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Series: Operations Policy and procedures

Dates: 01/01/1969 - 07/31/1970

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THE WORLD BANK

Washington, D.C.

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The World Bank

1818 H Street NW

Washington DC 20433


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International Institute
I.I.E.P. for Educational Planning - 1969- I

RETURN TO
CENTRAL FILES

 **Archives**
1057065
A1994-049 Other #: 108 Box # 210064B
Bank Administration and Policy - International Institute for Educational
Planning [IEP] - 1969 / 1971 Correspondence - Volume 1

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WBG Archives**

THIS FILE IS CLOSED AS OF July 31, 1970
FOR FURTHER CORRESPONDENCE PLEASE SEE Vol. II

RECORDS MANAGEMENT SECTION

international institute
for educational planning

7, rue Eugène-Delacroix, Paris-16^e



WITH THE COMPLIMENTS
OF THE **CHAIRMAN**
OF THE GOVERNING BOARD

FOR information

Int'l Inst. for Educ. Planning



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris -16^e

téléphone: ~~7700/999/999~~ 525.70.10
câbles: Eduplan Paris

Référence:

DECLASSIFIED
FEB 21 2019
WBG ARCHIVES

CONFIDENTIAL

9 July 1970

Dear Mr. Demuth,

I am writing to you to inform you of the results of the deliberations of the Nominating Committee which met in London on 22 June 1970, to consider the nominations received for the Chairmanship of the IIEP Governing Board and to make its recommendation to all Board members with respect to this matter.

The Committee examined the eleven nominations which had been received (see enclosed list) and, after having held a secret ballot, unanimously decided to recommend to all Board members that Dr. Torsten Husén be elected Chairman of the Governing Board.

In the light of this recommendation, I have inquired from Dr. Husén whether he would be willing to serve as Chairman of the Board if he were elected and he has responded positively.

I believe that it would be extremely useful if, prior to assuming his new office, the future Chairman could attend the forthcoming session of the Board, as an observer, in order to familiarize himself with the Institute's affairs and with the conduct of the Board's deliberations. This view was shared by the other members of the Nominating Committee who felt, however, with me, that before extending an invitation to Dr. Husén to attend the Board's ninth session, all Board members should be requested to express themselves informally on the Committee's recommendation to elect him as Chairman, at that session.

Mr. Richard H. Demuth
Director, Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C.
United States.

./...

I should be grateful if, having regard to the foregoing considerations, you would let me know at this stage whether you are in favour of Dr. Husén's election as Chairman of the Board, it being understood that the formal election will be held at the Board's next session.

For your information, I enclose a short résumé of Dr. Husén's qualifications.

Yours sincerely,



Sydney Caine
Chairman of the Governing Board

Enclosures.

1 July 1970

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

LIST OF NOMINATIONS RECEIVED TO FILL
THE CHAIRMANSHIP OF THE GOVERNING BOARD

1. Mr. Hellmut Becker (2)
(Federal Republic of Germany)
2. Mr. Philip H. Coombs (1)
(United States)
3. Mr. Lionel Elvin (1)
(United Kingdom)
4. Mr. Edgar Faure (2)
(France)
5. Mr. Torsten Husén (3)
(Sweden)
6. Mr. Henri Janne (1)
(Belgium)
7. Mr. Joseph Ki-Zerbo (1)
(Upper-Volta)
8. Sir Arthur Lewis (1)
(St. Lucia Island)
9. Mr. S. Petracek (1)
(Czechoslovakia)
10. Mr. S.A. Shumovsky (1)
(U.S.S.R.)
11. Mr. Bogdan Suchodolski (1)
(Poland)

-
- (1) Proposed by one member
 - (2) Proposed by two members
 - (3) Proposed by three members.

1 July 1970

Professor Torsten Husén (Sweden)

Born at Lund (Sweden) on 1 March 1916.

B.A. 1938; PhD University of Lund, 1944.

A Psychologist by training, Professor Husén has been prominent in international educational affairs, most recently as Director of a large international comparative study of mathematics achievement in secondary school. He has played a capital role in the Swedish Secondary School Reform. Professor Husén has been a Professor and Head of the Department of Education at the University of Stockholm, a Visiting Professor at the University of Chicago and the University of Hawaii, a Fellow at the Centre for Advance Study in the Behavioural Sciences, and now heads a research Institute in Sweden.

Professor Husén is the author of numerous publications.

He speaks French, English and German.

but list for Ed. Planning



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris - 16^e

CONFIDENTIAL

téléphone : ~~870/99/90~~ 525.70.10
câbles : Eduplan Paris

30 June 1970

DECLASSIFIED
FEB 21 2019
WBG ARCHIVES

Référence :

Dear Mr. Demuth,

Please find enclosed, for your information, copy of a letter, concerning the question of the Directorship of the IIEP, which I am addressing today to all Board members who are not members of the Executive Committee.

Since you have already expressed your views on the matter dealt with in that letter, I will assume, unless I hear from you, that you are in favour of the motion submitted to the vote of other Board members.

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Enclosures.

Mr. Richard H. Demuth
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C.
United States.



CONFIDENTIAL

Le Directeur-Délégué Paris 16

DECLASSIFIED

30 June 1970

FEB 1 1970

WFO 8121/70

Dear Mr. Lamm:

Please find enclosed, for your information, copy of a letter, concerning the question of the Directorship of the IIEP, which I am addressing today to all board members who are not members of the Executive Committee.

Since you have already expressed your views on this matter dealt with in that letter, I will assume, unless I hear from you, that you are in favour of the action submitted to the vote of other board members.

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Inclosures.

Mr. Richard L. Denton
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C.,
United States.



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: ~~01 47 41 41 41~~ 525.70.10
câbles: Eduplan Paris

CONFIDENTIAL

Référence:

DECLASSIFIED

30 June 1970

MAY 18 2022

WBG ARCHIVES

Dear

I am writing to you on behalf of Sir Sydney Caine, Chairman of the Governing Board of the IIEP, with respect to the action that the Executive Committee, which met in London on 22 June 1970, has had to initiate, upon a suggestion made by the Director-General of Unesco, and for the reasons stated below, concerning the Directorship of the Institute.

You will recall that Mr. Raymond Poignant was appointed Director of the Institute, on 10 February 1969, for a period of three years. In anticipation of the expiration, on 9 February 1972, of Mr. Poignant's current contract, the Director-General saw two alternative positions which the IIEP Governing Board could adopt with respect to this matter, namely to recommend, either that Mr. Poignant's contract be extended, or that nominations be sought to appoint a new Director as from February 1972.

The Director-General indicated that if the Board were to recommend to him the extension of Mr. Poignant's contract, he would accept that recommendation, subject to his consulting members of the Executive Board of Unesco in the spring of 1971.

On the other hand, the Director-General held the view that if the Board did not favour such a contract extension, he would wish to invite, at a very early date, all Member States to submit nominations for the Directorship of the Institute, which would have to be examined by the Board at its December 1970 session, at the close of which it would have to make its recommendation known to the Director-General in order to enable him to consult members of the Executive Board in the spring of 1971. In this way, the Director-General felt that there would be sufficient time to enable the new Director to take up his position in February 1972.

./...

It will be seen, from the above, that in either alternatives the procedural and timing requirements make it necessary for the Board to make a firm recommendation to the Director-General concerning the Directorship of the Institute within a very short period of time.

In view of this, the Executive Committee made a preliminary examination of this matter in the light of the foregoing considerations. In response to a question put to him by the Committee, Mr. Poignant indicated that he would be willing to remain in office beyond the expiry date of his present contract, for a period of time not exceeding two years.

The Committee sitting in private session, felt that circumstances made it necessary for the Board to take an early vote by correspondence, on this matter, in accordance with the procedure provided for under Rule 22 of the Rules of Procedure of the Board (see text enclosed herewith).

The Committee was unanimously in favour of the extension of Mr. Poignant's contract and decided to submit to all Board members, with a request for a vote, the following motion:

"The Governing Board,

Having examined the future prospects of the Directorship of the Institute;

Noting that the contract of Mr. Raymond Poignant is due to expire on 9 February 1972;

Having regard to the fact that Mr. Poignant does not wish to remain in office as Director for a total period of more than five years;

Being of the opinion that Mr. Poignant's performance as Director of the Institute is highly satisfactory;

Acting in accordance with the provisions of Article VI, paragraph 1 of the Statutes and of Rule 22 of the Rules of Procedure of the Governing Board;

Recommends to the Director-General of Unesco that Mr. Raymond Poignant's contract as Director of the Institute be extended to 9 February 1974".

I should be grateful if you would send me your vote on this motion, by confidential letter or telegramme, not later than 31 July 1970, bearing in mind the fact that if replies are not received from the majority of members, the motion shall be considered lost.

In the event that the motion be lost, the Chairman would take such appropriate action required to initiate the procedure for obtaining nominations for the Directorship of the Institute.

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Enclosure

RULE 22 OF THE RULES OF PROCEDURE OF THE GOVERNING BOARD OF THE IIEP

"Rule 22 - Voting without meeting

Whenever, in the judgement of the Chairman, any action must be taken by the Board which should not be postponed until the next annual meeting and does not warrant the calling of a special meeting, the Chairman shall cause to be sent to each member entitled to vote, by any rapid means of communication, a motion embodying the proposed action with a request for a vote. Votes shall be cast during a period of thirty days after dispatch of the motion. At the expiration of that period, the results of the vote shall be recorded and all members shall be notified thereof. If replies are not received from a majority of members entitled to vote, the motion shall be considered lost".

June 30, 1970

Mr. Raymond Poignant
Director
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Mr. Poignant:

One of the "case studies" considered at the recent IIEP Study Seminar was Lucilla Arrigazzi's paper (ref. IIEP/RP/1-C.S.1A Rev. 2, dated March 20, 1969) on the IBRD INACAP project in Chile. I understand that the Institute intends to publish this study shortly, together with several others, as a practical guide on education cost analysis. In view of the excerpts made from the IBRD appraisal report which appear in the INACAP study, I promised Messrs. Coombs and Hallak that I would write you on possible Bank comments on this aspect.

A check of our files indicates that Mr. Hultin, our Education Adviser, had written to Mr. Coombs on August 27, 1969, commenting extensively on the present draft of Arrigazzi's paper. These comments do not appear to have been taken into account. I am not, however, attempting now to make any substantive comments, but wish to make two points on procedure. In the first place, we would be glad if the Institute would delete from the study all references to the Bank appraisal report, which is a classified document, and to the appraisal mission. You may, if you so desire, refer to an "unpublished study by the World Bank staff". A reference to the report and direct quotations from it would very likely prompt many readers of the paper to ask from the Bank or from the mission members copies of the IBRD report, a demand which we cannot meet.

Secondly, I wish to emphasize that, in view of the progress made since then, the technique used in our INACAP study has become obsolete and it is interesting only as a first attempt in calculating a rate of return for education investments. If the Institute sees merit in including the INACAP case study in its forthcoming volume, it should be presented in the historical perspective and the reader should be cautioned that new and much more sophisticated techniques (such as the technique used in Mr. Diaz's Kenya study) now exist in this field.

Mr. Raymond Poignant

- 2 -

June 30, 1970

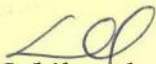
I would like to take this opportunity to thank you and your colleagues for the very interesting and informative sessions which I attended at the Institute.

With best personal regards,

Yours sincerely,

O. H. Calika
Deputy Director
Education Projects Department

Cleared w/ and cc: Mr. Demuth
cc: Mr. Ballantine (o/r)


OHCalika:tk

Wile Inst. for Educ. Planning

Mr. O.H. Calika

June 22, 1970

Klaus Bahr

IIEP paper on Chile (INACAP)

1. I suggest the Bank advise IIEP to eliminate the paper from the proposed book for the following reasons:

The IIEP book is intended to present critically evaluated case-studies on education cost analysis for practical uses by Ministries of Education and other bodies in LDC's.

The Bank appraisal report on Chile-I of 1965, is a not repeated attempt to apply rate-of-return criteria to education project decision making, is perhaps representative of the very first attempts of EPD to find its own and proper approach, is only 8th of now over 40 projects. Chile-I is therefore obsolete and in no way representative of our work. We would like to see it covered with silence rather than be used as a negative example, creating false impressions of our professional standing. We are leaders; we are not suppliers of obsolete cases, which cannot be put to practical use.

The IIEP book, in order to be of practical use today, must deal with cost analysis methodology of today. History is only marginally relevant.

Education cost analysis of today is much advanced over that of 1965. Likewise rate-of-return analysis. However, the latter is still far from being a tool for education investment decisions. The Bank's Kenya case study shows this clearly. The IIEP book should concentrate on applicable methodology. Examples of infeasible approaches confuse the practitioners whom the book is meant to help.

The IIEP book, in order to be a practical guide for practitioners, should quote cases which are readily available for study.

Bank appraisal reports should, as a rule, not be publicised at all in order not to adversely affect the confidence of Governments in our descretion. This confidence is essential for our work.

2. The Bank is interested in development of educational planning in LDC's, including cost analysis. The IIEP-book is meant to serve this purpose. How can the Bank be most helpful to IIEP? Through suggesting improvements in the papers to be included in the book. This, we have already done in a very thorough way, investing a lot of time and intellectual effort, drawing on our ample experience. In July/August 1969 we commented on about 20 IIEP case study papers, including the Chile (INACAP) paper. We have nothing to add, except to ask why these comments were apparently disregarded.

3. The comments on the Chile case study paper (copy attached) were extensive. They were also helpful in as much as they warned not to publish inconclusive things and misleading advice which would confuse practitioners rather than help them. For example, with respect to the paper's main message which appears rather abruptly on p.50 and almost unrelated to the rest of the paper, our comments suggested, that the relevant paragraphs should "either be deleted or greatly expanded. If deleted, the case study becomes a rather isolated and uninteresting paper. If expanded, the study will have to be changed fundamentally".

cc: Mr. Hultin
EPD economists

KBahr:jah

A handwritten signature in blue ink, appearing to be 'U.S.' or similar, written over the typed name 'KBahr:jah'.

June 17, 1970

Mr. Philip H. Coombs
International Institute for
Educational Planning
7 Rue Eugene-Delacroix
Paris 16e, France

Dear Phil:

Hursit Calika has transmitted your query whether we might get together at Stockholm in lieu of Paris either just before or just after the Copenhagen meeting. Following the Copenhagen meeting it is not possible for me since I must get back here promptly and may even leave there a few days before the conference ends. Prior to the meeting I had hoped to touch base with our Unesco colleagues for a few hours on the Monday in addition to our own meeting and so I would like to keep to that schedule.

I have passed your draft to Messrs. Demuth and Chadenet and will have their comments, I hope, before I leave. My own feeling is that we could strengthen and sharpen the part which lists types of cases to be investigated and that presumably is the purpose of your visits to London and Rome.

As Mrs. Stone wrote you, we can very readily extend your consultant appointment on an agreed basis into July and we might talk about that.

For your information, if there is any need to reach me prior to July 25, I can be reached at Robert College, Istanbul, from July 3 to that date. Before that I will be barnstorming around East Africa and if there are any other urgent communications, better to do it through the Bank.

If we are to meet with anybody in Paris, I suppose it would have to be either on Sunday - which is bad - or Monday, either a.m. or p.m. I think I can be fairly flexible on Monday.

With best regards,

Sincerely,

Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

June 17, 1970

Mr. Phillip H. Coombs
International Institute for
Educational Planning
7 Rue Eugene-Delacroix
Paris 14e, France

Dear Phil:

Hans-Joachim Gellert has transmitted your query whether we might get together at Stockholm in lieu of Paris either just before or just after the Copenhagen meeting. Following the Copenhagen meeting it is not possible for me since I must get back here promptly and may even leave there a few days before the conference ends. Prior to the meeting I had hoped to touch base with our Unesco colleagues for a few hours on the Monday in addition to our own meeting and so I would like to keep to that schedule.

I have passed your draft to Messrs. Demuth and Chadenet and will have their comments, I hope, before I leave. My own feeling is that we could strengthen and sharpen the part which lists types of cases to be investigated and that presumably is the purpose of your visits to London and Rome.

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With best regards,

Sincerely,

Duncan S. Ballantine
Director
Education Projects Department

DSB:afu

list for bill Ed. Planning

OUTGOING WIRE

TO: BERKOWITCH
EDUPLAN
PARIS

DATE: JUNE 11, 1970

CLASS OF
SERVICE: NLT

COUNTRY: FRANCE

W4

TEXT:
Cable No.:

HAVE ALREADY MADE HOTEL RESERVATION AT SAVOY. ARRIVING LATE SUNDAY
AND LEAVING TUESDAY MORNING

DEMUTH
INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

[Handwritten Signature]

NAME Richard H. Demuth

DEPT. Development Services

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

RHD: tf
ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

[Faint red stamp: COMMUNICATIONS]

For Use By Communications Section

Checked for Dispatch: *[Handwritten mark]*

UNRECORDED COPY (ORIGINAL COPY)

ORIGINAL (WIRE COPY)
END: 44

DISPATCHED

4

REFERENCE

REMARKS

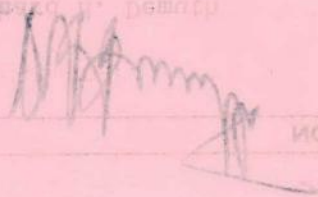
DATE

TIME

APPROVED BY

REASSIGNMENT RELATES

RIGHTS OF DEMAND



JUN 11 7 30 PM 1970
COMMUNICATIONS

STANDARD AND COST DISTRIBUTION

NOT TO BE REPRODUCED

RECEIVED
DEPT. II

AND REMAINING INFORMATION

HAVE VERIFIED THE HOTEL RESERVATION RE: TRAVEL * VERIFYING THE BOOKING

CODE NO:
TEXT

COPYING

REMARKS

UNIT
EDDYGVA
BENKONLICH

SERVICE
CLASS OF
DATE

DEPT. II
JUNE 11 1970



OUTGOING WIRE

RECEIVED INTERNATIONAL DEPARTMENT DATE TIME NO. 31	RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR	CORPORATION INTERNATIONAL FINANCE
---	--	--------------------------------------

best - for int'l Ed - Planning

I N C O M I N G C A B L E

DATE AND TIME
OF CABLE: JUNE 11, 1970 1618

LOG NO.: ITT 25 / 11

TO: DEMUTH INTBAFRAD

FROM: PARIS

R O U T I N G	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
DECODED BY:	

TEXT:

RE MY LETTER 15 MAY PLEASE CABLE WHETHER YOU REQUIRE HOTEL RESERVATION
LONDON INDICATING DATES ARRIVAL AND DEPARTURE. MOST OTHER BOARD NUMBER
WILL STAY SAVOY HOTEL.

BERKOWITCH EDUPLAN PARIS

 AS RECEIVED

JAO

JUN 11 3 51 PM 1970

COMMUNICATIONS SECTION

130

VS MESSIAH

COMMUNICATIONS SECTION

ALL THIS STAGE MUST

FORWARD INFORMATION TO THE APPROPRIATE DIVISIONS AND DEPARTMENTS. THIS OFFICE WILL BE

IN THE EVENT OF A MAJOR EMERGENCY STATE EMERGENCY AND OTHER MAJOR EMERGENCIES

TEXT

FROM: BUREAU

TO: DIRECTOR GENERAL

INFO: TEL 52 1 11

OF COURSE THIS IS A MAJOR EMERGENCY

RECEIVED BY:	
DATE:	
INITIALS:	
APPROVED BY:	
OFFICE	

TELEPHONE CENTER

Letter list for Ed-planning

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 11, 1970 1618**
LOG NO.: **ITT 25 / 11**
TO: **DEMUTH INTBAFRAD**
FROM: **PARIS**

ROUTING	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
DECODED BY:	

TEXT:

RE MY LETTER 15 MAY PLEASE CABLE WHETHER YOU REQUIRE HOTEL RESERVATION LONDON INDICATING DATES ARRIVAL AND DEPARTURE. MOST OTHER BOARD NUMBER WILL STAY SAVOY HOTEL.

BERKOWITCH EDUPLAN PARIS

AS RECEIVED

JAO

JUN 11 3 51 PM 1970

COMMUNICATIONS SECTION

170

VS RECEIVED

COMMUNICATIONS SECTION

RECEIVED BY: [Name]

FOR INFORMATION BEARING ON THE COMMUNICATIONS SECTION AND THE COMMUNICATIONS SECTION

RE: [Subject]

RE: [Subject]

FROM: [Name]

TO: [Name]

DATE: [Date]

BY: [Name]

DATE AND TIME

RECEIVED BY: [Name] [Signature]	DATE: [Date]
FROM: [Name]	TO: [Name]
[Other fields/notes]	

COMMUNICATIONS SECTION

G 1066

Wtl list for Ed. Planning

June 10, 1970

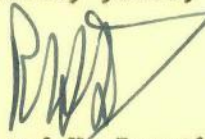
Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for Educational
Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

Thank you for your letter of June 3, enclosing a copy of the first draft of the IIEP Annual Report. I am returning this draft with a number of marginal comments, most of which are editorial in character. I hope you will find them useful.

I look forward to seeing you on June 22 in London. With kind regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

Enc.

RHD:tf

P.S. In accordance with usual practice, my trip will be paid for by the International Bank and I am therefore returning the official travel order.



international institute for educational planning
institut international de planification de l'éducation

Just for the Ed. Plan 6/8

7, rue Eugène-Delacroix, Paris-16^e

téléphone: ~~525.70.10~~ 525.70.10
câbles: Eduplan Paris

Référence:

3 June 1970

Dear Mr. Demuth,

Please find enclosed the text of the first draft of the report of the IIEP Governing Board to the sixteenth General Conference of Unesco. You will receive very shortly the text of the Chairman's introduction to this report.

I should be grateful if you could send me as soon as possible any comments you may have on the above mentioned draft which will be examined by the Executive Committee of the Board at its forthcoming meeting (London, 22 June 1970) with a view to establishing the final text of the report.

These comments should be received not later 18 June, in view of the close date at which the Executive Committee will meet.

Thanking you for your cooperation in this matter,

I am,

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Encl. 1

Mr. Richard H. Demuth
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C., 20433
United States.

Op Files
Inst. for Int'l. Ed. Planning

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE MEMORANDUM

TO: Mr. O. H. Calika June 2, 1970

FROM: D. S. Ballantine

SUBJECT: Your visit to Paris for discussions with Unesco and attendance
at an IIEP Study Seminar on Educational Planning -
Terms of Reference

Arriving in Paris on June 4, you will spend the rest of the week in discussions with Unesco (Mr. van Vliet and his associates) on a review of the Bank/Unesco Cooperative Program operational schedule and any outstanding operational points.

During the following week, you will attend as the Bank observer the IIEP Study Seminar on Educational Planning.

You will report about your findings on your return to the Bank.

cc: Messrs. Chadenet
Baum
Hultin
Naleppa
Burt
Stewart

Inst. for Int'l Educational
Planning

May 28, 1970

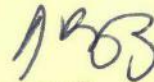
Mr. Raymond Poignant
Director
International Institute for
Educational Planning
7 Rue Eugene-Delacroix
Paris 16e, France

Dear Mr. Poignant:

Thank you for your letter of 30 April and its kind invitation to participate in the seminar scheduled for 23-27 November on the financing of education. As you know, this is a subject of considerable interest to the Bank. I believe Mr. van der Tak has already indicated to you that Mr. Thias would attend on behalf of that department. I hope that the Education Projects Department may also be able to send one of our staff members but I will have to determine later whether this will be possible and who might attend. I will write to you again toward the end of the summer.

It was a great pleasure to see you again in Cologne and I hope we may get together in the early future.

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

Letter list for Ed - Planning

INCOMING CABLE

DATE AND TIME OF CABLE: **MAY 27, 1970 1711**
LOG NO.: **WU 4 / 28**
TO: **STEWART INTBAFRAD**
FROM: **PARIS**

ROUTING	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

TEXT:

RE YOUR CABLE 26 BRIEFING HULTIN IIEP JUNE SECOND 0900 HOURS AGREEABLE.

HALL AK EDUPLAN PARIS

JAO

COMMUNICATIONS SECTION
MAY 28 0 32 AM 1970
JAO

INCOMING CABLE

DATE AND TIME OF CABLE: MAY 27, 1970 1741

LOG NO.: W P A 58

TO: STRAUS, BERNESE

FROM: PARIS

TEXT:

RE YOUR CABLE OF MAY 27, 1970 AT 1741 HOURS.

END OF MESSAGE

ROUTING	
ACTION COPY:	INFORMATION PROJECTS
INFORMATION COPY:	
RECORDED BY:	

TYPED

MAY 28 9 35 AM 1970

COMMUNICATIONS

international institute
for educational planning

7, rue Eugène-Delacroix, Paris-16^e

WITH THE COMPLIMENTS
OF THE DIRECTOR



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 525.70.10
câbles: Eduplan Paris

27 May 1970

Référence:

IIEP/Dir. 70.414

NOTE

to the Chairman and Members of the Governing Board
of the International Institute for Educational Planning

Subject : Financing of IIEP

Reference : My Note IIEP/Dir. 70. 308 of 20 April 1970

Further to my above mentioned Note, I have pleasure in
informing you that :

- (1) according to the draft budget officially proposed to the Unesco General Conference by Mr. René Maheu, Unesco's contribution to the IIEP for the biennial period 1971-1972, will amount to \$ 1, 000, 000 instead of \$ 810, 120 for the previous biennial.
- (2) Mr. W. A. C. Mathieson, British Member of Unesco's Executive Board, has informed me that his Government has decided, subject to Parliamentary approval, to make an annual contribution of £ 20, 000 to the IIEP for four years beginning 1970.

Raymond Poignant
Director



27 May 1970
IIEP/Dir. 70.414

le 27 mai 1970
IIEP/Dir. 70.414

NOTE

à l'attention du Président et des membres du Conseil
d'Administration de l'Institut international
de planification de l'Education

Objet : Financement de l'IIEP
Référence : ma note IIEP/Dir. 70.308 du 20 avril 1970

Comme suite à ma note citée en référence, j'ai le plaisir de vous informer :

- (1) que, selon le projet de budget officiellement proposé à la Conférence Générale de l'Unesco par M. René Maheu, le montant de la subvention de l'Unesco à l'IIEP atteindrait \$ 1.000.000 pour la période biennale 1971-1972 au lieu de \$ 810.120 pour la période antérieure.
- (2) que M. W. A. C. Mathieson, membre britannique du Conseil Exécutif de l'Unesco m'a fait connaître que son gouvernement avait décidé, sous réserve du vote du Parlement, d'accorder à l'IIEP une subvention annuelle de £ 20.000 pendant une période de quatre années, à partir de 1970.

Raymond Poignant
Directeur

Raymond Poignant
Directeur
1970 JUN -1 UNIT: 01

NOTES
COMMUNICATIONS

let's list for Ed. Planning

May 26, 1970

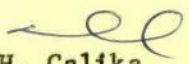
Mr. Raymond Poignant
Director
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Mr. Poignant:

Thank you for your letter of May 19, 1970 about my attendance at the forthcoming IIEP Seminar on behalf of the Bank. I duly received the set of working documents and I look forward to seeing you soon. The necessary hotel reservations have been made by the Bank's Travel Office and there is no need for your office to help me in this matter.

With best regards,

Yours sincerely,


O. H. Calika
Deputy Director
Education Projects Department

OHCalika:tk

World Bank for Ed. Planning



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 933.70.10
câbles: Eduplan Paris

26 May 1970

Référence:

Dear Mr. Demuth,

Further to my letter of 15 May 1970, I can now inform you that the forthcoming meetings of the Nominating and Executive Committees will both be held in Room 406 at the London School of Economics, Houghton Street, Aldwych, London, W.C.2., on Monday, 22 June 1970, at 10 and 11 a.m. respectively.

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C., 20433
United States.

Original to: Mr Demuth
Date: 6-2-70
Communications Section

hist. of Int'l Education

May 22, 1970

Mr. James Tierney
Council on Higher Education
in the American Republics
Institute of International Education
809 United Nations Plaza
New York, New York 10017

Dear Mr. Tierney:

This is to confirm today's telephone call about the follow-up workshop on new teaching technology. As I mentioned, we have now considered this issue and we are regretfully not in a position to help you in financing this activity for the time being. After considering the possible ways to do it, we have found that we just don't have the necessary funds available in the budget.

As I mentioned to you, we consider such workshops on new technology in education as an important activity and we seriously hope that you will be able to find the necessary funds somewhere else.

With best personal wishes, I remain

Sincerely yours,



Mats Hultin

MH:tpj

1970 52 12 10:12

COMMUNICATIONS
SECTION

1970 MAY 25 PM 4:15

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international institute for educational planning
institut international de planification de l'éducation

will list for Ed. Planning

7, rue Eugène-Delacroix, Paris-16^e

19 May 1970

XXXX 525 70.10
téléphone : 870 99 90
câbles : Eduplan Paris

Référence : IIEP/Dir.70.391

MAY 25 REC'D

- Argentine
- Costa Rica
- Eurt
- Stewart
-
-
- Div. Files
- Op. Files

Dear Mr. Hursit Calika,

We are pleased to learn that you will participate, on behalf of the I.B.R.D., in our Seminar on Educational Planning to be held in Paris, 8 - 12 June 1970.

The working documents are being sent to you under separate cover.

Would you be so kind as to let us know whether you want us to make a hotel reservation for you.

Looking forward to the pleasure of your visit,

Yours sincerely,


Raymond Poignant
Director

Mr. O. Hursit Calika
Deputy Director of the Education Projects Department
International Bank for Reconstruction and Development (I.B.R.D.)
1818 H Street N.W.,
Washington D.C. 20433
U.S.A.

DRAFT
MHultin:ama
May 19, 1970

TO: Mr. D. S. Ballantine
FROM: M. Hultin
SUBJECT: CHEAR Workshop on Introduction of New Teaching Technologies in Latin America.

The CHEAR Conference which was held in Buenos Aires in February 1970 discussed innovations in education and one of the recommendations was the organization of a workshop to discuss in a concrete way the introduction of new teaching technologies in Latin America. I met today Mr. James F. Tierney of the Institute of International Education, New York, and discussed this workshop. Following information is of interest:

Objectives of the Workshop

In depth discuss on ways and means to promote educational reform and innovations in Latin America focussing on the possible contribution of the new technology, particularly instructional television, and to some extent, programmed learning.

Scope of the Workshop

The workshop would discuss current experience of new media, and give the participants practical advice on how to apply the new technologies. The different technologies would be discussed, as well as the most suitable education levels, areas and subjects. The El Salvador project would be given particular attention, but also projects from other continents.

Participants

The participants would be selected by an advisory group and would presumably include about twenty participants from Latin American countries and ten from non-Latin American countries.

Date and Place

The workshop will be held in a location in Latin America for approximately five days in October or November 1970. The appropriate place is not yet decided, but San Salvador has been mentioned as an appropriate place.

