their daily behavior?

Hypothesis:

- 1- The experimental group who studied "Fertility studies, Immigration courses, and population courses" will ask for consultation on Reproductive Health, but the control group who never studied any courses on Fertility, Immigration, or RH will not ask for RH consultations.
- 2- The more effective dialogues and positive discussions in classes between specialized faculty members and students, the more positive participation in decision making process at home and college.
- 3- The more delivered courses on Demography, the more exposure to knowledge on population issues and problems. Students will move from understanding level to action level through the new knowledge they got from Demography courses.

Literature review

Three projects funded by UNFPA in 1990s to integrate population

education concepts in schools to students and teachers. In 2010, the Supreme Council of Universities in Egypt launched a project on "Integrating population issue and policies in Educational system in the Egyptian Universities", this project was in collaboration with the National Population Council, The Egyptian Demographers Association, and UNFPA. These projects were to spread knowledge about Reproductive Health concepts and evaluate the public awareness about the impact of over-population on the status of Economy in Egypt.

Then, the National Population Council of Egypt launched unites of self-learning in the field on population issues, this included 4 educational modules, according to this, the ministry of education inserted some educational population concepts into the curricula, but if we reviewed the books in different levels of education, you will see that they are in "social studies" courses which presents the geography and history of the country regardless raising children's population awareness. In addition to this, the other courses such as Arabic language, English, and Religion courses, you may not find anything that help support population problems solving.

Hence, there were something ignored which is encouraging girls and boys to do their part by holding initiatives, camps, training to practice what they have learned to spread out, connecting between graduation's projects and studying population and gender issues to guarantee a wide participation. Through initiatives, camps, curriculum, activities ..etc. we can make change, improve their awareness toward gender issues and equity.

Training courses were implemented on Gender and Leadership that emphasized a transformational model of leadership built on a participatory and democratic philosophy that values individual skills and contributions. It acted as a lead for advocacy campaigns for gender equity, social justice and women's equal participation in civil society.

Gender and Leadership started training in year 2002. It has trained over 500 participants that ranged from rural women, women and men activists, women and men refugees by 2008. Trainings were held in different areas in Lebanon, namely, Beirut, Baalbeck, Mount Lebanon, North Lebanon, South Lebanon in partnership with local communities such as Women's Rights' Committee, VTTC (in Palestinian camps), Imam Al-Sader Foundation (South), Aarsal

Women Center, Municipalities (Baalbeck, Alay, Ghbeiry, Tripoli), Al-Ain Women Cooperative, Mashta Hammoud Women Center, concerned women of the nationality campaign, Lebanese Women's Affair's Association and SOS Lebanese Children's Village.

In 2005, a pilot Arabic e-course was given in attempt to test the curriculum, technology as well as facilitators' skills required for running a regular full Arabic leadership e-course. In 2007 (September 3rd till December 15th), 25 participants (of different backgrounds, education and type of work) from six different countries (Syria, Palestine, Lebanon, Iraq, Algeria and Egypt) took part in the Arabic e-course .By readings , the researcher found that previous population strategies have focused on maximizing the role of universities in health education only not on all fields of education, have they got what they planned for?; integrating gender issues had also been integrated only in health education sector, but evaluating the importance of integrating population issues in all fields of specializations in public universities is not on the list of their Agenda, and measuring the extent to which undergraduates population awareness wasn't the goal of previous presented papers of researches, and realizing the important role of electronic readings rather than hard copies of paper reading needs to be known for decision making and policy makers.

Whereas the previous population research projects during the period 1996 till 2009 addressed the importance of integrating population issues in the educational curricula in the public universities and schools, but few efforts were done, for example the approval of the Supreme Council of the Egyptian universities to conclude "human rights" course to be taught to all undergraduates, while Family Planning, Immigration, Reproductive Health, and Fertility courses are taught to medicine and nursing students, and in very few limited sections in the Faculty of Arts.

