

A - EDUCATIONAL PLANNING

Statistics; manpower planning; educational planning and development; economics of education; financing of education

1. Title of Project

PROBLEMS OF EDUCATIONAL GROWTH IN UNDERDEVELOPED COUNTRIES - A STUDY OF THE QUANTITY - QUALITY DILEMMA IN THE AFRO-ASIAN REGION

Institution

University of Canterbury, Christchurch, New Zealand.

Name of Person and Designation

C. Whitehead, Secondary School Teacher

Main Aims of Project

(a) to examine the nature of educational development in the Afro-Asian area since the second World War, and in particular to appraise the priorities for educational growth contained in the Karachi and Addis Ababa Plans of 1960 and 1961 respectively, and

(b) to examine the internal dynamics of education systems especially in underdeveloped countries, in order to highlight the problems involved in maintaining an effective balance between the quality and quantity of schooling provided during a period of rapid expansion.

Description

The study was arranged in four sections. The first dealt with the theory underlying the rapid expansion of education in underdeveloped countries during the past two decades, and outlines in detail the nature and objectives of the Karachi and Addis Ababa Plans. In section two, the Plans were assessed in the light of the practical difficulties encountered in implementing them at the national level. This was done on the basis of studies of education in five states. Those chosen - Ethiopia, Cameroon, Tanzania, Indonesia and Thailand - were considered to provide a satisfactory representative sample of the various stages of educational growth to be found within the underdeveloped countries of the Afro-Asian region. In the third section, the problem of educational wastage, highlighted in the national studies, was examined more closely to determine to what extent it was attributable to the malfunctioning of the educative process. This led, in the fourth section, to an analysis of the factors which appeared to govern the qualitative growth of an education system, particularly in the context of underdeveloped territories, and by implication, the speed with which schooling should be expanded profitably.

The factors studied included the quality and supply of teachers and their working conditions, the nature of the pupils, their home backgrounds, and their expectations, the material conditions of the schools and the availability of teaching materials, language problems, the administration and control of the schools, financial considerations, and lastly, public and professional attitudes towards education and change.

In general, the study emphasized the seemingly inappropriate goal of attempting to provide universal primary education in most underdeveloped countries by 1980 or thereabouts, mainly because of the extent and nature of the qualitative deficiencies apparent, both in terms of the educative process and the nature of the educated product. The study also revealed the difficulties associated with initiating and sustaining a rapid rate of worthwhile educational growth.

Date of Commencement - September, 1969

Date of Completion - February, 1971

2. Title of Project

THE DEVELOPMENT OF EDUCATION IN POST-WAR FIJI

Institution

University of Otago, Dunedin, New Zealand.

Name of Person and Designation

C. Whitehead, Lecturer in Education

Main Aims of Project

(a) To investigate and account for the nature of educational planning in Fiji.

(b) To study the internal dynamics of Fiji's education system.

Description

The study involves -

(a) an assessment of British colonial education policy as applied in Fiji immediately prior to and since the second World War and

(b) detailed study of various educational reports and policies and the problems which have confronted educational administrators in Fiji.

Date of Commencement - August, 1972

Expected Date of Completion - March, 1975

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Source of Finance

University of Otago staff research fund.

Method and Expected Date of Publication

University of Otago, 1975.

3. Title of Project

MODELS OF RURAL COMMUNITY-ORIENTED EDUCATION

Institution

Educational Research Unit, University of Papua New Guinea.

Names of Persons and Designations

G. Kemelfield, Lecturer
R. Nolan, Lecturer
Miss J. Martin, Lecturer

Main Aim of Project

To develop and evaluate models of community education of relevance both for adult education and for the education of children in rural areas, i.e. for communities as a whole. The use of the term 'models' embraces the development of proposals for administrative and institutional structures for community education, the content of educational programmes and languages and media of communication.

Description

The project has been conceived in three stages, as follows:

(1) Information-gathering and model-building. Stage undertaken by inter-disciplinary working groups from university and government, and culminating in a proposal for a community-based education system incorporating the use of radio (and possibly TV) forums.

(2) Case studies of communities chosen for the trial of models, with student assistants being used for intensive interviewing, discussion and recording in the field. Also, preparation of materials in collaboration with government departments and local radio stations.

(3) Setting in motion and continuing evaluation of pilot schemes.