Advisory Group

The detailed program, as well as the selection of participants, would be decided upon by a small advisory group with good knowledge of new technologies, as well as knowledge of Latin America. The advisory group would presumably include Mr. Alfred Wolf of A.I.D. and Phil Coombs. Both have been involved in some preparatory work.

Financing

Financing is shown in the table below.

The Inter-American Development Bank has agreed to cover US\$20,000 on the cost. Mr. Tierney now expresses the hope that the World Bank would make available to CHEAR the balance of US\$_____.

Conclusions and Recommendations

I feel that the proposed workshop, if designed in the right way and supplied with the right kind of participants, could pay the way for new technologies in Latin America and be of direct use to us, as well as other education financing organizations. The World Bank would be represented in the Advisory Group, and have a say both on the course and the participants if we could finance the workshop as proposed by CHEAR.

*Inst. for Intl Ed. Planning
Files*

[Handwritten signature]

INCOMING CABLE

DATE AND TIME

OF CABLE: MAY 15, 1970

1710

LOG NO.: WU 32/15

TO: DEMUTH INTBAFRAD

FROM: PARIS

ROUTING

ACTION COPY: MR. DEMUTH

INFORMATION
COPY:

DECODED BY:

TEXT:

AFTER CONSULTING ALL MEMBERS CONFIRMED FINAL POSITION
REGARDING MEETING NOMINATING AND EXECUTIVE COMMITTEE
IS THAT BOTH WILL BE HELD IN LONDON JUNE 22ND. LETTER
FOLLOWS

BERKOWITH EDUPLAN PARIS

BF

Institute of Intl Education



Institute of International Education
809 UNITED NATIONS PLAZA, NEW YORK, N.Y. 10017

Regrets
May 18/70

office of the president

May 15, 1970

Mr. Mats Hultin
Education Adviser
World Bank
1818 H Street N.W.
Washington, D.C.

Dear Mats:

I hope very much that you will be able to accept my invitation to participate in the wind-up conference of our 50th anniversary year to be held at Wingspread, Racine, Wisconsin, on May 20, 21 and 22. The opening reception is scheduled for Wednesday at 6:30 p.m. followed by dinner at 7:00 p.m.

We will be a small group and, I feel sure, an effective one. The purpose of the meeting is to review conclusions from a series of meetings convened by IIE during its 50th anniversary year, and to make final recommendations for programs during the 1970's.

Enclosed is material which I hope you will review prior to the conference, as well as a suggested agenda.

I hope to see you on the 20th.

Sincerely yours,

Kenneth Holland

Enclosures

Inst. for Int'l Ed Planning



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: **525.70.10**
câbles: Eduplan Paris

15 May 1970

Référence:

Dear Mr. Demuth,


I wish to confirm my cable of today informing you that after consulting all the Board members concerned, the Chairman has finally decided that the meetings of the Nominating and of the Executive Committee will both be held in London, on Monday, 22 June 1970.

The place of the meetings will be the London School of Economics (Houghton Street, Aldwych, London, W.C.2). The Nominating Committee will meet at 10 a.m. and the Executive Committee from 11 a.m. onwards.

Upon your arrival at the LSE, the Secretary to the Director will inform you of the room where the meetings will be held.

Please let me know at your earliest convenience what your hotel requirements will be as well as the date and time of your arrival to and departure from London.

Yours sincerely,


Charles Berkowitch
Secretary of the Governing Board

Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C., 20433
United States.

DISPATCHED

COMMUNICATIONS

UNITED STATES

INTERNATIONAL BANK FOR COMMUNICATIONS
JUN 11 7 29 PM 1970

1875 N Street, N.W.

Director

1970 MAY 20 AM 9:17

Mr. Richard H. DUNN

RECEIVED

Secretary of the Executive Committee
Charles F. Johnson



Very sincerely,
Charles F. Johnson

and reference from London.

Meeting arrangements will be as early as the date and time of your arrival in London. Please let us know of your earliest convenience when you

will return from the room where the meeting will be held.

Upon your arrival in the U.K., the Secretary to the Director

will meet you at the Executive Committee from 11 a.m. onwards.

(London Street, London, W.C.2). The meeting will

be held in London on Monday, 22 June 1970.

and the results of the meeting will be

consulting all the Board members concerned, the Chairman has directly

I refer to copies of your minutes for your

Best regards

Charles F. Johnson

Director

1875 N Street

at the United States Embassy, Paris 16.



institut international de planification de l'education
international institute for educational planning

Inst. of Int'l Education

COUNCIL ON HIGHER EDUCATION
IN THE AMERICAN REPUBLICS

Institute of International Education
809 United Nations Plaza
New York, New York 10017 · (212) 867-0400
Cable Address: INTERED

EXECUTIVE BOARD

- Jorge Mendez, Co-Chairman
—Universidad Nacional de Colombia
- W. Clarke Wescoe, Co-Chairman
University of Kansas
- Fernando Garcia Roel
Instituto Tecnológico y de
Estudios Superiores de Monterrey
- Theodore M. Hesburgh
University of Notre Dame
- Kenneth S. Pitzer
Stanford University
- Roberto Santos
Universidade da Bahia
- Kenneth Holland, President
- James F. Tierney, Executive Director
- Pearl G. Purcell, Conference Director

May 14, 1970

MAY 19 REC'D

Dr. Mats Hultin
Education Projects Department
International Bank for
Reconstruction and Development
1818 H Street, N. W.
Washington, D. C. 20433

- Melusine
- Celika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

Dear Mats:

I look forward with pleasure to meeting with you for lunch on next Tuesday, May 19. In the meantime I thought it would be useful to send you the enclosed copy of a paper which I prepared for discussion at the CHEAR Conference which was held in Buenos Aires in February 1970.

Since the termination of the Conference, we have held negotiations with the Inter-American Development Bank for a follow-up workshop, which would be designed to consider in depth ways and means to move ahead on educational reform and innovation in Latin America, focusing on the possible contributions of the new technology. The Bank has now agreed to help finance this workshop which will be held in a location in Latin America for approximately five days during the latter part of 1970. I have enclosed with this letter an estimated budget listing the costs of such a workshop. The Inter-American Development Bank has agreed to cover approximately \$20,000 of the costs. I hope it will be possible for the World Bank to make available to CHEAR the balance of \$16,900.

I hope that we can discuss this when we meet next Tuesday and if the program is of interest to the World Bank we can submit a more formal request to you within the near future.

With best wishes,

Sincerely,

James F. Tierney

EDUCATIONAL TECHNOLOGY WORKSHOP

TRAVEL (30 participants x \$520)	\$ 15,600
PER DIEM (7 days x \$30)	6,300
*MEETING EXPENSES	4,000
PUBLICATION	5,000
STAFF PLANNING & ADMINISTRATIVE OVERHEAD	5,000
CONTINGENCY	<u>1,000</u>
TOTAL	\$ <u>36,900</u>

*Meeting Expenses include:

Rental of meeting facilities, simultaneous translation equipment, interpreters, secretarial assistance, supplies, reception and entertainment.

EDUCATIONAL TECHNOLOGY AND THE UNIVERSITY:

GUIDELINES FOR DISCUSSION

James F. Tierney

One of the most striking developments on the educational scene in the United States since the end of World War II has been the rapid, and in some cases the uncritical, acceptance of new techniques and devices in educational technology as solutions to the problems of mass education. The gamut has been run from audio-visual aids through educational television, teaching machines and the use of the computer as an instructional tool. One major effect of this has been the formation of the so-called "Education Industry," consisting of major electronics and computer companies such as IBM, RCA, General Electric and Westinghouse which proceeded to acquire textbook and scientific publishing companies and to form new corporate units in a bid to capture the education market. It was the vision of these new units that problems of mass education could be solved by a computer-based systems approach which would merge the "hardware" and the "software" (Francis Keppel, former U.S. Commissioner for Education, has noted that this is an unfortunate word to describe intellectual content) into a workable technology of instruction. Unfortunately, the promise has not been fulfilled and general disillusionment has set in.

Among the problems which came to the fore were that the software needed to make the machines work was often of low quality, the teachers did not know how to use the machines, the machines themselves were prone to frequent and unpredictable breakdowns, the students found them unexciting if not actually boring, and educational planners tended in practice to view the new technology as peripheral and ad hoc. Moreover, the constraint of money and the absence of sophisticated appreciation and innovative educational organization operated against the success of the experiments. In other words, educational budgets were not prepared with the new technology in mind, teachers were not trained to use the new media, technicians were not available to repair the equipment, and above all, educational administrators did not follow through on the development of an educational system in which the new technology would form an integral part.

The lessons to be learned from the American experience with the use of the new technology is that it cannot be regarded as a panacea for the quick solution of complicated problems nor can it be grafted on to a traditional educational program. Dr. Seth Spaulding of UNESCO has provided a useful conception of educational technology: "A true technology of education includes the entire process of the setting of goals, the continuous renewal of curriculum, the trying out of alternate strategies and materials, the evaluation of the system as a whole and the re-setting of goals as new information on the effect of the system is known. However,

educational technology is often identified with the various devices and processes which make possible the recording, storage, manipulation, retrieval, transmission and display of data, information and printed and photographic material with an efficiency and speed unheard of even ten years ago. If these capabilities are considered as part of a broad curriculum research and development design, they have tremendous potential in education."

It is clear that some basic questions have to be asked, the most important of which is: "education for what?" It is essential that the problems facing an educational system first be defined as precisely as possible, and only after such definition can solutions to the problems be examined and tested. The most serious error is to focus on the devices themselves and to ignore the goals and objectives of the system in which they are to be introduced.

Many observers have noted that the new instructional technology is inappropriate for introduction into the educational systems of the developing countries, largely because of the cost factor. Other experts have argued with equal persuasion that developing countries cannot afford not to invest in innovative methods to improve instruction. Such investment, however, will bear fruit in direct proportion to the time, effort and talent spent on identifying educational needs and developing a systematic plan to realize them. This plan must be based upon a critical appraisal of the academic curriculum and the structure of the educational unit whether it be a national system or a single university. It would be foolhardy to attempt a patchwork approach to educational innovation. Resources are limited and the possibility of waste and failure in piecemeal approaches is too great.

In determining the relevance of new materials and devices in instructional technology for the improvement of higher education in Latin America, it is useful to consider briefly some of the increasingly severe problems confronting universities in the area. The problems herein listed will vary in importance and intensity from one institution to another, and will also vary to reflect different national and cultural traditions.

A. Quantitative:

1. Rapid increase in student enrollments (380,000 in 1955 to 880,000 in 1966), combined with the fact that university students constitute only 4 per cent of the total age group.
2. Shortage of qualified instructional staff; dominance of part-time professors on university faculties.
3. Rapid development of new knowledge and new academic specialties.
4. Shortage of physical resources: buildings, equipment, libraries, instructional materials.
5. Shortage of financial resources in face of rising absolute and relative costs.

B. Qualitative:

1. Heavy social costs resulting from the typical structure and organization of Latin American universities and the lack of correlation between university and secondary education.
2. Inefficient and wasteful use of limited professorial resources at university level (duplication of teaching positions in various university faculties; dearth of opportunities to direct talents of university professors toward research).
3. Antiquated methods of instruction: high percentage of classroom hours in the distribution of student time; system of oral examinations which tend to emphasize knowledge acquired rather than an understanding of problems and methods.
4. The unsatisfactory relationship between the output of higher education and the requirements of national and regional development.
5. The dilemma posed by the fact that free higher education in Latin America does not mean equal opportunity of access to higher education; free education in practice favors upper-income groups, and is largely meaningless for low-income groups.

Clearly, not all of these problems are susceptible to solution through the application of new developments in educational technology. The point, however, is that the analysis of problems, the identification of needs, and the clarification of objectives for the educational unit as a whole are prerequisites to the successful use of the new materials and machines which technological advances have made available.

Suggested Items for Discussion

The Conference might usefully consider the following points in the course of its discussion on educational technology:

1. An examination of the experience to date with the use of instructional technology in higher education in Latin America, the United States and other areas.
2. The systematic introduction of new developments in instructional technology into the curricula of secondary school teacher training programs, to educate future teachers on the strengths and weaknesses of the new media.

3. The immediate establishment of a Latin American regional center for Research on Innovation in Education, with responsibility for the systematic collection and dissemination of information on experiments in educational technology, and for the development of methods to evaluate the results of such experiments. The genesis of the idea for such a Center is found in three significant documents issued in 1969:

- a. The Rockefeller Report on the Americas, which recommends the establishment of a Western Hemisphere Institute for Education, Science and Culture, with financing of one hundred million dollars annually from the United States government. The Institute is conceived as a supporting agency of the projected O.A.S. Council for Education, Science and Culture, and would be authorized to assist projects in educational innovation. Dr. Kenneth Holland, who served as Education Advisor to the Rockefeller Mission, referred specifically to a center for research in his recommendations:

"Technology is increasingly being applied to education in some of the Latin American countries to achieve greater efficiency. Experimental television, radio and film projects should be supported where some success is evident. The possibility of assisting in the establishment of a center for research on new means of educating, drawing on the combined experience of the Latin American and other nations, should be explored."

- b. Partners in Development: Report of the Pearson Commission on International Development.

The revitalization of aid to education and research is one of the principal recommendations of the Commission, which notes that:

"Aid to education has mainly served to buttress traditional methods of teaching, and attempts to search for new methods and for a new education conceived by and for developing countries has been too rare. Greater resources should be made available for educational research and experimentation We ... recommend that a share of the research and development resources in the industrialized countries should be oriented toward problems of developing countries, and that high-income countries assist in

the establishment of international and regional centers for research and development in ... education."

- c. Organization of American States,
Final Report. Sixth Meeting of the Inter-
American Cultural Council.

A series of recommendations are included in the Report which underscore the need for significant increases in research on educational television and other audiovisual media, and for assistance to establish and strengthen regional centers for educational research, experimentation, and innovation.

* * *

A note of explanation is necessary regarding the attached statement on "Instructional Technology" written by Robert W. Locke and David Engler of the McGraw-Hill Book Company. This statement is one of a series of reports prepared at the request of the United States Commission on Instructional Technology for submission to the Commissioner for Education. It is anticipated that the reports will be used to assist in the preparation of a policy statement on United States programs of assistance in the field of educational technology.

In the light of this background, certain aspects of the Locke-Engler paper may not seem to be germane to the situation currently facing Latin American education. Nevertheless, the conceptual framework of the report, and particularly the thrust of the argument calling for precision in the statement of objectives, greater emphasis on research and development, and the need for more realistic relations between the educational system and the "Education Industry" makes the report particularly relevant to a discussion of future prospects for educational technology in Latin America.

list - for list' Educ -
Planning

May 12, 1970

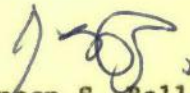
Mr. Raymond Poignant
Director, International Institute
for Educational Planning
7, rue Eugene-Delacroix
Paris 16^e
France

Dear Mr. Poignant:

With reference to your letters of April 8 and May 5, 1970 regarding the IIEP Study Seminar on educational planning (June 8 - 12 in Paris), I am glad to inform you that Mr. O. Hursit Calika, Deputy Director of the Education Projects Department, will attend on our behalf. I would appreciate your mailing to him direct the working documents. The Bank will bear the costs of his travel and stay in Paris.

With best regards,

Yours sincerely,



Duncan S. Ballantine
Director
Education Projects Department

cc: Mrs. Boskey
Mr. Steuber (IBRD Paris)


OHCalka:tk

Plan for the future -
planning

May 12, 1970

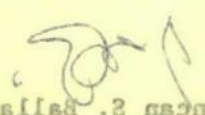
Mr. Raymond Poignant
Director, International Institute
for Educational Planning
7, rue Eugene-Delacroix
Paris 16e
France

Dear Mr. Poignant:

With reference to your letters of April 8 and
May 2, 1970 regarding the IIEP Study Seminar on educational
planning (June 8 - 12 in Paris), I am glad to inform you
that Mr. O. Hurst Calika, Deputy Director of the Education
Projects Department, will attend on our behalf. I would
appreciate your mailing to him direct the working documents.
The Bank will bear the costs of his travel and stay in
Paris.

With best regards,

Yours sincerely,



Duncan S. Ballantine
Director
Education Projects Department

cc: Mrs. Boskey
Mr. Steuber (IBRD Paris)

RECEIVED

OHCalka:tk

MAY 13 1970

IBRD
WASHINGTON, D.C.

note list for Ed. Planning

OUTGOING WIRE

TO: BERKOWITCH
EDUPLAN
PARIS

DATE: MAY 8, 1970

CLASS OF SERVICE: ~~TELEX~~ *L.T*
WU/

COUNTRY: FRANCE

TEXT:
Cable No.:

PREFER IN ORDER JUNE 22, 26 AND 29

DEMUTH
INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Richard H. Demuth

DEPT. Development Services

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

RHD: tf **ORIGINAL (File Copy)**
(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

COMMUNICATIONS SECTION

For Use By Communications Section

Checked for Dispatch: _____

[Handwritten signature]

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

MAY 21 1970

DATE

TO: BERKOWITZ
EVULAN
PARIS

CLASS OF
SERVICE

COUNTRY: FRANCE

TEXT:
Cable No:

REFER IN ORDER JUNE 23, 66 AND 19

DEPUTY
INTERMAG

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME: Richard H. Demuth

DEPT: Development Services

COMMUNICATIONS
MAY 8 6 43 PM 1970

ATTACHED

ORIGINAL (File Copy) - [unclear]

INTERNATIONAL DEVELOPMENT ASSOCIATION, 1000 L'ENTREE DE LA MER, WASHINGTON, D.C. 20540

May 8 11 21 AM 1970
COMMUNICATIONS

85

INTERNATIONAL TELEPHONE UNION

UNION COMMUNICATIONS TO YOU

YOUR SERVICE IS THE BEST. WE WANT TO BE SURE YOU ARE GETTING THE BEST SERVICE FROM US. WE WANT TO BE SURE YOU ARE GETTING THE BEST SERVICE FROM US. WE WANT TO BE SURE YOU ARE GETTING THE BEST SERVICE FROM US.

TEXT

FROM: U.S. DEPT. OF COMMERCE
TO: INTERNATIONAL TELEPHONE UNION
DATE: MAY 8 1970
PAGE 1 OF 1

RECORDED BY:	DATE:
INDEXED BY:	FILE NO.:
ACTION COPY: YES / NO	
VOL 4115	

INTERNATIONAL TELEPHONE UNION

list for Int'l Ed Planning



international institute for educational planning
institut international de planification de l'éducation

MAY 08 REC'D

7, rue Eugène-Delacroix, Paris - 16^e

téléphone: 525.70.10

câbles: Eduplan Paris

Référence: IIEP/Dir.70.354

- Mr. Ballantine
- Mr. ...
- Mr. ...
- Mr. Stewart
- Mr. ...
- Mr. Files
- Mr. Files

5 May 1970

Dear Mr. Ballantine,

May I refer to my letter of 8 April regarding the study seminar on educational planning to be held in Paris from 8 to 12 June 1970.

I would appreciate receiving an early reply as to the possible participation of a representative of the World Bank in this seminar so that we can make all the necessary arrangements for his stay in Paris.

Looking forward to hearing from you,

Yours sincerely,

Raymond Poignant
Director

Mr. Duncan Ballantine
Assistant Director
Projects Dept, in charge of education
I.B.R.D.
1818 H Street, N.W.
Washington D.C. 20433 (U.S.A.)



Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 15th of June 1970, in which you refer to my letter of 4 April 1970 regarding the study on the educational planning in the Arab States.
I would appreciate receiving as early as possible a copy of the report of the study, and I would be glad to receive a copy of the report in Arabic.
I would appreciate receiving as early as possible a copy of the report in Arabic.

I refer to my letter of 4 April 1970 regarding the study on the educational planning in the Arab States.

I would appreciate receiving as early as possible a copy of the report of the study, and I would be glad to receive a copy of the report in Arabic.

Yours sincerely,

Yours sincerely,

Director General
International Institute for Educational Planning
11, rue de la Libération
Paris 13^e

RECEIVED
15th of June 1970
Washington D.C. 20540
1970 MAY -8 AM 11:25

EDUCATIONAL
RELATIONS

let's list for Ed. Planning

May 5, 1970

Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

Thank you for your letter of April 22 about the meetings of the Executive and Nominating Committees to be held on June 23. The schedule is wholly acceptable to me and I will expect to appear at IIEP headquarters at 11:00 a.m. on that day.

I will make my hotel and travel arrangements through the Bank. I will undoubtedly be staying at the Hotel Raphael, but I don't yet know when I shall be arriving or leaving.

I was very sorry to have missed you during my visit to the Institute last week but I shall look forward to seeing you at the June meetings.

With kind regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf



international institute for educational planning
institut international de planification de l'éducation

MAY 21 REC'D

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 876 70 525.70.10
câbles: Eduplan Paris

Référence: IIPE/Dir.70.336

- Ballantine
- East
- Stewart
-
-
- Div. Files
- Op. Files

le 30 avril 1970

Cher Monsieur,

L'Institut international de planification de l'éducation a entrepris depuis quelques mois un programme de recherches concernant "la stratégie du financement des systèmes éducatifs" dans les pays en voie de développement au cours de la prochaine décennie.

Deux types d'études sont en cours à cet égard :

- des études portant sur un certain nombre de pays (Ceylan, Colombie, Tanzanie, Tunisie), et dont l'objet est de déterminer l'évolution possible des dépenses d'éducation dans diverses hypothèses et de rechercher dans quelle mesure elles pourront être financées sans porter préjudice aux autres objectifs économiques et sociaux;
- des études spécifiques destinées à analyser certaines expériences originales de financement de l'éducation :

développement du financement par les collectivités locales; participation des entreprises à la formation professionnelle; participation des familles et des étudiants; aide extérieure.

En liaison avec cette recherche, l'IIPE se propose d'organiser, du 23 au 27 novembre 1970, un séminaire ayant les buts suivants :

- examiner la méthodologie et les résultats des études réalisées au cours de l'année 1970;
- approfondir le programme d'action et les méthodes de travail au cours de l'année suivante.

Monsieur D. Ballantine
IBRD
1818 H. Street, N.W.
Washington, D.C. 20433
U.S.A.

Monsieur D. Ballantine

Je serais heureux que vous puissiez participer à ce séminaire et je vous serais reconnaissant de m'indiquer dès à présent votre réponse de principe à ce sujet. Je vous informerai ultérieurement des modalités et du détail de l'organisation du séminaire. Je peux vous signaler, par ailleurs, que les documents vous seront envoyés deux à trois semaines avant le début de la réunion.

Je voudrais vous proposer enfin, d'apporter votre contribution à ce séminaire par une note précisant votre vision de ce problème, le choix et la nature des études que vous suggérez d'entreprendre et les orientations que vous proposez pour ce projet de recherche.

Je vous prie de croire, cher Monsieur, à l'assurance de mes sentiments les meilleurs.


H Raymond Poignant
Directeur

P.S. Je vous informe, par ailleurs, que Monsieur Van der Tak a été également invité et qu'il doit présenter à ce séminaire l'étude qui a été demandée au Professeur Rogers sur le problème du financement de l'éducation.

*Int'l Agricultural Research
Inst.*

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

April 22, 1970

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H Street, N. W.
Washington, D. C. 20433

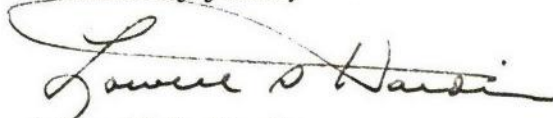
Dear Mr. McNamara:

On behalf of the international agricultural research and training centers--IRRI, CIMMYT, CIAT and IITA--you and/or your designated colleague are invited to International Centers Week in New York September 28-October 2, 1970.

The program for the first three days will be of most interest to you. Monday, September 28, starting at 9:30 a.m. at the Ford Foundation, will be devoted to reports by the directors of the four centers and their staffs on progress, plans and issues of the four institutes. The program is so arranged that each of the four centers will have about ninety minutes for oral and visual presentations. This discussion will be program, not budget, oriented. On Tuesday, the twenty-ninth, and Wednesday, the thirtieth, detailed budget presentations and discussions will be held. Presumably these sessions will be of interest primarily to those institutions and organizations that are assisting the institutes financially. The schedule for these four sessions permits one-half day for each of the centers beginning with IRRI Tuesday morning, CIMMYT Tuesday afternoon, CIAT Wednesday morning and IITA Wednesday afternoon. The directors themselves may hold conferences and sessions on Thursday and Friday, but these presumably will be of interest primarily to the institute management and staff.

We write at this time in the hope that you can place these dates on your calendar and plan to attend such portions of the program as are of interest and as can be fitted into your schedule. I would appreciate knowing whether you or one of your colleagues may be coming and representing the consortium which you are being instrumental in developing.

Sincerely yours,



Lowell S. Hardin

cc: Mr. L. J. C. Evans

Original to: *Mr. McNamara*
Date: *4/24/70* Communications
Section



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone : ██████████ 525.70.10
câbles : Eduplan Paris

22 April 1970

Référence :

Dear Mr. Demuth,

I wish to inform you that following the consultation which took place with the various Board members concerned, it is proposed that the forthcoming meetings of both the Executive and the Nominating Committees be held on Tuesday, 23 June 1970, as follows:

Executive Committee (at the IIEP Headquarters):

from 11 a.m. to 1 p.m.
and from 3 to 6 p.m.

Nominating Committee: at 8 or 8.30 p.m., during a dinner that will be given by Mr. A. Bienaymé at his house.

The foregoing arrangements concerning the meeting of the Nominating Committee are due to the fact that Mr. Bienaymé has other commitments which will prevent him from attending the meeting during the day.

Please let me know if the above schedule is agreeable to you.

I should also be grateful if you would inform me of your hotel requirements, as well as of the date and time of your arrival to, and departure from, Paris.

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development
1818 H Street, N.W.,
WASHINGTON 25, D.C., 20433
United States.

UNITED STATES

WASHINGTON 25, D.C. 20543

1818 N STREET, N.W.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

DEVELOPMENT SERVICES DEPARTMENT

DIRECTOR

MR. RICHARD H. DENNIN

RECEIVED

SECRETARY OF THE GOVERNING BOARD
CHARLES BERKOWITZ

Yours sincerely,

and departure from Paris.

travel requirements, as well as of the date and time of your arrival in

I should also be grateful if you would inform me of your

Please let me know if the above schedule is agreeable to you.

day.

commitments which will prevent him from attending the meeting during the

nominating committee are due to the fact that Mr. Pienkowsky has other

The foregoing arrangements concerning the meeting of the

that will be given by Mr. V. Pienkowsky at his home.

Nominating Committee: at 8 or 8:30 P.M., during a dinner

and from 3 to 6 P.M.

from 11 A.M. to 1 P.M.

Executive Committee (at the IIEP headquarters):

committees be held on Tuesday, 23 June 1960, as follows:

that the forthcoming meetings of both the Executive and the Nominating

which took place with the various Board members concerned, it is proposed

I wish to inform you that following the consultation

Dear Mr. Dennin,

RECEIVED

Office Telephone 2521010

23 JUNE 1960

of the Eugene-Denisov Bank in



institut international de planification de l'education
international institute for educational planning

~~1971~~
international institute
for educational planning

7, rue Eugène-Delacroix, Paris-16*

WITH THE COMPLIMENTS
OF THE DIRECTOR

with list for Ed. Planning



INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

20 April 1970

IIEP/Dir. 70. 308

NOTE

to the Chairman and Members of the Governing Board
of the International Institute for Educational Planning

Subject : Additional funds for the IIEP

Further to the meeting of the Governing Board at Beirut, I have pleasure in informing you that :

- (1) The Ford Foundation has decided, in response to my request of 20 June 1969, to grant a sum of \$ 120, 000 to the IIEP over the three-year period 1970-72.
- (2) The Government of Denmark has granted to the IIEP a sum of \$ 20, 000 for 1970, in response to my request of 12 December 1969.

I am confident that some other governments will give a favourable response to the various requests made to them in 1969 and earlier this year.

I cannot yet give you any formal information on the subject but I can however tell you that I am also confident that Mr. René Maheu will submit to the General Conference his recommendation for the new biennial Unesco contribution to the IIEP (1971-1972) and that it will be in line with the Resolution adopted in Beirut by the Governing Board and with the minimum contribution I personally requested.

Raymond Poignant
Director

Raymond Poignant
Director



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: ~~525.70.10~~ 525.70.10
câbles: Eduplan Paris

Référence:

le 20 avril 1970

IIEP/Dir. 70.308

NOTE

à l'attention du Président et des membres du Conseil
d'Administration de l'Institut international de
planification de l'éducation

Objet : Ressources complémentaires de l'IIEP

Comme suite aux travaux du Conseil lors de sa réunion de Beyrouth, j'ai le plaisir de vous informer que :

- (1) La Ford Foundation a décidé, en réponse à ma demande du 20 juin 1969, d'accorder une subvention de \$ 120.000 à l'IIEP pour les trois années 1970, 1971 et 1972.
- (2) Le Gouvernement du Danemark, comme suite à ma demande du 12 décembre 1969, a accordé à l'IIEP une subvention de \$ 20.000 pour l'année 1970.

J'ai bon espoir que plusieurs autres Gouvernements répondront favorablement aux diverses demandes que je leur ai adressées au cours de l'année 1969 ou, même, en 1970.

Sans que je puisse encore vous donner une information officielle, je peux néanmoins vous dire que j'ai également bon espoir que Monsieur René Maheu soumettra à la Conférence Générale des propositions pour la nouvelle subvention biennale (1971-1972) de l'Unesco à l'Institut, qui seront conformes à la résolution du Conseil d'Administration adoptée à Beyrouth et aux demandes minimum que j'avais moi-même présentées.

RECEIVED

Raymond Poignant
Directeur

Will list for Ed-Planning

April 14, 1970

Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

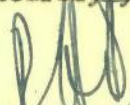
I am writing in response to your letter of March 31, 1970, concerning the selection of a new Chairman for the Governing Board.

My candidate for Chairman is Dr. Helmut Becker. If, as I understand may be the case, Dr. Becker's service on the Board up to the present time would unduly limit his term as Chairman, I believe that we should seek an amendment of the relevant statutes or rules of procedure to enable him, if elected, to serve at least a five-year term as Chairman.

Another name which I believe should perhaps be considered by the Nominating Committee is that of M. Edgar Faure. There are doubtless many people connected with the Institute and Unesco who would be able to evaluate his qualifications for the position and his possible interest and availability.

With best regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

cc: Mr. Ballantine



international institute for educational planning
 institut international de planification de l'éducation

Inst. for Int'l Ed. Planning

7, rue Eugène-Delacroix, Paris-16^e

8 April 1970

A

telephone: 870920 525 70.10
 câbles: Eduplan Paris

Référencé: IIEP/Dir.70.267

APR 14 RECO

- Ballantine
- Corliss
- Bust
- Stewart
- Div. Files
- Op. Files

Dear Mr. Ballantine,

I would like to inform you that IIEP will organize from 8 to 12 June 1970 a study Seminar on educational planning, intended for members of specialized agencies or Ministry departments concerned with aid to developing countries and more particularly for those who deal with educational aid programmes.