So, to achieve the greatest benefit, my current research proposal goes to *study the impact of studying 2 demographic inside Helwan University as an example on students' knowledge*, to examine the extent to which the objectives of integrating population courses in the educational curricula has achieved its goals.

The missing point in previous studies and projects, was studying the impact of integrating population issues courses on

undergraduates, because the importance of these courses is not only knowledge, but also translating this knowledge to practicing it in their daily life situations.

Hence, there were something ignored which is encouraging girls and boys to do their part by holding initiatives, camps, training to practice what they have learned to spread out, connecting between graduation's projects and studying population and gender issues to guarantee a wide participation through initiatives, camps, curriculum, activities ..etc. we can achieve the goals of education, improve students' awareness toward gender issues and equity.

In 2010, the center of Information and Decision Making in Cairo implemented a field study to explore the related concepts of Reproductive Health, related conferences, viewing the image of reproduction health in youth' minds, and then studied the most important social, economic , and demographic factors affected on their RH¹

In 2002, the World Health Organization adopted a gender policy committing itself to promoting gender equality and equity in health and to readdressing health inequities that are a consequence of gender roles and unequal gender-relations in society. This was to be done through systematically analyzing and addressing gender issues in the “planning, implementation, monitoring and evaluation of health policies, programs, projects and research” (1). Key to achieving this goal is to make gender considerations an integral part of the pre-service training curricula of health professionals².

A review of existing work on and initiatives for integrating gender into the curricula of health professionals (doctors, nurses, midwives and public health practitioners) was conducted.. A number of case examples of integrating gender considerations into the curricula for undergraduate medical students and for public health trainees were presented during the meeting. It was evident that initiatives for integrating gender into the curricula of health professionals were mainly focused on undergraduate' medical education, and to a much smaller extent, public health training, and that there were very few initiatives in developing countries. Moreover, most initiatives are still in their early stages, and their impact has yet to be assessed.

In 2008, the National Population Conference recommended to hire the Ministry of Higher Education to develop training courses

and population programs to improve the marker with needed labor force, also the population policy of Egypt (2002-2007) emphasized to maximize the role of universities in the fields of Medicine and nurses³.

Another research paper pointed out that reading from papers in no longer the mainstay of knowledge, which feeds a culture of young man or woman, but the electronic readings started to overshadow the paper. School and university still essential sources of culture in addition to the media, it has become subject to the willingness of youth to provide them with population and realizing its on him or her⁴. The youth is not in need of traditional culture population, but rather to identify specific issues and their negative consequences on them, they might reject follow it up or understand or participate in the discussion in traditional public lectures.

Theoretical Framework:

Spencer's theory discussed the social developing factors interpreting population growth and having stability among individuals. But he omitted a number of other evidences, the declined fertility is not due to changes of physiological changes in human body, but to the desire and choice in determining family size using the provided FP, and there are many other social factors other than education affects the ability of reproduction such as education.

The researcher followed the theory of "Curriculum theory-value method" which focuses on the scientific content and usefulness to students' knowledge and learning part of the curriculum in the study , and whether the professor must plan for the evaluation ?, Is going to be about social problems of the Egyptian society or not ?, and how it contains several behavioural and skill goals. Does the course fit the students' needs?⁵.

Lawrence Stenhouse (1975) who produced one of the best-known explorations of a process model of curriculum theory and practice. He defined curriculum tentatively: 'A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'. Stenhouse shifted the ground a little bit here. He was not saying that curriculum is the process, but rather the means by which the experience of attempting to put an educational proposal into practice is made available.

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Followed methodology in the research:

- Comparing between one control group and one intervention group of students.
- Two samples of students were selected by "social survey sample".
- Semi structured interviews and focus group discussion were conducted with the two groups of students. *P.S. All scales are based on creating scenarios to know how they were acting in different situations.*
- Exploring secondary data such as statistical record of enrolled students in Demographic section, Sociology Dept., Faculty of Arts, at Helwan University.
- Quantitative and qualitative analysis shall be used to develop the demographic courses description, mandate, and techniques of teaching.

