

NORRAG N E W S

MAY 1987

Northern Research Review Advisory Group

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PREFACE

The first Norrag News was printed six months ago and sent out in four hundred copies, mainly through the regional RRAG coordinators but also directly to country facilitators in Southern and Eastern Africa. Individuals and institutions who had contributed articles and information were also sent copies. Finding out what people thought of Norrag News has been rather more difficult than distributing it. We have received comments from a few individuals but the most comprehensive set of comments so far has come from ERNESA, the Eastern and Southern Africa network, which held its first annual review meeting in March this year. We took the opportunity to ask for comments on content and distribution of the first issue, and to ask for suggestions on how to develop the newsletter.

Many positive suggestions were made as to content of future issues of Norrag News. These suggestions, considered as a whole, give emphasis to the information service function of Norrag News, which is in line with our original intentions. But the variety of information requested is far greater than we had expected, including:

- contact addresses for data and documentation centres
- progress reports from on-going, large donor or university projects
- summaries of research reports
- titles of recently published research, bibliographies and articles
- information on journals, information centres and publishers in specific regions
- excerpts or summaries from regional RRAG reports and meetings
- letters to the editor
- articles featuring individual countries

The extent to which we can supply such information depends entirely on the extent to which RRAG members in both North and South are prepared to send in such material for publication.

The session on NORRAG News also raised the interesting question of our (UourU presumably meaning the Northern network) objectives in producing it. Who is responsible for providing information? What are we trying to do with the information we compile and who is it aimed at? What do we expect people to do with the information they get? It was pointed out that the tone of Norrag News is confused by the donor agency involvement - are we a donor agency publication? Or is Norrag News the voice of researchers in the north concerned with education issues in the south? Or is it a combination of these and also an open forum for all the RRAG networks, in which case the name is misleading.

These questions are not easy to answer, especially as the Northern RRAG has not had an opportunity to get together to discuss them. Norrag News is financed by SIDA, but SIDA does not have any editorial responsibility. There are active members of the Northern group who work for donor agencies, but who are also involved in education issues in the south as researchers or research planners/facilitators. For example, donor agency personnel take post-graduate courses in education and development, and members of staff of both Northern and Southern universities work as consultants for the donor agencies. As the donor agencies are involved in supporting education projects in developing countries it seems natural that they should also be interested in education

research being carried out in the South and, even if to a very limited extent, supporting local education research communities. Hence their involvement in the Northern network.

Our objectives can be stated very broadly as providing an information service for education researchers in both North and South who are interested in education issues in developing countries. Much of this information is more easily accessible to researchers working in the North and therefore they have most responsibility for making contributions to Norrage News. But we are equally interested in what is happening in the other regions and we want to act as an information exchange service. We can only do this if the other regions are interested in sending us information about the activities in their regions. If the volume of information coming in from the South does increase, then we should seriously think about changing the name from Norrage News to something more general. Another possibility is that we act on the ERNESA suggestion that we work together with co-editors in the South.

The more practical concern of how to distribute Norrage News was also discussed. How extensively should Norrage News be distributed and by whom? Should multiple copies be sent out from Stockholm/Edinburgh or should they be duplicated regionally or locally? The ERNESA meeting was strongly in favour of distribution via the national facilitators rather than via the regional coordinator. They were also in favour of an extensive distribution of Norrage News within the research community and to policy makers/administrators. But there are some problems with this as many of the facilitators work at institutions which do not have the equipment and/or finance for making many copies of a fifty page document. We will print more copies centrally this time but probably not enough to provide multiple copies to all national facilitators as our finance is also limited. Are the limitations on photocopying specific to ERNESA or is it a general problem?

In this edition of Norrage News we are keeping more or less to the formula we tried out last time. There is a special section on Canada which looks at both donor agencies and research institutions. This section has been written by Sheldon Shaeffer (IDRC), Ron Hughes (CIDA) and Joe Farrell (Ontario Institute for Studies in Education). We again put in a list of meetings, not to frustrate people who cannot get to them but in the hope that the contact addresses given will be used. There are some short items of news from North and South, and there are some changes of address and some changes of membership which update the membership lists attached to the first (Nov 1986) issue. Finally, there is a revised version of the questionnaire used at the ERNESA meeting which we would be grateful to get back from everyone reading the newsletter. You can even make extra copies of it in the event of multiple readership! If enough people send back the questionnaire, it will give us a good base for re-designing Norrage News next year.

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I. Introduction

The International Development Research Centre (IDRC) of Canada is a corporation created by the Parliament of Canada in 1970 to stimulate and support scientific and technical research by developing countries. Although IDRC is funded entirely by the Canadian Parliament, to which it reports annually, its operations are guided by an international Board of Governors.

The Centre's programs help developing countries to enhance the capacity of their research communities so that these countries can work to solve their own problems. Building a strong local base for future research is therefore an important objective of most IDRC-supported work. Research projects funded by IDRC are identified, designed, conducted, and managed by developing-country researchers in their own countries, to meet their own priorities.

The Education Program is one of several subdivisions of the Centre's Social Sciences Division. Given the Centre's minimum bureaucratic constraints and its relatively broad mandate, the Program is able to act with considerable flexibility in determining funding priorities and strategies. During the past few years, it has had a budget of approximately \$2 million (Canadian) annually with about 40% spent in support of research in Latin America and the Caribbean, 30% in Africa, and 25% in Asia.

A number of tensions and dilemmas have characterized the development of the education research funding program at IDRC over the last several years. One such dilemma concerns the relative importance given to the support of research projects which may have some immediate effect on producing knowledge about, and improving the quality of, educational policy and practice, and the support of activities leading to the long-term strengthening of local research capacity. Another is the tension between responding flexibly to demands to support research on a broad range of educational problems--many of which do not "fit" the priorities of other agencies--and concentrating the Centre's limited resources instead on a few problems particularly critical to a large number of developing nations.

A third tension arises from the increasingly important need to demonstrate the "impact" of research on the development process. This is particularly difficult in an area such as education where political and institutional factors play an important role in the dynamics between research and policy; where educational outcomes, especially those which go beyond the narrow and somewhat questionable indices of cognitive achievement, are difficult to assess; and where so many different actors and variables in the educational process affect and are affected by socio-economic and political change.

Because of such factors, the relationship between research and the improvement of education is clearly not a direct or linear one:

research seldom leads inevitably or immediately to sound education, nor more research to better education. Nor are the most important results of research necessarily the anticipated ones. A curriculum experiment, for example, may fail as an experiment, but succeed in training a generation of researchers, in enlightening a cadre of bureaucrats, or in establishing a specialized research institution. A \$5,000 individual award may produce little of use to a policy-maker but may be enough to keep an isolated researcher active until more substantial support for broader research activities becomes available. "Success" and "impact" are therefore very relative and context-specific terms, and funding objectives too narrowly focused on immediate impact may be inappropriate to conditions in most of the developing world.

The following sections describe the basic goals and assumptions of the Program, present the Program's priorities and strategies of funding in different regions of the developing world, and discuss briefly the results of some recent educational research projects funded by IDRC, in terms both of the production of new knowledge and the development of individual and institutional research capacity.

II. Basic Goals and Assumptions

The mandate of IDRC, as approved by its Board of Governors, is to support research of direct relevance to, and demonstrable potential for, Third World development, with particular emphasis on the problems of poverty: and, in pursuit of that end, to assist developing countries to build and maintain indigenous research and research-supporting capacity, mainly at the national, but also at the regional level, and mainly in terms of human resources. The general objective of the Education Program, based on this mandate, is to support research and research training which enable developing world researchers: (1) to identify, describe, and analyze educational problems; (2) to experiment with and evaluate possible solutions to these problems which may lead to the satisfaction of basic educational needs and to better educational policy and practice; and (3) to examine the role of education in the development process.

To Program staff, education represents a field of considerable scope and complexity. As an object of study, it includes formal schooling, from early childhood to post-graduate education; non-formal education in the home, community, and workplace; and, across these, the areas of pedagogy and curriculum, administration and finance, community involvement and policy reform. As a process, it can also be analyzed as it relates to class and gender, politics and culture, technology and cognitive development, gainful employment and basic survival.

"Research" is a similarly broad concept, characterized by many definitions of its functions and many methodologies and techniques. The strength of research in the social sciences, the Program believes, lies precisely in this diversity and in the ability of researchers to examine a problem from a variety of theoretical perspectives and with a variety of methods. Thus, the research supported by the Education Program, while focused primarily on applied research linked to changes in policy and practice, also includes both basic research, when not too far removed from insights into practical knowledge, and action research,

intended to address immediately and concretely the educational problems which affect people's lives. The methodologies supported by the Program range from highly quantitative surveys and statistical analyses to more qualitative studies of individual classrooms and of the complex interactions between schools and their surrounding communities.

From these basic objectives and definitions, as well as from the Program staff's experience in educational development, flow certain assumptions which now govern the operation of the Program. The first is that there are no general solutions to educational problems across the developing world, no single package of inputs which is equally effective in every national or local context. The Program therefore encourages researchers to examine problems and experiment with solutions in terms of their own particular settings, both national and regional, while at the same time being aware of what has or has not worked in others.

Secondly, the Program assumes that multi-disciplinary research and analysis are useful in understanding the complex process of education. It therefore funds research that applies a variety of perspectives and methods to educational problems and encourages the analysis of social, economic, political, and cultural issues which influence the educational process.

Thirdly, the Program assumes that no one type of institution should have a monopoly on the research process. Each type of research centre-- in ministries, universities, and NGO's-- has particular strengths and weaknesses in the translation of research into better policy and practice. Government research centres are often in a position to translate research into public policy, but because of political, financial and bureaucratic constraints, recommendations from their research are frequently never put into practice. Universities bring analytical and theoretical depth to the research effort and often produce critical insights into contemporary problems. But because of their academic focus and relative autonomy, their results are often ignored by policy-makers. Finally, private centres and NGO's often carry out research which is pragmatic and can be immediately translated into action. Since such impact is generally local, however, it is often limited in its ability to address national policy issues.

From these assumptions the Program has derived certain funding strategies. (1) In supporting research, the Education Program encourages multi-disciplinary teams to examine problems from a variety of perspectives. Similarly, through networks and meetings, it encourages the exchange of experience and expertise across institutions, nations and regions. (2) In terms of recipients, the Program funds a variety of institutions--Ministries of Education, universities, private and public research centres, and NGO's--that have: (a) a commitment to sustained, comprehensive research on education and to the active dissemination of its findings; (b) a proven record or clear potential for significant research; and (c) research interests that seem likely to produce practical results. It also funds both established and younger, more fragile institutions--the former, typically, in order to produce useful knowledge, the latter more often as a means of encouraging and enhancing research capacity. (3) For all types of recipients, the Program tries to ensure that researchers have as

holistic a perspective on the research question as possible; that selected methodologies are rigorously applied and relevant to the question at hand; and that the project draws as much as possible on available expertise from within its own country or region.

III. Priorities and Strategies of Funding

Over the last several years, certain themes or areas of research have been identified which cut across the Education Program's activities in the various regions. These areas have been chosen because of their apparent importance to the development of better education, because of widespread demand across regions for support to examine these particular issues, and because of the relative lack of support for such areas from other donor agencies. They include the following:

1. Educational quality--the description and analysis of how "good" education really is, what actually happens in classrooms and schools, how effectively it does what it says it wants to do, and how well educational methods, innovations, and systems work.