This training and information Seminar is being organized in accordance with the understanding between SIDA and IIEP and, according to this understanding, it will be reserved to representatives of the Scandinavian countries, Canada and the Netherlands, as well as to education authorities in a number of developing countries to which SIDA is providing assistance.

As agreed with SIDA, the agenda of the meeting will be mainly devoted to a discussion of the results of our research on the economics of education (cost analysis, cost benefit analysis, etc...), which has been carried out for two years by IIEP under the supervision of my predecessor, Mr. Philip H. Coombs, in co-operation with Mr. Jacques Hallak. Therefore, Mr. Coombs and Mr. Hallak will have the intellectual responsibility of the Seminar. Enclosed, you will find a draft outline of the programme of the Seminar.

...

The working documents for the meeting will be sent to the participants before the beginning of the Seminar.

IIEP would be most pleased, as would SIDA, to have a representative of the World Bank attend the meeting, but is not in a position to cover travel fares and per diem to participants other than those coming from developing countries.

Should you answer to this invitation in the affirmative, as I hope, I would appreciate receiving the name of the World Bank representative at the earliest, so that IIEP can make all arrangements for his stay in Paris.

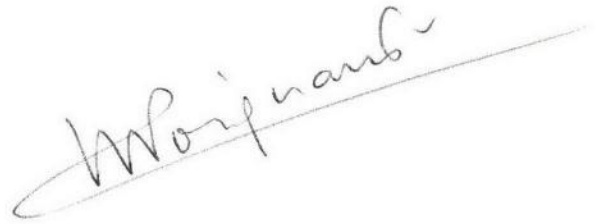
Mr. Duncan Ballantine,
 Assistant Director
 Projects Dept. in charge of education
 I.B.R.D.
 1818 H Street, N.W.
 Washington D.C. 20433 (U.S.A.)

.../

- 2 -

Looking forward to hearing from you,

Yours sincerely,

A handwritten signature in cursive script, reading "Raymond Poignant", is written over a horizontal line. The signature is slanted upwards from left to right.

Raymond Poignant
Director

... Enc.

7 April 1970

IIEP/SIDA SEMINAR
ON EDUCATIONAL COST ANALYSIS

DRAFT AGENDA

Monday a.m.

Financial Prospects for Education in Developing Nations by Mr. R. Poignant, Director

Includes : findings to date by IIEP on financial trends and outlook and the serious problems posed; nature and purpose of current IIEP research to find ways to ease the financial squeeze.

Monday p.m.

Why Educational Cost Analysis has become so Important by Mr. P. H. Coombs

An introduction, explaining the different functions to be served by cost analysis, the weak condition of such analysis and needed data at present; the reasons and aims of the IIEP's research in this field; what we hope to do with the results.

Discussion.

Tuesday

Different types of Costs, their Determinants and Behaviour by Mr. J. Hallak

The full day to be spent in presentation, illustration and discussion of what is meant by costs (e.g. capital, recurrent, average, unit, etc.), what forces influence them the most, how they have behaved in the past and are likely to behave in the future, etc.

.../

- Wednesday a.m. Applications of Cost Analysis (with illustrations from case studies) by Mr. Cl. Tibi
1. For testing feasibility of educational plans.
 2. For guiding allocations among levels of education.
- Wednesday p.m. Free
- Thursday a.m. Applications of Cost Analysis (continued) by Mr. Ta Ngoc Ch.
3. For costing of specific programmes and projects.
 4. For checking the cost implications of reforms and innovations.
- Thursday p.m. Applications of Cost/Benefit Analysis (with illustrations from case studies) by Mr. B. C. Sanyal.
- Friday a.m. Major Issues Confronting Educational Development in the 1970's (and their implications for external assistance) by Mr. R. Poignant and Mr. P. H. Coombs.
- Friday p.m. Continuation of morning discussion.
After tea : closing session.

Int'l Inst. for Ed. Planning

April 7, 1970

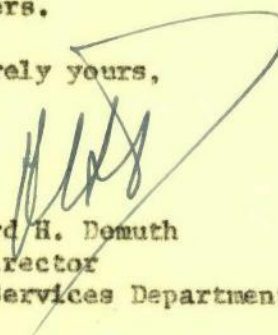
Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

Thank you for your letter of April 1 about
the ninth session of the Governing Board of the
IIEP.

The dates suggested in your letter seem at
this juncture to be convenient, although I think
it would be somewhat better from my standpoint
if the Seminar were to be held on December 1 and
the Board Meeting on December 2, rather than
having the affair start on November 30. However,
in this respect I will be happy to defer to the
convenience of the other members.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

RECEIVED

1970 APR 8 10:15:00

1970
APR 8

Handwritten notes at the top of the page, possibly including a name and a date.

April 7, 1970

Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

Thank you for your letter of April 1 about
the ninth session of the Governing Board of the
IIEP.

The dates suggested in your letter seem as
this juncture to be convenient, although I think
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if the Seminar were to be held on December 1 and
the Board Meeting on December 2, rather than
having the affair start on November 30. However,
in this respect I will be happy to defer to the
convenience of the other members.

Sincerely yours,

Richard H. Dennis
Director
Development Services Department

RECEIVED

RHD:cf

1970 APR - 8 PM 12:05

COMMUNICATIONS SECTION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL FINANCE
CORPORATION

Mr. Fulton
prepared the
reply to
Mabein's letter
of 3/2/70 &
evidently kept
file copy &
original
incoming

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP			Date APR 9 1970	
Mr. Aldewereld	A1226		Mr. Hoffman	D1123
Mr. Alter	A837		Mr. Kamarck	D529
Mr. Baum	C303		Mr. Knapp	A1230
Mr. Benjenk	A712		Mr. Lejeune	C502
Mr. Broches	A813		Mr. McNamara	A1230
Mr. Cargill	A613		Mr. Mendels	A1219
Mr. Chadenet	C303		Mr. Nurick	A802
Mr. Chaufournier	C702		Sir Denis Rickett	A1230
Mr. Cheek	C702		Mr. Ripman	D1029
Mr. Wm. Clark	D928		Mr. Rotberg	D827
Mr. Cope	A1214		Mr. Stevenson	D532
Mr. Demuth	D1128		Mr. Twining	D1032
Mr. Diamond	C913		Mr. Votaw	A613
Mr. El Emary	A1143		Mr. Wiese	A837
Mr. Fontein	C602		Mr. Williams	C502
Mr. Fowler	A1219		Mr. Wright	A1136
Mr. Friedman	A1221			
Mr. Goodman	C602	1	Mr. Ballantine	
Mr. Graves	D1122	2	<u>Files</u> C214	
Mr. Gutierrez	A1136			
Mr. Hartwich	A712			

World Institute for Ed. Planning

HEADQUARTERS:
WASHINGTON D. C. 20433

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

CABLE ADDRESS-INTBAFRAD



INTERNATIONAL DEVELOPMENT ASSOCIATION

CABLE ADDRESS-INDEVAS



EUROPEAN OFFICE:
4, AVENUE D'IEÑA
PARIS (16^e) - FRANCE
TELEPHONE: KLEBER 25-10

April 6, 1970

APR 09 REC'D

- Sullivan
- [unclear]
- Burt
- Stewart
-
-
- Dr. [unclear]
- Cap. [unclear]

Dear Dick:

IIEP - Meeting in June

It was nice to hear your voice on the telephone last Saturday.

As you asked, I telephoned Mr. Berkowitch today regarding the meeting to be held in London in June. I explained that you could not commit yourself at the moment as being definitely able to attend that meeting, whether it is held on June 22 or June 23. However, from the look of your calendar at the moment, it seemed to you that June 23 would be a more suitable date for you than June 22. Mr. Berkowitch said he entirely understood. He is glad that June 23 seems the better date for you, since all the other members who have replied so far have also indicated that they would prefer June 23.

I then asked Mr. Berkowitch regarding the Agenda for the meeting. There is only one item on the Agenda for the Executive Committee, i.e. "The Report of the Governing Board to the General Conference of UNESCO". Berkowitch said that although it is the only item so far, it is obviously an important item.

It may also be necessary to hold a meeting of the Nominating Committee on the same date as the Executive Committee. You and the Soviet member are members of both the Executive and the Nominating Committees, and the Soviet member will be coming especially from Moscow. This could be a short meeting to consider the nominations received for the chairmanship of the Board to replace Sir Sydney Caine.

Mr. Richard H. Demuth, Director
Development Services Department
International Bank for
Reconstruction and Development
Washington, D.C.

./.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INTERNATIONAL DEVELOPMENT ASSOCIATION

EUROPEAN OFFICE

11 AVENUE D'AMBA
PARIS 18^e - FRANCE
TELEPHONE: 86.22.10



April 4, 1970

Dear Sirs:

IBRD - Meeting in Paris

It was nice to meet your representative at the meeting.

As you know, a telephone call from Mr. [Name] regarding the meeting to be held in London in June. I mentioned that you would not attend the meeting, but that you would be represented by Mr. [Name]. I am sure that you will be able to attend the meeting in London. I am sure that you will be able to attend the meeting in London. I am sure that you will be able to attend the meeting in London.

I then asked Mr. [Name] whether he would be attending the meeting. There is only one item on the agenda for the meeting, i.e., the [Name] of the [Name]. I am sure that you will be able to attend the meeting in London. I am sure that you will be able to attend the meeting in London.

It may also be necessary to have a meeting with the [Name] Committee on the [Name] of the [Name]. You and the [Name] number are members of both the Executive and the [Name] Committee. I am sure that you will be able to attend the meeting in London. I am sure that you will be able to attend the meeting in London.


RECEIVED

1970 APR -9 AM 11:21
COMMUNICATIONS SECTION
WASHINGTON, D.C.

Berkowitch added that it was hardly conceivable that they could hold a meeting of the Nominating Committee if you were not there!

With kind regards,

Yours sincerely,


G. C. Wishart

Trust this gives you the information
you need.

Shall be forward to seeing you soon.

MAR 12 1970

Dear Mr. Maheu :

In response to your letter of March 2, I am pleased to designate Mr. R.H. Demuth as the Bank's representative on the Governing Board of the International Institute for Educational Planning for a further period of three years.

I am grateful, as I am sure Mr. Demuth will be also, for Sir Sydney Caine's kind words about his role in the development of the Institute.

With warm regards,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
The Director General
Unesco
Place de Fontenoy
Paris 7^e, France

DCF:cc

cc : Mr. R.H. Demuth
Mr. D.S. Ballantine

Wtl list of Educ Planning

OUTGOING WIRE

TO: ~~XXXXXXXXXX~~

DATE: APRIL 1, 1970

RICHARD H. DEMUTH
INHOTELCOR
GENEVA

CLASS OF
SERVICE: FULL RATE

COUNTRY: SWITZERLAND

RCS

TEXT: 2
Cable No.:

BERKOWITZ PROPOSING JUNE TWENTYSECOND OR TWENTYTHIRD FOR LONDON ONE DAY
MEETING NOMINATING AND EXECUTIVE COMMITTEES. ASKS CABLED REPLY AS TO
ACCEPTABILITY EITHER DATE

HOFFMAN

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Michael L. Hoffman *M.L.H.*

DEPT. Development Services

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

tf

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

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COMMUNICATIONS
APR 1 11 37 AM 1970
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Checked for Dispatch: _____

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DISPATCHED

APR 1 7 17 PM 1970
COMMUNICATIONS

EE

NOVEMBER

SIGNATURE OF INDIVIDUAL

OFF

DEPARTMENT RELATES

NAME

SECRET J. HOFFMAN

ADDRESS TO

NOT TO BE RECLASSIFIED

EXCLUDED

UNCLASSIFIED SINCE DATE

REVIEW PERFORMED AND EXECUTIVE COMMITTEE HAS REVIEWED THIS TO

DETERMINE ADEQUACY OF INFORMATION ON CONTAINING FOR CONFIDENTIALITY

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international institute for educational planning
institut international de planification de l'éducation

Int'l Inst. for Ed-Planning

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 525.70.10
câbles: Eduplan Paris

1 April 1970

Référence:

Dear Mr. Demuth,


As agreed at the eighth session of the Governing Board of the International Institute for Educational Planning (Beirut, 20 - 21 November 1969), the Board's ninth session, to be held in Paris, will be preceded by a one day seminar during which Board members and IIEP staff members will review the contents of the Institute's research and training programmes.

Although the seminar will not be a substitute for the formal examination by the Board of the current and future programmes of the Institute, it can reasonably be expected that the Board will spend less time on this examination than in the past. Consequently, it is possible, but not certain, that one day will be sufficient for dealing with all the business on the Agenda.

It is suggested that the seminar be held on Monday, 30 November 1970 and the formal Board meeting on Tuesday, 1 December. If necessary, the Board would also meet during part of 2 December.

I should be grateful if you would inform me at your earliest convenience whether these dates would be convenient to you. If they were not, I should appreciate receiving your suggestions for alternate dates, preferably as early as possible in December 1970.

Yours sincerely,


Charles Berkowitch
Secretary of the Governing Board

Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C. 20433
United States.

UNITED STATES
WASHINGTON 25, D.C. 20540
INTERNATIONAL COMMUNICATIONS
DEVELOPMENT SERVICES DEPARTMENT
DIRECTOR
MR. ROBERT H. DENNIN

1970 APR -6 AM 9:16

RECEIVED Secretary of the Executive Board
Office Memorandum

preferably as early as possible in December, 1970.
not. I should appreciate receiving your suggestions for alternative dates,
convenience whether these dates would be convenient to you. If they were
I should be grateful if you would inform me of your earliest

the Board would also meet during week of 5 December.
1970 and the former Board meeting on Tuesday, 1 December. If necessary,
it is suggested that the meeting be held on Monday, 30 November.

business on the agenda.
but not certain that one day will be sufficient for dealing with all the
time on this examination than in the past. Consequently, it is possible
that it will be necessary to expect that the Board will spend less
examination by the Board of the student and their progress of the
Although the meeting will not be a substitute for the former

review the contents of the Institute's mission and existing programs
one day session during winter board meetings and IIB staff members in
1969) the Board's study session to be held in Geneva will be preceded by a
preliminary meeting for discussion during the week of 20 - 22 November
as agreed at the eighth session of the Executive Board of the

Dear Mr. Dennin:

Reference
Date: 1970 APR 6
Office Memorandum
To: Mr. Robert H. Dennin

hist. for hitl Ed - Planning
Files

INCOMING CABLE

DATE AND TIME
OF CABLE:

APRIL 1, 1970 1740

LOG NO.:

ITT 2

TO:

DEMUTH INTBAFRAD

FROM:

PARIS

ROUTING	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
DECODED BY:	

TEXT:

PLEASE CABLE WHETHER JUNE TWENTYSIX FOR LONDON ONE DAY MEETING NOMINATING
AND EXECUTIVE COMMITTEES CONVENIENT TO YOU OR PROPOSE ALTERNATE
DATE TOWARDS END JUNE

BERKOWITCH EDUPLAN PARIS

PJ

SECTION
COMMUNICATIONS
APR 1 10 10 AM 1970

TYPED

APR 1 10 16 AM 1970
COMMUNICATIONS
SECTION

51

BEKOMILICH EDALYVA LWERS

DVIE JOMVEDS END 10ME

VND EXSCALAR COMMLLESZ SPALNEMR 30 KOR FOR BEOLOGE VIKEMVLE

DELI: DEVEN SVETS MUMBY 10ME JEMALYX FOR RONDON ONE DVX REBLING MONTMUNG

DATE: LWERS
TO: DEWUJH DEBVEVVD

FOR BY: LLL 3
OR SVETS: VBYE T' 1030 13FO
DVIE VIB LINE

RECORDED BY:	
CLASS:	
INFORMATION:	
ACTION BY:	MS. DEWUJH
FOR LINE	

INCOMING SVRTE

Int'l Inst. of Educ. Planning

INCOMING CABLE

DATE AND TIME

OF CABLE: APRIL 1, 1970 1553

LOG NO.: WU 29/1

TO: INTBAFRAD DEMUTH

FROM: PARIS

TEXT:

RE MY CABLE MARCH 31 MUST NOW PROPOSE JUNE TWENTYSECOND OR TWENTYTHIRD FOR
LONDON MEETINGS. PLEASE CABLE WHETHER EITHER THIS DATE ACCEPTABLE

BERKOWITCH EDUPLAN PARIS

ROUTING
ACTION COPY: MR. DEMUTH
INFORMATION COPY:
DECODED BY:

PJ

SECTION
COMMUNICATIONS
APR 1 5 45 PM 1970

TYPED

APR 1 2 42 PM 1970

COMMUNICATIONS SECTION

B1

BERNARD EDWARDS

LONDON BRANCH OF THE COMMUNICATIONS SECTION OF THE
RE MI COMMUNICATIONS SECTION OF THE COMMUNICATIONS SECTION OF THE

TEXT

FROM: EDWARDS
TO: DIRECTOR GENERAL
DATE: 1 APR 70
OF COMMUNICATIONS SECTION OF THE COMMUNICATIONS SECTION OF THE

DECISION NO: COMMUNICATIONS SECTION REFERENCE NO: 1000 DATE: 1 APR 70
--

INCOMING COMMUNICATIONS

ROUTING SLIP		Date
		April 7, 1970
NAME		ROOM NO.
Mr. Ballantine		A637
	To Handle	Note and File
	Appropriate Disposition	Note and Return
	Approval	Prepare Reply
	Comment	Per Our Conversation
	Full Report	Recommendation
	Information	Signature
	Initial	Send On
REMARKS		
<p>I am thinking of nominating Helmut Becker as my principal candidate for Chairman of IIEP and possibly Edgar Faure as an alternate candidate. I know Becker and have no doubt about his ability. I don't know Faure and would welcome your views on him and on any other candidates you think I should propose.</p>		
From		
Richard H. Demuth		



international institute for educational planning
institut international de planification de l'éducation

Int'l Inst. for Ed. Planning

7, rue Eugène-Delacroix, Paris-16^e

téléphone: ~~070 00 00~~ 525.70.10
câbles: Eduplan Paris

31 March 1970

Référence:

Dear Mr. Demuth,

Following the notice given to all Board members by Sir Sydney Caine, in his note of 10 June 1969, that he intended to ask to be released from the Chairmanship of the Governing Board after its 1970 annual meeting, action must now be taken with respect to the election of a new Chairman, which will be held at the Board's ninth session (probably in early December 1970).

In conformity with the relevant provisions of the Statutes (Article III, para. 1 (g) and para. 2) and of the Rules of Procedure of the Governing Board (Rules 6, 7, 8, 9, 10 and 12), the procedure to be observed for filling the vacancy which will occur on the Board is as follows:

- (a) All members of the Board are to be invited to submit nominations for the forthcoming vacancy;
- (b) The Nominating Committee, at a meeting to be held at the end of June 1970, will consider all nominations received and make its recommendation which will be sent to all members of the Board. No other nomination will be received at the Board's ninth session at which the election will take place, except with the unanimous consent of the members present;
- (c) The term of office of the newly elected Chairman will begin at the close of the Board's ninth session and will normally be for five years. If, however, the Chairman is elected from among members of the Board, his total period of consecutive service on the Board will not exceed the maximum period during which he could have served consecutively as Chairman and, if necessary, his term of office as Chairman will be reduced by the time required to implement this provision.

Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
WASHINGTON 25, D.C., 20433
United States.

ACK 4/14/70

./...



7 rue Eugene Delacroix, Paris-16

Telephone: 234 10 10
Telex: 234 10 10

31 March 1970

Dear Mr. Donath,

Dear Mr. Donath,

Following the notice given to all Board members by Sir Sydney Cairns, in his note of 10 June 1969, that he intended to resign from the Chairmanship of the Governing Board after the 1970 annual meeting, action must now be taken with respect to the election of a new Chairman, which will be held at the Board's next session (probably in early December 1970).

In conformity with the relevant provisions of the Statute (Articles III, para. 1 (g) and para. 2) and of the Rules of Procedure of the Governing Board (Rules 6, 7, 8, 9, 10 and 11), the procedure to be observed for filling the vacancy which will occur on the Board is as follows:

- (a) All members of the Board are to be invited to submit nominations for the forthcoming vacancy;
- (b) The Nominating Committee, at a meeting to be held at the end of June 1970, will consider all nominations received and make its recommendation which will be sent to all members of the Board. No other nomination will be received at the Board's next session at which the election will take place, except with the unanimous consent of the members present;
- (c) The term of office of the newly elected Chairman will begin at the close of the Board's third session and will normally be for five years. It, however, the Chairman is elected from among members of the Board, his total period of consecutive service on the Board will not exceed the maximum period during which he could have served consecutively as Chairman and, if necessary, his term of office as Chairman will be reduced by the time spent in implementing

RECEIVED


Mr. Richard H. DENNIS
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 N. Street, N.W.,
WASHINGTON 25, D.C. 20543

COMMUNICATIONS SECTION
UNITED STATES

1970 APR -3 PM 8:59

I should be grateful if you would send me not later than 31 May 1970 any nomination which you would wish to be considered by the Nominating Committee for filling the position of Chairman of the Governing Board, having regard to the provisions of Article III, paragraph 1 (g) of the Statutes which state that the Chairman is to be elected "from among educators, economists and other specialists of international repute in the field of human resource development".

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Charles Berkowitch', written over a horizontal line.

Charles Berkowitch
Secretary of the Governing Board



UNESCO
✓ cc - Mr. C. Kurt. H. ...
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference: DG/1.3/8015/1/6544

2 March 1970

Dear Mr. McNamara,

...
Under Article III, paragraph 1 (b), of the Statutes of the International Institute for Educational Planning, as revised in 1968 (copy enclosed), one member of the Institute's Governing Board is designated for a period of three years by the President of the International Bank for Reconstruction and Development.

The term of office of Mr. R.H. Demuth, the member of the Institute's Governing Board designated by the Bank, having now ended, I am writing to invite you to designate a member of the Governing Board for a further period of three years.

I have been asked by Sir Sydney Caine, Chairman of the Governing Board, to convey to you his feeling and that of his colleagues that, in view of the prominent role played by Mr. Demuth in the development of the Institute, it would be highly desirable to continue to benefit from his presence on the Board for a further period of three years.

With personal regards,

Yours sincerely,

René Maheu

Mr. R.S. McNAMARA,
President,
International Bank for
Reconstruction and Development,
1818 H. Street, N.W.
Washington D.C. 20433
(U.S.A.)

Original to: Mr. McNamara
Date: 3-6-70 Communications
Section

Adm - 66

✓ cc: IIEP

Mr. H.H. Thies

December 22, 1969

Alexander Stevenson

Mission to Tunisia - Terms of Reference

You will arrive in Tunis on or around January 5, 1970, to complete the data collection for the re-appraisal of the first Tunisian education project. In particular you will attempt to obtain information on secondary school-leavers (in jobs and un-employed), by means of a sample survey. It is envisaged that you will be joined by Mr. H.G. van der Tak during the second half of January.

On your way back you will stop in Paris for discussions with IIEP, in particular concerning their projected research in the field of education financing, and for obtaining information on other relevant ongoing research at the IIEP and OECD.

Upon your return to Washington, D.C. around February 5, you will submit a brief back-to-office report.

MHT:com

7 AI

cc: Messrs. Ballentine/van Rijs
Springuel/Payson
van der Tak
Mrs. Armstrong

Herman G. van der Tak

Discussion with Mr. Poignant (IIEP) Concerning Research in Financing of Education

1. I met with Mr. Poignant on Thursday morning, December 11, 1969 in Paris (my plane having been delayed for 2½ hours because of fog). One of his colleagues, Mr. Tibi, participated in part of the discussions.
2. We discussed at some length the studies on financing education proposed by the IIEP and our own study on this subject. This review confirmed our previous impression, based on the written study proposal prepared by IIEP (Mr. Poignant), that these studies are complementary rather than duplicate each other. The IIEP set of studies is more concerned with the projection of financial requirements for education expansion, the likelihood that conventional ways of financing education through the budget will prove unable to meet these requirements, and the need for exploring alternative sources of finance to fill this gap. Our own studies have a broader objective: to explore the advantages and disadvantages of various ways of financing education with respect to a wide range of educational policy objectives, of which the mobilization of additional resources for education is only one. In addition to this difference in scope, there is a difference in approach. The initial IIEP studies are conceived as two parallel series, (i) four country studies (Colombia, Tunisia, Tanzania and Ceylon) and (ii) a number of studies on specific topics and experience, past and present, in the field of education finance. Our own study starts with a more theoretical investigation of the whole range of issues to be followed by one or more case studies to try out the results of this investigation in a concrete situation.
3. Mr. Poignant welcomed possible cooperation between us on these studies. He stressed, in particular, that their studies during the first year (1970) were exploratory and were to be followed, after review in a seminar in November 1970, by more detailed studies stretching over a further two-year period.
4. Mr. Poignant and I agreed that we should (i) keep each other informed of outlines and terms of reference of the various studies that are undertaken, (ii) meet periodically to discuss progress of the studies and the ideas and conclusions emerging from them, (iii) discuss in due course whether the Bank case study could usefully take up one of the four countries initially to be studied by IIEP, or whether it would be preferable to select another country, and (iv) participate in the seminar to be organized by IIEP in November 1970 to review progress of their studies and provide guidelines for the second phase of the IIEP project; in particular, we should contribute the study now being prepared by Mr. Rogers, and possibly preliminary results from our case study, as a basis for discussion at the seminar.

Mr. A. Stevenson

- 2 -

December 16, 1969

5. We left open the possibility that at some later stage we might collaborate directly on one or more case studies to devise a suitable "policy package" for financing education.

WJ

HGvanderTak:bsc

cc. Messrs. R. H. Demuth
D. S. Ballantine
A. M. Kamarck
G. B. Baldwin
H. Thies



international institute for educational planning
institut international de planification de l'éducation

Wolfe Inst. for Educ. Planning

7, rue Eugène-Delacroix, Paris-16^e

téléphone: **325.70.10**
câbles: Eduplan Paris

25 November 1969

Référence: IIEP/Dir. 69. 838

MEMORANDUM

To : Members of the Governing Board of IIEP

From : Director, IIEP

Subject : Internship Programme 1969-1970

... Further to the discussions held at Beirut on the occasion of the 8th session of the Governing Board, I am pleased to enclose for your information, the general note defining the aim, content and method of the internship programme, which I drew up in preparation for the course of the academic year 1969-1970.

... A detailed programme of lectures and practical exercises has been established on the basis of the general outline put forward in the attached note, and a copy of this programme relating to the first term of the academic year is also enclosed. A programme for the remaining two terms is currently being worked out.

The attached documents will of course be completely reconsidered in preparation for the academic year 1970-1971 and will be presented for discussion at the 9th session of the Governing Board.

Raymond Poignant

Mr. Richard H. Demuth
Director
Development Services Department
International Bank for Reconstruction and Development
1818 H Street N.W.
Washington 25 D.C.
U.S.A.

100-1030-5 11 2:38

RECEIVED
GENERAL FILES

1969 DEC -2 AM 9:36

P.S.V.
Washington 22 D.C.
1818 H Street N.W.
International Bank for Reconstruction and Development
Development Services Department
Director
Mr. Richard H. Smith

Raymond Poikhanf

presented for discussion at the 31st session of the Governing Board
held in preparation for the academic year 1969-1970 and will be
The attached documents will of course be completely recom-

the remaining two terms is currently being worked out.
This term of the academic year is also enclosed. A programme for
in the attached note, and a copy of this programme relating to the
has been established on the basis of the general outline but forming
A detailed programme of lectures and practical exercises

for the course of the academic year 1968-1970
method of the internship programme, which I drew up in preparation
for your information, the general note defining the main content and
the 31st session of the Governing Board, I am pleased to enclose
Further to the discussions held at Beirut on the occasion of

Subject: Internship Programme 1968-1970

From: Director, IEB

To: Members of the Governing Board of IEB

MEMORANDUM

Reference: IEB/DIR/88/838

Date: 25 November 1968
Reference: 257/10/40

22 NOVEMBER 1968

In the English Department, Paris-10



institut international de planification de l'éducation
international institute for educational planning

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
(Established by Unesco)
9, rue Eugène-Delacroix, Paris 16e

IIEP/Prg./RL/69.1493

21 October, 1969.

To : All Interns

From : Raymond F. Lyons, Director of Training

Subject : IIEP Internship programme 1969/1970
Autumn formal sessions

... Following discussion with the Director of IIEP, Mr. Raymond Poignant, and with my other colleagues, I attach details of the formal sessions included in the internship programme from 13 October 1969 until 19 December, 1969. The programme for the academic year as a whole, i.e. until the end of the formal sessions in May 1970, will be circulated shortly.

You are invited to read this programme in conjunction with the document prepared by Mr. Raymond Poignant on "Aim, content and method of the training programme for interns" (academic year 1969-1970), which has already been circulated to you.

cc : Professional Staff Members
Mme Canin

RL/bo

PROGRAMME OF FORMAL SESSIONS FOR THE YEAR 1969/1970

AUTUMN SESSIONS

I - A SYSTEMS APPROACH TO EDUCATIONAL PLANNING

GENERAL INTRODUCTION

WEEKS NO. 1 AND NO. 2

MONDAY 13 OCT.

9.45 a.m.

Presentation of the activities of IIEP and the organization of the course.

R. Poignant
R.F. Lyons

TUESDAY 14 OCT.

9.45 a.m.

Organization and general activities of Unesco with particular reference to educational planning.

C. Berkowitch
(Executive Officer)

WEDNESDAY 15 OCT.

9.45 a.m.

The aims of education and the need for educational planning.

W. Platt

THURSDAY 16 OCT.

9.45 a.m.

The analytical framework for educational planning.

R. Poignant

FRIDAY 17 OCT.

9.45 a.m.

Systems analysis in its dynamic setting.

Ta Ngoc Chau

3.30 p.m.

x Practical exercises: The Organizations of the United Nations Family.

R. Poignant

MONDAY 20 OCT.

9.45 a.m.

The concept of the efficiency of educational systems.

J. Hallak

TUESDAY 21 OCT.

9.45 a.m.

Educational procedures and structures.

N. Kravetz

.../...