Validity and reliability measurement:

Test – Retest Reliability and content validity method was followed.

Key concepts :

- 1-Population control
- 2-Fertility awareness
- 3-Gender

Operational definitions:

Specifications of operational definitions:

- -Number of credit hours of population courses according to the mandate.
- Availability of academic consultation on the two selected courses to students.
- Availability of courses' description handout to faculty members in sociology Department, Faculty of Arts., Helwan University.
- Availability of Course' syllabus for all students.
- Types of courses' materials (books or journals, researches, statistics, reports, electronic curricula..etc.).
- Social characteristics of students (families, cultures, socialization process parties who play an important role in educating the student...etc).
- Size of knowledge which students' have on demographic characteristics in Egypt, population in rural and urban areas, way of life, population distribution, the accuracy of digital

and numerical statistical data, population problems, understanding and conclusions....etc.

- Asking students to tell actual situations which shaped their self-population' attitudes.

Two different scales used to collect data .The researcher explored the approved mandate of Sociology Department, Demography section, Faculty of Art, Helwan University. The official approved mandate includes different courses, number of hours, and courses' description to collect information about the selected courses. Details are as following:

There is only one course entitled "Population and Family Planning" which is taught to students in the first year in Sociology Department at Faculty of Arts, at Helwan University (they are about 400-500 students in the first year). Then in the second year, there is no courses on Demography or related subjects for Sociology' Department students excepts for the students in Demography section –this section is only for students in third year who choose that section (they are around 6 -10 students in third year).

In the Third year there are the following courses:

Fertility Studies (4 hours a week); Immigration studies (4 hours a week); Practical training (2 hours a year); Demography (3 hours a week); Population statistics (4 hours a week); Human Geography (4 hours a week); Population and Urbanization (4 hours a week); Fertility Studies (4 hours a week); Births and mortality (4 hours a week); Advanced statistics of populations (4 hours a week); World's population (4 hours a week).

In the Fourth year, there are the following courses:

Family Planning Methods as a medical perspective (3 hours a week); Population's problem in Egypt (3 hours a week); International Population experiences (4 hours a week); Labour force and Huan Development (4 hours a week); Population policies (4 hours a week); Population Categories in English Language (4 hours a week); Population and Environment (4 hours a week); Maternal and Child welfare (4 hours a week); Censuses and Population survey (3 hours a week); Population Legislations (3 hours a week); Media and Population development (4 hours a week); Computer, Population Packs (4 hours a week).

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Training course is provided (100 hours a year) for students in third and fourth years, they visit the following centers: The National Population Council, Cairo Demographic Center, and other relevant Planning and population centers. Students are divided into groups under the supervision of the faculty members. The training calendar based on research provided by the student at the end of the training course.

-Characteristics of the research's samples:

- 1-1- Control group: 100 students from those who haven't studied Demography yet inside Helwan University, the researcher found out that over 200 students are enrolled in the first year. The first scale was applied on those students
- 1-2- Intervention group: the total number of students who studied demographic courses (it includes the students who are enrolled in third and fourth year, in Demography Section, and they are only 10 students, because the Demography section started in 2012-2013).

Characteristics of data collection tools:

Two scales were distributed as follows:

- The first scale for the control group, it was distributed among 100 students in the first year (included 52 questions – 6 open questions and 46 closed questions).
- The second scale for the intervention group, it was distributed among 10 students in the third and fourth year (includes 52 questions).

Steps of gathering data:

1-The researcher explored the approved mandate of Sociology Department, Demography section, Faculty of Art, Helwan University. This official approved mandate includes different courses, number of hours, and courses' description to collect information about the selected courses.