2. Teacher training--the experimentation and evaluation of teacher training programs, particularly those which are innovative: e.g., which begin with the active participation of teachers in the analysis of their needs and the design of their training.

3. Education and work--the analysis of the relationship between what schools teach and what jobs require, and the assessment of the best ways to train employees to do more productive labour.

4. The education of marginal populations and their participation in development--the analysis of what kind of education is most needed by the most disadvantaged population groups (peasants, ethnic minorities, women) and experimentation with their active participation in the analysis and delivery of such education.

While these general issues are the major focus of the Education Program, we believe that they arise from, and should be resolved through, quite different perspectives in different parts of the world. The Program therefore attempts to develop funding strategies appropriate to the particular needs and contexts of different regions of the developing world. Current themes and strategies in these regions are as follows:

West Africa. The paucity of stable, effective research centres in this region and the lack of trained researchers have led to: (1) an attempt to strengthen the research capacity of a small number of selected institutions which seem likely to play an important national and/or regional role in improving educational practice; and (2) an effort to promote a more active and effective research community in the region through the exchange of researchers, meetings, and the dissemination of research results. Grants given to important national centres (e.g., the Institut Pedagogique National in Mali, the Curriculum Research and Development Division of the Ghanaian Education Service) permit teams of researchers to examine and gain experience in a relatively broad program of research: they also include funding for

training activities, technical assistance, and limited infrastructural support (library materials, equipment, etc.). Similarly broad support has been provided to a graduate program for francophone West African researchers in Togo?

Though the Program believes that the long-term building of research capacity in West Africa is, at the moment, more critical than the analysis of any one particular educational issue, two problems are receiving special attention because of their general regional importance. One is the evaluation of the various large-scale educational reforms which were implemented in the region in the 1970's and 1980's; the other is the issue of the language of instruction both in formal schooling and in literacy programs.

Eastern and Southern Africa. Educational problems and research environments are perhaps nowhere more diverse than in Eastern and Southern Africa. This has been reflected in a number of individual projects supported by the Program in several countries of the region; e.g., in literacy, early childhood education, teaching strategies, population education, and technical education. For the moment, however, the Program is more concerned in this region, as in West Africa, with research capacity-building. Here, three complementary elements are important. The first is support to research projects which have an important capacity-building component in them. Small grants programs, run by local institutions as competitions focussed largely (though not exclusively) on junior researchers, are especially important in this regard, their purpose being to strengthen and broaden the base of the national research communities and local institutions so that more systematic and significant research may eventually be undertaken. Such programs now exist in Botswana, Lesotho, Swaziland, and Kenya, Uganda, and Tanzania.

Related to this is the recent funding of the Educational Research Network of Eastern and Southern Africa (ERNESA), an experimental attempt to overcome the isolation of researchers and institutions in the region and to encourage collaboration within and among national research communities. The third element of the Program's strategy in the region is training. A review of current research training programs and needs in the region has been carried out and may lead in the near future to the development of training materials and the strengthening of regional training centres, activities complementary to the small grants projects and the research network described above.

Asia. In South, Southeast, and East Asia, three broad issues form the basis of program support: social equity, educational quality and popular participation. In a region where school systems are already large but where good education is available primarily to members of elite groups, particular attention has been paid to research on the relationship between education and social equity. Three informal networks of projects are planned or underway. The oldest examines the effectiveness of open universities and distance education in meeting the massive and growing demand for higher education among lower-and middle-class students and workers. The second concerns the transition of children from home to school, a transition especially difficult for children from disadvantaged and marginal groups. The third concerns the

burgeoning use of expensive private tutoring systems and their effect on the equity of national examinations and the quality of regular classroom instruction.

The concern for educational quality will involve further investigation into problems of teacher training and the relationship between the skills acquired in school and the demands of the world of work. The third Program focus, popular participation, is conceived in two ways, in terms both of greater local participation in educational decision-making and of community participation in the research process. The latter involves support to two action research networks, each with an important training component, in Indonesia and the Philippines.

A significant emphasis in Southeast Asia includes support to the Southeast Asian Research Review and Advisory Group (SEARRAG), a small group of university and ministry researchers which has coordinated the analyses of local research environments and a number of state-of-the-art reviews of educational problems and practices. It is currently also developing a research abstracting network. Work in South Asia will concentrate on the kinds of non-formal educational experiences that can be made available to young children not presently receiving them and to innovative approaches in adult, rural, and technical education.

Latin America. The Program's work in Latin America has been perhaps the most balanced in terms of the relative emphasis put on capacity-building and on the production of scientific and technical knowledge. Recent constraints on funding, however, have led to difficult decisions about whether and how best to maintain this balance. An effort has been made to identify a more specific set of criteria for evaluating proposals and to develop a funding strategy which is responsive to the needs and priorities of the region as a whole and of particular sub-regions. One result is that fewer issues are now being explored and those projects that are supported are more directly linked to education and development issues than was the case in the past.

Clusters of projects are being funded in various areas, such as in the development of mechanisms for strengthening the interaction among students, teachers and the family; in the experimentation with educational materials and methods, both formal and non-formal, which could be used to respond to the needs of Indian and marginal urban communities; in the examination of cultural policies and education; and in the development of a network of researchers doing qualitative research on problems of primary education. A regional meeting recently held in order to identify research experience and gaps in the area of education and work will likely lead to a regional network of research centres and groups working in this area.

Realizing, however, that many Latin American research centres and environments are underdeveloped--often through either economic constraints or political oppression--the Program also supports capacity-building efforts. To the extent possible, this is being done in collaboration with stronger research centres which play an effective regional role in networking, dissemination, and training. Many of these

centres continue to receive general support to broad programs of research relevant to both national and regional problems.

IV. Results of Program Support

A. Research activities.

Many of the outcomes of research projects supported by the Education Program have examined problems and recommended solutions particular to a specific country or region. Two studies in Egypt, for example, graphically described the poor quality of isolated one-room schools and the inadequacy of training for primary school teachers and led to the design and implementation of a national in-service teacher training program. A series of qualitative, ethnographic studies in Latin America analyzed in detail the "reality" of primary school classroom particularly in regard to the effects of autocratic teaching styles on children of poor and often minority status. Other research, such as that in the Dominican Republic on problems of mathematics achievement, has led to the development of new teaching materials and training courses.

Some research projects have focussed on experiments with, and the evaluation of, educational innovations. The experience of training teachers through self-directed workshops (in Sierra Leone, Kenya, and several countries of South America) has made it clear that while new teacher training methods and materials may improve educational quality to some degree (though rarely as much as planners anticipate), more lasting and significant change might possibly be achieved through the active involvement of teachers in the design and implementation of this training. An evaluation of the various IMPACT-style experiments in Malaysia, Indonesia, the Philippines, Jamaica, Liberia and Bangladesh, perhaps the most visible of the Program's work in the past, showed that these projects led to the development of several useful educational technologies--not of a "packaged" delivery system able to operate in every setting but of a series of methods (peer teaching, programmed instruction, cross-aged tutoring) which seem to work well (e.g., in terms of student participation rates and retention) in different contexts. These projects also had considerable unanticipated impact on the development of local research skills and institutions. Similar results can be seen in the development and evaluation of new curricular materials and teacher training methods in Nepal.

Research on women in development, which has focused on non-formal and informal education, especially in Latin America, has helped to clarify the special requirements of women in marginal urban and rural areas as to both the content and nature of further education and the support they require to perform effectively new economic roles in their families and communities. Related research in early childhood development and pre-school education--in Chile, Turkey, India, et al--has shown that any narrowly defined or uni-dimensional approach to improving these areas of education (e.g., the development of new texts or manuals, the re-training of teachers) will likely be less effective than an approach which treats students, families, teachers, and communities in a more integrated fashion.

Research on the relationship among education, society, and the state, most of which has been done in the Southern Cone of Latin America, has not only helped to keep alive a tradition of education research in that region but has also led to insights useful throughout the continent. In the new democracies of Uruguay and Argentina, for example, such research is having some impact on educational practice in areas such as teacher training. Similarly, research on the complex interactions among education, culture, and media of the "popular" sectors of Latin America--peasants, slum-dwellers, workers--has led to new insights in regard to the interplay among cultural policy, ideology, and communications and is now resulting in public and governmental discussions about how to guarantee the continued support of popular sectors in the re-democratization process occurring in the region. Such research recently influenced the drafting of a new law on cultural policies in Argentina.

The small strand of the Program's support of research on the research process itself, through the international Research Review and Advisory Group (RRAG), its related regional networks, and other projects, has helped to clarify concepts such as research environment and participatory research. The latter includes research on popular theatre in Cameroon and on NGO development activities in Indonesia and the Philippines. The research networks funded by the Program have also compiled and critiqued existing research, synthesized generalizable findings and trends, identified gaps in knowledge, and analyzed various obstacles to the utilization of research.

B. Individual and institutional capacity

"Impact" is not only hard facts and new policies. It is also, and perhaps more importantly, the slow and incremental process of training individuals, strengthening institutions, and enhancing national environments for research so that research can have greater influence on education policy and practice in the long-term. Such impact, where it exists, is more directly the result of Program activities in the areas of training, institutional development, publications, dissemination, and networking. It is in these areas that the Centre's support to educational research may ultimately have its greatest value.

1. Training

In terms of training strategies, alone and with the cooperation of IDRC's Fellowships and Awards Division (FAD), the Program has supported formal training for individual researchers from a number of Centre-supported projects or networks, especially in Latin America and Southeast Asia. More informal training through supervised individual research has also been funded, largely through programs of small research grants in West Africa, Kenya, and the countries of Botswana, Lesotho, and Swaziland. The provision of group seminars, workshops, and short courses in research methods has also been a part of the Program's work, especially in threatened or fragile research environments. Other regional courses have been developed around particular issues: e.gor the analysis of qualitative data in Latin America, educational planning in the Caribbean, and participatory/action research in Asia.

2. Development of institutional research capacity

Though the Centre's mandate and limited budget make it difficult to fund projects leading explicitly to the large-scale infrastructural development of institutions, in practice it recognizes that the long-term stability and strength of research in a given country are dependent upon the stability and strength of its research institutions. Where possible, therefore, the Education Program tries to make its various types of activities (project and program support, training, networking, etc.) complementary to each other and focussed on particular institutions. The longest effort of this kind has been the Program's support to major research centres in the Southern Cone of Latin America where a series of project and program grants, supplemented by group and individual training awards, has both helped to establish a community of educational researchers and given a few institutions greater continuity in their work and more effective outreach to other institutions in the region. More recent work has included the support of research and development centres in conventional universities in Nepal and Indonesia and in four open universities elsewhere in South and Southeast Asia.

Nowhere, however, is such institutional development more needed than in Africa where the continued high demand for education, the rapid expansion of education systems, and growing concern for the deteriorating quality of education make the enhancing of local research capacity a very important objective. There, a labour-intensive series of national seminars, group training programs, and small grants schemes has led slowly to an increase in contacts across isolated research communities, the establishment of national research associations, affiliations with outside experts willing to assist in training and research, and, in the last two years, significant grants in a number of national research centres (e.g., Mali, Sierra Leone, Lesotho, and Ghana).