Date of Commencement - November, 1971

Expected Date of Completion - October, 1977

Source of Finance

University of Papua New Guinea, university research grant.

Method of Publication

Education Research Unit Reports, seminar papers, journal articles, chapters in books on education and development in Papua and New Guinea and Melanesia.

4. Title of Project

EDUCATIONAL PROBLEMS AND RESEARCH: A HONG KONG INTRODUCTION

Institution

Department of Education Research Unit, University of Hong Kong.

Name of Person and Designation

N. K. Henderson, Professor of Education and the Head of the Department of Education

Main Aim of Project

To introduce the series of the Research Unit by a general enquiry into the Hong Kong Education System based on an up-to-date scrutiny of the local education structure and an informed appraisal of its more pressing current problems and research needs. These issues are considered in the light of the community's total requirements and also in terms of school development taking place elsewhere.

Description

Topics include: Hong Kong and its changing social and economic structure, the Hong Kong educational scene, the problem of school places, the kindergartens and their problems, the problems of primary education, secondary education in Hong Kong, secondary school examinations problems, the problems of guidance and research, professional teacher education, problems of educating the handicapped, of aims and social dimension, other areas for enquiry, research papers, critical studies and articles on Hong Kong system. General reading and reference materials on background of Hong Kong education system.

Date of Commencement - 1971

Date of Completion - November, 1972

Source of Finance

University of Hong Kong.

Date of Publication - January, 1973

5. Title of Project

WOMEN IN LABOUR FORCE AND THEIR EDUCATIONAL COMPOSITION

Institution

Institute of Applied Manpower Research, New Delhi, India.

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Names of Persons and Designations

Q.U. Khan, Senior Research Officer
Dr. S.P. Agarwal, Project Leader
Santosh Aggarwala, Research Assistant
Surenda Prasad, Research Assistant

Description

The study was taken up at the Institute at the request of the Committee on the Status of Women set up by the Government of India. It presents an analysis of all available data on Indian women in the age group of 15-59 who are either working or are seeking employment. Special attention has been devoted to women who have an education of matriculation or higher as this was considered more useful from the point of view of labour market analysis and manpower planning. The study covers the period 1961 to 1981.

The main conclusions of the study are as follows: It is estimated that the number of women in the age group 15-59 will continue to rise and they might form a relatively higher percentage of the total number of women in 1981, as compared to 1961 and 1971. The number of women in the labour force is also estimated to increase steadily, although their rate of increase might be slower than the rate of increase in the number of women in the age group 15-59. The number of women in labour force with education matric and above is estimated to be 1.16 million in 1971, which might increase to 3.2 million by 1981.

Date of Completion - February, 1973.

Source of Finance

Institute of Applied Manpower Research

Method of Publication - Mimeograph

6. Title of Project

AN ANALYSIS OF THE PATTERN OF RECURRING EXPENDITURE AND PER STUDENT COST IN THE INSTITUTES OF TECHNOLOGY, 1968-1969

Institution

Institute of Applied Manpower Research,
New Delhi, India.

Names of Persons and Designations

K. Raghavan, Research Assistant
K.R. Sivaramakrishnan, Chief, Manpower Resources Division
Mrs. Lalita Manocha, Research Assistant

Main Aims of Project

(1) To make a factual analysis of the pattern of recurring expenditures of the Indian

Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi; and

(2) To work out, for each Institute, the per student cost for undergraduate and post-graduate courses separately.

Description

The analysis has been made on the basis of the information collected by the Ministry of Education and Youth Services, and on additional data available from the detailed proposals made by the Institutes regarding their Revised Budget Estimates for 1968-1969, Budget Estimates for 1969-1970.

Date of Completion - February, 1972.

Source of Finance

Institute of Applied Manpower Research

Method of Publication - Rotaprint

7. Title of Project

A STUDY OF EDUCATION SYSTEM AND MANPOWER IN HARYANA

Institution

Institute of Applied Manpower Research,
New Delhi, India.

Name of Person - A team of researchers

Main Aim of Project

The study attempts to investigate the restructuring possibilities of educational system in Haryana with a view to providing broad guidelines for education-employment co-ordination.