2- Constructing Likert scales⁶:

The researcher generated as many statements as possible. Interviewed the students , asked students and colleagues , surveyed the literature. Here are some examples:

Fertility studies is one of my worst subjects.	I like doing demographic research.
Demography is a science.	boys are better at demography than girls.

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I am not good in Population and family planning.	I got good grades in Family planning course.
I need demography for my future career.	Demography is difficult for me.
I am confident that I can learn demography.	Demography is an important subject to learn.
I can handle most subjects, but not demography.	
These days demography instruction at the faculty level is of poor quality.	
I will not need much demography when I get out of school.	
After the respondent filled out the attitude survey, the researcher reversed scores of the negative items so that all of the individual item scores lie on the same scale with regard to direction. If someone strongly agrees with "I got my knowledge about marriage from my friends only," the attitude toward Demography courses is negative. Although the person has circled 4 on the form (In between), that item (being negative) is scored as a 1 (strongly agree).	

3-Pre-test: The forms were pretested on a few students. Some phrases needed to be corrected, clarified, so the researcher modified the two questionnaires accordingly.

Findings:

1-Control Group' data results:

Number of Control group's units: 100 students from those who haven't studied Demography yet inside Helwan University, they were enrolled in the first year. The two samples were asked to indicate their level of agreeing with each of items (Strongly disagree, agree, In between, strongly agree).

The statements that the majority of the control group have agreed on:

56% didn't read about population issue; 33% go to health provider; 56% are going to the doctor in case of any disease shows up; 50% agree on the importance of teaching population courses and demography regardless of specialization; 56% mentioned that the Academic Advising in the field of population and family life is a prerequisite in university education; 33% of the group assured that family play a big role in their decision to marry; 44% got a demographic and health information ; 33% agrees on giving the first child birth after marriage without delay; 44% shall disclose medical before marriage to detect diseases that impede fecundity or marriage; 39% care about the physical and mental psychological health over a lifetime; 61% gained their knowledge from public

reading ; 33% gained their knowledge about everything related to the marriage of pre-university education ; 44% knew that the university had held seminars to raise awareness of human rights and reproductive issues.

One of the greatest concern which face achieving population policies and plans is the huge gap between knowledge and practice. In other words women who know about contraceptive methods were about 99.9%- according to previous researches and surveys- while the portion of women who used contraceptive methods were only 60%, which requires a lot of efforts need to be done for awareness and persuading⁷.

The statements that the majority of the control group have strongly agreed on:

About 28% strongly agree that they will take their decision of marriage by themselves; 39% confirmed that female circumcision is habit not a necessity; 39 % did not have an appropriate in -school health education before joining the university; 33% ashamed to talk about sexual troubles;56% participated in making decisions in the family; 33% gained their sexual culture and transmitted diseases from the media;33% strongly agree that demography courses need to amendments.

The statements that the majority of the control group have Neutral on:

-39% are neutral to early marriage for male youth; 50% avoid talking about “fecundity and marriage” with their friends; 38 % do not know anything about family planning;56% can understand all subjects except demography and population.

The statements that the majority of the control group who have strongly disagree on:

56% will not use any kind of family planning methods after marriage; 50% of their family have a significant role in determining the number of children ;50% Friends play a big role in their decision of marriage;33 % go to any faculty member to inquire about courses for the purpose of success only;72% do not think there is a population problem in Egypt;39% do not want the number of their children to exceed more than two;56% strongly disagree with early marriage of girls; 39% strongly disagree with participation in the camps to discuss population and development; 44% strongly disagree on the statement “the man is better than the woman”;33% see that there is a big difference between reproductive health and family planning ;33% are not afraid to ask for advice from a faculty

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member;39% participated in decision-making with their friends in matters of marriage and childbearing; 61% see the importance of to study demography;50% see the importance for the study of reproductive health issues in the university; 61% disagree with male to female preference in education or employment and/or housing; 33% only know to whom might go to take the health and RH advice.