3. Publications, dissemination, and networking

One important function of the funding that IDRC provides for research is the encouragement of more effective dissemination and utilization of research results and more systematic and frequent contact among researchers within and across the developing world. This has resulted in a lengthy list of education monographs funded both by IDRC itself and by local research centres with IDRC funds and, perhaps more importantly, a series of meetings and reviews sponsored for the purpose of aggregating and synthesizing results of research for dissemination to a wider audience of researchers and policy-makers.

Particularly important in this regard are the various networks which IDRC has supported. These have tended in recent years to be formed after the fact, when teams working on similar issues express an interest in collaboration and coordination and when it seems clear that such South-South cooperation will enhance rather than dilute the usefulness of insights and experiences. Recent projects in this regard have included the Qualitative Research Network in Latin America, the Southeast Asian Research Review and Advisory Group, and the Educational Research Network of Eastern and Southern Africa.

V. Future Plans and Directions

A. Areas of Work

As in any funding agency, certain past areas of Program support are now being closed out and lessons learned from research in these areas is being synthesized and disseminated. Other areas, however, persist in their significance while still others are becoming increasingly important in the further development of education. Some examples of those likely to continue to draw support include the evaluation of innovative teacher training projects: the description and assessment of educational quality: the analysis of the relationship among education, work and youth unemployment; the assessment of issues in a child's transition from home to school: and the encouragement and assessment of the participation of marginal groups in education. Likely important in the future is the exploration of private tutoring "industries" and of alternative technologies in education, both "high" technologies (e.g., micro-computer use in planning, school management, and classroom teaching) and "low" (educational methods appropriate to marginal, isolated communities). The latter is leading to the support of projects which will both examine the intended and the unintended consequences of new technologies and describe their financial and social implications to policy-makers.

B. Relations with other IDRC activities.

During 1987-88, the Social Sciences Division of IDRC is undertaking a major review of its past, present, and future activities. As an intended point of departure and for the purpose of supporting greater collaboration among Programs and disciplines throughout the Centre, the Division is experimenting with new ways of conceptualizing and operationalizing the relationships among (i) traditional program areas (e.g. Education, Population, Science and Technology Policy); (ii) scientific and methodological approaches (e.g. economic analysis, socio-economic surveys, policy analysis); and (iii) emerging development issues and problem foci (e.g. women-in-development, shelter, drought). The design of an appropriate organizational structure to implement these cross-cutting activities is presently being considered.

Of particular interest are new experimental activities in women in development (WID) and public policy. The WID unit will have two functions: an advisory and information-sharing function, and a project support and development function. While a number of WID-initiated projects may eventually be developed, the intention is first to use WID resources to strengthen selected projects being funded elsewhere in the Centre in the area of women in development. The WID unit will provide assistance with the development of appropriate methodologies and research designs, and will suggest researchers who could provide WID expertise in new or ongoing projects.

The public policy aspects of research are already of concern to the various Division's programs including Education. However, a case is being made for a more integrated approach to the analysis of national and regional planning and policy-making as they affect different

development sectors. To date, the Centre has concentrated its efforts on the support of research activities that are potentially useful to enrich the content of public policies. Little has been done to support research activities that analyze the processes of public policy formulation and implementation in developing countries. Within this overall framework, project development will be supported in this area, particularly in the support of research activities that lead to the development and consolidation of representative institutions and participatory processes.

These two new initiatives, and perhaps others now being discussed, will affect the work of the Education Program by helping it to strengthen both its own projects through the addition of insights from other fields and disciplines and projects elsewhere in the Centre through the inclusion of educational perspectives in their design and implementation.

For further information on the activities, projects, and publications of IDRC in educational research, contact the Education Program, IDRC, Box 8500, Ottawa, Canada K1G 3H9, or the Social Sciences/Education officers in the regional offices listed below.

Latin American Regional Office

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East Africa Regional Office

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Human Resource Development Activities of the
Canadian International Development Agency

Prepared by
The Education and Training Section
Social and Human Resources Development Division
Professional Services Branch
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Introduction

In 1984-85 Canada allocated \$2.1 billion for Official Development Assistance (ODA), 0.49 percent of its gross national product, ranking Canada among the principal donors of the Organization for Economic Cooperation and Development (OECD). CIDA is responsible for managing about 75 percent of total ODA. Other Canadian agencies involved include the Department of Finance, IDRC, the Department of External Affairs and Petro Canada International. Human resource development (HRD), including education and training, is one of three priorities (along with agriculture and energy) in Canada's international development program.

Definitions of Human Resource Development (HRD)

HRD is sometimes referred to as a specific priority "sector" for CIDA programming (and ODA in general), and also as a major cross-sectoral influence in the success of international assistance programming in all sectors.

Objectives of HRD

HRD objectives are aimed at establishing long-term, self-sustaining local capacities for all aspects of HRD including planning, needs assessments, management, financial control, administration and evaluation. HRD is the improvement of individual and institutional capacities to apply knowledge and skills appropriate to their socio-economic development.

3.0 The Evolution of Canada's Official Development Assistance Program

Canada's official aid programs began in the post-Second World War era through the Colombo Plan (1951). Only about 4 percent of the \$50 million budget appeared to be allocated to various forms of HRD through technical assistance. In the early sixties CIDA supported formal education, the focus being on higher, secondary and technical education. The program placed Canadian teachers, professors, educational administrators, teacher trainers and educational advisors and experts in Third World countries and provided some training in Canada for students from those countries.

The 1970's saw a return to a focus on capital assistance, with education and training receiving less emphasis except in some project-related activities. This situation was partly a result

of the disillusionment with the perceived benefits of assistance to education and the labour-intensive administration required within CIDA for education and technical assistance projects. With the 80's, came an improved appreciation that investments in large, capital-intensive infrastructure projects cannot produce their intended benefits without corresponding investments in trained personnel to manage and maintain viable operations. .

Along with the above realization came the knowledge that many critical needs in HRD seem to be centered around a complex mix of formal training and informal on-the-job experience all somewhat dependent on formal education systems. The critical role of women is acknowledged and beginning to receive attention.

Generally, training within the home country or region and training in Canada are all considered to be necessary and valuable aspects of HRD; training of trainers is preferred to direct assistance to trainees; and, where practical, assistance is given in the establishment of long-term, self-sustaining indigenous capacities for HRD. What is required now is a continual development of Canadian expertise in HRD for the Third World, especially in relation to development of cost-effective innovations for financing and implementing all forms of required education, training and HRD.

Lessons Learned About HRD

In general, the lessons learned from evaluations of projects by CIDA and other aid agencies reveal that HRD requires a long-term and comprehensive commitment to development of managerial skills, flexible systems of HRD programming and the linking of HRD programming with the planning of development in other sectors.

CIDA Delivery Channels for HRD

HRD is provided through all seven of CIDA's program branches:

- Geographic Area Branches (Francophone Africa, Anglophone Africa, Asia, Americas)
- Multilateral Programs Branch
- Special Programs-Branch
- Business Cooperation Branch

Following is an overview of the HRD activities of these seven Branches with some examples.

Geographic Area Branches

In 1984-85, the four Geographic Area (bilateral or government-to-government) Programs used about 40 percent of CIDA's budget to finance more than 1,000 projects in over 90 developing countries. Aid was used for, among other things, infrastructure projects, rural and agriculture development, food aid, lines of credit and HRD. The HRD activities included project-related training in infrastructural projects, general capacity building through

government-to-government scholarship and training programs, and institutional support for recipient country educational systems and related organizations. In 1985 these Branches supported 3,343 students and trainees in Canada and Third World countries for a total cost of \$27,557,746.

5.2 Special Programs Branch

Special Programs Branch supports and encourages the initiatives of Canadian institutions and voluntary groups as well as international NGOs playing an active role in international development. During 1984-85, the Branch disbursed \$155.6 million to 4,984 development projects. In addition, through 'country focus', \$35.3 million from bilateral assistance was made available for programs and projects through non-profit groups and institutions. The total disbursements of \$190 million represents about 9% of Canada's ODA expenditure. In 1985 Special Programs Branch disbursed \$9.2 million on 2,535 students and trainees.

Beginning with the original NGO Program in 1968, six specialized programs have evolved in CIDA's Special Programs Branch as outlined below. Each has distinct goals, constituencies and ways of working; but human resource development is the over-riding priority.

5.2-1 Non-Governmental Organizations Program (NGO):

Through this channel, the Branch makes financial contributions to supplement other funds generated by Canadian NGOs and institutions.

5.2.2 Institutional Cooperation and Development Services (ICDS):

ICDS enables Canadian and Third World institutions and organizations to undertake joint endeavours, especially in the area of HRD. Development agencies including CUSO and the Canadian Executive Services Overseas (CESO) annually send well over a thousand Canadians to developing countries as cooperants. Many Canadian universities and colleges and their associations, which are involved with CIDA in a variety of HRD programs, do so through ICDS.

5.2.3 International Non-Governmental Organizations Program (INGO)

CIDA provides funds to a variety of INGOs which in turn provide funds and support to development programs of their national affiliates in many countries.

5.2.4 Public Participation Program (PPP):

With support from CIDA'S Public Participation Program, a variety of groups are involved in helping to keep Canadians aware of developing countries and of Canada's relationships with them; This HRD effort, focussed mainly on Canadians, helps to encourage their understanding and Participation in international cooperation and development.

5.2.5 Management for Change:

Management for Change supports innovative ways to strengthen the management capabilities of developing countries. The emphasis is on HRD implemented through short-term training activities which bring together key executives from the public, private and non-profit sectors in Canada and developing countries.

Multilateral Programs Branch

Multilateral Programs Branch encompasses four program channels: International Financial Institutions (MFI), Multilateral Technical Cooperation (MTD), International Humanitarian Assistance (MHA) and Food Aid (MFA). Through these channels, Multilateral Programs support the development efforts of some 85 international organizations including United Nations (UN) agencies, development banks, humanitarian institutions and other international groups. Canada's contributions through the Multilateral Programs represented 33% of 1984/85 ODA.

Contributions to the UN and through the MFI programs together represent the largest part of CIDA's Multilateral HRD activities. Further support is contributed through the United Nations Development Program (UNDP), the United Nations Children Fund (UNICEF), the United Nations Fund for Population Activities (UNFPA) and the International Fund for Agricultural Development (IFAD); and smaller funds such as the Commonwealth Fund for Technical Cooperation (CFTC) and the Programme special du developpement (PSD) for Francophone countries.

The various Multilateral Programs funded are primarily concerned with technical cooperation. In many instances they provide a key complement to other CIDA projects which may be capital assistance oriented and thus serve as a further channel for the Agency's priority on HRD.

Business Cooperation Branch

The efforts of the Business Cooperation Branch are directed at assisting Canadian businesses to establish new markets in developing countries and support Canadian firms seeking opportunities for investments, joint ventures and transfers of technology to these markets. The Industrial Cooperation Division (INC) has been involved in supporting short courses and training seminars in developing countries on business management, marketing and investment.

Other Canada ODA Activities (Non-CIDA):

As indicated earlier, 75 percent of Canada's ODA is administered by CIDA. The remaining 25 percent is administered by the other government departments and agencies outlined below. The programs of all of these agencies also place a priority on HRD in Third World Countries.

5.5.1 The Department of Finance provides Canada's contribution to the World Bank's International Bank for Reconstruction and Development (IBRD) and its concessional funding arm, the International Development Association (IDA).