Description

The exercise has been carried out to analyse the pattern of employment vis-a-vis occupational educational profile of Haryana. Nearly all types of education courses provided in the State are covered. The employment data is taken from the D.G.E.T. surveys of occupational pattern in the private organised sector and public sector. The employment data collected in the Censuses of 1961 and 1971 are also used. A projection of the trend and growth of employment in different occupational categories is also attempted.

Date of Commencement - January, 1973.

Date of Completion - December, 1973.

Source of Finance

Institute of Applied Manpower Research

Method of Publication - Rotaprint

A - Educational Training

Title of Project

RESEARCH SURVEY OF INDUSTRY,
TECHNICAL MANPOWER AND TECHNICAL
EDUCATION

Institution

Institute of Applied Manpower Research,
New Delhi, India.

See P 1

Title of Project

BARRIERS TO CHANGE IN SECONDARY
EDUCATION

Institution

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

See J 7

Title of Project

THE RACIAL FACTOR AS A KEY TO THE
EMERGENCY IN KENYA

Institution

Bureau of Educational Research,
University of Nairobi, Kenya.

See B 8

Title of Project

EDUCATION FOR SELF-RELIANCE

Institution

Institute of Education, University of
Dar es Salaam, Tanzania.

See J 9

8. Title of Project

TRACER PROJECT

Institution

Department of Education, University of
Zambia.

Names of Persons

J.H. Case
P. Dow

Main Aims of Project

(1) Obtain fundamental data necessary for
planning and the development of models on
both institutional and national levels

(2) Conduct research into the relationships
between manpower and training in terms of
national development

(3) Set up data handling and organizational
procedures necessary for the establishment
of trace studies on a long term basis

(4) Provide backup facilities, necessary for
large sample studies, which can be used by
others within the University community

(5) Train personnel, both internally in terms
of staff development and externally in the
attempt to provide a nucleus of middle level
manpower within government with experience
in the specialised techniques required in
data processing, questionnaire design,
statistical analysis, etc.

(6) Establish parameters and review
strategies which can be used in forward
planning by the project and by others
concerned with such work.

Date of Commencement - November, 1970.

Expected Date of Completion - June, 1978.

Source of Finance

University of Zambia, Overseas Development
Administration, others as and when
available.

Method of Publication

Project publications (a list is available
upon request). Journal publications
(occasional). A monograph.

Title of Project

EDUCATIONAL POLICY OF CATHOLIC
MISSION AUTHORITIES IN NORTHERN
ZAMBIA, 1891-1964

Institution

School of Education, University of Zambia,
Lusaka, Zambia.

See B 10

Title of Project

A RURAL, REGIONAL (NORTH-WESTERN
PROVINCE) HISTORICAL STUDY OF
SECONDARY SCHOOL LEAVERS: 1958-
1971

Institution

School of Education, University of
Zambia.

See B 12

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9. Title of Project

ORIGINS AND DEVELOPMENT OF
FORMAL EDUCATION IN IBADAN CITY

Institution

Department and Institute of Education,
Ibadan University, Ibadan, Nigeria.

Name of Person and Designation

A. Ade. Adeyinka, Lecturer in Education

Main Aim of Project

To carry out an investigation into the
origins and development of formal education
in Ibadan city since the arrival of the
missionaries about mid-nineteenth century.

Description

In this research attempt will be made -

(a) to find out when and how the first
primary schools were opened in Ibadan city;
(b) to examine the aims of these early
schools and the extent to which these aims
were fulfilled in a society that had not been
used to formal education of the British type;
(c) to trace the development of other levels
of formal education - secondary technical,
vocational and university; and (d) to
discuss the impact of formal education on
the continued development of the city.

Date of Commencement - June, 1972.

Date of Completion - August, 1973.

Source of Finance - Private

Title of Project

EDUCATIONAL EVALUATION CENTRE

Institution

Institute of Education, University of Ibadan,
Ibadan, Nigeria.

See B 10

10. Title of Project

SCHOOLS IN BURUNDI - A CASE STUDY
OF EDUCATION IN A COUNTRY UNDER-
GOING RAPID CHANGE, SEEN FROM
THE POINT OF VIEW OF THE
INDIVIDUAL LEARNER AND THE
EDUCATION SYSTEM AS A WHOLE

Institution

Department of Education in Developing
Countries, University of London Institute
of Education, United Kingdom.

Name of Person and Designation

J.J. Greenland, Temporary Lecturer.