2-Intervention groups data results:

One scale with the intervention group was applied in open interviews with students who studied more than one course on Demography, the data analysis indicated that those students enrolled in third and fourth year at Sociology Department in Demography studies section, there were only 6 students in the third year and 4 students in the fourth year. While the rest of students are distributed in other different sections such as "public Sociology" section, or "Anthropology" section. Those students don't study any of Demography courses.

The statements that the majority of the intervention groups have Strongly agreed on:

More than 80% strongly agreed with the following statements:
-I do make the decision to marry by myself; I have benefited from the information on "population and family planning" course; I want to have healthy children; I do not want more than two children; I take care of myself to go to a doctor when the symptoms of the disease appear ;I take care of my physical and mental health; I take my decisions upon my personal attitudes, I participate in making any decisions if my family requested; teaching demographic courses is necessary for university students regardless of specialty; academic Advising in the field of population and family life is a prerequisite in university education .

While the minority of the intervention groups indicated that they know little about Reproductive Health; they follow and watch health TV programs especially on marriage and fertility subjects; they got new population and health knowledge; through "Immigration studies" and "Fertility studies" courses they got good and new information that they have never known about it.

The statements that the majority of the intervention groups have agree on:

The majority added that they agree with the following statements:

I care to know about reproductive health; I read about population

issues, and go to a health provider; I will give my first birth after marriage without delay; I benefited from the study of "Immigration Studies" and "fertility studies courses"; I agree that female circumcision is a habit and tradition not a must; the concept of reproductive health and family planning both are the same concept; I share decision-making with friends in terms of childbearing and marriage; I got my knowledge on HIV/AIDS and sexual transmitted diseases from TV programs. These results agree with a previous study, it reflected a huge cultural change in some traditional culture values which relate to value of women and her status in family. The economic factors played a significant role in changing their attitudes, but the greater value goes to males rather than females as shown in popular proverbs⁸.

The statements that the majority of the interventions groups have Neutral on:

The majority neutral regarding the following statements: I follow with interest the health issues on TV shows especially reproduction and marriage; I got a new demographic information on health and reproductive health and It corrected some of my thoughts; I participated in symposiums and panel discussions about the population in Egypt and Development; I avoid talking about marriage and sexual transmitted diseases with friends; I did not receive appropriate health education in school; I do not know to whom I should go to take reproductive health' advice; I'm afraid to ask for advice from a faculty member; the University has to hold seminars to raise awareness of human rights and reproductive issues.

The statements that the majority of the interventions groups have strongly disagree on:

The majority who strongly disagree with family or friends intervention in the decision to marry or the desire to have children; or go for a faculty member to inquire about the courses in order to succeed in exams; or speak with a faculty member for life body family. They strongly refuse early marriage for girls or for young youth; refuse not to study population issues because they are important. I reject the traditional view that a man better than women.

Discussion:

Through discussions with the students, the researcher explored the existed health service office, there is shortage in equipment, so there is urgent need to add or establish clinics in each college with privacy and high quality. Regarding the mass media, all results clarified sharp decline since the mid- nineties of the last

century with the decline of the state's role culturally and socially as well, as we all know that marriage issues, value of the child, kind of the child, family planning , responsibilities of parents are social heritages that relate directly with population issue, all these values are also in relation with the structure of the way of thinking and human behavior, these concepts have got their power and never change except if there is a huge change occurs in knowledge structure in case it gets a social acceptance from all people, then decision planning will be exist⁹.

it is required from all decision makers to establish a big cultural project to raise awareness of the problems such as early marriage, frequent and late childbearing with awareness of studying or learning how to solve family problems on a scientific and correct mental knowledge.

For faculty staff members, all Egyptian Universities have good skills and knowledge in teaching Demography courses, so the Egyptian society' institutions have to work with them in the educational and cultural projects for public or for private sectors. Teaching Human Rights course for all university's students is not enough to achieve development goals, but studying population from all aspects and cover all subject is more important for developing countries.