5.5.2 The International Development Research Centre (IDRC) is wholly committed to the development of indigenous research capacities in LDC's. Thus, its total annual budget of \$100 million is pledged to HRD and used to support the efforts of developing countries to build up their own research capabilities by providing technical and financial support for research and the training of local researchers in the areas of agriculture, forestry, fisheries, energy health, the social sciences, information, and education. Within the context of these activities, IDRC provides fellowships to developing countries for study in Canada. The funding for these fellowships represents about 3 percent of IDRC'S current annual budget.

5.5.3 The Department of External Affairs contributes to the regular budgets of several multilateral organizations, including the World Health Organization and the Food and Agriculture Organization. Canada Post and National Health and Welfare also provide support to international agencies active in development. Together, these sources provided \$50.5 million in 1984-85, some portion of which supported training and other HRD activities.

5.5.4 Petro Canada International Assistance Corporation (PCIAC) was established in 1981 to assist developing countries in reducing their dependence on imported oil by using Canadian technology and expertise for oil and gas exploration. In 1984-85, \$3 million was expended for 515 person-weeks of such training. PCIAC's total disbursements for development projects was \$53.2 million.

Some Current Trends: HRD and the Third World

Women in Development

The need to focus much of our development efforts on the critical role of women is being acknowledged. CIDA has formulated a Women in Development (WID) policy, strategy and plan of action with major operational objectives for improving the integration of women in development, both as participants and as beneficiaries. One of the operational objectives in the WID plan of action makes specific provision for the development of "strategies for moving towards a 50/50 representation of women in CIDA's training and scholarship programs".

Aid to Schooling Systems

Grave problems continue to plague educational systems: the Third World debt crises, population growth, shortages of qualified teachers and supplies and underfinancing of formal education systems. The implications of this situation are causing all donors and recipients to look very seriously for new and innovative ways of addressing these challenges. One key trend appears to be a re-emphasis on primary schooling and basic education for functional literacy and numeracy.

Training for Micro-Enterprise Development

There is an increasing recognition that assistance to very small businesses in the Third World can allow aid programs to

reach some of the poorest people and assist in efforts to move toward self-reliance and self-sufficiency.

Human Resources Management

To facilitate HRD in recipient countries, the development of local capacity to make comprehensive but practical assessments of manpower and training resources and future need is being given more emphasis.

HRD capacity must itself be developed in recipient countries, to ensure the long-term benefits of multiplier effects and to go a step beyond the concept of "training of trainers", to assisting in the development of all the required forms of expertise to sustain local HRD programs.

Research Related Activities

The terms and conditions of most of CIDA's programs specifically preclude the Agency from supporting most kinds of research activity. Such support has been reserved for IDRC. Nevertheless, there are a number of research related activities which deserve mention.

7.1 HRD Evaluation: a comprehensive Agency evaluation of HRD in Canada has been underway for the past 2-3 years. Evaluation design, framework, assessments and modules have been developed. Some sector specific evaluations including attention to HRD have been completed (forestry, railways). This work is managed by the Corporate Evaluation Division in CIDA's policy Branch.

7.2 Numerous HRD-related feasibility studies have been carried out for specific countries and for some regions - (e.g. Caribbean, Francophone Africa and five countries of Southern Africa. These studies generally identify priority development sectors, subsectors, institutions, etc., and assess relevant training requirements. These studies are usually coordinated by the Education and Training Section.

7.3 A number of computer-based information systems related to HRD are in operation. The most noteworthy of these, in terms of support potential for research, is the Technical Cooperation Data Base. This information system is designed primarily to improve the accuracy, completeness and reliability of the Agency reporting to DAC/OECD. It is CIDA'S most complete and accurate record of detailed information about CIDA supported students, trainees and cooperants. It is being managed by the Policy Unit within the Social and Human Resources Development Division.

7.4 The Education and Training Section is planning to produce an Education and Training Sector issues paper, with some reference to HRD in general. The paper will review past experiences and recommend policy and strategy directions for the Agency. The paper is targeted for completion December 31, 1987.

Other Canadian Institutions in Educational Research and Development

I. Canadian Universities

The Canadian university community is very active in international development work related to education. For example, in the period April 1, 1985 to March 31, 1986, Canadian universities were involved in education-related projects in developing nations with a total value of over \$4 billion (Canadian). Many of these projects were wholly involved with research or had large research components.

The universities are linked together through a national associaton, The Association of Universities and Colleges of Canada (AUCC) at 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1. The AUCC's International Division (Director, Mr. John Berry) has as its mandate "to facilitate the involvement of Canadian universities in development assistance projects with institutions abroad." The International Division of AUCC maintains close contact with an International Liaison Officer at each university, and can help identify university resources appropriate to particular research projects or programs; assist in establishing initial contacts between Canadian and developing world researchers, coordinate or assist in arranging visits to one or more Canadian universities, and provide other linkage assistance.

In addition to responding to specific requests, the AUCC's International Division publishes annually a comprehensive directory of university resources related to development, under the title: Canadian University Resources for International Development. It also publishes a quarterly newsletter: Canadian Universities in International Development. Copies of these publications are available in many Canadian consulates and high commissions. It also maintains a computerized data-base (Canadian University projects in International Development-- CUPID) which provides comprehensive information regarding specific cooperative international development projects in which Canadian universities are involved.

II. Canadian Community Colleges

Canadian community colleges are also very active in international development work, particularly in various aspects of technical and vocational education. Information regarding their resources, and assistance with establishing contacts, are available from the Association of Community Colleges of Canada (ACCC), International Projects Office, 110 Eglinton Ave. West, Toronto, Ontario, Canada M4R 1A3

III. NGOs in Canada

There are approximately 300 Canadian non-governmental organizations actively involved in international development work, many with strong interests in formal, and particularly non-formal, education. They are linked together through the Canadian Council for

SUPPLEMENT TO SCANDINAVIAN SECTION OF NOV '86 ISSUEDANIDA
International Development Agency1- Main Principles Governing Danish Development Assistance

Under the Danish International Development Cooperation Act, the objective of Denmark's governmental assistance to developing countries is to support their efforts to achieve economic growth in order to contribute towards ensuring their social progress and political independence in accordance with the United Nations Charter.

As a rule it is sought to attain the objectives of Danish assistance through support of activities which are designed:

- (i) to provide income-earning opportunities for the poorest population groups in order to enable them to satisfy their basic needs for private consumer goods (food, housing, clothing, etc.)
- (ii) to provide public services (drinking water, health, education, etc.), and
- (iii) to generate, in the modern sector, the necessary foundation for enduring improvement of the standard of living of the poorest population groups (industry, physical infrastructure and the like).

Denmark's net disbursement of Overseas Development Assistance (ODA) in 1986 amounted to US \$662 millions (1) representing 0.83% of GNP. The ODA volume will be increased by 0.03% of GNP each of the following years until Denmark's ODA reaches the 1.0% target in 1992.

Funds for multilateral assistance represent 46%, and bilateral aid 54%, of the budget. No substantial change is foreseen. The distribution between multilateral and bilateral aid reflects the outcome of a parliamentary debate in 1983, calling for the continuation of an approximately equal distribution between the two categories.

Danish bilateral development assistance remains mainly directed towards LLDCs and other low-income countries. Denmark provides bilateral untied assistance to a fairly large number of countries although a major part of this type of assistance remains concentrated on the four main recipient countries: Bangladesh, India, Kenya, and Tanzania. Together these countries accounted for 62% of Danish project assistance in 1986. Bilateral aid assistance is provided to a larger group of countries, whose composition varies from year to year. In 1986, financial assistance was provided to 19 countries.

During the last few years, in response to the particularly difficult economic situation in Africa, Denmark has strengthened its efforts to increase bilateral assistance to developing countries in Africa. Priority is given to the Sub-Saharan countries, including Tanzania and other SADCC countries.

2. Administration

Danida is an integral part of the Ministry of Foreign Affairs. It consists of three departments, namely a bilateral, a multilateral, and a department for coordination and administration, dealing with policy coordination, information, evaluation, and various administrative tasks.

Administration of all untied grant assistance is the responsibility of three geographically based divisions which also handle tied aid to the four main recipient countries. A technical advisory division within the bilateral department is responsible for advice on sectoral matters and is staffed by sectoral experts. In this division one person has the overall responsibility for professional matters related to education and training. The other experts within the division are responsible for the sector-related education and training, for example one person is responsible for vocational training.

Danida has local offices (Danida missions) in 8 countries: Bangladesh, India, China, Kenya, Tanzania, Zambia, Zimbabwe, and Mozambique.

3. Assistance in the Field of Education and Training

In the field of education and training, support is given to different types of activities. The main categories are as follows:

- a) financial assistance to training activities
- b) bilateral projects within the education sector
- c) project-related training
- d) fellowship programme

a) Financial Assistance to Training Activities

Over and above the general multilateral contributions, Denmark follows special policy objectives in the multilateral field through multi-bilateral training activities. FAO and ILO receive the largest share of Danish contributions under this heading, but a number of other organisations are involved in a smaller scale in multi-bilateral cooperation. Among these agencies are UNICEF, UNHCS (Habitat), and WHO. Typical training activities which are supported are for example dairy training courses, workers' education, cooperative training, and health education. Private Danish organisations such as the trade unions also receive financial assistance for training activities in the developing countries.

In 1986, financial assistance to this kind of training activity was approximately US \$7 millions.

b) Bilateral Projects within the Education Sector

In 1986, 3.1% of Denmark's bilateral assistance was used for education, which is equal to US \$9.6 millions. The support to the education sector has declined over the last years. This is a consequence of the present policy where the main emphasis in Danish bilateral assistance is now on development of rural areas

with projects in the sector "agriculture, forestry, and fishery". The decline in the contribution to the education sector is also caused by less construction of school buildings, etc., which is normally the most costly part of an education project.

In 1986, a total of 43 projects within the education sector were given Danish bilateral assistance. The majority of these projects fall within the field of vocational training and non-formal education. Danida gives hardly any assistance in the areas of primary, secondary, and tertiary education.

c) Project-Related Training

Competence building is an important component in all development programmes and in principle, all Danida-supported projects have a substantial project-related training component. Although, in real life, this may sometimes look like wishful thinking, most projects actually have a training component which will ensure the sustainability of the project after the termination of Danida's support. A good example is the School Maintenance Programme in Tanzania. The objective of the project is not only to renovate all Secondary Schools and Colleges in Tanzania, but also to train teachers and students at these institutions in preventive maintenance.

It is difficult to estimate the amount spent on project related training, but a conservative guess would be not less than US \$30 millions per year.

d) Fellowship Programme

Danida's Fellowship Programme finances studies for students from developing countries. Study facilities are provided in the form of special courses and specialized studies designed to make the Fellowship holders better qualified for professional work in their own countries.

Fellowship is granted primarily in connection with other Danida financed activities or other cooperation between Denmark and the country in question. Fellowships are normally for a minimum period of 2 weeks and a maximum period of 10 months.

In 1986, 593 persons were granted a fellowship at a total cost of US \$6 millions.

4. Future Assistance in the Field of Education

Among the issues which, during the last years, were subject to increased attention in the formulation of Denmark's development cooperation policy were matters such as the dialogue with recipient countries, ecology, the role of women, and allocation of multilateral contributions. Based on this trend, no substantial change in the assistance to education and training is foreseen.