Main Aim of Project

To gain insights into changes that could be
made in the curriculum and social control
of schools in Burundi if these schools are
to serve the country more efficiently. To
make tentative generalisation from this case
study which would contribute to the under-
standing of education systems in other
developing countries.

Date of Completion - 1975.

11. Title of Project

THE HARAMBEE SCHOOL MOVEMENT
IN KENYA

Institution

Department of Education in Developing
Countries, University of London Institute
of Education, United Kingdom.

Name of Person

J.E. Anderson

Main Aim of Project

To examine the concept of the Secondary
School in relation to educational development
in Kenya with special reference to the
Harambee school movement.

Date of Commencement - 1971

12. Title of Project

POLICY-MAKING AT THE COLONIAL
OFFICE, 1940-1950

Institution

Institute of Commonwealth Studies,
London, United Kingdom.

Names of Persons and Designations

J.M. Lee, Investigator
Dr. M. Petter, Research Assistant

Description

The project is focussed largely on the
making of policy for post-war reconstruc-
tion, with particular emphasis on the role
of advisers and advisory committees in
the different fields of social policy.
Although it was originally intended to
concentrate on education, this subject will
now be covered along with all the others.

Date of Commencement - October, 1972

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Expected Date of Completion - October, 1975

Source of Finance

Grant from the Nuffield Foundation.

Title of Project

ACADEMICS AGAINST POVERTY - A HIGHER EDUCATION ACTION FOR DEVELOPMENT PROGRAMME ADMINISTERED IN THE YOUTH AND UNIVERSITIES UNIT OF V.C.O.A.D.

Institution

Voluntary Committee on Overseas Aid and Development, London, United Kingdom.

See Q 4

Title of Project

THE RELATIONS BETWEEN EDUCATION AND UNEMPLOYMENT IN NORTHERN GHANA

Institution

Centre of West African Studies, University of Birmingham, United Kingdom.

See K 7

13. Title of Project

THE INFLUENCE OF ECONOMY ON THE ELEMENTARY EDUCATION SYSTEMS OF EASTERN NIGERIA 1940-1960

Institution

Department of Education, University College, Cardiff, South Wales, United Kingdom.

Name of Person

N.I. Jones

Description

The developments in Eastern Nigeria are submitted to systems analysis with a view to finding the relevance of such an approach in developing economies. The author suggests that the use of such an approach not only illuminates the problems in hindsight, but if used at the planning stage: would have acted as an indicator which would have highlighted difficulties which were not properly appreciated at the time.

Date of Completion - June, 1973

14. Title of Project

SURVEY OF CANADIAN NON-GOVERNMENTAL EDUCATIONAL AID TO DEVELOPING COUNTRIES

Institution

Faculty of Education, University of Calgary, Alberta, Canada.

Name of Person and Designation

R. Ghosh, Student

Main Aims of Project

The study explored:

(a) the types (cash, materials, personnel) of Canadian educational aid;

(b) the countries in Asia, Africa and Latin America to which most of this aid was given in the year 1969-1970 or the most recent 12-month period;

(c) the levels (e.g. elementary, secondary, etc.) to which most of the aid was given;

(d) the socio-demographic (e.g. rural/urban) dispersion of this aid;

(e) the language problem involved in the provision of aid. The investigation was restricted to non-governmental agencies.

Description

The method employed was the mailed questionnaire and the responses indicated the following results: the distribution of materials, personnel and cash in elementary, secondary and post-secondary levels was about equal; though concentration of aid was on African and Asian countries, an increased interest was shown on Latin American countries; elementary, secondary and adult education levels received the most emphasis; elementary and secondary levels compared favourably in rural and urban areas, but post-secondary education was neglected in rural areas while aid for adult education was channelled to rural areas. Canadian agencies supported specific projects which were directly related to development, such as teacher education, teaching of mathematics and science, and the training of middle level medical personnel.

Analysis of the language problem indicated that colonial languages were still the official languages for the majority of the aid-receiving countries but there was a tendency to use regional and/or indigenous national languages and very few attempts at translation were indicated. Although teachers formed the largest category of educational personnel sent, very few agencies indicated having orientation programmes which included language learning. With the exception of religious missions,

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the agencies appeared to give very little attention to language training. Data on finance indicated that educational assistance programmes formed an important section of non-governmental agencies and the trend was towards greater involvement. In depth analyses of the role countries such as Canada can play in bringing about fundamental changes of structure and content of the educational systems in developing nations would be helpful to policy makers.