<u>WEDNESDAY 22 OCT.</u> 9.45 a.m.	Planning and innovation in curriculum, methods and structures.	N. Kravetz
<u>THURSDAY 23 OCT.</u> 9.45 a.m.	Systems analysis and educational design.	T.A. Razik
3.30 p.m.	x <u>Practical exercises: Systems analysis applied to education (1).</u>	C. Tibi Ta Ngoc Chau
<u>FRIDAY 24 OCT.</u> 9.45 a.m.	x <u>Practical exercises: Systems analysis applied to education (2).</u>	C. Tibi Ta Ngoc Chau

II - INTRODUCTION TO THE PROBLEMS AND TECHNIQUES OF ECONOMIC
AND SOCIAL PLANNING AND THE ECONOMIC ASPECTS OF EDUCATION

WEEKS NO. 3 TO NO. 8

SECTION A - PROBLEMS OF ECONOMIC AND SOCIAL PLANNING

1 - THE FACTORS INFLUENCING ECONOMIC GROWTH

MONDAY 27 OCT.
9.45 a.m. The factors contributing to economic growth. R. Poignant

TUESDAY 28 OCT.
9.45 a.m. The role of the state in promoting economic growth. R.F. Lyons

3.30 p.m. Concepts and techniques of National accounts (1)
Concepts and methods. C. Tibi

2 - DIFFICULTIES OF DEVELOPING COUNTRIES IN
ACHIEVING ECONOMIC GROWTH

WEDNESDAY 29 OCT.
9.45 a.m. Concepts and techniques of National accounts (2)
Aggregates. C. Tibi

.../...

WEDNESDAY 29 OCT.
3.30 p.m.

Concepts and techniques of National
accounts (3)
x Practical exercises.

J. Hallak

THURSDAY 30 OCT.
9.45 a.m.

Structural aspects.

C. Tibi

FRIDAY 31 OCT.
9.45 a.m.

Problems of capital formation and
supply of trained manpower.

C. Tibi
W. Platt

3 - SOCIAL PLANNING AND DEVELOPMENT

MONDAY 3 NOV.
9.45 a.m.

Social planning and development.

R. Poignant

TUESDAY 4 NOV.
9.45 a.m.

Development indicators.

J. Hallak

4 - THE ROLE OF THE CENTRAL PLANNING ORGANIZATIONS
IN PREPARING THE ECONOMIC AND SOCIAL PLAN

WEDNESDAY 5 NOV.
9.45 a.m.

The methods for preparing an economic
and social plan.

C. Tibi

3.30 p.m.

Concepts and techniques of National
accounts (4)
x Practical exercises.

Ta Ngoc Chau

THURSDAY 6 NOV.
9.45 a.m.

Constraints and choices within the
national plan.

C. Tibi

FRIDAY 7 NOV.
9.45 a.m.

Concepts and techniques of National
accounts (5)
x Practical exercises.

C. Tibi

.../...

MONDAY 10 NOV.
9.45 a.m.

Role and organization of central
planning organizations.

R. Poignant

3.30 p.m.

Study of an economic and social
development plan
x Practical exercises

Ta Ngoc Chau

TUESDAY 11 NOV.

National holiday.

5 - SCHOOL AND UNIVERSITY PLANNING WITHIN
OVERALL PLANNING

WEDNESDAY 12 NOV.
9.45 a.m.

School and university planning within
overall planning.

R.F. Lyons

3.30 p.m.

Basic statistical concepts (1)
Principles of elementary mathematics :
numerical calculation (optional).

J. Hallak

THURSDAY 13 NOV.
9.45 a.m.

The relation between economic and
educational planning; the example
of the Soviet Union.

V.G. Onushkin

FRIDAY 14 NOV.
9.45 a.m.

Basic statistical concepts (2)
Statistical data and their
presentation in graphs.

Ta Ngoc Chau

SECTION B - ECONOMICS OF EDUCATION

1 - THE ROLE OF HUMAN CAPITAL IN ECONOMIC
GROWTH

MONDAY 17 NOV.
9.45 a.m.

The role of human capital in economic
growth.

Ta Ngoc Chau

TUESDAY 18 NOV.
9.45 a.m.

The role of technological development
in economic growth.

V.G. Onushkin

.../...

2 - COSTS OF AND EXPENDITURES ON EDUCATION

WEDNESDAY 19 NOV.
9.45 a.m.

Concepts of costs and expenditures in economics.

Ta Ngoc Chau

3.30 p.m.

Basic statistical concepts (3)
Characteristics of a series:
central values.

Ta Ngoc Chau

THURSDAY 20 NOV.
9.45 a.m.

Distribution of expenditures on education by purpose.

C. Tibi

FRIDAY 21 NOV.
9.45 a.m.

Basic Statistical concepts (4)
Characteristics of a series :
dispersion.

Ta Ngoc Chau

MONDAY 24 NOV.
9.45 a.m.

Quantitative evolution of expenditures on education in the past decade.

C. Tibi

3 - UNIT COSTS

TUESDAY 25 NOV.
9.45 a.m.

Methods of estimating unit costs.

J. Hallak

WEDNESDAY 26 NOV.
9.45 a.m.

Methods of global analysis of costs.

J. Hallak

3.30 p.m.

Basic statistical concepts (5)
Indices.

Ta Ngoc Chau

THURSDAY 27 NOV.
9.45 a.m.

Methods of detailed analysis by type of cost.

J. Hallak

FRIDAY 28 NOV.
9.45 a.m.

Basic statistical concepts (6)
Analysis of a series : linear adjustment

Ta Ngoc Chau

.../...

MONDAY 1 DEC.

9.45 a.m.

Factors affecting the evolution of costs; salaries.

J. Hallak

TUESDAY 2 DEC.

9.45 a.m.

Factors affecting the evolution of costs; other recurrent costs and capital costs.

J. Hallak

4 - COST/BENEFIT ANALYSIS IN EDUCATION

WEDNESDAY 3 DEC.

9.45 a.m.

Cost/benefit analysis.

R.F. Lyons

3.30 p.m.

Basic statistical concepts (7)
Analysis of a series : **correlation.**

Ta Ngoc Chau

THURSDAY 4 DEC.

9.45 a.m.

Cost/benefit analysis; experience relating to educational television.

W. Platt

5 - THE UNITED NATIONS SECOND DEVELOPMENT DECADE

FRIDAY 5 DEC.

9.45 a.m.

The United Nations second Development Decade.

R.F. Lyons

x Practical exercises.

III - INTRODUCTION TO THE PROBLEMS OF THE DIAGNOSIS OF EDUCATION FOR THE PLANNING OF CHANGE

WEEKS NO 9 AND 10

MONDAY 8 DEC.

9.45 a.m.

The qualitative condition of an educational system ; a diagnosis of the situation at the beginning of the plan.

N. Kravetz

TUESDAY 9 DEC.

9.45 a.m.

The development of the structures of educational systems.

N. Kravetz

M.T. Ceballos

M.A. El-Ghannam

.../...

WEDNESDAY 10 DEC.

9.45 a.m.

The development of the content of
educational programmes and curricula (1)
General education.

N. Kravetz

3.30 p.m.

Basic statistical concepts (8)
Collection of statistical data;
preparation and use of questionnaires.

C. Tibi

THURSDAY 11 DEC.

9.45 a.m.

The development of the content of
educational programmes and curricula (2)
Rural education.

A. Callaway
(provisional)

3.30 p.m.

Rural education. (practical exercises)

A. Callaway
(provisional)

FRIDAY 12 DEC.

9.45 a.m.

The development of the content of
educational programmes and curricula (3)
Vocational and technical training
(secondary).

R. Poignant

MONDAY 15 DEC.

9.45 a.m.

The development of the content of
educational programmes and curricula (4)
University level training.

V.G. Onushkin

TUESDAY 16 DEC.

9.45 a.m.

The development of the content of
educational programmes and curricula (5)
Adult education.

E. Townsend Coles
(provisional)

WEDNESDAY 17 DEC.

9.45 a.m.

The development of the content of
educational programmes and curricula (6)
Teacher training.

N. Kravetz

THURSDAY 18 DEC.

9.45 a.m.

The evolution of methods and innovations
in teaching.

N. Kravetz
T.A. Razik

FRIDAY 19 DEC.

9.45 a.m.

Diagnosis of education for the planning
of change; the questions planning
personnel should ask.

N. Kravetz

3.30 p.m.

The second development decade; a critical
review of needs and possibilities.

Lord Balogh
(provisional)

Weeks 11 and 12 (22 December 1969 to 2 January 1970), Christmas Vacation.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

9, rue Eugène-Delacroix, Paris 16e
Telephone 525.70.10

Raymond Poignant
Director

9 October, 1969.

AIM, CONTENT AND METHOD OF THE TRAINING PROGRAMME FOR INTERNS
(ACADEMIC YEAR 1969-1970)

INTRODUCTION

The training programme for interns represents, in conformity with its statutes, one of the major activities of the International Institute for Educational Planning. The increasing success of this programme, which was launched during the academic year 1965-1966, is reflected in the large number of applications submitted, compared to the number of places available. Unfortunately, the necessary increase in the number of interns which would more fully meet the requirements of the Member States will be possible only when the permanent premises of the IIEP have been built and brought into use.

For the moment, and in the light of the experience it has progressively gained, the IIEP endeavours each year to improve the content and methods of its training for interns who, generally, will subsequently participate at the highest level in the planning activities of their respective countries.

This memorandum is intended to outline to the 1969-1970 interns the objectives of the course, the general content of the teaching, and the organization of their work.

.../...

PART I - OBJECTIVES OF THE TRAINING PROGRAMME

A. THE MULTI-DISCIPLINARY CHARACTER OF EDUCATIONAL PLANNING

The rationalization of the development of educational systems which has been undertaken under the name of "educational planning" does not represent, at least according to the existing "state of the art", a particular scientific discipline. Above all, it is a method which draws upon the knowledge acquired in many scientific fields and uses a wide range of techniques.

The science and techniques of education, as a whole, (pedagogy, psycho-pedagogy, sociology of education, economics of education, technology of education, etc.) are naturally the main foundation of educational planning activities. Specialists in other disciplines are also called upon : manpower specialists, experts in administrative and financial science, statisticians, technicians in school and university building, etc.

The preparation and implementation of the educational plan is therefore to a high degree an inter-disciplinary task. It implies close collaboration between researchers and practitioners - if research and action can in fact be divided in such a field. It also calls for the participation of specialists not only in the central planning units but also at the different levels of school and university administration.

Therefore, though it may be easy to give a clear definition of educational planning, the term "educational planning officer" can be interpreted in a variety of ways. Taken in its wider sense it could include, on the one hand, a multiplicity of specialists from various origins (pedagogy, sociology, economics, etc.) who participate in the study and research activities necessary for the preparation of the plan. On the other hand, it could include all the various administrators and technicians who, at each decision level, participate directly in the preparation and

.../...

implementation of the plan. It will be noted below that a more restrictive sense can be given to this term.

B. DIVERSITY OF LEVELS AND TYPES OF DECISIONS IN THE EDUCATIONAL PLANNING PROCESS

In current usage, the term "educational planning officer" covers both the quantitative and qualitative aspects of planning, for both formal and non-formal education. This means that a ministerial decision to adopt the "new mathematics", or a local authority decision for the building of a primary school, are as much parts of educational planning as the decision taken by higher political authorities (Government and Parliament) in determining the educational budget for the period of the plan.

These three examples show that preparation and implementation of plans are the result of a sum of decisions at very different levels and of very different types.

At the top, that is to say at the level of the central planning units, all the quantitative and qualitative parts of the plan concerned with the evolution of the educational systems, which are prepared by the different administrative sections or research bodies, converge, are coordinated, and become the major political decisions concerning the goals of educational development and the allocation of the necessary resources. The execution of the plan calls subsequently for a multiplicity of other decisions of different kinds (quantitative and qualitative) which come from different levels of decision, either national, regional or local.

C. THE OBJECTIVE OF THE IIEP COURSE : A BROAD-BASED TRAINING
FOR HIGH-LEVEL EDUCATIONAL PLANNING OFFICERS

If the expression "educational planning officer" has a precise meaning, it must refer to those members of the central planning units ¹⁾ who are responsible for stimulating and co-ordinating the work of preparing and carrying out the plan.

The object of the IIEP course is, precisely, to give the wide basis necessary for the high-level exercise of these functions.

With the exception of the discipline which they have already studied, there is no question of training IIEP interns to become specialists in any or all of the scientific or technical disciplines listed in section A; within the allotted time, such an effort would not only be fruitless but would in no way correspond with the desired objectives of the course.

The IIEP would wish the interns to acquire :

- a clear understanding of the interrelations which link economic and social development with the development of the educational system, to enable them to play an effective part vis-à-vis the people responsible for economic planning;

- a good knowledge of the various disciplines and techniques used in the preparation of educational plans, to qualify them to deal with the different specialists in the planning services and to co-ordinate and direct their work;

1) The term "central planning units" is to be taken as including the sections (Directorates, committees) in both the Ministry of Planning and the Ministry of Education whenever both levels exist.

- the ability to carry out personal study and research work in certain fields, and the faculty of drawing upon relevant research to throw light upon the practical problems with which they will have to deal;

- a full knowledge of all the duties which the planning services have to perform, and the capacity for the efficient organization of the planning work at the different levels of the educational administration whatever the national administrative situations may be.

At the same time, IIEP training must of course instil into its recipients a sense of their responsibilities vis-à-vis their countries and, if possible, the spirit of enthusiasm born of sharing in a great undertaking.

To benefit fully from such an ambitious training programme, the interns should, on the one hand, have received an education of high quality (preferably in one of the principal fields of educational science) and, on the other hand, have considerable practical experience in school planning or administration. Prior participation in the Unesco Regional Centre courses, followed by some years' practice in a planning unit, represents the most suitable preparation for IIEP training.

PART II - GENERAL CONTENT OF THE INTERNSHIP PROGRAMME

Taking into account the objectives of the course as mentioned above, the elaboration of its programme raises some major problems. First of all, in view of the very considerable number and variety of the fields of study which could usefully be undertaken, it is necessary to define limits and make careful choices; it can never be absolutely certain that the topics finally chosen represent the best possible choice. Secondly, it is necessary to take account of the inevitable differences in the basic scientific training of the interns, and the need to provide complementary training in one field or another for some of them. IIEP staff limitations

.../...

do not permit the establishment of individually tailored programmes; nevertheless, a certain number of supplementary lectures may be organized to meet obvious needs.

Experience gained during previous courses has demonstrated that the theoretical and practical activities of the course should be linked in as logical a progression as possible in order to avoid repetition and duplication on the part of the teachers on the one hand and, on the other, to give the interns, as soon as they arrive at IIEP, a clear picture of the objectives and content of the whole year's training. In this way the interns will, continually, be in a position to assess their own progress and, if need be, to discuss with the directors the orientation, or amplification, of the programme to meet their particular needs.

The progression adopted coincides, in fact, with the process of preparation and implementation of an educational plan, and should therefore in itself have a methodological value. None the less, after the necessary introductory lectures of the first two weeks emphasis will be given to the general problems of economic and social planning which should form the framework of educational planning, as well as to related questions concerning the economics of education.

To sum up, the broad lines of the programme and practical exercises of the course are as follows :

- general introduction,
- introduction to the problems and techniques of economic and social planning and the economic aspects of education,
- methods for determining the qualitative and quantitative objectives of the school and university development plan,
- implementation of programmes embodied in the plan,

.../...

- practical exercises in elaborating different types of plans,
- administrative organization of planning and new methods for its control and evaluation.

In addition, a specific project involving individual research will be carried out by each intern, under the guidance of an IIEP staff member (intern's paper); the subject will be chosen by agreement between the intern and the directorate of the IIEP.

The topics for each major part of the programme are summarized below. The number of weeks of lectures and practical exercises to be devoted to each one ¹⁾ is indicated. Each of the major subject areas will in principle be studied in succession; nevertheless, within each major area the essential topics will, in part, be taken simultaneously in order to maintain throughout the necessary degree of diversification consistent with the main points of interest discussed with the interns.

A detailed table of lectures and practical exercises is attached hereto. It will be noted that among the practical exercises a number of visits in France, Rome and Geneva is included. This point will be referred to below.

B. GENERAL INTRODUCTORY SEMINARS (2 weeks)

The general introductory seminars will have a triple role :

- 1) to describe the activities of IIEP and to show the organization of the course;

1) Lectures and practical exercises are spread over 27 weeks. 10 weeks will be devoted to the drafting and presentation of the intern's paper and to additional personal work.

- 2) to present the organization and activities of Unesco as well as the general structure of the institutions which make up the "United Nations Family";
- 3) to tackle some fundamental topics with which the interns should familiarize themselves rapidly :
 - the aims of education and the goals of educational planning,
 - systems analysis and its application to educational planning,
 - the structure of educational systems and the process of learning,
 - planning and innovation in curriculum, methods and structure.

FIRST SECTION - INTRODUCTION TO THE PROBLEMS AND TECHNIQUES OF ECONOMIC AND SOCIAL PLANNING AND TO THE ECONOMICS OF EDUCATION (6 weeks)

Subject a) Problems and techniques of economic and social planning

- 1) factors of economic growth and the part played by plans,
- 2) the special problems of economic growth in developing countries,
- 3) national accounts and their use in planning,
- 4) basic statistical techniques,
- 5) social planning and development,
- 6) development indicators,
- 7) the process of preparing an economic and social plan and the functions of the central planning units,
- 8) constraints and alternatives within the national plan,
- 9) the process of educational planning within the framework of general planning.

Subject b) Economics of education

- 1) the role of "human capital" in economic growth,
- 2) educational costs :
 - breakdown by category,
 - quantitative evolution during the last decade.
- 3) unit costs :
 - methods of analysis,
 - factors and trends in the evolution.
- 4) the analysis of cost-benefit in the field of education.

Subject c) The Second Development Decade of the United Nations

SECOND SECTION - THE DETERMINATION OF THE OBJECTIVES OF THE EDUCATIONAL PLAN (8 1/2 weeks)

This is a question of analysing the different factors which have to be taken into consideration to determine the possible and desirable evolution of the educational system during the period planned, and deciding on the concrete objectives to be reached, taking account of the various constraints which exist.

These factors can be classified according to their qualitative or quantitative character. This classification is, clearly, an arbitrary one since both qualitative and quantitative factors are in practice closely related. For this reason the outline given below does not have any chronological value and the detailed programme of the seminars and practical exercises will seek to integrate both qualitative and quantitative factors in dealing with each major type of problem covered in the course.

Subject a) Qualitative factors : the qualitative changes desired
in the educational system

- 1) diagnosis of the situation at the beginning of the plan and major fields where qualitative actions are to be undertaken,
- 2) Analysis of the structure of the educational system, as between levels and types, and of its evolution (theoretical aspects and study of recent reforms),
- 3) evolution of the content of the teaching and specific problems of developing countries :
 - general education,
 - rural education,
 - vocational and technical training (second level),
 - university training.
- 4) the evolution of methods : various pedagogical innovations :
 - pedagogical research and new teaching techniques,
 - new educational media.
- 5) adult education :
 - literacy,
 - cultural development and vocational training.
- 6) optimum level of teacher training :
 - relation with the problems of costs and quality.
- 7) reading materials :
 - in school (textbooks, libraries in educational institutions),
 - out of school.

.../...

Subject b) Quantitative factors

1) the demographic factor :

- study of basic demographic concepts,
- demographic characteristics of different regions in the world and the importance of demographic factors in educational objectives of developing countries,
- methods of calculating the evolution of the school-age population, at all levels, during the planned period.

2) the growing "demand for education" and the policy of the public authorities :

- the study, through sociological analysis, of the factors influencing the evolution of people's attitudes to school attendance, and the consequences of this evolution on educational demand and on the objectives to be included in the plan,
- the study of the ways in which the authorities can encourage such a demand and, if necessary, orientate it.

3) the foreseeable development of the structure and qualifications of the working population and its consequences for second and third level vocational and technical training programmes :

- the concept of the working population and the classification of employments,
- trends in the evolution of the structure and qualifications of the working population and factors which determine this evolution,
- various methods for projecting employment opportunities,
- the dimensions and consequences of the brain drain,
- formulating formal and non-formal training programmes on the basis of employment projections.

4) methods of estimating educational enrolments :

- analysis of school statistics,
- preparation of projections of enrolments in different hypotheses, etc.

5) the use of models :

- different types of models,
- utilization.

Subject c) Alternatives and the selection of priorities within the educational plan

- constraints which limit the selection of quantitative and qualitative objectives and the determination of priorities,
- cost-benefit analysis and its application to the selection of priorities,
- financial programming of the objectives of the plan,
- the legal aspects and the definitive content of the educational plan.

THIRD SECTION - THE MEANS OF IMPLEMENTATION OF THE EDUCATIONAL PLAN
(6 1/2 weeks)

Subject a) Financing the educational plan

1) methods :

- from national resources (State, local authorities, private funds),
- from external resources (international and bilateral assistance),
- influence of the choice of financing methods on the amount of resources.

2) budget programming :

- traditional budgets,
- new methods of budgetary analysis.

.../...

Subject b) The application of pedagogical reforms and teacher training

- examination of actual examples of the introduction of pedagogical reforms and innovations to be satisfied,
- the cost of pedagogical innovations and the planning of their introduction,
- the development of teacher training in relation the the qualitative objectives of the plan (first training and re-training),
- balancing teacher supply and teacher demand.

Subject c) Rationalization of the "school map" and school and vocational orientation

- the "school map" (rational siting of the various types of institutions, pupil transportations, boarding schools, etc.),
- the function and organization of school and vocational orientation.

Subject d) The implementation of building programmes

- the technical, administrative and financial processes of school and university building,
- the rationalization of building methods,
- determining building programmes to keep pace with pedagogical innovations.

Subject e) Administrative organization of planning and new methods of management and evaluation of the plan

- analysis of the activities necessary for the preparation and implementation of the plan and their distribution among the various levels of decision in the planning system,
- new management methods and their utilization in school and university administration and planning,
- methods for evaluating the results of the plan.

.../...

FOURTH SECTION - PRACTICAL GLOBAL EXERCISES (4 weeks) ¹⁾

- establishment of two model plans in the light of given data relating to two developing countries.

PART III - ORGANIZATION OF THE COURSE AND TRAINING

A. THE TEACHING STAFF

The majority of the teaching is divided among the staff members of the IIEP according to their respective scientific specialities and practical experience. Whenever it seems necessary or advisable, outside teachers from Unesco or other international organizations, as well as national experts, are called upon. However, experience has shown that recourse should be had to outside teachers with some discretion, since through unfamiliarity with the exact needs of IIEP, their teaching does not always integrate itself very satisfactorily in the whole programme. On the other hand, as far as possible, distinguished outside experts living in Paris or passing through, with whom it might be useful for the interns to have direct contact by attending lectures of exceptional quality, may be called upon.

The role of the IIEP staff members vis-à-vis the interns is not limited to participating in the lectures and practical exercises listed in the programme. In addition to the Director of Training and myself, who are more particularly at the disposition of the interns for discussion and advice, each member of the IIEP will try, as far as his time permits, to have personal or small group interviews with any interns who so wish.

B. LECTURES AND PRACTICAL EXERCISES ²⁾

The training programme mentioned in Part II above is carried out through seminar sessions and practical exercises. The weekly programme normally comprises 6 to 7 formal sessions. In addition to these, practical group work, extra teaching in response to special needs of some interns and exceptional lectures mentioned above, may be included.

- 1) These exercises will be organized during the work on the third section of the course
- 2) Teaching is undertaken in English and French. Bilingual simultaneous interpretation is provided. .../...

a) Lectures

These normally last 2 1/2 hours, with a break of a quarter of an hour. During the first part the teacher delivers his lecture. After the break there is a very free discussion with the interns on the subject on the agenda.

Before each lecture, the teacher distributes to the interns a detailed outline of his lecture with all relevant documents (tables, diagrams, etc.) and, as far as possible, a bibliography of books and articles to be read.

b) Practical exercises

The purpose of the practical exercises is to provide for a fuller study of the concepts taught during the course or to provide an introduction to certain special techniques. During the last term the practical exercises will become more and more constructive (formulation of a model plan in the light of the situation in two typical countries). All the practical exercises are so organized as to encourage systematic and active participation.

Each practical session should be limited, on the part of the teacher, to a short introductory and concluding presentation, and should consist mainly of active participation by the interns in the form of individual presentations, group activities, or exercises carried out together, etc.

A session of practical exercises usually lasts 2 1/2 hours, the same as a lecture session. A single practical session can be devoted to several different subjects.

C. PERSONAL WORK OF THE INTERNS

Apart from the time scheduled for the drafting of a paper (see below) the interns will have, in their weekly time-table, a certain number of free half-days, which they may devote to the prescribed reading and to familiarizing themselves with the documentation available in the IIEP Library, Unesco Library, or other libraries in town. They may also, if they so wish, organize spontaneously among themselves such discussions and working groups as they may find useful.

In view of the limited duration of the course, and of the important responsibilities with which the interns will subsequently be entrusted, it is felt that their private study should not be restricted to the hours of compulsory attendance at the IIEP¹⁾. In this respect we have every confidence in the integrity of the interns, supported by the interest and intellectual curiosity awakened in each of them by the Institute's teaching.

D. THE INTERN'S PAPER

The preparation, drafting and presentation of a paper is the last phase of the intern's work. It constitutes his introduction to research work, the importance of which, in relation to the whole course, cannot be too strongly emphasized.

The subject of each paper is agreed upon by the IIEP Directorate after discussion with each intern, who thus has the opportunity to express his interests and put forward his own suggestions. The selection of subjects for the papers should reflect an attempt to cover all the major problems of educational planning; further, the public presentation of their paper before an examining board is, for all the interns, an important part of the training programme.

1) These correspond to the normal working day of the Institute.

The subjects of the papers are decided upon in the middle (February 1970) or, at the latest, at the end of the second term, so that the interns can start to collect the documentation they will need before the end of the training programme. After this, the interns will have six to eight weeks ¹⁾ to complete their documentation and draft their paper (30 to 40 typed pages), the presentation of which will take place in July.

For the preparation and drafting of his paper each intern will receive personal advice from an IIEP staff member specially nominated for that purpose.

E. STUDY VISITS

Each year a programme of study visits is organized for the IIEP interns. Its purpose is, on the one hand, to give the interns an introduction to some of the organizations of the United Nations Family and, on the other hand, to acquaint them with some of the problems and achievements of the host country, France. A briefing for each visit is given at the IIEP during one or more practical sessions. (This programme could be extended to other Members States of Unesco on their invitation and within the limits of time available).

- 1) Visits to international organizations belonging to the United Nations Family whose activities are related to those of Unesco (FAO in Rome, WHO and ILO in Geneva) 2)
- 2) Study visit organized by the French National Commission for Unesco on one of the aspects of educational planning in France; in 1969-1970 a visit will be made to Strasbourg 3)
- 3) Visits to some French institutions of particular interest (School Television Centre in Vanves, Faculty of Science in Paris (computers for students [programmed learning]), Pilot Secondary Education Colleges).

1) Reproduction requirements do not allow a full eight weeks for those interns whose papers have to be presented first.

2) One week's duration.

3) Three days' duration.

F. ASSESSMENT AND CERTIFICATION

The interns programme is designed for adults, fully aware of the importance of the training for which they have come. Therefore, no formal procedure of assessing their progress is carried out, apart from the public presentation of their paper before an examining board. In fact, the many opportunities given to the interns of active participation in the programme make it possible to appreciate their respective qualities and the interests they show in the training course, the quality of their work, and their progress.

The certificate which is given at the end of the training programme is not a diploma but a testimonial to the work performed during the academic year spent at IIEP in accordance with the outline given above.

Int'l Inst. for Ed. Planning

Mr. H. G. van der Tak

November 12, 1969

Alexander Stevenson

Terms of Reference - International Institute for Educational Planning

In connection with your forthcoming trip (see Terms of Reference dated November 4, 1969) you will proceed from London to Paris, on or about December 10, for discussions with the International Institute for Educational Planning concerning their proposed research on the financing of educational costs in developing countries. You are expected to return to Washington on December 11.

HGvanderTak:gac

cc: Mrs. Armstrong

Wol' Inst. for Ed - Planning

November 12, 1969

Mr. Raymond Poignant, Director
International Institute for Educational
Planning
7, rue Eugene-Delacroix
Paris 16^e
FRANCE

Dear Mr. Poignant:

I am sorry I missed you when I had the pleasure of spending a few days at the Institute last September. I shall be in Europe again in December and hope to visit the Institute on that occasion. I would be particularly interested in discussing with you the research proposals on the financing of education costs in developing countries which you recently sent to Mr. Demuth.

I shall be in Paris on Wednesday, December 10 and hope that this day is convenient to you. Unless I hear to the contrary, I shall expect to call on you on Wednesday morning, December 10 around 10 a.m.

Looking forward to meeting you again,

Sincerely yours,

Herman G. van der Tak
Chief, Sector and Projects Studies Division
Economics Department

Wol
HGvanderTak:zmc

cc: Mr. Demuth
Mr. Ballantine
Mr. Stevenson
Mr. Thias

1969 NOV 13 09:08

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GENERAL FILES

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Уважаемый г-н [Name],
в ответ на Ваше письмо от [Date] сообщаем,
что [Information]

Уважаемый г-н [Name]

Ваше письмо от [Date] получено [Date]

В ответ на Ваше письмо от [Date] сообщаем,
что [Information]

Ваше письмо от [Date] получено [Date].
Мы [Information]

С уважением,
[Name]

Имя
Фамилия
1. [Address]
[City]
[Country]
№: [Phone]

1969 NOV 13

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INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP				Date NOV 6 1969	
Mr. Aldewereld	A1226		Mr. Knapp	A1230	
Mr. Alter	A513		Mr. Lejeune	A637	
Mr. Baum	C303		Mr. McNamara	A1230	
Mr. Benjenk	A637		Mr. Mendels	A1219	
Mr. Broches	A813		Mr. Nurick	A809	
Mr. Cargill	A600		Sir Denis Rickett	A1230	
Mr. Chadenet	C303		Mr. Ripman	D1029	
Mr. Chaufournier	F1236		Mr. Rotberg	A700	
Mr. Cheek	F1236		Mr. Stevenson	D532	
Mr. Wm. Clark	C413		Mr. Twining	D1032	
Mr. Cope	F1232		Mr. Votaw	A600	
Mr. Fowler	A1219		Mr. Wiese	A513	
Mr. Demuth	C808		Mr. Williams	C502	
Mr. Diamond	C913		Mr. Wright	A509	
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	D527				



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris - 16^e

téléphone : **525.70.10**
câbles : Eduplan Paris

4 November 1969

Référence :

Dear Mr. Demuth,

Thank you for your letter of 29 October.

The plans are still to hold the Board meeting in Beirut, on 20 and 21 November.

I wish to confirm that the Chairman and all the other Board members will be staying at the Bristol Hotel. I am therefore arranging accommodation for you in that hotel.

I have noted with gratitude that the Bank will be paying for your passage and subsistence.

Looking forward to the pleasure of seeing you in Beirut,

I am,

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Mr. Richard H. Demuth
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
Washington D.C., 20433
United States.



1 rue Eugene Delacroix, Paris 16

Telephone: 522.70.19
Telex: 2101 - IIEP - Paris

November 1969

Paris

Dear Mr. Douthett,

Thank you for your letter of 28 October.

The plans are still to hold the Board meeting in Beirut, on 20 and 21 November.