The only exception is project-related training. The discussion on sustainability is also going on in Denmark. and Danida has

therefore started development work in this field together with some institutions and private enterprises. The outcome of the work will be a practical guide on project-related training which, hopefully, will be ready in 1988.

During 1987 the Technical Advisory Division will review the sector guidelines for all sectors which Danida is currently supporting. It is too early to say whether this review will influence the assistance in the field of education.

Note: 1) The dollar exchange rate applied in this article for 1986 figures is: US\$ = 8.091 D.kr.

Preben Gondolf
DANIDA

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NEWS FROM THE NORTH

Commonwealth Association for Education and Training of Adults

Our attention has been drawn to CAETA - The Commonwealth Association for the Education and Training of Adults. It is a non-governmental international association which brings together individual members and national organizations, from some 25 countries, associated with the education and training of adults. The Association seeks to enhar the competence and professional understanding of its members to improve the status of adult education in all its aspects: to link together practitioners in different parts of the Commonwealth; and to direct the resources of all forms of education for adults towards national goals of development.

The Association publishes a Newsletter three times a year: arranges (in co-operation with national adult education bodies) regional workshops, conferences and seminars: organizes a Commonwealth Assembly every four or five years: and provides research and consulting services. Membership of the Association is open to all those administrators, organizers and teachers who are involved in or concerned with the education and training of adults in the Commonwealth at all levels. National organizations in Commonwealth countries are invited to join as honorary members. For more information, write to:

The Secretary General,
CAETA,
School of Education,
University of Reading,
London Road,
READING RG1 5AQ,
England.

Telephone: 0731-875234.

Albert Tuijman,
Stockholm.

The Harold Macmillan Trust

A new trust has been founded in 1986 with particular interests in education in the developing countries. It has a natural interest in the whole area of the curriculum, the textbooks, and libraries. Within the curriculum, there is likely to be a particular concern with language teaching, maths and science, and technical and vocational education. Running throughout all these is the pursuit of cultural relevance. Michael Wills is the secretary to the trust, and can be contacted at:

The Harold Macmillan Trust,
Room 114
Temple Chambers,
Temple Avenue,
London EC4Y ODT,
England.

Telephone: 01 3530662.

IREDU

Institut de Recherche sur l'Economie de l'Education (IREDU)
Centre National de la Recherche Scientifique (CNRS)

(Research Institute for the Economics of Education
National Center for Scientific Research)

IREDU was created 15 years ago as a Team of Associated Research. In 1986, it became part of the National Center for Scientific Research (CNRS). The Institute includes today 22 researchers and research assistants. The work is organized around three main themes:

economic analyses of education systems

relations between education and work

human resources and development

The activities of the Institute are summarized below by area, based upon the Center's Scientific Report of 1987, which presents in detail the studies under each area.

1. Research Projects

THEME I: Economic Analysis of Education Systems

AREAS:

- Studies on educational costs, effects and policies, at three levels:

- . aggregated level
- . linked to educational policy
- . more specialized research

Evaluation studies of institutional processes of the educational system.

Studies of the relation between the educational system and its environment.

THEME II: Relations between Education and Work

AREAS:

Education and income.

The management of labour.

Change of work conditions: the case of unqualified youngsters.

A specific educational system: agricultural education.

Education for a specific group: the handicapped.

The activities of IREDU as an Inter-regional Center associated to CERECQ (Center for Studies and Research on Qualifications).

THEME III: Human Resources and Development

ORGANIZATION OF THE THEME:

The general frame

Broadening the intervention:

- . from education to growth (by informal education and media)

- . from education to the people

- . from education to production

- . organization and financing

The use of complementary research strategies:

- . micro-economic observation

- . relation theory-actions

The priority research axes:

- . efficiency, cost and financing of educational systems

- . relations between school systems and the productive apparatus

- . production, use and financing of public health services

- . valorization, cooperation and education.

Policy. for Enhancing the Value of Research

The enhancement of the value of research arises through the circulation of reports.

To value research consists also of defending one's studies before the most adequate authorities.

A certain degree of value can be obtained by conducting collaborative research. The present research is conducted in two ways:

- . in association with researchers of other institutes

- . in association with researchers from developing countries

The enhancement of the value of research is also obtained by its integration in local life: local/regional studies and involvement of the local/regional institutions under analysis.

The enhancement of value is equally obtained through scientific meetings.

The enhancement of value is also ensured by participating in networks.

III. Activities and Publications

A list of scientific meetings where the Institute participated is presented in the Research Report, as well as the Institute's participation in education through research, including the diplomas and thesis awarded, the Institute international exchange programs and a list of publications is also included.

For this report or other information, the Institute can be contacted at the following address:

University of Bourgogne
 Batiment Sciences Miranda - BP 138
 21004 - DIJON C dex
 France

Tel: 80 39 54 50

Information provided by:

Summarized and translated by

Francois Orivel
 Director of IREDU

Maria Catela
 Institute for International
 Education, University of Stockholm

The Rockefeller Foundation

"The Rockefeller Foundation in the Developing World"

Under the overall direction of their new vice-president for Programme, Kenneth Prewitt, the Rockefeller Foundation (RF) has begun to concentrate its attention on two interconnected aspects of science-based development in the modern world:

- i. in the absence of deliberate preventive efforts, the beneficial results of science will flow more naturally to the resource-rich than to the resource-poor:
- ii. even those technologies specifically designed to promote the well-being of the resource-poor may fail to reach intended beneficiaries.

It is this widening gap between what is and what could be that has led the Foundation to articulate a core philosophy for its developing country work. IT IS THE EQUITABLE DISTRIBUTION OF BENEFITS TO END-USERS THAT FULFILLS THE PROMISE OF SCIENCE AND TECHNOLOGY IN THE DEVELOPMENT PROCESS. This is the philosophy against which the Foundation's science-based efforts are to be measured."

(RF 1986).

There are several educational aspects of this process that will be of interest to RRAG groups. First, the RF is certain that developing countries must have the human and institutional resources to set their own agendas: hence there will be a renewed commitment to training. But second, there will be a strong

concern to examine the role of the social sciences and of education in particular in affecting our understanding of how science does and does not get absorbed and utilized. RF will look at how modern science interacts (in schools) with alternative knowledge systems; how technical and social innovations interact; and how women's access to and utilization of science and technology can be shaped.

If you want more information on these initiatives, you could write to:

Joyce Moock or Kenneth Prewitt
Rockefeller,
1133 Avenue of the Americas,
New York,
USA.

or to:

David Court,
RF Representative,
Box 47543,
Nairobi,
Kenya.

The short brochure is called:

The Rockefeller Foundation in the Developing World

World Bank

Sub-Saharan African Policy Paper on Education

Since our last report in Norrag News, this potentially influential report has gone through two more major drafts. It has been discussed by two meetings of Anglophone and Francophone ministers (of Education- and of Finance and Planning) in Addis Ababa and Abidjan. Copies of this same draft were sent to all members of ERNESA for their 2-5th March meeting in Mbabane, and a set of comments were sent to Peter Moock as a result. (These comments are summarised in the ERNESA section of News from the South.) Finally, on 4-8 May, the Economic Development Institute of the Bank (EDI) sought to examine the relevance of the latest draft in a single country context - in a joint meeting with Kenya's Presidential Working Party on Education and Manpower Training. Although the Working Party had approached its task in a very different manner to the Bank, it was clear that it was having to face very realistically the politics of continued expansion, user fees, and improved educational management.

The latest (April 9th) draft of the Policy Paper now has a set of central recommendations, and it has an additional chapter on external aid to education. The latter is a very useful update on aid to education in Africa, comparing the role of the bilaterals and the multilaterals. The analysis (done by IREDU in Dijon, France) argues the case that international education aid favours higher education over against primary education: that a great

deal of aid is expended on technical assistance (588); and that more aid does not necessarily go to the poorest. In general, Francophone countries receive more aid than Anglophone, and both receive more than Lusophone. But in terms of education aid per capita, some small countries like Botswana and Swaziland get 10-15 times more than the average for Anglophone countries, while Kenya stands out as a single country that has received just under 1/5 of all the educational aid going to the 39 countries of sub-Saharan Africa over the years 1981-83.

With a statistical annex of 80 pages, the policy paper is substantial in length. Depending on the dissemination strategy adopted, it is likely to initiate a number of debates within the policy and academic communities, and to prove of considerable value to Bank missions. Readers may wish to read the Bank paper when it arrives (late this year?) against the background of a recent book from ODA (London):

Education Priorities and Aid Responses in Sub-Saharan Africa,
edited Hawes and Coombe.

It is available from HMSO, or from:

Education Division,
ODA,
Stag Place,
London,
England.

Kenneth King
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Policy Paper on Vocationally-Specific Education and Training
(VET) in Developing Countries - World Bank

This major activity of the Policy Division of the Education and Training Department of the Bank has been developing rapidly since our last report. The scope of the exercise is wide, and includes non-formal, secondary and post secondary VET in the sectors of agriculture, industry and commerce/services. It will look as VET delivered in institutions as well as in enterprises, and will cover both pre-employment and training-in-employment. It will not cover higher education or polytechnic education as that will be the subject of yet one more policy paper on Higher Education.

The people concerned with developing the VET policy paper are currently John Middleton, Antoine Schwartz, J. Price Gittinger and Agustin Alberti. They are working with a small advisory group drawn from agencies (ILO, OECD, GTZ, USAID), and from universities. (Two or three NORRAG contact people are involved, Bernard Salome, Michel Carton and Kenneth King - which should help with the information flow within the Rrag network.)

In a recent meeting of the advisory group in ILO, an extremely valuable review paper by Chris Dougherty was the main focus of discussion:

"Cost-effectiveness of Training Delivery Modes: A Review"

The VET policy paper is building on a good deal of on-going research into vocational education and training, including much work within the Bank, as well as some being conducted by other agencies.

If RRAG people have access to significant work in their regions, there would be value in sending information about it to:

John Middleton,
Policy Division,
Education and Training Department,
World Bank,
1818 H Street NW,
Washington,
USA.

The paper is not to be a rushed job, but is expected to be ready in Financial Year 1989.

Kenneth King

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NEWS FROM THE SOUTH

ERNESA

Educational Research Network of Eastern and Southern Africa

The ERNESA group held its first review meeting in March this year. The meeting, held in Swaziland, was attended by education researchers from nine countries in the region, and also by representatives of IDRC, the Rockefeller Foundation, SEARRAG and NORRAG. Sessions were held on the development of the network and on national activities in the region; on the status of educational research training programmes in Eastern and Southern Africa (based on a review carried out by Dr. Namuddu); on Draft 1.1 of the World Bank Paper on Education Policies for Sub-Saharan Africa; on the structure and activities of the SEARRAG network; on the role of NORRAG, and of NORRAG News.

The national representatives made presentations of ERNESA-supported activities in their countries. It became apparent in the course of these presentations that a wide variety of national education networks are developing within the region, and that the networks are more commonly institution, or research association, based than is the case in, for example, the South East Asia region. There have been many and varied achievements over the last year, with research associations being developed or strengthened; overviews of education research carried out; bibliographies of national research and registers of researchers compiled. However, the emerging national networks are in some cases still fragile, and in some countries a supporting infrastructure is missing. The problems of developing educational research within the region became even more apparent during the discussions arising from Dr. Namuddu's paper on research training. But the overall tone of the discussions on ERNESA-supported and other research activities was optimistic, and the network shall continue to develop and strengthen education

research activities within the region.