Date of Commencement - 1971

Date of Completion - 1973

Source of Finance

Graduate Assistantship, Department of Educational Foundations, Province of Alberta Graduate Scholarship and Fellowship.

15. Title of Project

AN ASSESSMENT OF EDUCATIONAL NEEDS IN THE EAST CENTRAL STATE OF NIGERIA

Divided into two phases:

- i) A strategy for assessing Educational Needs in the East Central State of Nigeria;
- ii) Identification of Educational Needs in the East Central State of Nigeria.

Institution

University of Calgary, Alberta, Canada.

Name of Person and Designation

G.C. Ukaga, Inspector of Education (Grade I), Ministry of Education, E.C.S., Nigeria.

Main Aims of Project

In consonance with the identified problem of making education in the East Central State relevant to the needs of the people, the purposes of this study were:

1. to develop strategy suitable for assessing the educational needs of the East Central State of Nigeria. Such a strategy was expected to be comprehensive, feasible, and capable of being adapted to changing conditions;
2. to attempt to answer the following questions which the investigator considered germane to the study:
 - a) Should the focus of the study be on individual needs, societal needs, or both?
 - b) If the focus is to be on both, what should be the sequence of consideration and the priority given to each?

- c) What collectivities should be used as reference groups?
- d) What techniques might be used to ascertain the perceptions of the selected reference groups?
- e) How might the perceptions of the selected reference groups be combined so as to provide an adequate assessment of the educational needs of the East Central State of Nigeria?

3. to provide a framework on which further research on the educational needs of the East Central State of Nigeria could be based.

Description

As the "underdeveloped", "developing", or "third-world", countries struggle to cast off their social stigmas of ignorance, poverty, superstition and disease, and attempt to catch up with modern science and technology, it was reasoned that they must undertake a critical examination of those institutions which are the harbingers of progress and development. Formal education is one such institution; one that is central to individual and societal growth and development. Evidence suggests that the formal educational systems in many underdeveloped regions of the world tend to perpetuate activities that are inadequately suited to service the needs of the people concerned.

It would appear that often the root cause for this inadequacy stems from the establishment, in the past, of educational structures and programmes which had their genesis in foreign lands. The East Central State of Nigeria appeared to be no exception. The intent of this study, therefore, was to develop a strategy that would enable those responsible for planning the future of the educational enterprise in the East Central State to assess the educational needs of those that must be served. The rationale for the choice of action was that effective planning begins with the identification of needs.

The developed strategy which the researcher called "The Differentiated Assessment Strategy" (DAS) explored three relevant parameters. These were the areas of needs, the various strata in the society (reference groups), and techniques for perception identification. Each of these variables was examined in detail to establish and assess possible alternatives. Choice preferences were made based on the assessment of the established alternatives. These choice preferences were woven into a workable format that matched needs to reference groups and perception identification techniques. The strategy so developed was assessed for its feasibility within the context of the East Central State. Due emphasis was laid on the concepts of democracy and participatory decision

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making; and on the changeability of needs and values.

The strategy called for effective school-community relations and an interface between them in the use of resources - human, material, and ideational.

Finally, an action plan was laid down by the strategy for empirical research on the identification of the educational needs of the clientage.

Date of Commencement - First phase began in 1972.

Date of Completion - First phase completed in April 1973.

Source of Finance - CIDA and self - first phase, second phase to be undertaken when funds become available.

Method of Publication - Thesis and Journals and Books.

Title of Project

ADULT EDUCATION AND DEVELOPMENT
IN TANZANIA

Institution

Department of Educational Foundations,
University of Alberta, Edmonton, Alberta,
Canada.

See M 6

Title of Project

EDUCATION AND DEVELOPMENT IN AN
ECONOMICALLY LESS DEVELOPED
COUNTRY (LDC)

Institution

Department of Educational Foundations,
University of Alberta, Edmonton, Alberta,
Canada.

See D 7

Title of Project

INDIGENOUS RESPONSES TO CHANGING
EDUCATIONAL NEEDS: BUDDHISM
AND EDUCATION IN SRI LANKA

Institution

Althouse College of Education, University
of Western Ontario, London, Ontario,
Canada.

See B 19