I wish to confirm that the Chairman and all the other Board members will be staying at the Hotel Royal. I am therefore arranging accommodation for you in that hotel.

I have noted with gratitude that the Bank will be paying for your passage and subsistence.

I look forward to the pleasure of seeing you in

Beirut,

I am,

Yours sincerely,

Charles Lebowitz
Secretary of the Governing Board

Mr. Richard B. Douthett
Director, Bureau of Economic Development
International Bank for Reconstruction & Development
1818 M Street, N.W.
Washington D.C. 20540
United States

NOV 9 - 6 PM 2:05

October 29, 1969

Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

Thank you for your letter of October 23 concerning the forthcoming session of the Governing Board.

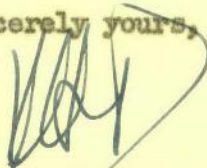
Assuming that the meeting is still held in Beirut, I expect to arrive there on Wednesday, November 19, at 4:45 p.m., on BOAC 204. I shall stay for the Board meeting and the Saturday activities and will leave on Sunday.

As for hotel, the Bank's Travel Office has made a reservation for me at the Phoenicia. However, if all of the other members of the Board will be staying at the Bristol Hotel, I would be glad to join the group there. Should that be the case, I would appreciate your advising me and arranging for Bristol Hotel accommodation for me. Mrs. Demuth will not be with me.

The Bank will be paying for my passage and subsistence.

I look forward to seeing you.

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

RHD:tf

WtE hist. for Educ. Planning

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WBG ARCHIVES

October 24, 1969

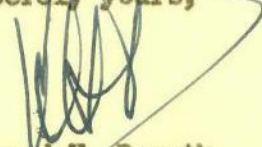
Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

I am writing in response to your letter of October 20 ✓
in connection with the two vacancies that will occur on the
Board as a result of the expiration of the term of office of
Dr. D. S. Kothari and Professor J. Ki-Zerbo.

I do not wish to submit any nomination for these vacan-
cies but am quite happy to support the re-election of
Dr. Kothari and Professor Ki-Zerbo for a second term.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

Int'l Institute for Educational Planning
[Handwritten signature]

INCOMING CABLE

DATE AND TIME OF CABLE: OCTOBER 27, 1969 538PM
LOG NO.: RCA TELEX / 27
TO: INTBAFRAD
FROM: PARIS

ROUTING	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
DECODED BY:	

TEXT:

1408 FOR DEMUTH
RE IIEP BEIRUT MEETING. BERKOWITZ SAYS MEETING STILL PLANNED AS
BEFORE BUT FINAL DECISION WILL BE TAKEN NOVEMBER 10

CHATENAY

IR

COMMUNICATIONS
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DATE AND TIME OF CABLE	OCTOBER 27, 1969	5:30PM
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TEXT:		

ROUTING
ACTION (BY):
INFORMATION:
RECORDED BY:
MR. DEWITT

2:00 PM DEWITT
 RE: MEETING HELD IN PARIS. BRUNOWITZ'S MEETING STILL PLANNED AS
 BEFORE BUT FINAL DECISION WILL BE TAKEN NOVEMBER 10.
 CHATWAY

COMMUNICATIONS
 GENERAL FILES
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TYPED



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: ██████████ 525.70.10
câbles : Eduplan Paris

23 October 1969

Référence :

Subject: Eighth session of the Governing Board of the
International Institute for Educational Planning

Dear Mr. Demuth,

With reference to the forthcoming session of the IIEP Governing Board (Beirut, 20-21 November 1969), I enclose the three following documents:

- 8GB/1 : Provisional Agenda
- 8GB/2 : Provisional Time-Table
- 8GB/3 : List of Documents

The Director's Eighth Report to the Governing Board (document 8GB/4) will be sent to you very shortly. The remaining documents (8GB/5 and 8GB/6) will be distributed at the opening of the session.

I should draw your attention to the fact that, in addition to the four formal Board meetings which are scheduled for Thursday and Friday, November 20th and 21st, a special programme (outlined in document 8GB/2/Annex I) has been arranged by the Lebanese authorities and the Director of the Regional Centre for Wednesday the 19th and Saturday the 22nd, which makes it advisable for Board members to plan to arrive in Beirut on Tuesday the 18th and to stay at least until the evening of Saturday the 22nd, if this is at all feasible and convenient.

You will receive, through Cooks, an airplane ticket for your return trip to Beirut, on which the dates of departure and arrival have been left open in order to suit your own flight and time requirements.

Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
Washington 25, D.C.
United States.

.../



International Institute for Educational Planning

Washington, D.C. 20037
Tel: 202-338-5000

22 October 1989

Dear Mr. Dimuth,

Subject: Eighty session of the Governing Board of the
International Institute for Educational Planning

Dear Mr. Dimuth,

With reference to the forthcoming session of the 80th Governing Board (Beirut, 20-21 November 1989), I enclose the three following documents:

- 88BN1 : Provisional Agenda
- 88BN2 : Provisional Time-Table
- 88BN3 : List of Documents

The Director's Eighty Report to the Governing Board (document 88BN4) will be sent to you very shortly. The remaining documents (88BN5 and 88BN6) will be distributed at the opening of the session.

I should draw your attention to the fact that, in addition to the four formal Board meetings which are scheduled for Thursday and Friday, November 20th and 21st, a special programme (outlined in document 88BN7/Annex I) has been arranged by the Japanese authorities and the Director of the Regional Centre for Wednesday the 19th and Saturday the 22nd, which makes it advisable for Board members to plan to arrive in Beirut on Tuesday the 18th and to stay at least until the evening of Saturday the 22nd, if this is at all desirable and convenient.

You will receive, through Cooke, an airplane ticket for your return trip to Beirut, on which the dates of departure and arrival have been left open in order to suit your own flight and time requirements.

Mr. Richard H. DIMUTH
 Director,
 Development Services
 International Bank for Reconstruction & Development
 1818 H Street, N.W.,
 Washington 25, D.C.
 United States.

RECEIVED
 GENERAL FILES
 1989 OCT 27 AM 9:07

The Director of the Regional Centre, Dr. A.A. El-Koussy, has indicated that accommodation can be arranged for a group in a good 1st class hotel (Bristol Hotel) at the rate of US\$9.50 per day, including breakfast and service, for a single room with bath. Accommodation could also be arranged either at the St. Georges Hotel or at the Phoenicia Hotel, whose rates are substantially higher.

I should be grateful if you would let me know at your earliest convenience if you wish me to take care of hotel accommodation for you, indicating whether you will require a single or a double room, your preference for any particular hotel, as well as the date and time of your arrival and departure.

For your information, the Beirut rate of the daily subsistence allowance for Board members is currently US \$29.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Charles Berkowitch', written over a horizontal line.

Charles Berkowitch
Secretary of the Governing Board

Encl. 3

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

EIGHTH SESSION OF THE GOVERNING BOARD

Beirut, 20-21 November 1969

Item 1 of the Agenda

PROVISIONAL AGENDA

- Item 1 - Adoption of the Agenda (document 8GB/1)
- Item 2 - Report of the Director (document 8GB/4; Part I)
- Item 3 - Financial reports :
 - (a) Sixth financial period (1 January to 31 December 1968)
(document 8GB/4)
 - (b) Interim report for seventh financial period (1 January to
31 December 1969) (document 8GB/4)
- Item 4 - Programme and Budget for eighth financial period (1 January to
31 December 1970) (document 8GB/4; Part II)
- Item 5 - Prospects of the Five-Year Plan (document 8GB/4; Part III)
- Item 6 - Physical facilities for the Institute (document 8GB/4)
- Item 7 - Amendment to the Rules of Procedure of the Governing Board
(document IIEP/2/Rev.2)
- Item 8 - Election of two members of the Governing Board (document 8GB/5)
- Item 9 - Election of four members of the Executive Committee
- Item 10 - Election of three members of the Nominating Committee
- Item 11 - Election of the Vice-Chairman and of ten members of the Council
of Consultant Fellows (document 8GB/6)

Item 12 - Consultation on staff matters

Item 13 - Place and date of the ninth session of the Board

Item 14 - Other business

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

EIGHTH SESSION OF THE GOVERNING BOARD

Beirut, 20-21 November 1969

Item 1 of the Agenda

PROVISIONAL TIME-TABLE

Note : All meetings will be held at the Regional Centre for Educational Planning and Administration in the Arab Countries; Bir Hassan, Beirut.
Postal address : P. O. Box 5244, Beirut. Cables : ASCATEP.
Telephone : 271145 - 271146.

WEDNESDAY, 19 NOVEMBER See special programme in Annex I to this document.

THURSDAY, 20 NOVEMBER

10 a. m. to 1 p. m.

FIRST MEETING

1. Adoption of the Agenda (Item 1 of the Agenda; document 8GB/1)
2. Opening remarks by the Chairman
3. Report of the Director on 1969 progress (Item 2 of the Agenda; document 8GB/4, Part I)
4. Financial reports (Item 3 of the Agenda) :
 - (a) Sixth financial period (1 January to 31 December 1968) (document 8GB/4)
 - (b) Interim report for seventh financial period (1 January to 31 December 1969) (document 8GB/4)
5. Programme and Budget for 1970 (Item 4 of the Agenda; document 8GB/4, Part II)

3 to 6 p. m.

SECOND MEETING

Programme and Budget for 1970 (continued)

FRIDAY, 21 NOVEMBER

10 a. m. to 1 p. m.

THIRD MEETING

1. Prospects for the Five-Year Plan
(Item 5 of the Agenda; document 8GB/4, Part III)
2. Physical facilities for the Institute
(Item 6 of the Agenda; document 8GB/4)

3 to 6 p. m.

FOURTH MEETING

1. Amendment to the Rules of Procedure of the Governing Board (Item 7 of the Agenda; document IIEP/2/Rev. 2)
2. Election of two members of the Governing Board (Item 8 of the Agenda; document 8GB/5)
3. Election of four members of the Executive Committee (Item 9 of the Agenda)
4. Election of three members of the Nominating Committee (Item 10 of the Agenda)
5. Election of the Vice-Chairman and of ten members of the Council of Consultant Fellows (Item 11 of the Agenda; document 8GB/6)
6. Consultation on staff matters (Item 12 of the Agenda)
7. Place and date of the ninth session of the Board (Item 13 of the Agenda)
8. Other business (Item 14 of the Agenda)

Note : Attention is drawn to the tentative programme planned by the Lebanese authorities and by the Director of the Regional Centre in consultation with IIEP, shown in Annex I to this document, and to the fact that as far as possible Board members and observers should plan to arrive in Beirut on Tuesday, November 18th and stay at least until Saturday night, November 22nd.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

EIGHTH SESSION OF THE GOVERNING BOARD

Beirut, 20-21 November 1969

PROVISIONAL TIME-TABLE

ANNEX I

TENTATIVE PROGRAMME PLANNED BY THE LEBANESE AUTHORITIES

AND THE DIRECTOR OF THE BEIRUT REGIONAL CENTRE

IN CONSULTATION WITH IIEP

TUESDAY, 18 NOVEMBER

- Arrival of Board members and observers

WEDNESDAY, 19 NOVEMBER

9 to 10 a. m.

- Lecture by Mr. Raymond Poignant to trainees, staff members and visitors of the Regional Centre(1)

10 to 12 a. m.

- Round table with the Regional Centre teaching staff and panel-discussion with the trainees(1)

12 noon

- Official formalities (visit to the Presidency of the Republic and signature of the visitors' book)

3. 30 to 5. 30 p. m.

- Visit to the Jeita Grotto

5. 30 to 7. 00 p. m.

- Meeting with high-level Arab planning experts(1)

(1) At the Regional Centre

THURSDAY, 20 AND
FRIDAY, 21 NOVEMBER

- In addition to the four scheduled Board meetings, two invitations are foreseen : one by the Ministry of Foreign Affairs and one by the Ministry of Education

SATURDAY, 22 NOVEMBER
(Lebanese National Day)

- Visit to Baalbek and other places.
Lunch offered at Chtaura by the Regional Centre

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

EIGHTH SESSION OF THE GOVERNING BOARD

Beirut, 20-21 November 1969

Item 1 of the Agenda

LIST OF DOCUMENTS

8GB/1	Provisional Agenda (Item 1 of the Agenda)
8GB/2	Provisional Time-Table (Item 1 of the Agenda)
8GB/3	List of Documents (Item 1 of the Agenda)
8GB/4	The Director's Eighth Report to the Governing Board (Items 2, 3, 4, 5 and 6 of the Agenda)
8GB/5	Election of two members of the Governing Board (Item 8 of the Agenda)
8GB/6	Election of the Vice-Chairman and of ten members of the Council of Consultant Fellows (Item 11 of the Agenda)
IIEP/2/Rev. 2	Rules of Procedure of the Governing Board (Item 7 of the Agenda)

Int'l Inst. for Ed. Planning



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

telephone: 525.70.10
cables: Eduplan Paris

23 October 1969

Référence:

Subject: Eighth session of the Governing Board of the
International Institute for Educational Planning

Dear Mr. Demuth,

With reference to the forthcoming session of the IIEP Governing Board (Beirut, 20-21 November 1969), I enclose the three following documents:

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- 8GB/2 : Provisional Time-Table
- 8GB/3 : List of Documents

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Mr. Richard H. DEMUTH
Director,
Development Services Department,
International Bank for Reconstruction & Development,
1818 H Street, N.W.,
Washington 25, D.C.
United States.

original to: Mr Demuth
Date: 10/27/69 Communications
Section


.../

The Director of the Regional Centre, Dr. A.A. El-Koussy, has indicated that accommodation can be arranged for a group in a good 1st class hotel (Bristol Hotel) at the rate of US\$9.50 per day, including breakfast and service, for a single room with bath. Accommodation could also be arranged either at the St. Georges Hotel or at the Phoenicia Hotel, whose rates are substantially higher.

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For your information, the Beirut rate of the daily subsistence allowance for Board members is currently US \$29.

Yours sincerely,



Charles Berkowitch
Secretary of the Governing Board

Encl. 3

ROUTING SLIP		Date <i>Oct. 31/69</i>
NAME <i>Mr. Ballantine</i>		ROOM NO. <i>C313</i>
<input type="checkbox"/> To Handle	<input type="checkbox"/> Note and File	
<input type="checkbox"/> Appropriate Disposition	<input type="checkbox"/> Note and Return	
<input type="checkbox"/> Approval	<input type="checkbox"/> Prepare Reply	
<input type="checkbox"/> Comment	<input type="checkbox"/> Per Our Conversation	
<input type="checkbox"/> Full Report	<input type="checkbox"/> Recommendation	
<input type="checkbox"/> Information	<input type="checkbox"/> Signature	
<input type="checkbox"/> Initial	<input type="checkbox"/> Send On	
REMARKS <i>This looks interesting. Please let me have your views.</i> <i>KHD</i>		
From <u>Richard H. Demuth</u>		



international institute for educational planning
institut international de planification de l'éducation

Int'l Inst. for Educational Planning

7, rue Eugène-Delacroix, Paris-16^e

27 October 1969

téléphone: ██████████ 525.70.10
câbles: Eduplan Paris

Référence: IIEP/Dir.69.779

DL
9

Dear Mr. Demuth,

I know that the I.B.R.D. is interested in all studies concerning problems related to the financing of education.

During my time at the Institute I have given much personal thought to this problem and since becoming Director I have put this topic to the forefront of the Institute's research priorities.

I already spoke about this project with Mr. Harold Graves when he visited me on 24 March.

I have just completed the draft formulation of this project and I shall present it to the IIEP Governing Board during the Beirut meeting.

... The implementation and the cost of this study are detailed in the draft project which I am sending you. The financing, however, still remains a problem. It seems to me that such a project might be of interest to the I.B.R.D. which could perhaps make a contribution to it.

Would you be so kind as to let me know your reactions and eventually give me your suggestions as to how IIEP could submit this kind of request to the Bank.

Looking forward to the pleasure of meeting you again,

Yours sincerely,

Raymond Poignant
Director

Mr. Richard H. Demuth
Director of Development Services
International Bank for Reconstruction and Development
1818 H Street NW
WASHINGTON 25, DC
U.S.A.

IIEP DRAFT
RESEARCH PROJECT

IIEP/RP/4
Paris, 22 October 1969
Original : French

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
(established by Unesco)
9, rue Eugène-Delacroix, Paris 16e

MEMORANDUM CONCERNING RESEARCH TO BE UNDERTAKEN ON
THE FINANCING OF EDUCATIONAL COSTS IN
DEVELOPING COUNTRIES

INTRODUCTION: GENERAL PURPOSE OF THE RESEARCH

The growth in the financial resources devoted to the development of educational systems since the 1950s, and especially in the latter part of the 1960s, has been unusually rapid both in the industrialized countries and in those in course of development. In most countries the expenditure for education has increased more rapidly than the gross national product and the national budget as a whole, and the financing of the educational system therefore weighs more heavily each year upon the entire national resources and upon the budget.

This is, in principle, a perfectly healthy condition, since education constitutes one of the most desirable and efficient forms of medium and long-term investment, both from the individual point of view and from the democratic, social and economic standpoint.

However, the increased educational costs, especially those financed through the national budget, have been such in the course of the last few years that it seems difficult for them to be continued at the same rhythm without jeopardizing other national objectives of which the accomplishment appears to be equally necessary. As a matter of fact, the indications which can be derived from the most recent statistics reveal a trend to check the rising tide of educational expenditure, in spite of the fact that the effort to be accomplished is still enormous - 100 per cent enrolment of children of school age, training of medium and higher-level executives, adult education, etc.

If this brief analysis proves to be correct - and we will return to it in more detail further on - the first effort which should be made must be in the direction of an optimal utilization of the available resources and an attempt to apply to educational financing the basic principles which govern material investments, that is: to increase the product of a given investment, and to decrease the investment for a given product.

Specialists in educational economy have now undertaken a variety of research, particularly by subjecting the utilization of educational funds to criteria of effectiveness - with all the difficulties encountered in such work, especially from the point of view of quantitative analysis of educational benefits. In all events, by systematic improvement of the simple analysis of the individual costs of the different levels of education and of

the factors which determine these costs, it should be possible to detect sources of waste or sectors of low efficiency and at the same time to obtain a more effective utilization of existing resources. Nevertheless, for reasons which we will develop further on, the elimination of waste or of misemployment of scanty resources, however necessary it may be, will not offset the need for greater resources.

Under such circumstances, the possibility can be considered of resorting to a large-scale use of new educational methods, in particular mass media, in the hope that they will make it possible to reduce very substantially the cost of education and thus to solve more easily the financing problem. This is a legitimate hope, but experience proves that while radio, television and teaching machines may contribute to pedagogically effective innovations they do not result in a reduction of costs. On the contrary, the cost of these innovations in most cases is purely and simply added to the former cost and the financing problem remains intact, if not actually increased.(1) The miracle solution which would make it possible to provide education and literacy instruction at very low cost remains to be discovered.

Bearing in mind the necessity of two-fold improvement - in the efficiency of utilization of available resources and in research for technical solutions capable of reducing educational costs - the fact must be faced that at medium range and doubtless for several decades in the future an expansion of financial facilities remains one of the conditions, not to say the essential condition, for the attainment of the targets which all countries have set for themselves in the way of educational enrolment and training for adults. In order to achieve these targets - which will be discussed more fully - the non-industrialized countries must double or even triple their expenditure for education by the end of the second development decade (1980) in comparison with 1965. The experience of the last fifteen years shows that this rate of increase has already been realized in many countries.

(1) Except for the fact that over a medium or long period of time the improvement in the quality of the instruction may gradually diminish the unit costs by reducing the number of drop-outs and repeaters. But here also it is a question of a slow process having only a marginal effect.

This observation does not enable us to forecast, however, that the same rate of increase can be maintained from 1965 to 1980 because, by the very fact of the progress already made, the starting-point is no longer the same.

We are therefore faced by a most distressing problem:

- On the one hand the crying needs for increased enrolments, for the training of executives, for adult education; all these needs being aggravated, in proportions not yet sufficiently analysed, by the 'population explosion';
- On the other hand, the financing of the educational system which, after spectacular progress, seems to find itself blocked by an increasingly inflexible ceiling of expenditure.

The increased external aid provided for in the United Nations development plans for the Second Decade will undoubtedly constitute - if education is amply provided for in them - a non negligible factor towards a solution. However, financing by external aid can only affect certain sectors and cannot in any case solve the whole problem by itself. In all events, an increase of the national effort will still be the indispensable and preponderant factor.

But the question is how can the national effort on behalf of the educational system be increased? How can the restraints and limitations which are so apparent today be overcome? In other words, is there a more effective strategy to mobilize maximum resources for the development of education? In particular, is it realistic to continue to provide the basic funds for the development of educational financing by means of taxation?

IIEP, with the studies it now has in progress on educational cost analysis and the use of cost analysis in educational planning, is taking an active part in the discovery and dissemination of methods for making the best use of resources. In keeping with the recommendations of the International Conference on Educational Planning organized by Unesco in Paris in 1968(1) and on the eve of the Second Development Decade of the United Nations, we consider it essential to undertake at this time a study of the vast problem of financing educational systems.

(1) See, in particular, Recommendation "F".

From the outset, we must not conceal the difficulty and complexity of this undertaking, covering simultaneously the growth of both the expenditure and the costs of educational systems, methods of taxation, relationships between government, local authorities, private groups, etc.

Moreover, projects of this kind cannot be carried out in the abstract but must be on a basis of concrete reality as it appears in a sampling of carefully selected countries; and studies of that kind are necessarily expensive.

For these two different reasons - the complexity and the cost of such projects - we believe that the research to be undertaken should be conducted in two stages:

- An initial stage of an exploratory character, consisting of four country case studies in depth and a few specific enquiries, could be completed in 1970; the conclusions would then be discussed in a seminar of top-level specialists;
- In the second stage, the range of case studies would be widened and the research would be conducted more deeply, in the light of the results of the exploratory stage.

We shall examine successively in this memorandum:

- The reasons which seem to us to justify the apprehensions which are felt as to a shortage of means of financing, the nature of this possible shortage and the alternatives which seem to be available to solve the problem;
- The programme of the research which IIEP expects to undertake in order to explore realistically this problem and its possible solutions.

I. THE SERIOUS UNCERTAINTIES IN THE FINANCING OF THE
EDUCATIONAL SYSTEMS OF DEVELOPING COUNTRIES DURING
THE NEXT TEN YEARS

A. THE RAPID INCREASE OF EXPENDITURE ON EDUCATION DURING THE LAST TEN
YEARS HAS NOT SOLVED THE PROBLEMS OF MANPOWER TRAINING

1. The exceptional growth of educational costs

In most of the developing countries, particularly in connection with decolonization, the post-war years (especially since 1960) have been marked by a large increase in the expenditure devoted to the educational systems.

This is illustrated in Table 1, which shows the comparative rates of increase of the national income, the total public expenditure and the public expenditure for education in several African and Asian countries for the periods 1950-1960 and 1960-1965.

It will be seen that in almost all cases the increase in public expenditure for education has been more rapid than that in the national income or in the total public expenditure.

Accordingly, the share of the public expenditure for education in the national income and in the national budget has regularly increased, as is shown by the figures given in Table 2 (extracted from the same source).

The trend observed from 1950 to 1960 and then from 1960 to 1965 has continued during the last few years, at least in certain countries. This is the case with Morocco, where the budget of the Ministry of Education, as a percentage of the national budget, has increased as follows:

1960	:	15.5 %
1965	:	17.3 %
1968	:	19.8 %

In other words, the increase of the Moroccan budget for education in recent years has absorbed by itself more than 60 per cent of the total increase of the national budget!

2. This financial effort has not made it possible to attain the most
urgent targets

The great increase of funds devoted to educational systems has undoubtedly made it possible to accomplish remarkable progress in school enrolment. From 1960 to 1965 the number of pupils and students enrolled

Table 1. Average rates of increase of national income, of public expenditure, and of public expenditure for education in selected countries (a) (b)

	Average rate of increase of national income		Average rate of increase of public expenditure		Average rate of increase of public expenditure for education	
	1950-1960	1960-1965	1950-1960	1960-1965	1950-1960	1960-1965
	%	%	%	%	%	%
Ghana	10.2	10.7	-	14.0	20.5	15.2
Kenya	8.0	5.0	15.5	9.4	17.5	9.0
Madagascar	-	3.1	-	5.4	-	10.5
Morocco	7.3	8.0	-	5.2	5.5	12.1
Ceylon	4.7	3.2	9.6	4.3	10.0	2.3
China (Taiwan)	16.1(1)	12.6	21.0(1)	10.9	35.0	19.9
India	4.0	6.8(2)	7.9	16.5(3)	16.0	11.8(2)
Pakistan	-	7.2(4)	-	16.1	-	20.5

(a) Source: F. Edding and D. Berstecher, International Development of Educational Expenditure 1950-65, Paris, Unesco, 1969.

(b) Rates of growth are calculated at current prices and therefore include price variations, which gives an upward distortion to most of the indexes used. However, for a given country the effect of the price variations acts in about the same way on the various indicators and does not nullify the possibility of comparison between them.

(1) From 1953 to 1960.

(2) From 1960 to 1963.

(3) From 1960 to 1962.

(4) From 1960 to 1964.

Table 2. Trend of public expenditure for education from 1960 to 1965

	In percentage of national income		In percentage of the budget	
	1960	1965	1960	1965
Africa	3.0	4.3	14.5	16.4
South America	3.1	4.0	12.6	15.4
Asia	3.3	4.0	11.8	13.2
Oceania	3.7	4.4	10.4	15.7
Developed countries	4.7	6.2	13.6	15.9
Developing countries	2.9	3.8	13.2	15.5

Source: Edding and Berstecher, op. cit., Tables 6 and 7, p. 23.

in the schools and universities increased by 41 per cent in Africa, 35 per cent in Latin America and 34 per cent in Asia. Nevertheless, the desired objectives are still very far from being attained.

(a) Primary schooling is still only partial and the instruction is in many cases of such poor quality that the pupils forget how to read and write later in life.

For example, in equatorial and tropical Africa, out of 5.3 million children who were 6 years old in 1960, only 1.2 million have gone as far as the fourth year of primary school and can be considered literate. In the Arab countries, out of 2,700,000 adolescents reaching the age of 15 in 1970 one-half will be illiterate.

(b) The training of qualified manpower and of medium and higher level executives (professional and technical training at secondary and university levels) is still too often very insufficient or poorly adapted to the real needs of the country.

(c) Adult education and training (rural group leadership, simple agricultural instruction, etc.), which should be one of the priorities in the development plans, is conducted everywhere with inadequate funds and facilities and does not get the desired economic and social results.

This analysis is doubtless restricted and oversimplified, but it can easily be verified by studying a few cases of developing countries.

B. IS THE CONTINUED INCREASE OF EXPENDITURE FOR EDUCATION NECESSARY?
CAN IT BE DONE BY STATE TAXATION?

1. The necessity of much more extensive financing

(a) The requirements

We have mentioned above the major fields in which the most striking inadequacies of the educational and training systems appear. In order to correct these inadequacies, intergovernmental regional conferences organized by Unesco have set the following main targets to be attained by 1980, the end of the Second Development Decade:

Table 3. Enrolment rates in 1980(a)

	Africa	Asia	Latin America
	%	%	%
Primary	100	100	100
Secondary	23	36	46
Higher	1.5	5	6.4
Adult literacy:	double the results of the First Decade		

(a) Source: Preparatory documents for its participation in the Second Development Decade (document ODG/69/7)

The attainment of these targets, according to the source document, would require educational and training expenditures corresponding respectively for each of the three regions to 6-7 per cent, 4.5 per cent and 6 per cent of the Gross National Product(1), which in view of the economic growth anticipated by 1980, will mean an increase of 150 to 200 per cent in absolute value.

Subject to a more detailed evaluation of the expenditures required to meet the desired targets, it would be necessary roughly to double, in relative value, the share of the GNP attributed to public expenditure for education.

It may well be questioned whether the financial evaluation given above takes sufficiently into account the demographic factor, which will weight very heavily on the increase of the school-age population and make it much more difficult to attain the target of 100 per cent enrolment. Table 4 illustrates the magnitude of this factor.

(1) These percentages are not comparable with those of Table 2, which apply to the national income. As is known, the national income is a national accounting aggregate lower than the GNP.

Table 4. Population structure by age groups of selected countries (in percentage of the total population)

Country	0-4 yrs		5-9 yrs		10-14 yrs		15-19 yrs		Total population aged less than 20
	%	%	%	%	%	%	%		
Ghana	19.3		15.1		10.1		8.0		52.6
Kenya	17.2		15.7		13.2		9.9		55.9
Morocco	19.0		15.0		12.5		10.3		56.8
Uganda	17.3		13.5		10.6		8.9		50.3
Sierra Leone	17.3		12.9		6.5		8.9		45.6
Argentina	9.9		9.8		9.6		9.0		38.3
Chile	13.6		13.3		11.3		9.8		48.0
Colombia	17.7		16.0		13.0		10.1		56.8
Mexico	16.5		15.2		12.5		10.1		54.3
Ceylon	15.1		13.8		12.6		9.7		51.2
China (Taiwan)	15.5		15.1		13.9		10.0		54.5
India	15.1		14.7		11.2		8.2		49.2
Pakistan	17.4		17.7		9.4		8.2		52.7
France	8.6		7.6		8.4		8.8		33.4
USSR		22.2					15.2		37.4
USA	9.6		10.5		10.0		9.0		39.1

Source: United Nations, Demographic Yearbook, 1967, New York, 1968.

It is evident from this table that for a number of countries, especially in Africa and in Asia, the 10-14 age group of 1967 will be replaced in 1977 by a contingent of children of that age group 40, 60, 80 or even 100 per cent greater in number.

(b) Could a better use of resources or a reduction in costs provide a complete solution to the financing problem?

It is certain that an appreciable part of the money assigned to the educational system is poorly utilized. The development of studies in cost analysis and their standardization on a realistic basis could doubtless save funds (wastage of money in boarding schools, etc.) or increase the efficiency of their use.

Inversely, the quality of the instruction is in many cases so low that its improvement appears as a priority target in order to prevent the money allocated for such instruction from being a pure loss. In such cases it is found that an increase of unit costs may be imperative in order to make education pay (a higher level of teacher training which increases salaries, better classroom equipment, a lower pupil/teacher ratio, etc.).

In the final analysis, the savings which could be effected by reducing wastage or poor utilization are probably by no means large enough to cover the additional funds which would have to be allocated in order to ensure a minimum degree of efficiency for some of the parts of the school system. It is true that a solution could be sought in a substantial reduction of costs by means of a reduction of teachers' salaries. It is known, in fact, that in many of the developing countries the average salary of primary school teachers is 4, 8 and even 18 times the per capita income of the population of the country(1) as compared with an average of twice the per capita income in the industrialized countries.(2) Owing to that fact, the cost of four years of elementary schooling, for example, may amount to only 1 per cent of the GNP in an industrialized country but may be 4 per cent of the GNP in a developing country.