The discussions on the World Bank paper were wide-ranging, and covered not only the content of the paper but also the underlying assumptions and the way in which the paper had been written. A summary of the discussions was sent to the World Bank, and an extract from the summary is printed below.

The discussions on Norrag and Norrag News are summarised in the preface to this issue.

Christine McNab

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ERNESA Discussion of the World Bank Paper (draft 1.1)
"Education Policies for Sub-Saharan Africa"

The following is an extract from the summary of the discussion at the ERNESA review meeting of the World Bank Paper on "Education Policies for Sub-Saharan Africa".

1. The term "Policy Paper" in the Bank document is rather presumptuous because policies are made by national governments. The paper is rather a reflection of the principles which govern Bank lending to education.
2. The assumptions about population growth and economic crisis which underly the paper may be too alarmist. At the same time the paper is silent on the interrelationships between the "culture of poverty" and the population explosion and the social, cultural, and particularly, political difficulties which African leaders have to contend with in dealing with population issues.
3. The paper is pervaded by an economicist viewpoint which does not take sufficient account of the historical, economic, social and political context in which education is located in both its national and international aspects -- e.g because the root problems are not educational ones -- indebtedness, unequal terms of trade, etc. -- they are not amenable to educational solutions. In the stark economic circumstances of most African education systems, the notion of cost recovery has little meaning.
4. The authors overestimate the extent to which privatization and self-help can alleviate the financial problem as peasant parents are already stretched to the limit of their ability to contribute.
5. The paper ignores the fact that self-help is a form of indirect taxation and that peasants in most rural areas are already overburdened by their support to other service sectors (e.g by building health clinics, roads, cattle dips, etc.)
6. There is an ideological undertone to the paper in the implicit premise that peasants are rich and governments poor because they cannot organize efficient tax collection, hence the proposals on privatization, cost recovery, etc.

7. The likelihood of exacerbating inequality through the stress on private funding and cost recovery is downplayed in the report. Inequalities in general -- or those based on class, gender, or geographical location -- receive little attention.

8. Education is treated throughout in investment terms and not as social benefit. It was pointed out that in Ethiopia the very idea of private education is inconsistent with current policies.

9. The definition of "quality" is a very narrow one taking no account of the political and social goals of education as in Ethiopia. Moreover, some of the recommended cost-reduction measures, e.g. increased class size, double shifting, distance teaching, etc., might further lower educational quality in some countries (e.g., Malawi, Kenya).

10. There is a lack of correspondence between the pessimistic tone of the overall analysis and the relatively modest "tinkering" changes which are proposed for the future. The paper could do with more imagination and speculation. There is no mention of the possible impact for better or worse of the new information technologies, for example.

11. While the paper admirably tries to draw on research evidence, it uses the term "evidence" loosely and selectively to support the particular arguments the paper wishes to make. The paper is particularly thin and selective in its treatment of historical experience (e.g. with Educational Television in Cote d'Ivoire and the Radio Language Arts project in Kenya).

12. The data used are frequently quite old and therefore likely to create a misleading impression. Leaving aside the question of the utility of the rate of return analyses in any situation, it seems clear that because old data are used in the analyses of primary education they overstate the relative benefits.

13. The proposed commissions on higher education and on nutrition would serve little purpose. Not only were the key problems in both areas rather well known but recent experience in a number of countries had shown that such high profile deliberations usually served to legitimize agendas and strategies which had been agreed beforehand.

14. While a paper of this sort cannot deal separately with each country in turn it could have been much more explicit than it is in acknowledging the major sources of diversity that are hidden by the term "Sub-Saharan Africa".

15. While there was some group dissatisfaction with the Bank's style in dealing with such policy papers, there was general consensus that ways must be found of maintaining and extending the dialogue between the Bank and African scholars so that it becomes a more equal one in terms of the sources of data, ideas and experience.

One approach for the future would be the preparation of a major paper on African education by a team of scholars, researchers and officials from the continent as mentioned earlier. The paper could be couched as "alternative", although this might make it a defensive reactive document, or simply be a paper designed to

give the kind of perspective derived from the experience and insights of those on the continent which is currently lacking from the Bank statement. During informal discussions at the end of the session, a number of participants suggested that IDRC consider fielding a team of African scholars to prepare such a paper."

INNOTECH
Regional Centre for Educational Innovation and Technology

Grade 1 Children Complete "Writing to Read" Learning Cycles

As of April 1987, around 120 Grade One pupils have completed the 10 learning cycles of the Writing to Read (WTR) Program. This was reported by Dr. Eligio B. Barsaga, INNOTECH Project Coordinator of the WTR Program. Dr. Barsaga is being assisted by Mrs. Ophelia P. Veniegas, Assistant Project Coordinator; Dr. Malba A. Tugade, Senior Specialist; and Mrs. Debbie Lacuesta, Project Statistician, all of the Research and Evaluation Division.

The program started in mid-November 1986 and will extend up to School Year 1987-1988. It is funded by IBM Philippines and IBM Asia Pacific. The purpose of the Writing to Read Program is to teach young children to READ through their own WRITING. Learning to WRITE is the initial step in understanding what READING is all about. In the WTR Program, the pupils spend an hour a day in the Center which is equipped with an IBM Personal Computer with digitized speech capability, a tape recorder, printer and various educational materials set up in five learning stations. These consist of the computer station, the work journal station, the writing station, the listening-library station, and the make-words station.

A variety of learning and other experiences are offered in the WTR Program. Among others, children learn to accomplish daily assignment sheets, progress charts, records, and other reports. They learn to operate equipment independently as they work on the computer and work journals, type on the computer keyboard and listen to stories. They also take home work journals to complete with the assistance and/or supervision of their parents.

Three tests have been administered to the experimental and control classes in Pinyahan Elementary School and San Jose Elementary School, Division of Quezon City: the Communications Arts (English) Test developed and validated by the Bureau of Elementary Education, Department of Education, Culture and Sports; the Communication Arts (English) Test developed by the Division of City Schools, Quezon City; and the Story Writing and Spelling Tests prepared by INNOTECH. Test data collected from the samples are presently being analyzed.

The WTR Program was developed by Dr. John Henry Martin for kindergarten and first graders. Dr. Martin has long years of experience as a teacher, principal and superintendent of schools. An independent organization, the Educational Testing Service (ETS) conducted a comprehensive two-year evaluation of the program and concluded that Writing to Read is an effective

educational program. The INNOTECH tryout intends to find out whether the program works in the Philippine setting.

Jose B. Socrates, Officer-in-Charge
Regional Centre for Educational Innovation and Technology
(Innotech)
Don Mariano Marcos Avenue
P.O. Box 207
U.P. Diliman, Quezon City
Metro Manila, Philippines

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Thailand National Education Commission/BRIDGES Project

The Office of the National Education Commission (NEC), in cooperation with Harvard University, conducted a state-of-the-art review on "Determinants of Effective Schools in Thailand" under the USAID funded project named "Basic Research and Implementation for Developing Education System" (BRIDGES). The review has been published in two sections: one is the compilation of bibliography and abstracts on the theme, the other is the synthesis of the review. The publications are entitled "Determinants of Effective Schools: Abstracts and Bibliography" and "Determinants of Effective Schools: Thailand Country Review" For copies of the report, or for further information about the BRIDGES Project in Thailand, write to:

Office of the National Education Commission
Bangkok,
Thailand.

Pote Sapianchai,
Secretary-General

.....

OTHER NETWORKS

This section, on non-RRAG networks which might be of interest to RRAG groups, has been put together by Kenneth King and Robert Myers.

Technical Vocational Education and TRAINING - New Network

Claudio da Moura Castro, chief of the Training Policies Division of the Vocational Training Department of ILO, is going to experiment with a new network of about 100 people interested (as researchers and policy makers) in TVET. A short newsletter is being developed, and the intention is to try and make available to the network key articles, reviews etc. in the area of TVET. It might make sense for REDUC to insure that its most recent (1986-1987) abstracts on this theme are routinely sent to Geneva, and for other RRAG groups to provide them with information.

RRAG groups should write to Geneva with specific names of people in their region who should be PART OF this network. These must be people, like Oscar Corvalan, or Wim Hoppers, who have had a substantial interest in the subject. Write to:

Nadia Ebel or Claudio Castro,
Training Policies,
ILO,
CH 1211 Geneva,
Switzerland.

.....

Early Childhood Care and Development Network

The Consultative Group on Early Childhood Care and Development is an informal mechanism that has evolved over the last three years to promote communication and collaboration among organizations and individuals concerned with the early care and development of poor children in the Third World. The group is made up of organizations from the UN family (Unesco, Unicef, the World Bank), bilateral technical organizations (IDRC and USAID) and private foundations (Ford, Carnegie, Aga Khan and Rockefeller). Technical support to the group is provided by Bob Myers, through the High/Scope Educational Research Foundation.

A principle activity initiated and supported by the Consultative Group is the exchange of information through a Knowledge Network. The network is made up of key institutions and individuals who are actively involved in the field as practitioners, policy-makers, funders, researchers, or evaluators. The network participants (now about 400) receive a periodic information bulletin (The Co-ordinators' Notebook) and periodic mailings of reprints, photocopies of articles, or other documents. The following is a list of the reviews carried out by network members:

Reviews

Completed

1. The Utilization of Early Childhood Care and Education Programmes for Delivery of MCH/PHC Components. (November, 1985). Prepared by Judith Evans for the World Health Organization (WHO). Presented at a meeting on the same theme organized by WHO and the International Children's Centre, Paris, May 25-29, 1986.
2. Improving Program fictions to Meet the Needs of Women and Children in Developing Countries. (November, 1985). Prepared by Judith Evans for the Carnegie Corporation and presented at a seminar on "Women's Work and Child Care in the Third World", November 12, 1985.
3. Needs of Women and Their Children. (January, 1986). Prepared by Patricia Engle for the Carnegie Corporation and presented in draft form at a seminar on "Women's Work and Child Care in the Third World", November 12, 1985.
4. Effects of Early Childhood Intervention on Primary School Progress and Performance in the Developing Countries. (April, 1985). Prepared by Robert Halpern and Robert Myers for the Bureau for Program and Policy Coordination United States agency for International Development.

5. Going to Scale. Prepared by Robert Myers for the Second Inter-Agency Meeting on "Community-based Approaches for Child Development," held October 29-31, 1984 at UNICEF Headquarters, New York. (September, 1985).

6. Analyzing Costs of Community-Based Early Childhood Development Projects. (October, 1983). A paper prepared by Robert Myers for the Workshop on Evaluation and Costs of Early Childhood Programmes in Latin America and the Caribbean" held by UNICEF, October 17-21, 1983, Santiago, Chile.

7. Early Childhood Development: Programme Options and Costs. (October, 1986). Prepared by Rachelle Hertenberg and Robert Myers for the world **Bank, Education** and Training Division.

8. Child Care, Women's Work, and the Uses of Appropriate Technology to Improve Health and Development. Prepared by Cynthia Indriso **and Robert Myers** for the Rockefeller Foundation.