Hence, through the results of the declined fertility is not due to changes of physiological changes in human body, but to cultural choice in determining family size using the provided FP. The current research highlighted the impact of integrating demographic studies in specific academic sections in the Faculty of Arts, Helwan University, we still in need for more studies and researches that focusing on the interrelationship between education and demography.

Final conclusion and suggestions:

- The experimental group who studied "Family Planning, Fertility studies, Immigration courses" have high population' awareness towards consulting Reproductive Health consultant, but the control group who never studied any courses on Fertility, Immigration, or RH have low attitude towards RH consultations.
- The more effective dialogues and positive discussions in classes, the more positive participation and adopting new modern cultural values at home.
- The more delivered courses on Demography, the more exposure to knowledge on population issues and problems. Students will

move from understanding level to action level through the new knowledge they got from Demography courses.

- The more effective teaching methods with students, the more change in population behaviour and practice.
- For faculty members, The Egyptian universities have too many faculty members specializing in demography, and who would like to contribute to the cultural awareness through establishment of camps and youth activities, so the Chiefs of universities should take advantage of their presence, their expertise, by teaching all demographic courses not only human rights, for all students in all disciplines.
- Teaching Reproductive Health component, and the economics of the population and the population and the environment as those components will be a major impact on the actual behavior of students after graduation in terms of deciding marriage and childbearing and medical examination and the upbringing of children ... etc .
- Through discussions with faculty members who are teaching Demography courses in Helwan University, the assured that attention to population issues must be drawn to students in all disciplines. Studying the of role media, as it has to pay attention to population issues especially for young people. They raised also that there is lack of possibilities to establish population cultural awareness camps inside youth' communities to discuss population issues.

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Endnote

¹ Information Center of and Decision making support, Social Framework of Reproductive Health among youth in Egypt, field study, June 2010

² World Health Organization, Integrating Gender into the curricula for health professions, Meeting report, 4-6 December 2006, p.1.

³ Reproduction between the right of the family and the right of the society, "Integrating population issue in the Educational system in public universities" project papers, Paper number 3, May 2010, p.18.

⁴ Youth and Population issues, "Integrating population issue in the Educational system in public universities" project papers, Paper number 4, May 2010, p.6.

⁵ [http://infed.org/mobi/curriculum-theory-and-practice/See:](http://infed.org/mobi/curriculum-theory-and-practice/See)

⁶ See:: http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/scaling/attitude.htm

⁷ سكان مصر التطورات والأبعاد والتداعيات، مشروع دمج القضية السكانية واستراتيجياتها في المنظومة التعليمية بالجامعات المصرية، سلسلة اوراق شباب الجامعات والقضية السكانية رقم (1).

⁸ الشباب وقضايا السكان، مشروع دمج القضية السكانية واستراتيجياتها في المنظومة التعليمية بالجامعات المصرية، سلسلة اوراق شباب الجامعات والقضية السكانية رقم (4).

⁹ الموروثات الثقافية والمشكلة السكانية، مشروع دمج القضية السكانية واستراتيجياتها في المنظومة التعليمية بالجامعات المصرية، سلسلة اوراق شباب الجامعات والقضية السكانية رقم (2).

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- 2- World Health Organization, Integrating Gender into the curricula for health professions, Meeting report, 4-6 December 2006, p.1.
- 3- Reproduction between the right of the family and the right of the society, "Integrating population issue in the Educational system in public universities" project papers, Paper number 3, May 2010, p.18.
- 4- Youth and Population issues, "Integrating population issue in the Educational system in public universities" project papers, Paper number 4, May 2010, p.6.
- 5- <http://infed.org/mobi/curriculum-theory-and-practice/See>:
- 6- سكان مصر التطورات والأبعاد والتداعيات، مشروع دمج القضية السكانية واستراتيجياتها في المنظومة التعليمية بالجامعات المصرية، سلسلة أوراق شباب الجامعات والقضية السكانية رقم (1).
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