This observation illustrates the very special difficulty of increasing the school enrolment in developing countries which find themselves in that situation. In fact, it is scarcely possible to reduce the teachers' salaries in absolute value; it will rather be necessary, assuming that the salaries can be stabilized(3), to wait for the effects of the growth of the GNP in the expectation that it will reduce the relative costs of education. There can be little hope of obtaining substantial results within the next ten-year period.

(1) The relative salaries of secondary school teachers are of course still higher.

(2) See Coombs, P.H., The World Educational Crisis: A Systems Analysis, London and New York, Oxford University Press, 1968, p. 58.

(3) This is highly improbable in general, but the trend is to be observed in certain countries.

There remains a reduction in costs resulting from new teaching methods. However, as we said in our introduction, pedagogical innovations, however effective they may be, have the immediate effect of increasing the costs and it is unlikely that the opposite trend which should make itself felt in the long run could have an effect on the costs by the end of a ten-year period, even assuming that the generalization of efficient new teaching methods could be financed.

Unless some highly improbable miracle solution is forthcoming or at least some solution which can be taken into account in the present state of things(1), there is little hope of obtaining during the next ten or fifteen years any rapid and substantial reduction of costs through progress in the present educational technology.

Finally, whatever efforts are made to eliminate wastage by adequate planning and to reduce the costs, no extension or improvement of the educational system - even if only in certain priority channels to be determined - would seem to be possible without a considerable increase of total funds. That is of course only an assumption subject to verification, but it is certainly the most likely assumption(2).

C. WILL THE ACCELERATION OF ECONOMIC GROWTH DURING THE SECOND DEVELOPMENT DECADE ENABLE THE COUNTRIES TO RELEASE THE FUNDS NECESSARY FOR EDUCATION?

1. The present trend of slowing down the increase of educational expenditure

The International Conference on Educational Planning took note as follows (page 24 of its final report):

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- (1) The use of televised programmes retransmitted by a communication satellite (an experiment carried out in India) may lower the cost of the use of television but, even reduced, that cost would still be added to the basic educational cost.
 - (2) It is, among others, the assumption adapted in document DOG/69/7, referred to above, and an assumption clearly expressed in the Unesco study entitled An Asian Model of Educational Development: Perspectives for 1965-1980. (Paris, 1966, ED/66/0.33/A).

"In a number of countries the rate of increase in educational expenditure has now slowed down. It is evident that many countries, in particular developing countries, cannot afford to allocate a higher proportion of their national resources to education without jeopardizing other national objectives."

Actually, recent statistics confirming the conclusions of the International Conference are so far not very well known (Tanzania, Senegal, Madagascar, etc.), but in all events, the general increase of expenditure during the last ten years has been so rapid that a pure and simple extrapolation of past trends projected to 1980 leads to results which seem hardly possible at least in so far as national budgets are concerned.

2. The acceleration of economic growth during the Second Development Decade will not necessarily enable the countries to allot much larger funds to education

If the assumptions of economic growth outlined in connexion with the preparatory work for the Second Development Decade are confirmed (a gradual increase in the average rate of growth from 4 per cent to 6-7 per cent by 1980), can we hope for any further increase in state financing of education?

The educational funds could doubtless benefit each year by an increase proportionate to the increase of the GNP, but owing to the increase in the school population and the rising costs - even if limited - resulting from the necessary qualitative improvements, such an increase would only suffice, in fact, to cover the existing level of enrolment. It would therefore still be necessary to increase the share of the GNP devoted to education and, in the numerous countries where education is principally financed from the national budget, to increase still more the share of the national budget assigned to the budget of the Ministry of Education.

It may well be doubted whether this will be the case, owing to the more acute competition which may develop within the national budget, particularly between the financing of material investment and of education.

According to the reply of the United Nations Economic Commission for Asia and the Far East to the questionnaire of the United Nations Preparatory Committee for the Second Development Decade (Doc. E/AC 54/L32/Add.2 dated 21 January 1969), "to obtain an annual rate of growth of 6.5 to 7 per cent during the Second Decade, fixed investment must increase more rapidly than in the past: gross capital investment must increase at an annual rate of some 10 per cent instead of the average rate of 6 per cent attained during 1960-69".

In other words, an acceleration of economic expansion demands a considerable development of capital outlay for such things as transportation infrastructure, rural improvements, industrial equipment, etc. Regardless of any increased contribution by foreign capital (multilateral and bilateral aid, private capital, etc.), a large-scale increase of investments necessarily involves an additional national financial effort.

The question then arises as to how this additional financing can be obtained.

The report of the Committee on Development Planning of the Economic and Social Council (Doc. E/AC 54/L.29/Rev. 1, dated 14 June 1968) carefully examines this problem.

It appears that owing to the limited extent of private saving existing in many of the developing countries, additional budget funds obtained by taxation will be necessary in order to make up the difference between the respective amounts of savings and of investment requirements, and the report mentioned above goes so far as to point out (page 32) that the estimated amount of tax receipts necessary to fill by 1985 the anticipated savings/investment gap will probably average from 5 to 9 per cent of the GNP of the countries having such a deficit. The same report stresses that the increase in tax rates might be reduced by decreasing the rate of public consumption (which, in terms of national accounting, includes expenditure for education).

In this way, the financing of the productive investments indispensable in order to ensure the 6 to 7 per cent rate of increase in envisaged for 1980 would entail an increase in fiscal pressure of 5 to 9 per cent of the GNP for some countries. If, as is to be expected, the tax machinery of the country proves to have very little flexibility(1),

(1) Owing to the size of the agricultural sector in the economy of the developing countries.

it is likely that the financing of material investments and that of education will be in a dangerous state of competition, to the extent that the development of the national education budget might be sharply curtailed(1).

Specific cases are already available which show the realistic nature of this analysis. For example, the Third Moroccan Plan (1968-1972) raises the annual rate of increase of the GNP from 3 to 5 per cent, increasing for that purpose the amount of physical capital by the development of unused land, production of energy, petroleum prospecting, tourist equipment, etc. While in the Second Plan the Government had financed only 53 per cent of the investments, its contribution will amount to 75 per cent and at the same time the very rapid increase of budget funds for education, previously referred to, is to be limited to only 6 per cent each year.

Although during the last ten years - for social and political reasons, supported by the more or less widespread conviction that the formation of 'human capital' would solve everything - priority seems to have been given to the expansion of the education system in the future, in the unavoidable competition with investments in physical capital it is very unlikely that the educational system will be able to continue to obtain the largest share of the national budget increase. Moreover, the real possibilities of a rapid increase in government revenue (based on the prospects of economic expansion still mainly founded, in most cases, on the progress of a rural economy) are subject to question.

(1) A.M. Nalla Gounden in the article "Investment in Education in India", Journal of Human Resources, 1967, page 358, reaches the same conclusion by a process of reasoning based on the difference in rate of return between physical and human capital. He writes:

"The present emphasis on education in resource allocation may not help rapid economic growth and per capita income, because the rate of return is relatively lower in education. As a consequence, the economy's capacity to support education, and the actual resources available for education, in the course of time may dwindle, and educational development itself will suffer."

The result is that a thorough analysis of the situation in the different countries would probably show that the increases in tax receipts - even assuming that they are quite large - will not be sufficient to finance educational expenditure at a rhythm equivalent to requirements owing to the other development imperatives. The investments in human capital may be directed more towards operations of support(1) for major economic programmes, to the detriment of the effort for basic schooling.

It should be pointed out, however, that a massive application of physical investments, however much it may seem to hinder the progress of the school programme on a short-term basis, constitutes an element which is really favourable to the schools.

As a matter of fact, the use of the written word is of little value in areas of a subsistence economy and in traditional societies where schooling is a phenomenon sociologically foreign to the environment. It is through the impact of physical capital in the form of material investments such as roads, railways, development of unused land, changes in traditional farming methods, the introduction of skilled craftsmanship and of elements of industrialization, etc., that the social and economic environment is transformed and literacy becomes a really integral factor in the environment.

But in all events, if this transformation of the social and economic environment can actually be accomplished by means of a massive increase of material investment, it is regrettable that financial and other resources cannot be assembled at the same time in order to provide ample schooling for the children and also to attempt to stamp out illiteracy by the roots.

If, during a period of transition(2) which may be long, the tax resources of the country are unable to cover any further expansion of educational expenditure, why not search for other possible financing methods?

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- (1) Conducted mostly for adults or in connexion with programmes for the training of executives.
 - (2) Until such time as economic development will make it possible to finance investment on a larger scale through private saving and otherwise increase the public funds.

II. THE NECESSARY DIVERSIFICATION OF FINANCING SOURCES

A. THE NECESSITY OF DIVERSIFICATION

In many of the developing countries, the national government's share in the financing of the educational system constitutes (except for private schools and to the extent that these are not subsidized) the chief element of the national effort. This means that the financing of education rests essentially on the tax system of the country. That is the case in most of the countries of Africa and Latin America and in some countries of Asia.

However, analysing the history of the financing of the educational systems of the industrialized countries, we find that financing by the national budget was the final stage of a long evolution and did not really become generalized until the end of the 19th century, when industrial development, combined with the progress of the rural economy, supplied the national tax system with sufficient funds for that purpose.

That is what happened, for example, in the case of France, where the following methods of financing the primary schools prevailed successively between the beginning and the end of the 19th century :

- 1800 : financing by parents,
- 1833 : financing by parents and local taxes,
- 1849 : tripartite financing (parents, local community and national government)
- 1882 : bipartite financing (national government and local community)(1)

In fact, many of the developing countries have so far adopted(2) a method of financing corresponding to the final stage of that evolution in spite of the fact that their economic resources are still far inferior to those of 1900 in the industrialized countries and that the national

(1) Abolition of the parents' contribution to teachers' salaries.

(2) Strictly speaking, they themselves have not really adopted this method of financing but have inherited it in most cases from the colonial government, which had more or less transposed to the colonies the financial methods used in the home countries.

tax system has only very inadequate fields of application. In some cases they have even gone further than the industrialized countries, as the bipartite method of financing is not necessarily applied because there are no local authorities having financial autonomy.

On the other hand, it is to be noted that some industrialized Anglo-Saxon countries where the tradition of decentralized government has remained very strong have not made the national budget the essential instrument of school financing. The United States, for example, the country where the level of expenditure for education is today the highest of all the industrialized countries, derives the essential part of the costs of primary and secondary schools from local taxes earmarked in advance.

In the developing countries, doubt can therefore be raised as to the validity of a school financing strategy based on a national tax system of which it is easy to foresee the limitations and lack of flexibility. That was the prevailing opinion at the International Conference of 1968, which pointed out in its report (page 24) that :

"In developed countries education is almost entirely financed by taxation, but it may well be that in developing countries other resources ought to be explored".

B. METHODS OF OBTAINING A DIVERSIFICATION OF RESOURCES

1. Possible direct contributions by local authorities and parents

In countries having a poor standard of living and a mostly rural population, the national tax system cannot raise very large financial resources (unless there are exceptional circumstances, such as the exploitation of oil deposits). However, in most cases, the desire of the population to have schools for their children is very strong, and as many of them do not have to pay direct taxes they are willing to make great efforts to ensure the existence of schools for their children to attend.

When the government, owing to an inflexible financial system, is unable to construct or operate the schools required by the population, the evidence shows that in many parts of the world (including Asia, Africa and Latin America), the populations can make very important contributions to the construction and operation of primary and secondary schools in the following ways:

- by building a school themselves without cost to the government;
- by increasing the share of the local community in the financing of the regular operating costs of the schools, as seen for example in Nigeria and Tanzania during recent years(1);
- by contributions in money spontaneously provided by the community (as in the case of the Harrabee schools of Kenya, the 'clandestine' public schools of the Ivory Coast, etc.);
- by providing very substantial contribution in kind for the teachers (lodging and even food).

This possibility is also demonstrated by the important contribution made by parents; even in very poor areas; to the operation of private denominational schools.(2)

To a considerable extent, this participation by the population constitutes not a burden but an increase of national wealth, because the supply of compensation in kind, the building of a school or even the payment of a school tax are provided by an extra work effort on the part of the population, which is generally underemployed. In other words the participation of the local community constitutes utilization of wealth which the government tax system cannot reach and which, moreover, would not exist if it were not for the purpose which inspires its creation.

2. Necessity of continuing the financing effort of the national budget

Increasing the share of the local communities in the costs of primary and secondary schools does not by any means imply that the national government is no longer concerned with the financing of the schools or that it should reduce its efforts in any way.

Participation by the government is still absolutely necessary :

(1) Cf. monographs on the subject published by IIEP.

(2) In Cameroon, 90 per cent of the pupils' families pay tuition fees to the private schools, which also receive subsidies from the government covering half of their budget.

- in the first place, to enable the national government to control and ensure the quality of the instruction in all cases;
- in the second place, in some cases, to encourage the school effort of the local community by promising government support;
- also, in order to finance types of schools less intimately connected with the local community life (e.g. technical schools and universities).

Consequently, for schools in general and especially primary schools, a joint system of financing (local community and national government) could be envisaged which, by mobilizing new resources hitherto not utilized, would make it possible to increase much more rapidly the school facilities without reducing the quality of the instruction.

3. Self-financing of vocational and technical schools, and participation of private industry

For a very long time, as the industrial era developed, the training of skilled workers was given 'on-the-job'. Gradually, but in very different proportions in different countries(1), vocational and professional training was organized by means of special schools.

The industrialization effort undertaken by the developing countries must necessarily be accompanied by a vocational and technical training effort for workers and technicians. This effort can be partially organized within the school system, but the public funds should not have to bear the full burden. Industry could assist in various ways, such as contributing to the financing by special taxes, supply of equipment and materials, lending instructors, etc. Experience also shows that vocational and technical schools can finance part of their budget themselves, by means of the practical work of the students and the sale of items produced. Examples of this fact are to be seen in the professional schools in the Soviet Union, schools of rural arts and crafts in the Ivory Coast, etc. This practice, which has the advantage of more quickly associating the students with the production of useful articles, could undoubtedly be systematized.

(1) In the Federal Republic of Germany, for example, occupational training is still to a very large extent a responsibility of the factories and enterprises.

4. The expected development of foreign aid

The diversification of national sources for financing the school systems should be accompanied, within the scope of an increased international solidarity, by an extension of foreign aid for education.

In the preparatory work for the Second Development Decade, it has been proposed that the aid provided by the industrialized countries should be brought up to 1 per cent of their GNP. If that proposal is put into effect, the educational systems will necessarily have greater funds available, although the progress which can really be hoped for in that field still calls for detailed study.

C. IN CONCLUSION

Regardless of increased foreign aid, the central idea which should underlie the strategy of educational financing in the developing countries during the next decade, or even decades, is the replacement of a financing system based almost exclusively on the national taxation by a diversified system which, without reducing the part provided by the state, will be able to mobilize the contributions by which local communities and private industry are capable of supplementing state financing.

Only **thus** may it be possible to avoid the financial crisis of which the approach can already be foreseen.

We do not, of course, minimize the obstacles of all kinds which may hamper a financial strategy of this character - including the absence of an administrative structure in the local communities, political or trade union resistance, etc. These obstacles cannot be overcome unless the stakes are clearly defined and people are made to understand that the future of millions of young human beings must not be sacrificed to the strict observance of a time-honoured method of financing which, elaborated in the industrialized countries, does not necessarily correspond to the structure of developing countries. A new system of this nature could, moreover, provide an opportunity to re-appraise many aspects of the part played by the schools and of the content and methods of instruction, with a view to adapting them better to the realities and requirements of the national life.

III. IMPLEMENTATION OF A PROGRAMME OF RESEARCH IN THIS
FIELD: METHODOLOGY AND COST

SECTION I - GENERAL METHODOLOGY

All the facts which we have mentioned have not been systematically verified up to this time for a sufficiently representative number of countries, and the assumptions which we have drawn are not fully supported by evidence. A research effort should therefore be undertaken in order to clarify this entire group of problems as scientifically as possible.

This research, as we have said, is of very great importance because:

- On the one hand, an uncontrolled expansion of educational expenditure within a national budget should not be allowed to compromise the development effort as a whole(1);
- On the other hand, although the necessity of financing the most urgent and top priority 'productive' investments must be taken fully into consideration, it would be economically and socially inadmissible that the United Nations Second Development Decade should be accompanied by a reduced development of educational systems or of their more important aspects, particularly child literacy programmes, owing to the lack of a properly adapted financial system.

In other words, the requirements of short and medium-term development must not blind us to the long-term development requirements, nor vice versa.

Two types of study should, in our opinion, be conducted in correlation :

- (1) Country case studies with a view to analysing on a medium and long-term basis the various aspects of the problem of financing educational systems in relation to specific needs.
- (2) Specific studies bearing upon original experiments in financing which offer a possibility of providing solutions.

(1) And, on a longer-term basis, the educational development itself.

As we said in the Introduction to this memorandum, this research, owing to its complexity and cost, will need to be conducted in two stages :

- A series of pilot studies applied to a limited number of countries, these studies to be completed by the end of 1970.
- **Final** studies to deepen and verify the initial results, at the same time increasing the number of countries and of experiments examined; this second series of studies to be completed by the early part of 1972.

We will outline below the general content of the research which could well be undertaken in these two successive stages and how it could be carried out.

A. FIRST STAGE : PILOT RESEARCH

1. Country case studies

A small sampling of countries (four at the most), as representative as possible of the different developing regions should be selected, priority of choice being given to countries for which comparatively good statistics exist relating to population, school enrolment, educational expenditure, etc.

In order to avoid duplication of effort and reduce the cost of the work to be done, the countries selected will be those which have already been chosen for the research now being conducted by IIEP on the theme 'Education-Population' (1), which should provide all the data required on the trend of primary school costs.

In principle, one Latin American country, one tropical African country, one North African country and one Asian country would be selected.

Each of these countries will be the object of the following research :

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- (1) A study partially financed by the Population Council, of New York, which consists in checking by application of a model worked out by IIEP the consequences of population growth on primary school enrolment and on the corresponding expenditure under a series of assumptions concerning factors affecting the costs.

(a) Analysis of the past and present situation

The first step will be to assemble, starting if possible with 1960 and up to the last year known, all available data in the following fields.

- (i) Growth of the general population and of the school-age population
- (ii) Growth of school enrolment at the various educational levels, and its chief characteristics :
 - structure of the educational system
 - actual duration of schooling by levels
 - drop-outs, repeaters, etc.
- (iii) Trends of expenditure and unit costs (by levels)
 - itemized breakdown of expenditure
 - analysis of cost factors
- (iv) Method of financing of the educational system of the other public services and of the material investment for development
 - central government
 - local authorities
 - private groups, factories, etc.
 - foreign aid
- (v) Trend of education's share in the state budget for all public services and in relation to 'productive' investments
- (b) Exploration of various assumptions for the development of the educational system up to 1980 and the corresponding growth in expenditure
 - (i) Assumptions of increase of the three levels of schooling (primary, secondary and higher)

These assumptions will be established from model(1) prepared for each level of the educational system. This will be one of the most critical phases of the research, especially as regards the choice of possible or desirable targets to be attained at the end of the

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- (1) The model prepared for the 'Education-Population' study will be used for primary schools.

period.(1) In fact, while the hypothesis of the 100 per cent rate of enrolment shown in Table 3 could be adopted for primary education, the factors determining the enrolment targets are much more complex for secondary and higher education. The models used will have to allow for the different variable factors which enter into the picture and must cover more than one kind of target (extrapolation of trends, determination of targets based on norms, etc.).

(ii) Study of the trend of unit costs

We have already pointed out the serious effect of the comparatively high unit costs (2) in the developing countries on the total expenditure for education.

It is therefore very important to try to find out in what direction the unit costs may develop in relation to the factors which determine these unit costs, including the salary trend, the pupil/teacher ratio, the qualification level of the teachers, etc. The models used should make it possible to carry out this analysis under the various assumptions.

If important new teaching methods are introduced into the country under study, it will be necessary to analyse their effect on the costs.

(iii) Effects of the growth of the educational system and of the trend of unit cost on the total amount of educational expenditure

At this stage, it will be necessary to draw up a forecast of the total expenditure for the different assumptions under examination and for the last year of the period considered :

- by educational level
- by nature of expenditure, etc.,

(1) This study could be extended beyond the Second Development Decade.

(2) In relation to the GNP per capita.

(c) Studies on the possibilities of financing education through state taxation

- (i) Study of the possible growth of the resources of the government under the known or probable assumptions of development.

The study of the future trend of the fiscal receipts of a nation is an extremely complicated problem, which must take into account the development of the productive structure and the limits of possible taxation in the different sectors.

As far as possible, the data contained in the long-term economic plans of each country considered will be used, and if such data are not available any work by specialists on tax problems in the countries under study will be referred to.

- (ii) Study of the possibilities of financing educational expenditure through the national budget, with due allowance for the trend of other categories of expenditure also considered as having a degree of priority.

This involves an exercise of judgement as to the share which can and should be attributed to education in the overall pattern of public expenditure. In this connexion also, data from the national plans for economic and social development will be used as far as possible.

(d) Comparison of requirements with potential financing from the state budget, and the conclusions to be drawn from that comparison regarding the application of other possible means of financing

A comparison of the total possible income of the central government with the financial requirements of education - formulated under various assumptions - will show :

- The extent to which educational targets can be financed from the central budget.
- The resultant necessity of resorting to other methods of financing if almost exclusive financing by the central budget would involve too strict limitations.

At this stage of the study, it will not be incumbent upon the authors to formulate recommendations as to the financial policy which should be followed by the country under consideration. However, the specific studies undertaken at the same time should, from actual experience, shed light upon other possible solutions, whether these take the form of a change in the method of financing, a possible reduction in costs (1) or a better utilization of funds.

2. Specific studies on other methods of financing education

In the present state of preparation for this research, it is difficult for us to define exhaustively all the specific studies which could be undertaken in these two fields. We shall simply mention the orientation which we think should, according to present indications, be given to the studies.

(a) Development of financing by local communities

(i) Past experience in the industrialized countries

In this connexion, two short monographs (20 to 30 pages) could be prepared on the history of primary school financing in France and England respectively, in order to show at what stage central government financing became the major source.

(ii) Present experience in the industrialized countries

A monograph on the financing of primary and secondary schools in the United States (30 pages)

This monograph should endeavour to show whether the existence of local taxation directly earmarked for the schools gives genuine flexibility to the growth of resources as compared with financing out of central government taxation. It should also show the states' attitudes to augmenting local financing through their own subsidies.

(1) Under present conditions, it does not appear to be possible for us to incorporate systematically into this research any work on the various innovations which may have resulted in reductions of cost, but, as we have said, the country case studies should take that factor into account where possible.

(ii) - A monograph on the financing of the Yugoslav educational system (30 pages).

(iii) Experiments in developing countries

Experiments in spontaneous private financing of schools by local communities (Harrabee schools of Kenya and similar experiments in other countries).

Authorised experiments in financing by local communities and the results (Nigeria, Tanzania, etc.).

These studies should devote considerable attention also to the attitude of the parents, because the assumption of more local community financing obviously presupposes a favourable attitude to schooling on the part of the population.

(b) Participation by private industry in financing trade and technical training

In this connexion it would be possible to study a number of experiments, either national or limited to an area or an industry, in which private companies make an important contribution to vocational and technical training. Solutions of this nature adopted in some of the Latin American countries would appear to be of considerable interest (INACAP in Chile, SENAT in Brazil, SENA in Colombia and INCE in Venezuela).

(c) Partial self-financing of vocational and technical schools

Current experience in industrialized or developing countries should be the subject of short monographs.

(d) Participation by parents and by students themselves

The work on this point could be conducted in many different directions e.g. :

- Financing of university studies by means of loans or other methods (experience in Scandinavian countries and in the United States).
- Financing of private schools in some developing countries (extent of the contributions made by parents (1) to the budget of these schools).

(1) These studies would serve to complete those undertaken on 'spontaneous' financing by communities.

(e) Foreign aid

IIEP has devoted two studies in its African series (Ivory Coast and Nigeria) two problems of external aid in the educational field.

In this case, it would not be a question of repeating that research but perhaps of finding out to what extent and in what way an increase of aid by the industrialized countries during the Second Development Decade could help the development of education. Country case studies could be used as a means of putting the problem in its proper setting.

B. SECOND STAGE : EXTENDING AND DEEPENING THE PILOT STUDIES

1. Comprehensive Report on the Pilot Studies and on follow-up Programmes

A comprehensive report on the pilot studies conducted during the first year will be presented and discussed at a seminar of leading international experts on problems of educational economy to be held in the Autumn of 1970.(1)

The full report prepared for that occasion should include:

- (i) A presentation of the results obtained.
- (ii) An analysis of results which are still hypothetical and which would require further research.

The seminar report should also make it possible to determine the new channels in which research should be conducted, both in the form of a change in the methodology of the case studies and by the addition of new studies on original financing experiments.

2. Content and Implementation of follow-up Programmes

The second stage of the work would therefore include :

- A new series of case studies (an enlarged series covering from 8 to 10 countries)(2), which would take into account the experience acquired in the course of the first stage.
- A further development of the 'specific' studies, taking into account data and information made available to IIEP in connexion with its earlier inquiries and new opportunities of co-operation (calling upon other consultants) which may present themselves.

(1) This seminar would constitute IIEP's participation in the International Educational Year.

(2) This new series should include the countries first studied.

3. Conclusion of the Research

We have stated that it is not our intention to round off our case studies by definite recommendations concerning any particular country. However, in the light of this group of studies, it should be possible to draw relatively accurate conclusions as to the most effective financial strategy for the educational systems in the developing countries, making a distinction if possible between different levels of development.(1)

SECTION II : COST OF THE RESEARCH

A. FIRST STAGE (12 months)

1. <u>IIEP Personnel</u> (2)	\$	\$
1 Project Director (4 months)	10,000	
1 Senior Assistant (12 months)	25,000	
1 Junior Assistant (12 months)	15,000	
	<u>50,000</u>	
		50,000
2. <u>Cost of case studies</u> (2)		
Travel and living expenses (1 month to		
1 $\frac{1}{2}$ months in each country for 1 person)		
3,000 x 4	12,000	
International or local consultants (data		
collection, tax studies, etc.) 5,000 x 4	20,000	
	<u>32,000</u>	
		32,000

(1) The financing of education by the government from tax receipts is technically feasible after a certain level of development has been reached, but the problem concerns more particularly countries which still have a very low standard of living.

(2) Not including the research at primary school level included in the 'Education Population' Project.

	\$	\$	\$
3. <u>Specific Studies (Consultants' fees)(1)</u>			
Monograph on the history of primary school financing in England and France in the 19th Century	4,000		
Monograph on the financing of primary and secondary schools in the United States	4,000		
Monograph on the financing of education in Yugoslavia	3,000		
Monograph on the Harrambee schools in Kenya	2,500		
Monograph on 'spontaneous' community schools in another country to be selected	2,500		
Monograph on the financing of university education in the Scandinavian countries	1,000		
Monograph on the financing of private schools in Cameroon.	3,000		
	<hr/>	20,000	
4. <u>Costs of Organizing the Seminar</u>			
Travel and per diem allowances		20,000	
Reproduction of documents and translations		20,000	
5. <u>Administrative Expense</u>		10,000	
		<hr/>	
TOTAL, FIRST STAGE			132,000
			<hr/>
B. <u>SECOND STAGE (18 months)</u>			
1. <u>IIEP Personnel</u>			
1 Project Director (6 months)	15,000		
1 Senior Assistant (18 months)	37,500		
1 Junior Assistant (18 months)	22,500		
	<hr/>	75,000	

(1) Some of these studies could if necessary be deferred to the Second Stage.

Int'l Inst. of Educational Planning

OFFICE MEMORANDUM

TO: Files

DATE: October 21, 1969

FROM: D.S. Ballantine *YAB*SUBJECT: Centre for Educational Enquiry - Visit of Mr. Philip Coombs

On October 20 Mr. Hultin and I spent several hours with Mr. Coombs beginning the exploration, as agreed in meetings with Messrs. Demuth and McNamara, to arrive at a more precise formulation of a possible relation between the Centre for Educational Enquiry and the Bank as well as other agencies. Although the meeting provided an interchange on a good many agreed points of philosophy and approach as to educational systems and analysis, it was disappointing to me in that it repeated the process which has frequently arisen in our discussions with Mr. Coombs about projects for the IIEP. This is that Coombs wants us to identify problem areas and we want him to suggest spots which, on the basis of his broad experience, should receive attention. We will need to meet somewhere in the middle but **thus far** we have not done so.

The discussion was hampered by the fact that Coombs had not yet read the Pearson Report and also had not had an opportunity to review Bank literature. Knowing that he will be reviewing the latest draft of Harold Graves's policy paper, I suggested that on the basis of that and the Pearson Commission Report, we might resume discussions.

There is a certain amount of other Bank documentation which would provide useful background for further exploration with Mr. Coombs. Among the reports are recent guidelines (some still in draft) concerning preinvestment studies, sector studies, country papers, etc. I did not feel at liberty to offer these to Coombs at this time.

Unfortunately, travel schedules for Mr. Coombs and ourselves will make further contact during the month of November largely impossible but we agreed to resume discussion in December or earlier, if possible.

Institute for Intl Educational Planning
RS

HEADQUARTERS:
WASHINGTON D. C. 20433

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

CABLE ADDRESS-INTBAFRAD



INTERNATIONAL DEVELOPMENT ASSOCIATION

CABLE ADDRESS-INDEVAS



EUROPEAN OFFICE:
4, AVENUE D'IEÑA
PARIS (16^E) - FRANCE
TELEPHONE: KLEBER 25-10

October 20, 1969

Dear Dick:

Thank you for your letter of October 14 regarding the Duvieusart study. As you can see from the attached copy of a letter I sent today to the IIEP, I have arranged with Messrs. Lyons and Hall that all the references to the exchange of letters between Mr. McNamara and Mr. Maheu should be eliminated from the remaining copies of the study. I think that this should settle this problem satisfactorily.

With best regards.

Sincerely yours,

Fritz Steuber

Mr. Richard H. Demuth
Director,
Development Services Department
International Bank for
Reconstruction and Development
Washington, D.C. 20433

NOV 13 1969
1:51

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT



INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 L STREET, N.W.
WASHINGTON, D.C. 20036
TELEPHONE: 202-476-1000
FACSIMILE: 202-476-1001
INTERNET: www.iaf.org



[Handwritten signature]

1969 OCT 23 PM 1:27

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GENERAL FILES



international institute for educational planning
institut international de planification de l'éducation

Int'l Inst. for Educ. Planning

[Handwritten signature]

7, rue Eugène-Delacroix, Paris-16^e

téléphone: [REDACTED] 525.70.10
câbles: Eduplan Paris

Référence:

DECLASSIFIED
CONFIDENTIAL
FEB 21 2019
WBG ARCHIVES

20 October 1969

Dear Mr. Demuth,

I am writing to you, on behalf of Sir Sydney Caine, Chairman of the Governing Board of the International Institute for Educational Planning, in connection with the action that has to be taken in order to fill two vacancies that will occur on the Board as a result of the expiration of the term of office of Dr. D.S. Kothari and Prof. J. Ki-Zerbo.