In Proress

1. CHILD-to-Child Programmes: A Review. In preparation **by Barnabas Otaala** and Robert Myers with funding from USAID.

2. Utilizing Health and Nutrition Programmes to Enhance Early Psycho-Social Development. In preparation by Nittaya Kotchabhakdi with funding from UNESCO.

For additional information about the network, write to:
 Bob Myers,
 Co-ordinator,
 c/o UNICEF/PD/A-GM,
 866 UN Plaza,
 New York, .
 New York 10017,
 USA.

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Informal Group on Britain's International Education Relations

Next month, late June, there will be the first meeting of a British group formed to concern itself with international educational co-operation and aid. Its main purpose is to get a very broad view taken of what Britain's international education relations are all about. It is not a group that will evaluate aid from Britain in the narrow sense of looking at the ODA and the British Council. Rather it **will** concern itself with the wider canvas of Britain's overseas educational impact, through the voluntary agencies, publishing, industry, as well as the more formal aid relations.

Its membership includes individuals in their personal capacities, drawn from ODA, the British Council, the Commonwealth Secretariat, as well as from institutions of teacher training and universities closely concerned with educational development in

the Third World. This is an essentially RRAG-like ginger group, and is being organized by Kenneth King and John Anderson (College of St. Mark and St. John, Plymouth). Beatrice Avalos from Cardiff is also involved. Like RRAG, it will start very small. A report of its first meeting may be included in the next issue.

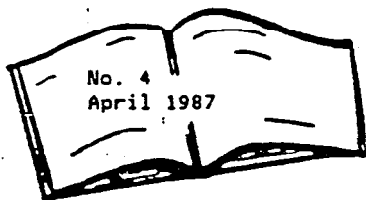
Other Network Materials

We feel it may be useful for readers to have information, from time to time, about other network materials that are available. We are putting three of these into this issue:

1. The World Bank Education News
Education and Training Dept.
World Bank, 1818 H Street NW
Washington DC 20433
USA
2. The Coordinators' Notebook
Robert Myers, Consultative Group
c/o UNICEF-PD/A-GM
866 UN Plaza
New York NY 10017
USA
3. IIEP Newsletter
7-9 rue Eugene Delacroix
Paris 75116
France

The front covers of these newsletters are shown, in reduced size, on the following three pages. Readers with particular interests in the World Bank, in early childhood education, or in educational planning may want to ensure they are on the mailing lists of these newsletters.

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THE COORDINATORS' NOTEBOOK

4

A Worldwide Resource for Those Concerned
With Early Childhood Care and Development

An Activity of The Consultative Group on Early Childhood Care and Development

INTRODUCTION

About this issue. This Notebook focusses on home-based approaches to early childhood care and development, in particular on home-visiting. That topic has emerged as materials have arrived from readers and as programme descriptions and results of evaluations have begun to accumulate. In the following pages we will describe variations in home-based approaches and point to their advantages and potential disadvantages. A hand-out accompanying this issue still describe several programmes currently in operation

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The purpose of the Coordinators' Notebook is to strengthen and extend existing knowledge networks used by practitioners, planners, policy-makers, researchers, and programme funders working to improve early childhood care and development in the Third World. Using an "s" in the title reflects the fact that each Notebook reader sits at the centre of a personal knowledge network; in differing degrees we are all — author and reader alike — knowledge "Coordinators."

IIEP NEWSLETTER

Vol. II' No 2. April-June 1986

Published quarterly in English and French editions

Gratis

From the Director | The determinants of educational costs

Reference has already been made in an earlier issue of this Newsletter to the problem of limited resources being allocated to education. The fact is that in many countries the education budget has remained stationary or has even been cut, while at the same time enrolment expansion has scarcely abated. Simple observation leads us to wonder just how long the deterioration in educational systems and cuts in expenditures at constant prices—which have been concealed by expansion—can effectively continue.

In times of economic crisis the expectations of graduates from the school system are fraught with disappointments. Moreover, parents' hopes, as they watch their children failing to complete their studies or to find work, are frustrated to such a point that a tendency can be detected in some countries for first-time entrants in the school system to turn their backs on schooling.

If one adds to this the burden of the large number of measures of 'budgetary adjustment' designed to cope with balance of payment difficulties, the resulting cuts are clearly bound to affect what is known as the 'social' sector—of which education lies at the centre.

These concerns explain why the Institute attaches so much importance to specific, but in-depth case studies designed to find out how resources are allocated to schools and to detect the imbalance that accounts for or reflects the major problems already referred to. The research undertaken by Claude Tibi of the Institute—a report of which is now in press—is presented in this issue of the Newsletter. It is hoped that readers' attention will be drawn both to the urgency of the financial issues and to the particular way in which the Institute, through the case-study approach, is able to highlight some causes of the problem and suggest possible solutions.

The Institute will shortly publish a major report (in French) on the research it has carried out in recent years on the determinants of educational costs. The research project, conducted in a sample of 12 countries (Algeria, Brazil, Congo, Indonesia, Morocco, Nepal, Nigeria, Philippines, Sudan, Thailand, Tunisia and Venezuela) is in many ways innovative in relation to earlier international comparative studies on the subject. The IIEP research has been undertaken under the direction of Claude Tibi, a staff member of the Institute and author of the report.

The project focusses on educational institutions as its main unit of analysis and the research seeks to link more systematically expenditures on education and resource use in schools and at the micro (establishment) and the macro (system) levels. It attempts to show how both overall and unit expenditures are the outcome of a decision-making process, within the framework of constraints resulting from the structure of education (the organization of teaching, the assortment of regulations, the existence of norms, etc.).

This approach of carrying out analyses at the school level allows a link to be established between expenditures and real resources, their uses and their cost (a given resource may have different costs depending on its characteristics and on how it is used).

The approach also makes it possible to throw light on the relationships between expenditures and the learning process, although the research does not attempt to analyse the issue of cost effectiveness.

Improving the utilization of resources

The economic and financial crisis that many countries are now facing, which has lessened the growth in educational expenditures and in some cases even reduced expenditures in real terms, further justifies the research approach into ways of improving the utilization of resources, with reference to both economic and pedagogic considerations.

Regardless of the level of decision-making or aggregation selected for analysis, unit expenditures may be said to be determined by the attempt to match available resources to the corresponding number of pupils. For a given level of education, therefore, unit expenditures result from the interaction between two decision-making processes that respectively determine the resources for that level (real and financial) and the number of pupils.

The annual request made by ministries of education for resources takes account of projected enrolments and is based on corresponding standards and regulations, as well as on the way in which they are applied. This request is confronted with quasi-inelastic resource supply. Thus, final approval of the budget calls for constant adjustments. This process, however, is completed before the corresponding pupil numbers—over which the authorities do not have complete control—are known. There is therefore a time lag between the two processes and a difference between central government's ability to control resources and actual enrolment conditions.

In the long run, the budget process is characterized by the obvious educational expenditure and the number of places provided for pupils:

(continued on page 2)



International Institute for Educational Planning

7-9 rue Eugène-Delacroix, 75116 Paris

Telephone: (1) 45.04.28.22 Telex: 620074 Cables: Eduplan Paris



THE WORLD BANK EDUCATION NEWS

Vol. 1

First Quarter 1987

No. 4

Reaching Textbook Goals

Growing recognition of the vital role of textbooks in student achievement in developing countries has led the World Bank to increase its financial support for instructional materials. The Bank recently evaluated the successes and shortcomings of its investments in book projects.

The result: a realization of the complexity of providing a continuous supply of good quality books.

The strategy: a project design that covers all aspects of textbook provision. A survey of project completion reports shows a strong relationship between a comprehensive project design and reaching textbook aims.

Textbooks became a part of Bank financed projects almost 20 years ago, in a modest way," says World Bank staff member Barbara Searle, author of *General Operational Review Textbooks*.

The review reports that since 1973, more than 45 projects have included some aspect of book provision. Serious support began in FY76 when the Bank financed its first free-standing textbook project in Indonesia for \$13.5 million. By FY83 almost half the 20 education projects each year included textbook components, with an annual cost of about \$50 million. (See table, p. 2.)

Many of the projects were successful in printing large numbers of books. Most projects exceeded production targets, and three projects —

in the Philippines, Indonesia and Ethiopia-printed more than 350 million books.

Shortcomings in projects generally resulted from an underestimation of the skills and time needed for each step in the book-provision process — from the planning of content and design, through writing and editing, to printing, according to Peter Neumann, World Bank consultant and former Executive Vice President of Addison Wesley. "Many people confuse printing — the manufacturing step with publishing," says Mr. Neumann.

"When the Bank started funding book provision," he explains, "the emphasis was on helping a country buy raw materials, such as paper, and on covering printing costs. The attitude was that creating books was not much of a problem: a local teacher could write the books, a local designer could illustrate the books and, as the books were for elementary school, they would be very easy to do."

Experience gained on early projects proved that this view was unrealistic. "On the contrary," says Mr. Neumann, author of *Publishing for Schools: Textbooks and the Less Developed Countries*, "writing for children is a difficult art."

Anthony Read, Director of the Book Development Council of The Publishers Association in London and author of *A Guide to Textbook Design and Preparation*, looks at the consultant's role in book provision with a practical eye. We are mechanics, not philosophers. We want to make sure the system runs. We don't know the answers, but we do know the questions.

"The Chinese, for example, know where they want to be in the future, but they do not know the cost and

organizational implications. We first identify problem areas; describe and analyze each one and tell the government: Here is where you should concentrate."

The recurrent word in Mr. Read's work is 'detail, detail, detail. If you haven't got the details right, it won't work. Some project staff have no idea of the scale of the problems they have to face. You have to anticipate every conceivable eventuality and the costs to cover it.'

For instance, in China teachers noticed covers were falling off the books. It turned out that the wire staples were too tight and cut into the thin 52 gram newsprint; correcting the problem would involve adding one millimeter onto each prong. At

See Goals, p. 2.



United Nations photo

Inside

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MEETINGS

We have received some rather positive feedback about the meetings that we announced in the first issue of Norrag News. There were over seventy meetings listed in that issue, which was the first one. In this issue, we cover a shorter time-span, from March to December 1987. We would like to include a larger number of meetings taking place in developing countries, but our base in the North gives us a greater possibility of pulling together a number of meetings associated with institutions and associations in the North. The list of these meetings has been compiled by Pravina King and Kenneth King.

The ERNESA group has asked us to draw particular attention to the meeting in Lesotho in July:

INTERNATIONAL SYMPOSIUM ON PLANNING AND COORDINATION
OF EDUCATIONAL RESEARCH

Maseru, Lesotho - 13-17 July, 1987

The third annual symposium in the series on North-South Collaboration in Educational Research will be held in Maseru, Lesotho on 13-17 July, 1987. The meeting will involve the joint efforts of the Ministries of Education, Universities, and Research Associations in Botswana, Lesotho and Swaziland, and with the University of Manchester in England and Ohio University in the United States of America.

The theme for the symposium is: Planning and Coordination of Educational Research. The activities will include presentations of papers based on research, presentations of papers on various aspects of research and research methodology, meetings of interest groups, consideration of research agenda, and discussion of issues of continued collaboration in educational research at regional and international levels.

The symposium should be of relevance to all those interested in educational research, either as researchers or as consumers of research results. For further information, contact:

The Secretary, BERA
National Institute of Research
Private Bag 0022
Gaborone

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:: Please send information about meetings for the ::
:: next issue of NORRAG NEWS (Nov 1987), to reach ::
:: us not later than 15th October, 1987. ::
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:::..... ----:::

<u>Date</u>	<u>Title of Meeting</u>	<u>Place</u>	<u>Organisation</u>	<u>Contact</u>	<u>Status</u>
<u>March</u>					
23 - 25	Education and Work in Latin America.	Buenos Aires	IDRC	D-Morales-Gomez, Box a500 Ottawa Canada	invit*
30 - April 4	6th Regional Conf. of Ministers of Ed. responsible for Economic Planning in LA and the Caribbean	Bogata	UNESCO	L.Atherley UNESCO 7 Place de Fontenoy Paris	invit
<u>April</u>					
2 weeks	Economic choices in tech. for efficient delivery of ed. and training	Washington	ED1	ED1 1818 H st. NW Washington DC	invit
11	Training for the Informal Sector	Turin	ILO	F.Fluitman Trg. Policy Geneva CH 1211	invit
10	Management and administration of overseas education	Chichester	ATOE	R.Hurst W.Sussex College of HE Bognor Regis	open
24 - 25	Planning mtg. for 1988 international symposium on SC. institutes in Africa	Nairobi	ICIEP Foundation	T.Odhiambo ICIPE Box 30772 Nairobi	invit
End of April	Inservice trg. synthesis mtg. on Asia	Singapore	OECD	B.Salome OECD Devt. Centre rue Chardon Lagache Paris	invit

* invit = by invitation

May

To be announced	UPEL	Bolivia	UNICEF/ UNESCO	D.Burleson UNICEF 866 UN Plaza New York	invit
4 - 8	Future ed. strategies and Options	Eldoret	Kenya Govt/ ED1	Wasike President's Office Nairobi	invit
4 - 8	Human resources devt. in Africa	New York	Carnegie Corporation	A.Lucas C.C. 437 Madison Ave New York	invit
12 - 19	Jesuits Social Devel. Institutes Worldwide	Rome	Society of Jesus		invit
20 - 22	Ed. and the economy	Bonn	OECD/ German authorities	G.Wusburg OECD 2 rue Andre Pascal Paris	invit
22 - 24	International trends in Comparative Ed.	Amsterdam	BCIES/ NGVO	T.Corner Ed. Dept. Glasgow U. Scotland	open
30	Cognition, skills and primary schools	Nairobi	Bureau of Ed. Research	G.Eshiwani BER Kenyatta U. Nairobi	invit

June

To be announced	Reflection on the preparation of international literacy year	Oulan Bator	UNESCO	A.Gillette ED/PLA UNESCO address as above	invit
14 - 16	Adult literacy in Kenya	Nairobi	IIEP	G.Carron IIEP 6-9 rue Eugene Delacroix Paris	invit

Name _____
Institution _____
Address _____

A. CONTENT

1. Are there any types of information you think should be included in Norrag News which were not in the first two issues?

yes

no

If HyesH, list your suggestions:

3. Do you find any of the sections of the first two issues of Norrag News irrelevant?

yes

no

If "yes", please specify:

3. Can you provide us with news items for the next issue of Norrag news (Novem'ber 1987)?

yes

no

The deadline for that issue is October 15th

4. Do you have information about meetings or conferences which should be included in the next issue?

yes

no

If yes, either list them here, or send separately to Kenneth King who will be compiling the list. Remember to say whether the meetings are open or invitation only.

5. Please list any ideas you have for improving Norrag News:

37	International conference on international community ed.	Nairobi	ICAE	P.Kinyanjui c/o Box 42264 Nairobi	open
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August

To be announced	Preschool ed.	Bogota	Van Leer	M.Arango CINDE Box 50262 Medellin Colombia	invit
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1 week	Educating parents and early care-givers	Qui to	UNICEF Bogata	R.Myers UNICEF address as above	invit
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g - 14	Research methods in tech. ed.	Barquisimeto	OAS	J.Garcia OAS address as above	invit
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Sept

To be announced	Interrelationships between demographic, technological and socio-cultural factors in the process of ed. and employment-planning and management	Alma Ata	UNESCO	H.Rieff ED/EPP UNESCO address as above	invit
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1 week	Ed. sector policy seminar	Lagos	ED1	ED1 address as above	invit
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30	Trg. of ed. researchers	Santiago	OAS	S.Nilo OAS address as above	invit
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2 - 5	Variety of research issues inclu. panel on participatory evaluation in LDCS	Manchester	BERA	J.Whyte School of Ed. Manchester Poly 799 Wilmslow Rd Didsbury Manchester M20 8RR	open
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5 - 11	Post-graduate trg. for development	Berlin	DSE/ EADI	W.Gmelin DSE 5 Hans Bockler Strasse Bonn	invit
10 - 11	2nd European donors' mtg.	Dublin	HEDCO	P.Murphy HEDCO 65 Fitzwilliam Sq. Dublin 2	invit
71 - 13	Ed. in cities. International perspectives	London	BCIES	M.Mclean DICE London U. 20 Bedford Way London	open
14 - 18	Trg. of industrial manpower	Paris	UNIDO	B.Salome UNIDO 94 rue Chardon Lagache Paris	invit
16 - 18	DSA annual conf.	Manchester	DSA	P.Moseley Convenor DSA Conf. Manchester U. Manchester M13 9Q.S	open
18 - 20	VET review	Paris	wB/ OECD	J.Middleton World Bank 1818 H St NW Washington DC	invit

October

To be announced	Production and trg. in the informal sector	Bujumbura	FSEA	M.Carton 30 av du Plateau CH 1213 Petit Lancy Geneva	invit
72 - 16	Regional seminar on statistics of ed. in E. Africa	Nairobi	UNESCO	G.Carceles PRS/ST UNESCO address as above	invit
15 - 17	Adult literacy in industrialised countries	Toronto	ICEA	ICEA 29 Prince Arthur Ave Toronto M53 1B2	open

to be announced	Education and production	Elsinore	Nordic Assoc.	L.Buchert Klerkegard 1308 Copenhagen Denmark	open 25G K
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23	Interamerican mtg. on ed. research	San Jose Costa Rica	OAS	S.Nilo OAS address as above	open
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November

This took place' in: 1986	Kenya ed. research priorities	Mombasa	BER	G.Eshiwani BER address as above	open
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2 weeks	Seminaire sur l' evaluation des besoins en formation et la conception de programmes	Dakar	ED1	ED1 address as above	invit
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December

To be announced	'Bridges' review mtg.		Bridges/ USAID	N.McGinn Harvard U. Mass., USA	invit
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1 - 12	Seminar on financial innovation and developing financial systems	London	ED1	ED1 address as above	invit
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End of year	Intergovernmental conf. on ed. and employment		OECD	G.Wusburg OECD address as above	invit
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ADDRESSES

In the first issue of Norrag News, we printed the address lists of the RRAG networks, with the exception of the CERRAG and Francophone Africa networks. A provisional list of CERRAG members is printed below. This is followed by some changes in membership and/or address in the other RRAG networks.

CARRIBBEAN RESEARCH CERRAG
Review and Advisory Group

1. Dr. L. Carrington
University of the West Indies
St. Augustine
Trinidad
2. Mr. Earle Newton
University of the West Indies
Cave Hill
Barbados
3. Mr. Joseph Halliday
Ministry of Education
St. Kitts
4. Dr. Keva Bethel
College of the Bahamas
Nassau
Bahamas
5. Mr. Ralph Boyce
University of the West Indies
Cave Hill
Barbados
6. Dr. Edrick Gift
University of the West Indies
St. Augustine
Trinidad
7. Dr. Marjorie Jones
Faculty of Education
University of Guyana
8. Mr. I.B. Beddoe
University of the West Indies
St. Augustine
Trinidad
9. Dr. Marlene Hamilton
University of the West Indies
Faculty of Education
Mona
10. Dr. Donald Wilson
University of the West Indies
Faculty of Education
Mona

Rev. Maitland Evans
 Mel Nathan Institute
 19 Upper Rose Lane

Kingston,
 Jamaica

Mr. Euclid King
 Ministry of Education
 National Heroes Circle
 Kingston

Dr. Ruby King
 University of the West Indies
 Faculty of Education
 Mona

Dr. Edward Greene
 University of the West Indies
 Institute of Social and Economic Research
 Mona

Prof. L.R.B. Robinson
 Pro-Vice Chancellor
 University of the West Indies
 Mona

Prof. Dennis Craig
 University of the West Indies
 Faculty of Education
 Mona

17. Prof. Errol Miller Coordinator
 University of the West Indies
 Faculty of Education
 Mona

Mr. R. Goodridge
 University of the West Indies
 Cave Hill
 Barbados

19. Mr. Leton Thomas
 CARNEID
 Barbados

20. Mrs. Patricia Charles
 Research Institute
 St. Lucia

Change of Address and/or Membership

1. ERNESA

Change of Coordinator

Mr Henry Kaluba, University of Zambia, is on study leave.
The acting coordinator is:

Dr. Patrick M. Haamujompa
Director
Educational Research Bureau
P.O. Box 32379
Lusaka
Zambia

2. NORRAG

Lena Buchert, from England to:

Kierkegade 25G,
1308 Copenhagen K,
Denmark

Change of Coordinator

Wim Hoppers is working as Coordinator of the SHAPE (Self Help Action Plan for Education) project in Zambia. The new RRAG coordinator in the Netherlands is:

Wim Biervleet,
CESO,
P.O. Box 90734
251 Badhuisweg,
2509 LS The Hague,
Netherlands.

New members of the NORRAG network are:

Bernard Salome,
OECD Development Centre,
94, rue Chardon Lagache,
Paris,
France

and

Wolfgang Kuper / Herbert Bergmann,
GTZ, Postfach 5180,
D 6236, Eschbornil,
Frankfurt bei Main,
Federal Republic of Germany.

(this arrangement pending the return of Udo Bude).

16	Computers in education	London	British Council	STED BC 10 Spring Gardens London	invit
15 - 19	Planning the devel. of formal and non-formal education	Paris	UNESCO	S-Tall ED/EPP UNESCO as above	invit
29 - July 3	Financial crisis of ed. in LA	Caracas	CINTERPLAN/ IVEPLAN	CINTERPLAN 70.060 Caracas 1071A Venezuela	open

July

6 - 10	World Congress of Comp. Ed: Sot. Ed. in crisis and change	Rio de Janeiro	Individual Societies of Comp. Ed.	Secretaries of national societies	open
6 - 15	2nd Conf. of Ministers of responsible for the application of SC. and tech. to devel. in Africa	Arusha	UNESCO	K.Sape SC/STP UNESCO as above	invit
13 - 17	Wksp. on basic ed. of youth and adults	Buenos Aires	OAS	J.Garcia OAS 1889 F St NW Washington DC 20006	invit
13 - 17	Planning and co-ordination of ed. research	Maseru	Ohio U./ NUL	E.M.Sabatane Inst. of Ed. NUL, PO Roma 180	
20 - 24	34th World Assem. of the international council on ed. for teaching	Eindhoven	ICET	ICET 1 Dupont Circle Suite 616 Washington DC 20036	open
20 - 25	10th Conf. of Commonwealth ministers. Vocationally oriented ed.	Nairobi	Commonwealth Secretariat	P.Williams Comsec Pall Mall London	invit