In accordance with the provisions of Rule 10 of the Rules of Procedure, you are invited to submit nominations for these vacancies. The Nominating Committee will examine all nominations received, at a meeting which will be held in Beirut on 20 November, and will submit its recommendations to the Board, who will take the appropriate action for filling these vacancies.

I should draw your attention to the fact that both Dr. Kothari and Prof. Ki-Zerbo will have served only one term at the close of the Board's next session and that, therefore, in conformity with Article III, paragraph 1, sub-paragraph (f) of the Statutes, they will be immediately eligible for a second term.

It should also be recalled that Dr. Kothari and Prof. Ki-Zerbo were "elected from among educators, economists and other specialists, ... from Asia and Africa ..., who have made contributions in the field of human resource development" (see Article III, paragraph 1, sub-paragraph (f) of the Statutes) and that their replacements should therefore possess the same qualifications.

Mr. Richard H. Demuth
Director of Development Services,
International Bank for Reconstruction and Development,
1818 H Street, N.W.,
Washington 25, D.C.
United States.

Ack - Oct 24/69

./...

Director of Development
International Bank for Reconstruction and Development
1818 H Street, N.W.
Washington 25, D.C.

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GENERAL FILES

1969 OCT 23 AM 9:13

The Board of Directors has received the report of the
Committee on the Proposed Amendments to the Articles of
Association and the Bylaws of the Bank, dated July 1, 1969,
and the report of the Committee on the Proposed Amendments to
the Articles of Association and the Bylaws of the Bank, dated
July 1, 1969, and the report of the Committee on the Proposed
Amendments to the Articles of Association and the Bylaws of
the Bank, dated July 1, 1969.

The Board has approved the proposed amendments to the
Articles of Association and the Bylaws of the Bank, and has
authorized the Director of Development to execute the
necessary documents to give effect to the amendments.

The Board has also approved the proposed amendments to the
Articles of Association and the Bylaws of the Bank, and has
authorized the Director of Development to execute the
necessary documents to give effect to the amendments.

The Board has also approved the proposed amendments to the
Articles of Association and the Bylaws of the Bank, and has
authorized the Director of Development to execute the
necessary documents to give effect to the amendments.

Very truly yours,
Director

10/23/69
10/23/69
10/23/69

10/23/69

RECEIVED
OCT 23 1969
DECLASSIFIED



International Bank for Reconstruction and Development
Washington, D.C.

I should be grateful if you could send me at your earliest convenience any nomination you may wish to submit to the Board, or proposal of re-election, as the case may be, with respect to the two forthcoming vacancies. These nominations or proposals should be received at the Institute not later than 14 November 1969 or alternatively, could be mailed directly to the Chairman, c/o The Regional Centre for Educational Planning and Administration in the Arab Countries, Bir Hassan, P.O. Box 5244, Beirut, Lebanon, which they should reach not later than 19 November 1969.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Charles Berkowitch', with a long horizontal flourish extending to the right.

Charles Berkowitch
Secretary of the Governing Board

Int'l Inst. for Ed. Planning

October 14, 1969

Mr. Fritz Steuber
European Office
International Bank for Recon-
struction and Development
4, Avenue d'Iena
Paris 16^e, France

Dear Fritz:

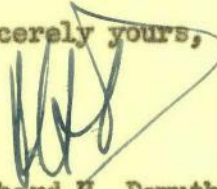
I have your memorandum to Files of October 9 concern-
ing Mr. Duvieusart's study.

I am concerned by the quotation of the exchange of
letters between Messrs. Maheu and McNamara. This correspond-
ence was never shown to our Executive Directors and, in fact,
when one of the Directors recently asked for a copy, we re-
fused to give it to him. Under the circumstances, I hope
that you will ask IIEP to eliminate reference to these let-
ters from any copies of the report which they may still have
or hereafter circulate and that they will ask Mr. Duvieusart
to do the same with any copies he may still have.

I am not so concerned about the quotation from the June
1963 memorandum on criteria for educational lending since
this memorandum, although marked "confidential," did go to
the Executive Directors and was presumably sent by them to
all of our member governments.

With best regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

cc: Mr. Ballantine

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE MEMORANDUM

OECD *Op. Files*
CC- IIEP ✓
UNESCO
Min. of Overseas Develop.
Education

TO: Mr. D. S. Ballantine

DATE: October 2, 1969

FROM: Mats Hultin *gh*

SUBJECT: PARIS - Meetings with OECD Center for Educational Research and
Innovation, International Institute for Educational
Planning and Unesco Educational Financing Division
LONDON - Meetings with the British Ministry of Overseas Develop-
ment and the Department of Science and Education
STOCKHOLM - Address in the Swedish Labor Market Vocational Council
on Ways and Means to Rationalize Education
Full Report

1. Organisation for Economic Co-operation and Development (OECD)

1.1 In accordance with the Terms of Reference dated September 2, 1969, I met Mr. J. R. Gass, Director of the OECD Center for Educational Research and Innovation (CERI) on September 11, 1969, to become better acquainted with their activities.

1.2 CERI is embarking on several research projects in education economy. It is analyzing the relations between education development and economic growth in its member countries, which is a follow-up of the 1961 OECD conference in Washington (Policy Conference on Economic Growth and Investment in Education, October 1961). A survey is being undertaken on existing models of education planning (the Toronto type models are considered as particularly interesting). The resource allocation models which have been largely developed within OECD are being further explored with special emphasis on strategic alternatives. The feasibility of the cost benefit approach to education systems will also be studied.

1.3 Another area for research will be the social composition of the student population in middle level and higher education. Working classes and farmers are still under-represented among students in secondary and post-secondary education institutes and CERI wants to analyze the slow democratization and develop a strategy to remedy the situation. Adult education as a proper alternative to university education for young people will also be studied.

1.4 Student unrest and the social imbalance of the student population in higher education has led OECD to pay special attention to universities. CERI will study:

- a) structural models of universities and their relation to economic and social structures of the society;
- b) university management (six European universities have agreed to take part in a pilot scheme);

- c) curriculum in higher education (the multi-disciplinary approach which is in conflict with traditional faculty structure of many universities; a curriculum in constant change, etc.);
- d) the development of computer managed instruction as a teaching tool and as a diagnostic instrument (another six universities are involved in this project).

1.5 The CERI research program appears over-ambitious. However, considering earlier useful OECD studies, the Education Projects Department should keep in close touch with CERI's activities and this applies both to the projects in education economy and in higher education.

2. International Institute for Educational Planning (IIEP)

2.1 From September 11-13 I attended a conference at the IIEP in Paris to discuss the ongoing survey of cost analysis in education. Excluding IIEP staff members, 11 education experts attended the working party. IBRD was represented by Mr. H. G. van der Tak from the Economics Department and myself.

2.2 As in the case of the IIEP new media study the survey will be published in two volumes, one volume treating cost analysis in education in general terms and one volume describing in some detail fifteen case studies. Some working party participants suggested the omission of the second volume and questioned its value because of the great disparity of the case studies and the inconsistency in their approach.

2.3 The cost analysis survey was discussed in relation to:

- a) expansion of educational systems;
- b) improvement in the quality and efficiency of existing educational systems;
- c) implementation of major educational reforms, innovations and structural changes.

The main purpose of the synthesis report would be to develop the role of cost analysis in the introduction of educational change and to illustrate the application of cost concepts, principles and techniques from case studies. Cost analysis is difficult to separate from calculation of benefits (returns) but it was agreed that the study should concentrate on the former, while recognizing that the latter must enter into decision-making somewhere along the line. The report might, however, provide the cost-analyst with a check list of the types of cost benefits that occur in education and that are considered important by decision makers.

2.4 There are some cost concepts of special relevance to costing educational changes:

- a) New inputs will be used and will be combined in new ways. The cost analyst needs to be able to use sampling techniques when dealing with comparative data and in estimates of accuracy in coefficients and parameters. Particularly important is computing the sensitivity of final estimates to these error magnitudes of coefficients and quantities.
- b) Education changes may run into the difficulty of inflexible supply and sharply rising costs of inputs.
- c) Educational changes may impose unexpected external costs on others. (ITV may, for example, require training of repairmen and a costly public information campaign.) Such costs should be included in the analysis.
- d) Level of coverage of an education change influence costs and the cost analyst should provide sets of estimates related to different levels of coverage.
- e) Variations in the rate of implementation of an education change will cause different cost patterns and also different total costs. A cost analysis should embrace various timetables of implementation and their associated costs.
- f) Educational changes may imply scrapping previously productive resources - both of physical facilities and of staff. Sometimes existing resources may be diverted to other uses. Cost analysis should include a comparative estimates of the cost of scrapping or diverting such resources to other uses.

I have gone into some detail on the above issues since they are also relevant to many IBRD education projects and are not always dealt within our work.

2.5 The discussions dealt with several other aspects of cost analysis which will be reflected in the report. Some documents from the conference are available in the Education Projects Department files.

3. UNESCO

3.1 As requested, Unesco arranged for me to meet with representatives from several French public and private organizations that give consulting services in education (outside the school building sector) on September 15 and 16. I thus met with the Association Pour la Formation Professionnelle des Adultes, the Commission Générale pour l'Organisation des Entreprises, Société-d'Etudes pour le Développement Economique et Social, Bureau pour le Développement de la production Agricole, Association Universitaire pour le Développement de l'Enseignement et de la Culture en Afrique et à Madagascar and Culture et Développement. Several of these organizations are experienced in doing feasibility and other pre-investment studies and in executing education and training programs mainly in Francophone Africa but also in other

developing countries. A short description of each of these organizations and of eight other French consulting organizations in education will be available in EPD.

3.2 On September 16, I met with Prof. Spaulding in charge of Unesco Department for the Advancement of Education and with Messrs. W. McLeod, J. Gomel and Miss Chin Shuhua to discuss mass media, programmed learning and the production of teaching materials. Dr. Spaulding was fairly critical about taking up projects involving instructional television, programmed learning or the production of teaching materials before developing new curricula. He preferred, as a first step, the establishment of curriculum development centers to be followed, if necessary, by the introduction of new technologies and production of teaching materials. He recommended operational pilot projects and mentioned Indonesia as a possible country for such a project.

3.3 The discussions revealed that Beirut has the only programmed learning project of some significance for developing countries. A course has been held in Congo (Brazzaville) to train programmers and a second similar course will be held in Japan. A closed circuit television programmed learning project is proposed in Chile and another programmed learning project is proposed in Venezuela. U.S., U.K., Germany and Sweden were mentioned as the countries having expertise available in programmed learning. In contradiction to the Beirut experts, Mr. McLeod considered the introduction of programmed learning in developing countries difficult because of the mental change necessary. Programmed learning is very far from rote memorization.

3.4 Unesco's participation in textbook production has so far mainly been restricted to provision of printers and/or the physical production of printed materials. With the exception of a few science projects the production has not been linked with curriculum reforms. Nor has it apparently included an educational evaluation of the materials to be printed. There are ongoing book production projects in Cameroon, Ethiopia, Laos, Liberia, Somalia and Sudan. Pakistan has requested assistance in textbook production and there was said to be a great need for textbooks in the Middle East (e.g., Jordan). Proper distribution of books was one of the difficulties experienced in Unesco textbook production projects.

3.5 Before proceeding to London I informed Mr. van Vliet of Unesco Educational Financing Division of my discussions with Unesco staff and consulting organizations.

4. Ministry of Overseas Development (ODM)

4.1 I met in London on September 17 and 18 with Messrs. J. Mark, Under-Secretary, Education Department, F. P. Dunnill, D. C. Giddes, A. David Beaty, of ODM; Mr. T. Singleton, Center for Education Television Overseas (CETO); Mr. G. H. Rusbridger, Overseas Visual Aid Center (OVAC); Mr. J. Deakin, Center for Research and Education Development Overseas (CREDO); and Lord Fulton, Inter-University Council. During these meetings, I discussed

curriculum development, teaching technology and the possible use of British consultants services (outside the school building area). I received a report containing a review of ODM's education programs and a report on the future Center for Education Development Abroad (CEDA) which will be formed through a merger of CETO, OVAC and CREDO. These reports will be available in EPD files.

4.2 Without knowledge of the preceding discussions in Unesco, the ODM representatives emphasized the need for curriculum development projects to precede teaching methods and materials projects. The new CEDA would reflect this approach. Fiji, Guyana, Mauritius and Ghana were mentioned as countries which might be interested of such projects. They all need a reform of their education systems to improve quality and productivity and to reduce costs. They might be feasible for a first Bank project because of size and the favorable political set-up within their Ministries of Education. ODM considered the universities as a natural place for education development centers which implied that cooperation must be close between universities and Ministries of Education in a project comprising an education development center.

4.3 Ongoing curriculum development projects in Kenya and Ghana would apparently receive continued support and new projects were under way for Malaysia and the Caribbean area.

4.4 A programmed learning project had been started in Nigeria some time ago but had never succeeded. There is also a small programmed learning project in the Philippines.

4.5 In ITV the pilot project in Sierra Leone is encountering problems. The Ethiopian ITV project is proceeding but student unrest has hampered the progress. CETO expects the development of an important ITV and school radio project in Pakistan. The Kenya Institute of Mass Communication has now a Kenyan Principal, Mr. Levinson-Nguru, and, among its other activities, will start a teacher training program in September 1970. CETO is sending an expert to Fundacao Centro Brasileiro de TV Educativo, Av. N. De Copacabana 928-10², Rio de Janeiro, Brazil, to assist in developing the proposed Brazilian Satellite ITV and to identify the proper Brazilian agencies to be used for the project. There is apparently a lack of cooperation between the education planners and the TV-communication people in the Brazil project and competition between various agencies for the project. Mr. Singleton mentioned in this context an IBRD study on Brazil's communication system that was said to be relevant to the proposed ITV system. The proposed satellite ITV in India is also the object for competition between the National Council for Education Research and Training and the All India Radio.

4.6 OVAC is involved in small centers for development and production of teaching materials in Fiji, Papua, Tanzania and Uganda. There is also production in Ceylon and Ghana. The production capacity of all centers is, however, insufficient to satisfy the great needs which exist. Mr. Rusbridger of OVAC demanded stiffer regulations for buying teaching equipment from a more restricted number of suppliers in developing countries. Maintenance of

equipment is a very serious problem especially when there are a variety of makes. A West African country had ten different makes of film projectors in its schools so that proper maintenance and supply of spare parts was impossible.

4.7 The most important British sources for consulting services in manpower and education cost analysis might be the Institute of Development Studies in the University of Sussex and the London School of Economics. No private organizations are available for such services. CEDA would be a possible competent source for assistance in curriculum and syllabi development, school management, new media and methods and the production of teaching materials. CEDA would also be prepared to evaluate equipment lists on short-term assignments. Assistance for preparation and implementation of projects in higher education could be obtained through the Inter-University Council.

5. Department of Science and Education, London

5.1 On September 17, I met with Messrs. M. E. Sprinkle, H. C. Story and James Edwards, all members of the Inspectorate and discussed educational facilities and equipment. The EPD will receive a set of publications with the Department's most recent recommendations on design and equipment of laboratories and some other special facilities.

5.2 Programmed learning is being done in about 10% of all schools in U.K. and more often in technical schools than in general secondary schools. Specialized language laboratories are now less common in new schools than they used to be. The AV equipment is more evenly dispersed to all facilities and not concentrated to a few special rooms.

5.3 In technical education a 44-week academic year is now the practice in several schools with teachers taking their 8 weeks vacation some time between May and September. It was further disclosed that new technical schools were designed to be available for instruction 60 periods per week with 35 class contact periods per week for the teachers. These figures are high by international standards. A system with four semesters per year was being discussed.

6. Swedish Labor Market Vocational Council

I addressed on September 19 the Swedish Labor Market Vocational Council in Stockholm about ways and means to achieve higher productivity in education institutions. The Council is considering a restructuring of the academic year in technical schools and training institutions to achieve better use of staff and facilities and also a continuous intake and output of students from the schools to achieve a fluent and uninterrupted supply of graduates to the labor market. A continuous supply would facilitate the labor market's absorption of new manpower.

cc: Messrs. Chadenet, Baum, Baldwin, Lipkowitz, Piccagli, Rovani, Calika,
Burt, Stewart, Naleppa.
Miss Maher, Op. Files, Dept. Files.



international institute for educational planning
institut international de planification de l'éducation

11EP
~~Mr. Ballantine~~

7, rue Eugène-Delacroix, Paris-16^e

téléphone: [REDACTED] 525.70.10
câbles : Eduplan Paris

25 September 1969

Référence:

Dear Mr. Demuth,

I wish to inform you that, following the resignation of Mr. David Owen from the Governing Board of the International Institute for Educational Planning, the Secretary-General of the United Nations has designated Mr. Philippe de Seynes, Under-Secretary-General for Economic and Social Affairs of the United Nations, to replace Mr. Owen on the Board, for a period of three years, in conformity with Article III of the Statutes of the Institute.

Mr. de Seynes' term of office has taken effect on 17 September 1969.

I should also inform you that the motion embodying the recommendation of the Nominating Committee to elect Dr. Abdel Aziz El-Koussy, on which a vote by correspondence was taken, has been carried. Therefore, Dr. El-Koussy can now be considered as having been elected, subject to a vote of confirmation that will be taken at the opening of the Board's next session, as indicated in my letter of 25 June 1969.

Yours sincerely,

Charles Berkowitch
Secretary of the Governing Board

Mr. Richard H. Demuth
Director of Development Services,
International Bank for Reconstruction and Development,
1818 H Street, N.W.,
Washington 25, D.C.
United States.

Mr. B. Ballentine
7/11

International Institute for Educational Planning
Institut International de planification de l'Education



1 rue de la Paix, Paris 1^{er}

23 September 1962

222.70.10

Paris


Dear Mr. Demuth:

I wish to inform you that, following the resignation of Mr. David Owen from the governing board of the International Institute for Educational Planning, the Secretary-General of the United Nations has designated Mr. Philippe de Seynes, Under-Secretary-General for Economic and Social Affairs of the United Nations, to replace Mr. Owen on the board, for a period of three years, in conformity with Article III of the Statutes of the Institute.

Mr. de Seynes' term of office has taken effect on 14 September 1962.

I should also inform you that the action envisaged in the recommendation of the Nominating Committee to elect Mr. Albert Aina Aina, on which a vote by correspondence was taken, has been carried. The election, which was held on 14 September 1962, was held in the presence of a vote of confidence that was taken at the opening of the board's next session, a decision by a factor of 23 June 1962.

Yours sincerely,


Charles Benbowitch
Secretary of the Governing Board

Mr. Richard H. Demuth
Director of Research Services
International Bank for Reconstruction and Development
1818 H Street, N.W.
Washington 25, D.C.
United States

September 22, 1969

Dear Fritz:

This is just to let you know that we have not forgotten about the case study of the Tunisia education project, which is to be given to the DAC Secretariat. The Education Projects Department expects to turn it over to us some time this week.

Sincerely,



Shirley Boskey
Development Services Department

Mr. Fritz Steuber
European Office
International Bank for
Reconstruction and Development
4, avenue d'Iena
Paris 16e, France

SEB:tsb

11EP

OUTGOING WIRE

TO: IIEP
EDUPLAN
PARIS

DATE: SEPTEMBER 5, 1969

CLASS OF
SERVICE: LT

COUNTRY: (FRANCE)

WJ

TEXT:
Cable No.:

BAHR NOT ABLE TO PARTICIPATE IN COST ANALYSIS MEETING STOP I WILL
PARTICIPATE AS ORIGINALLY REPORTED REGARDS

HULTIN

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

NAME Mats Hultin

DEPT. Education Projects

SIGNATURE 
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)


MHultin/sp

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COMMUNICATIONS

ИМЯ

М.В. МИХАИЛ

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ОБЪЕМЫ И УСЛОВИЯ

NOT TO BE REPRODUCED

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ВНЕШНЯЯ СВЯЗЬ

ВНЕШНЯЯ СВЯЗЬ

СЕРИЯ И №

КОПИЯ (КОНТРАКТ)

СЕРИЯ И №

ИМЯ

СЕРИЯ И №

INTERNATIONAL TELECOMMUNICATIONS UNION

ASSOCIATION
INTERNATIONAL TELECOMMUNICATIONS UNION

RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL BANK FOR

ORGANIZATION
INTERNATIONAL FINANCE

Mr. M. Zlatich

September 4, 1969

A. Douglas *AD*

Working Papers for ICAO Conference on Noise

ICAO is sponsoring a Special Conference on Noise to be held in Montreal in November.

We should like to obtain copies of the working papers for this conference officially. There should be no trouble in getting them since the Bank is a sister UN organization.

Their working papers will come out prior to the conference so that delegates will have the opportunity to familiarize themselves with the technical material.

The contact in ICAO is Mr. J. Lerew, Secretary, Special Conference on Noise, ICAO, Montreal, Canada.

Would you please arrange to obtain copies of the working papers and of the subsequent reports of the conference.

ADouglas:fad



international institute for educational planning
institut international de planification de l'éducation

Op. Files
IIEP

7, rue Eugène-Delacroix, Paris-16^e

SEP 5 REC'D

téléphone : 870 99 90
câbles : Eduplan Paris

Référence : IIEP/Prg./JH/69.227

2 September 1969

- Fallantine
- Calika
- Burt
- Stewart
- ~~Hultin~~
-
- Div. Files
- Op. Files

Dear Dr. Hultin,

In reply to your letter of 27 August 1969 addressed to Mr. P. H. Coombs, at present away from Paris, I would like to thank you and the Bank for the considerable effort you have made in commenting the sample of case studies on the uses of cost analysis.

The meeting will start on 11 September at 10.00 a.m. and is expected to end on 13 September at 1.00 p.m.

I look forward to meeting Mr. Klaus Bahr and yourself next week.

Yours sincerely,

Jacques Hallak

Dr. Mats Hultin
International Bank for
Reconstruction and Development
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

✓ IIEP
cc: Education
Min of Overseas
Develop.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE MEMORANDUM

TO : Mr. M. Hultin *M* DATE: SEPTEMBER 2, 1969

FROM : D. S. Ballantine

SUBJECT: PARIS - Conference of the International Institute for Educational Planning and meeting with Unesco and the OECD center for Educational research and Innovation,
LONDON - Meetings with Ministry of Overseas development and Department of Education and Science,
STOCKHOLM - Address to the National Labor Market Vocational Council.
Terms of Reference

1. On September 9, 1969 you will proceed to Paris together with Mr. Klaus Bahr to participate in a conference of the International Institute for Educational Planning to review case studies on cost analysis in education. You will also:

- a) meet with appropriate representatives in Unesco to discuss: production of teaching materials including textbooks, programmed learning, and consulting services.
- b) visit the OECD center for Educational Research and Innovation to acquaint yourself with their activities.

2. On or about September 16, you will proceed to London to meet with representatives of the Ministry of Overseas Development to discuss consulting services and production of teaching materials. You will also meet with the U. K. Department of Education and Science to discuss recent developments in the teaching of science and practical subjects as reflected in equipment and design of laboratories, workshops and special rooms.

3. On your return trip to Washington, you will address the Swedish Labor Market Vocational Council in Stockholm on ways and means of achieving higher efficiency in educational institutions.

4. After your return to Washington on September 22, you will prepare a full report.

MHultin:jh

cc: Messrs. Chadenet, Baum, Calika, Burt, Stewart, Naleppa, Bahr.
✓ Op. Files, Dept. Files.

✓ IIEP

August 27, 1969

Mr. Philip H. Coombs
Director of Research
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Phil:

This is a follow-up of Duncan's letter to you of July 10, 1969. It has taken a little longer than you may have expected to go through the interesting series of case studies on cost analysis. We distributed the studies among our staff members for comments and the memos we are sending to you as attachments to this letter represent therefore opinions of individual staff members. We have made little effort to edit or streamline the comments and they vary considerably in depth and width as well as in their "grading of the studies. However, we feel that they will be more useful to you in this way. We hope that our comments on the studies will be of some assistance in determining further steps and, as you will notice, cost analysis and expenditure forecasting in educational planning and plan implementation is close to our work.

Should there be any advance papers or other material for the September meeting, we would be glad to receive them. Incidentally, Klaus Bahr will also attend the meeting on behalf of the Bank. We are looking forward to interesting discussions.

With best regards,

Sincerely yours,

Mats Hultin
Education Adviser
Education Projects Department

Encls.

MH:sfu



IIEP Case Study "Evaluating the Expansion of a Vocational Training Programme: a Chilean experience" (IIEP/RP/1-C.S. 1A (Rev.2))

1. Mr. Coombs asks for reactions to five questions (p.3 of his letter). Question 1 "Do the various findings and interpretations "ring true" in the light of findings in comparable situations...?" The answer is affirmative. However, only in the sense that similar use has been made of cost-benefit analysis in other countries, and this particular case study fails to show why rate of return calculations are being attempted and why these attempts have so far been largely unsuccessful, both methodologically speaking and with respect to being instrumental in education policy (or education investment) decisions.
2. Question 2 asks for "specific points which are the most useful and significant ones to highlight and get across." It is somewhat difficult to see what the study wants to show, as its criteria are not clear. The summary impression the non-initiated reader, who is the addressee of the study might get is this: The World Bank based its investment decision in the INACAP case exclusively on the rate of return justification; this has been regarded so satisfactory that the World Bank will continue to apply this exclusive criterion (p.1); the statistical data basis for the appraisal analysis was rather weak (p.5-40); better data and/or substantial changes of orders of magnitude of basic variables only slightly affect the calculation results and do not affect the investment decision (p.41-46); other cases can produce quite different results, which may sometimes be inconclusive; one should not rely too much on rate of return analysis but rather use it "in conjunction with other analytical tools and considerations" (p.47-50). --As it stands the study highlights, although somewhat diffused, the point that the Chile case was very specific and no general conclusions can be drawn from it; that is to say conclusions which can and have been drawn better from other fields of research (e.g. the relationships between capital and consequential current expenditures) or knowledge (e.g. relationships between stocks and flows). I suggest that this conclusion be highlighted very clearly.
3. With respect to Question 4 one would have to say that the case study does not contribute "useful new facts, insights, etc....to the present general body of knowledge in this field."
4. Question 5 asks for correction of factual or analytical errors. Corrections and suggestions for changes, amendments, etc. have been marked on the attached copy of the case study.
5. As to Question 6 (material to be omitted or contracted without loss to the main story) I would suggest a restructuring of the case study. In its present form the study is likely to disappoint the planner as well as the policy-maker. The planner would want more details and more critical views. The policy-maker would prefer less details but more alternatives. The restructuring would have to be based on an understanding of what cost benefit analysis in education is supposed to achieve, what its function and place are.

For purposes of cost-analysis and forecasting the educational system as well as its sub-systems (e.g. levels or types of education; World Bank projects; etc.) are characterized by two particular features: (a) the similarity to a production process; with the difference that no market criteria provide for efficiency control, and (b) the similarity to a political process, implying political influence and survival as achievement criteria. Both are embodied in the decision patterns and processes in education. Modern educational planning (including plan preparation and implementation) attempts to integrate those aspects with the specific socio-economic function of education. The problem is how best to provide the information needed for decision making in education. Thus, the usefulness of various planning approaches is determined by the kinds and qualities of decision-related information they actually yield in each given case -- and not only in theory. Against this background, what does a cost-benefit analysis yield in the INACAP case? The structure of the case study could then be as follows:

- (i) description of educational planning process, including efficiency control (applied to Chile);
- (ii) description of cost-benefit analysis methodology, explanation of techniques and of distinctions between various types of rates of return;
- (iii) description of World Bank project and of appraisal;
- (iv) evaluation of (iii) against (i);
- (v) evaluation of (iii) on grounds of methodology, analysis techniques and statistical data basis;
- (vi) conclusions
 - (a) for planning procedures;
 - (b) for project appraisal;
 - (c) for efficiency control;
 - (d) for INACAP as an educational sub-system.

6. In this way there will be a chance that "practicing educational planners and policy-makers" (p.4) could derive some benefit from the case study for their work. It would already be an achievement if these "non-experts" (p.4) would become more critical towards ready-made, recipe-like approaches (as e.g. the various Tinbergen educational models, or the Asian model).

7. Question 3 asks for "important points of analysis or interpretation... the case study fails to bring out, but which the facts would appear to warrant." I cannot think of any particular facts, except, perhaps, that INACAP's activities as much as its existence cannot be traced back to social-rate-of-return motivations. Conceivably, a cost-efficiency analysis (not to be confounded with cost-benefit or rate-of-return analysis) of alternative vocational training schemes for Chile could reveal that the INACAP formula is not the most efficient one, in terms of unit costs, social costs, training effects, diversification of skills, etc. Similarly the World Bank in investing in INACAP accepts the possibility of sub-optimal resource allocation. A further rather important fact is that the Bank does not

finance part of INACAP's budget because rates of return may be high, but rather because there is a fair chance that the rate is not zero or negative. In other words, neither does the World Bank invest in education on grounds of rate-of-return in the narrow, partial sense (as applied in Chile), nor does the rate-of-return become the investment criteria in education simply because the World Bank crudely estimated the rate in a few cases.

8. In restructuring the case study it will be useful to bear in mind the following points of analysis and interpretation in order to increase the information yield of the study:

- (a) The particular social, political and inflationary situation of Chile makes it doubtful that the market for technically qualified manpower will always be cleared at freely adjustable prices (wages). It is likely that relationships are rather loose between relative productivity and relative earnings of qualified manpower (for individuals and for occupational groups). However, rate of return as investment criterium is based on the actual existence of a free, competitive market.
- (b) The (INACAP -) rate of return reflects past education and training policies. It is essentially static in character. It assumes the educational system as given and constant over time. This has, of course, consequences for implied

assumptions on (changes of) substitution (a) between various types and levels of labour, and (b) between labour and capital. Rate of return analysis as applied in Chile excludes innovation and change of teaching methods and of structures of the training system, as well as changes in technology of production processes.

- (c) The very purpose of Bank educational investments is to influence (significantly) supply-demand relationships on the labour market. If the relationship changes over time, i.e. if supply and demand increase at different rates (which differ from those in the past), then all one can estimate is an average rate of return. Cost-benefit analysis, in order to be valid, demands marginal rates. Both the appraisal report and the case study disregard this.
- (d) The INACAP cost-benefit analysis is a partial approach and thus neglects the existence of the educational system. Alternative investment possibilities elsewhere in the system were not considered. Relatively high rates of return to INACAP training may in part be due to the low quality and ensuing low chances of obtaining (well paid) employment of compulsory school range post-primary education leavers. -Also, if INACAP training should happen to have higher rates of return than any other education or training, does that mean these other education sectors should receive less attention when investment decisions are made? Rather, it may point to a temporary distortion of supply-demand relationships on the labour market (INACAP trained persons performing a broad variety of functions which in part could and should be performed by graduates from other parts of the educational system). It may then be better to increase educational efforts at other levels in order to close the gap.
- (e) Rates of return, however, would not indicate how investment changes (and related changes in structure and content of education) should look like if a change in the relative pattern of rates is the target (i.e. in order to achieve an "equilibrium" rate of return). For example, if lower grade training (LT) is of poor quality and therefore in relatively low demand (by employers) but in high supply (e.g. because it falls within the compulsory school age range, and/or because of zero cost to the student, and/or because of social prestige reasons), this may result in relatively high demand (by employers) for higher grade training (HT) and, thus, in higher rates of return for this latter group. One of two decisions can then be taken: (i) to increase investment in HT (because of high rates of return), or (ii) to change the quality of LT. Decision (i) would perpetuate distortions in education; decision (ii) would tend to correct distortions. The choice between (i) or (ii) depends on information about (a) present and future manpower developments, including the pattern of individual educational and job choices, (b) utilization of manpower, and related aspects such as vertical and horizontal mobilities, and (c) content of possible education alternatives. -However, if we possess information about (a), (b),

and (c) we can determine investment priorities without reference to rates of return, but based on cost-minimizing criteria. This would suggest the application of cost-effectiveness criteria for cost analysis in education, rather than fairly abstract rate of return formulae.

- (f) The case study fails to say why and how various approaches to educational analysis and planning can be combined and integrated into the educational decision process. Pretending it could be done somehow, begs the crucial question of cost analysis. Therefore, the last paragraph on p.50 should either be deleted or greatly expanded. If deleted, the case study becomes a rather isolated and uninteresting paper. If expanded, the study will have to be changed fundamentally.

2

Comments on IERP Draft Paper "The Use of Cost Analysis
to Improve the Efficiency of School Building : A Case
Study of British Experience".

As requested by you, following are my comments on the above-mentioned draft paper:

1. The larger part of the paper is devoted to a historical account of the post-war development of school planning in Britain. This account is correct but has, of course, already been written several times before.
2. As a "Case-Study", the paper is nevertheless of value, mainly due to the fact that British experience is widely recognized as having greatly contributed to world-wide progress in economising school building cost. As a consequence, many features of school planning in Britain have been internationally accepted, and "cost per student place", "value for money", "cost control", "elemental cost analysis", "Development Group Work" and "CLASP System" are now standard terminology used by school planners and educational administrators all over the world.
3. One would expect too much, however, if one looks for a handy, generally applicable formula for cost analysis in school buildings. This is not the fault of the paper but due to the inherent limitation in trying to simplify a rather complex task or to translate one country's experience into another country with widely differing conditions. This limitation is most aptly described in the paper itself (page 34) under the heading: Lessons for Other Countries:

"The experience reviewed in this report grew out of historic and environmental circumstances unique to Britain. It would therefore be unrealistic to assume that the details of the now analytical techniques, administrative innovations and practices which proved so successful there could be transplanted verbatim to other countries."
4. Thus, the study does not really reveal new insights, nor does it break new ground. Still : going through the paper, the informed reader finds a neatly compiled case study (with perhaps too much of "history" and too little of "facts"), and the uninformed reader may obtain a better understanding of the complexity of cost analysis in school buildings and of all that goes with it. In this respect, the last two chapters could be considered to contribute to the present general body of knowledge in this field ("Guides to Improving Productivity of School Building" and "Guides to Improving Educational Productivity Generally", pages 43 thru 52).

5. Finally an editorial note: A reference to the IDA Education Project in Nigeria (page 42) goes a bit too far in apparently suggesting that the fact of a British firm having been employed for this project is due to the applicability of the British experience to developing countries. In any case, implementation of this project has not yet reached the stage when one could start drawing conclusions. I am sure that a better example could be found to demonstrate the impact of British school building experience on developing countries.

IIEP Study: "The Use of Cost-Benefit Analysis to Compare the Rates of Return at Different Education Levels: A Case Study in Colombia",
 by Maureen Woodhall

Maureen Woodhall reviews and evaluates the usefulness for educational planning and policy formation of a research paper by T.P. Schultz, "Returns to Education in Bogota, Colombia" (Rand Corporation Memorandum, RM-5645-RC/AID, September 1968). Both authors' efforts were financed under separate USAID contracts, which should hopefully make them complementary to each other. Two other studies on the same topic in Colombia*, however, are not acknowledged by Miss Woodhall. Given the stated purpose of her case study, Miss Woodhall's contribution remains incomplete until she has taken these other contributions into account.

Selowsky's research report is more extensive than the Schultz paper, and the Dougherty study to me seems more important - both methodologically and for educational planning purposes - than either the Schultz or Selowsky studies.

With the important reservation that I consider Miss Woodhall's analysis somewhat incomplete in terms of her stated purpose, let me proceed to review her review. In an otherwise well-written paper, at the outset she garbles (p. 1) Schultz' conceptual framework; she states,

"Using the estimated private benefits as a proxy-measure. . . of economic benefits to society as a whole, the author compared these benefits to the social costs of education to arrive at a social rate of return for each individual level. The study did not in fact attempt to measure the full social benefits of education; it explicitly omitted any estimate of indirect economic benefits and or social benefits; hence the author claims only to have estimated a 'partial' social rate of return."

Compare this with the much more precise formulation of his analytical framework, as stated by Schultz (p. v).

"Though no adjustment can be undertaken to account for the social benefits of schooling that are not reflected in an individual's earnings, the average public costs of schooling per student-year can be estimated, and are added to the private costs to estimate a 'partial' social rate of return to schooling in Colombia."
 (Even Schultz should have been more accurate and said 'Bogota' instead of 'Colombia', since his data pertain only to the capital city.)

* (1) M. Selowsky, The Effect of Unemployment and Growth on the Rate of Return to Education: The case of Colombia (Development Advisory Service, Harvard University, Economic Development Report No. 116, November 1968)
 (2) C.R.S. Dougherty, The Optimal Allocation of Investment in Education (Development Advisory Service, Harvard University, Mimeo, March 1969)

In general, however, Miss Woodhall does a competent job of reviewing the Schultz analysis (Part I, pp. 2-21), setting it into the broader perspective of the basic literature of T.W. Schultz (T.P.'s father) and Gary Becker; this review could provide a good introduction to the methodology for non-economist educational planners, although they would do well also to read the Schultz paper itself which is refreshingly uncluttered with technical jargon and mathematical formulations. In referring to the basic shortcoming of cross-section analysis for planning purposes (p. 3-4), it would be especially relevant to bring in Dougherty's approach of calculating shadow wage projections, based on projections of non-marginal changes in labor supply by level of education.

find

I/only one small error in Part I: in Tables 4 and 5, pp. 19 and 20, for greater accuracy, substitute 'neg' for 'nil', since "the implied rate of return is negative and infinitely large" (see Schultz, note 'a', Table 7, p. 28). This same conclusion, however, i.e. that the rate of return to educating females at the primary school level is negative, seems highly suspect to me in the Schultz paper and Miss Woodhall might have either explained or questioned it.

Other than that, here are some general suggestions for Part I: The target audience of Miss Woodhall's review might find it useful to have a more extensive discussion of social benefits, pointing out that rate of return analysis underestimates these, and giving more specific examples of what these benefits might be (pp. 9-12). In the same vein, Miss Woodhall might say something (as does Schultz on pp. 30-31) about the likelihood that high-income segments of the population are likely to have higher returns on their investment in education than low-income segments "due to socio-economic position and returns on entrepreneurial capital and social connections, not education." If educational planning is to have some income redistribution or social equalization objectives, we should want to know more about this point. Finally, she might say considerably more (and fault Schultz for not doing so) about what rate of return studies - because of data limitations - cannot show as yet, namely wage differentials among workers with the same educational attainment, even unemployment of educated workers, and geographical wage differentials; these distortions seem to be prevalent in Colombia; and incidentally, there are some data on unemployment by level of education from recent sample surveys by CEDE.

In Part II of her analysis, Miss Woodhall is correct in suggesting that rate of return analysis, because of both data and conceptual limitations, most probably underestimates both economic and social returns to university education. The higher the level of education, I would say, the greater the probable (and, with further research measurable) external benefits. Other than this insight, Part II is meager in content and might perhaps be integrated with Part III to form only one evaluative part, following the descriptive review in Part I. In Part III, Miss Woodhall is at her best in lucidly summarizing well-known caveats to rate of return analysis. What is missing, however, is an assessment of what types of data and what kinds of analytical tools are necessary to increase the usefulness for educational planning of

rate of return studies. Unless educational planners help economists in pressing for sample surveys, for example to obtain data on earnings differentials by type of secondary education, by socio-economic background, by geographical location, etc., we will not progress beyond the limits Schultz and others face in Colombia and elsewhere.

On the question of whether the Schultz study has had an impact on policy making in Colombia (p. 30, C.), let me suggest that the answer is a qualified "yes". All these studies (Schultz, Selowsky and Dougherty) support the conclusion of educators who have studied educational priorities in Colombia (especially a two-year, AID-financed study of primary and secondary education during 1965-66), that secondary education has been neglected among previous developmental priorities. Since all three rate of return studies were undertaken within the National Planning Department, which has gained important influence over investment allocations under the present government, they have served positively to influence the selection of reform and expansion of secondary education as a new national priority.

In summary the Woodhall paper complements but does not extend the Schultz paper. In other words, it does not contribute to the present general body of knowledge in this field. It is readable, however, and probably more useful to non-economists than the Schultz paper itself in understanding the underlying assumptions, data limitations and methodological caveats with which rate of return studies of investment in education are necessarily plagued. The paper could have drawn more heavily from the existing body of literature, particularly in evaluating the applicability of rate of return analysis in educational planning; Dougherty's study is the most immediately relevant example. For the purposes of the IIEP contract with USAID, I would suggest that Miss Woodhall's paper should be expanded to include the other two relevant studies on Colombia, synthesizing their respective contributions, and more broadly evaluating their relevance to educational planning.

4

Educational Cost Evaluation in Uganda by Nicholas Bennett
(IIEP/RP/1-C.S. SA (Rev.2))

1. The paper is a case study that attempts to recount and analyse various experiences in Uganda's initial efforts between 1964 and 1968 to establish comprehensive economic and social planning, especially educational planning. Its main interest, therefore, is for the educational planner. I cannot judge, however, to what extent this case is comparable to the situation in other countries where educational planning is undertaken for the first time.

2. The paper includes a description of the methods used in costing the original plan and its revisions and emphasized the influence of these costing exercises on the development of the plan. The description of initial costing methods, initial mistakes, revisions, and proposals for cutting costs are very interesting as a case study. The cost-cutting proposals are especially interesting since they are presented in a logical order of increasing effects on educational traditions and, therefore, in the order of political acceptability.

3. The "twelve lessons to be learned" from the Ugandan experience are all very practical and uncomplicated. They appear rather self-evident but may very well represent the kind of problems encountered on an initial unsophisticated planning exercise. The same goes for most of the "conclusions and lessons" in chapter III. A short section could be added to chapter VI, summarising the best method, in the Uganda experience, of costing education, especially of forecasting capital and recurrent expenditures associated with an expansion of the education system, in order to give some normative guidance to planners elsewhere.

4. The study gives a very good description of Ugandan experiences in this field but could, in my opinion, do more to help planners set up the theoretical framework of an educational planning exercise and educational costing. Political pressures and practical problems should be taken into account in the presentation, implementation etc. of plans but not in the shaping of its theoretical framework. If it is economic planning that is pursued then the task of the planner or economist is to present politicians or decision-makers with different plans and their consequences. It is especially important to show the cost of fulfilling social demand for education in terms of foregone alternatives and their long term economic results (slower growth of GDP, higher unemployment, balance of payments effects etc.) so that politicians can make their decision fully informed of the merits and costs of different alternatives. This aspect, the relation between economist-planner and politician-decision maker is, I think rather unclear in the paper.

5. Insofar as this report may be used by educational planners in other developing countries and its brevity, therefore, is directly related to its possible usefulness, I would suggest that pages 28-34 can be omitted. The study is written for educational planners and the short description of the testing of the overall draft plan is not directly relevant for him, while, on the other hand, it is too short for the interested economist.

5

IIEP Case Study: The Use of Cost Evaluation in the Planning
of the Makerere University College, Uganda.

This study and the larger study "Educational Cost Evaluation in Uganda" are made by the same author. The author's approach to the two studies has been similar and my general comments to the University study are, therefore, more or less the same as the comments to the larger study.

In answering Mr. Coombs' six questions, I would like to give the following more specific points:

1. Do the various findings of the study "ring true" in the light of our experience? The answer is: "They do." The report is simple and straightforward and the findings ring true but they do not reveal any important news but rather underscore university planning problems as they have been discussed, f.i. in the Council of Europe's Commission for Higher Education since its creation about 10 years ago.

It should also be mentioned that the title is somewhat misleading. Cost evaluation was undoubtedly an important part of the work done by the Government's working party in planning of Makerere College but in the final end the University authorities' "academic excellence" criteria were decisive for the planning and little was left of the economically healthy proposals of the working party.

2. The most significant points of the study are the following:

2.1 Educational planning is time consuming particularly if financing of the system is partially pending on external aid.

2.2 A high degree of autonomy of higher education institutes in developing, poor countries is a difficult issue and rather questionable. This is clearly shown by the study.

2.3 All expected revenues and expenditures should be shown in the budget of a higher education and research institute and shown on a unit cost basis.

3. I miss the following points in the author's conclusions:

3.1 To what extent were alternative ways discussed to meet the manpower demands that the Makerere College was supposed to meet?

3.2 Priorities must be spelled out in a development plan containing a "shopping list". In this case I happen to know that Makerere refused to set any priorities in their capital projects program for the second triennium until exposed to some external pressure.

- 3.3 The financing procedures of higher education institutions as Makerere College must be simplified.
4. The most useful insight gained through the study is that the government in a developing country must accept more responsibility and leadership for higher education if they are to afford it.
5. Factual errors.
- 5.1 A discussion of staff:student ratio is only partially meaningful as long as teachers class contact hours, the students' weekly timetable and the class/group sizes are not investigated (pages 13-15).
- 5.2 The table on page 27 is incomplete.
6. References to the University of East Africa and the complicated cooperative arrangements of the three governments of Kenya, Uganda and Tanzania should be omitted as much as possible. University of East Africa will soon belong to the past and the cooperative arrangements will, therefore, be of limited practical use to the reader of the study.

IIEP Case Study RP/1-C.S.SA - Factors Influencing Change
in Teachers' Basic Salaries: A Tanzanian Example

1. I have no serious objections to the study and it might assist education planners to project teaching costs in a system with several types of teachers and with a differentiated salary scale. Please see, however, my proposal in para. 3.
2. The case highlights the importance of considering age distributions and upgrading systems when calculating teaching costs although an error of 9% if such considerations would not be made (page 33) is not as large as possible errors in other areas that directly or indirectly influence expenditure in education, e.g. manpower estimates.
3. The study describes in words a phenomenon which fairly simply could be expressed in algebraic form and treated by computer. Such mathematical approach would allow the author to display more clearly how changes in salary structure, upgrading procedures and age distribution would influence teaching costs. A mathematical model would permit a dynamic approach and show alternative cost distributions. The study should be supplied with a mathematical annex and with a discussion of alternative costs based on alternatives in salary scales, upgrading procedures and age distributions.
4. Please see remarks in para. 2.
5. No comments.
6. It could be argued that all tables (Tanzania salaries, etc.) could be omitted or simplified if the study started with the mathematical model and then applied the model on the Tanzanian case.

1. The case study (attached) sets out "to describe and evaluate the experience of the cost analyses undertaken within the framework of the 'Unesco Asian Model' of Educational Development (perspectives for 1965-1980)." The study achieves its objective of description of the experience but the evaluation is somewhat superficial. In consequence, the study has not added much to the existing literature on the subject or any new insights of practical value to field planners.

2. I propose in this review to deal only with the objectives and substance of the case study; this indirectly brings out those points which in my view need illustration, elaboration, or revision. Some marginal notes have been inserted in the case study text.

3. The study (i) explains the general policy features and the assumptions which determined the target-setting, (ii) analyzes the methodological instrument applied to cost the plan, and (iii) assesses the appropriateness of the targets in terms of projected availability of funds for education development. In all three exercises, a large number of assumptions and value judgements are made. This raises my first query: Was there adequate inter-disciplinary consultation in all stages of the planning to ensure that the assumptions and the values of the parameters are soundly based and broadly acceptable? I find it difficult to reconcile some of the values given to construction cost items or to building areas, for example, with Unesco and World Bank experience in some of the Asian countries.

4. The authors are explaining a useful tool to be used "in the preliminary stage of the preparations of an educational plan." (This is an important reservation which needs a more prominent position in the case study and which should temper some of the claims made from time as to the functions and capabilities of the tool.) To be a convincing preliminary tool toward choosing a "target which is feasible on the basis of which educational planners can prepare more refined plans," then the basic model should make assumptions and award values which are realistic; in particular, in giving a quantity or measure the value should be over-estimated rather than under-estimated. To do this, inter-disciplinary dialogue and understanding is necessary from the outset. Educational plans are often educationally and administratively unacceptable and/or financially misleading and/or operationally ineffective when the inter-disciplinary approach is superficial.

5. The case study should evaluate more comprehensively the extent of and the reasons for the success or failure in achievement of the purposes of drawing up the initial Model and in getting acceptance of the tool. Would the tool have been utilized more widely by field planners if it were presented in

a less (apparent) complex form, or if the unrealistic values given in some cases had not obscured the merits of the methodology itself? Furthermore, it is possible to compare the Model targets with targets set in short-term national plans and in certain cases with actual achievements, seek out and analyze the reasons for any major variations, and consider, for example, whether the model or its application had overlooked or over-emphasized certain trends or indicators of educational policies and practices. Some useful practical lessons may be drawn for field planner usage.

6. This raises another question: What was the purpose and the gain to be derived in preparing the Asian Model? The circumstances of the individual countries are such that a regional plan would be a dangerous guide if accepted as 'gospel' by some countries and planners, as it was. I have my reservations also on the inhibiting or "free-for-all" approach which may follow upon a facile typology approach to educational planning. A pertinent point is that the Asian member countries requested Unesco assistance in "establishing long-term educational perspective plans and in putting together these national plans into a draft Asian Model" (my italics). This sequence was not followed.

7. As an exercise to illustrate one aspect of the total planning process the Model is to be commended; to use its resultant targets, when the base was so imperfectly known, could be misleading. This, too, suggests that the case study should leave no doubts as to its purpose -- that it is dealing with just one tool of educational planning, indicating its possibilities and its limitations and explaining the mechanics of the methodology. The tool can, after the initial work, provide speedily a series of alternative targets facilitating preparation and phasing of alternative plans for decision-making purposes. The case study should emphasize that in the elaboration of the plan particular attention should be given to those factors -- political, sociological, religious, attitudinal, operational feasibility, etc. -- to which the cost analysis-Target projection tool does not pretend to give full weight; on the other hand, the tool cannot afford to ignore them entirely even at the initial stage. Similarly, it is necessary to give due consideration from the outset to additional costs resulting from quality improvements.

8. It would be useful to the field planner if the case study illustrated in a practical way the contribution of the tool in working out alternative targets by changing the value of parameters and exogenous variables dependent on political, economic, or educational factors. This has been done in the study only with the projected growth of GNP and the consequent projected funds available for education. This kind of practical example would bring out the interacting roles, even in the preliminary cost-analysis stage, of the educator, the administrator, the architect, the sociologist, and the economist.

9. To give a particular instance which may be of interest to countries following the British education system pattern: the methodology could be applied to indicate the financial implications, positive or negative, of replacing the 7 secondary + 3 university pattern to a 6 + 4 structure; or, in countries which are moving to an 8/9 year compulsory education system, the financial implications of re-structuring from 6 + 3 to 5 + 4 or 4 + 4 or all 9 years together. Other implications of restructuring would at this stage be considered

only if they are quantifiable and relevant to ensuring a sound basis for value-weighting for cost-analysis purposes. All this should lead to cost-effectiveness studies for meaningful decision-making.

10. It should be noted that the tool, perhaps in a simpler form, is used by Unesco and Bank education project missions in costing education programs.

Recommendations

11. Educational planners in the field need practical illustrations on how to solve real problems. The case study should be slanted in this direction. It should define more sharply the scope and limitations of the cost-analysis tool, by example as well as precept, and not only the mechanics of the methodology. It should bring out more clearly the bases of assumptions and of co-efficients used and with hindsight point out where, why and how more meaningful and realistic assumptions and values may have led to more convincing conclusions, targets and phasing. This may lead to revision of the end products and more wide-spread acceptance of the tool.

12. Such an approach may also bring out that quality resource factors and human factors, such as those affecting the pace of change or acceptance of change, may not bear any relationship to the phasing possibilities of the financial resources.

8

IIEP Case Study RF/1-C.S. 10A:
Marginal Costs for Marginal Decisions -
The Case of Team Teaching in Barbados

1. The various findings and interpretations ring true.
2. The most useful points in the paper are the comparisons and alternatives on pages 40-43 and Chapter V, pages 44-47. Particularly instructive is the table 9 on page 42-43. This study is one of the few presented to the Bank in which alternatives have been discussed and compared.
3. On pages 19-20 an example with mangoes and napkins is used to illustrate the model. The example is somewhat trivial and does not serve much purpose. Is such basic algebra necessary? If necessary, why not take an example directly connected to the case. Anyhow, the mathematical model (function) with the different variables should be described in a more direct way and related to the case. The annex could for instance be expanded, made more concrete and constitute the introduction to the case study. The possibility to computerize the calculations should be dealt with.

The report says that team teaching is not cheaper than conventional teaching. This fact is interesting both in the specific case - team teaching - and in the more general case - marginal costs - but it is not brought out as clearly as desirable. Alternatives within the team teaching program are discussed on page 42 but the influence of alternatives on the normal operating expenditures should be shown more explicitly. If no team teaching alternatives exist that change conventional teaching costs, this should be said.

4-5. No comments.

6. The mango-napkin pages should be omitted.

9

IIEP Study: The Role of Cost Analysis in Planning a Teacher
Training Program: Poland

1. The study derives from some work done for the Polish Government on the cost of the existing teacher-training system and the cost of introducing an improved system which, by producing more and/or better qualified teachers, would raise the quality of elementary education. Essentially, four main alternatives were considered: (i) improving the quality of teachers already in service; (ii) improving the quality of new teachers; (iii) a combination of (i) and (ii) above; and (iv) raising the present pupil/teacher ratio.

2. The study is routine in approach and I question inclusion in a group of research-type papers. For example, the analysis makes no attempt to:

- (a) compare the education results of each alternative - i.e., judge which one would produce the best-trained teachers;
- (b) estimate each alternative program's implications for school operating costs - i.e., would teachers' average salaries be higher under one alternative than another because of different base pay scales, promotion patterns, etc.;
- (c) evaluate which alternative would most effectively reduce the existing high dropout and repeater rates in teacher training - the study assumes that wastage would be reduced equally under all four alternatives but does not say why or how;
- (d) assess the practical, administrative and logistical requirements and feasibility of each alternative;
- (e) calculate the comparative capital costs of each alternative; and
- (f) make any allowance for possible future changes in the historic unit cost relationships between each alternative.

3. With the exception of (f), which is admittedly difficult to handle, the study has, in my opinion, made a number of simplifying assumptions which detract from its value and interest. The study lays claim to introducing two innovations: (a) the concept of "cost per graduate" (of the teacher training system) against cost per pupil enrolled - important because of high wastage, and (b) the concept of "institution" rather than "tuition" costs, the former representing the total real costs of teacher training because it embraces expenditures outside those of the Ministry of Education - e.g., student medical services paid for by other ministries, clothing, transportation and sundry costs borne by parents. These concepts are, however, not innovations but have been used for quite some time in many OECD countries.

10

IIEP Case Study - "The Use of Cost-Benefit Analysis as a Guide to Resource Allocation in Education (IIEP/RP/1-C.S.12A(Rev.))"

1. This case study is a descriptive - rather than a critical - paper on the estimates of the rate of return to education investment in India as carried out by: (a) M. Blaug, P.R.G. Layard and M. Woodhall, "The causes of education unemployment: the Indian case"; (b) A.C. Harberger, "Investment in men versus investment in machines: the case of India"; and (c) A.M. Nalla Gounden, "Investment in education in India".
2. Miss Woodhall is aware of the imperfections of the studies she reviews and recognizes that they give only "some guide" to the educational planner and that the "rate of return analysis cannot provide the complete answer to problems of resource allocation." However, she attempts to draw on some conclusions from the "200 rates of return" computed for India. The logical inconsequence is that the author uses cost-benefit analysis to demonstrate facts (viz., the existence of labor market distortions, the negative influence of a low retention rate on efficiency) that have been better illustrated with other tools of analyses.
3. Some comments on minor points are handwritten on the attached copy of the study.

11

IIEP Case Study "Comprehensive Analytical Methods for Planning in University Systems: Planning a new Health Science Education Complex", IIEP/RP/1.C.S.13A

1. This case study describes a simulation model for planning university expansion which has been worked out by the Systems Research Group in Canada. The practical and actual aim of the model was to help decision making as to the expansion of the School of Medicine of the University of Toronto. It is noteworthy to recall that "political and personality problems" -acknowledged in the paper hindered the implementation of the recommendation resulting from the simulation exercise.
2. The paper is not really a case study since the simulation model is merely illustrated by its own authors (Jack Levine, Richard Judy, and Richard Wilson) and there is no attempt to an analytical and critical review of its features. Rather, the illustration is conducted in the simplest layman language and if this helps the understanding of the method, all the major questions it opens remain unanswered. For instance, the Systems Research Group claims that "the cost savings that have been brought about because of this analysis have been significant and represent more than 100 times the investment". This information, extremely important as to a judgement on the operational value of the exercise, is not supported by any statistical evidence. Instead, the authors give some orders of magnitude on the cost of using and implementing the model for different types of educational institutions without informing on the costs incurred in their own exercise and without mentioning the important cost differences that are likely to appear in countries of different structure and stage of development..
3. The authors state that "the implications of this type of analysis for developing countries.....are Obvious since these models help to organize the planning process and ensure that the most efficient utilization of funds are being made". However, the reader does not get any idea on how the extremely difficult problems of data collection and elaboration have been faced. The authors admit that these problems have been very serious for their Toronto University exercise. Presumably, similar models for developing countries' educational institutions will face even more serious data limitations, unless they are accordingly simplified.
4. The structure of the paper is unsatisfactory. About 1/3 is devoted to the historical development of the model and could be sharply reduced without damaging the understanding of the exercise. On the contrary, the central part of the paper--namely, chapters 3 and 4--needs expansion and more analytical treatment since the present presentation is nothing else than a general briefing on the main features of the model. Moreover, the authors fail to highlight differences and advantages of their model over other

simulation models used for the cost effectiveness analysis in education as well as in other sectors. What the reader gets out of the paper is that the purported model is merely a repetition of simulation models currently applied in business economics. Its original features ought to show up in a revised edition of the paper. Only in this way, a critical evaluation of the model could be attempted. The third part of the paper--chapters 5-7--could be easily reduced in 3-4 pages at most, where the main implementation problems could be listed and commented upon. In redrafting the paper, the authors should omit "the political and personality problems" they were faced with in Toronto.

5. Despite these limitations, the reading of the paper is interesting and informative.

1. The paper describes in very clear language and consistent terms (a) the form and properties (characteristics) of decision models, and (b) how these models have been applied in arriving at policy decisions in connection with the implementation of educational reform measures in Norway. The model determines total current costs (of compulsory education) and teacher requirements, both related to alternative values and combinations of the variables of the model. The model consists of 37 equations relating with one another 85 variables (policy variables, endogenous & exogenous variables) which describe the relevant elements of the educational system. Values of policy and of exogenous variables reflect what is regarded as realistic ranges given particular socio-economic situations of the country. In this way the model tests the feasibility of alternative ways of reaching the reform target (extension of compulsory education). For example, it leads to the conclusion that with the present educational technology the number of teachers needed will exceed both likely supply and financial resources; therefore, innovations have to be introduced which will fall within the range of feasibility and at the same time not endanger reaching the reform target.

2. The model, while showing clearly consequences of simultaneous changes in strategic factors, cannot provide optimal solutions. It cannot show the most efficient way of reaching the target. However, it does show relatively best ways. This is exactly what both planners and policy-makers need - and what is seldom, if at all, provided in the better known models (e.g. the Asian model, or the Tinbergen model and its many derivatives). Two additional advantages of these realistically constructed decision models are (a) they are manageable even without the use of expensive (and in many countries not available) data processing machinery, and (b) policy-makers are given a clear idea about the relative importance (in terms of feasibility, i.e. cost and other implications) of factors which they can control if they want to.

3. The kind of model applied in the particular Norwegian case can be applied to virtually all education planning problems. Its relevance is far more general than the IIEP evaluation (p.41 and 42 of the study) indicates. In fact, it is the frame for decision oriented cost-analysis in planning. Thus, in my opinion, it is perhaps the only really helpful study of the series of 16 studies submitted to the Bank. It may also be the one presented in a sober and convincing form and style, avoiding ideologies and mysticisms.

4. I have no specific comments, except for these two: (a) the author should explain how alternative volumes of capital expenditure entered the decision process and influenced the ultimate choice of a reform implementation programme; and (b) the comments given by IIEP should be turned into a good evaluation, generalizing the applicability of decision models by giving a series of examples of problems arising in developing countries and by stating them in model terms.

13

UGANDA Comment on IIEP/RP/1-C.S. 17A. "Behaviour of Non-Teacher
Recurring Expenditure: A Uganda Case-Study."

The Uganda case is a detailed exercise in the computation of unit costs by category for educational recurring expenditure. As such, it suffers only from some clarity of presentation and were it limited to this end, there would be no problem. The study encounters difficulty when it tries analysis and attempts to draw-out conclusions based upon that analysis, e.g. unit costs can be interesting and helpful in certain limited circumstances, but they may be misleading as a basis for decision making, whether at a macro or micro level. Unit costs are average cost, they are historical. Decisions must be based upon projected costs, that is; upon marginal rather than average considerations. Depending upon the time horizon of the decision, it may be very important to distinguish between fixed and variable costs. So long as any fixed cost component is present, the unit cost will decrease with the volume and a single index should not be used. That is, there may be economies of scale to be considered and unit costs do not illuminate these. 1/

As for budgeting and control purposes, unit costs may be helpful in making short run projections and useful as a guide in establishing standards but even in these uses, the limitations of unit costs should be kept clearly in mind.

In response to the specific questions:

1. There are comments in the margin of the paper and will repeat the major ones below.

- (a) The proposed methodology for comparing the economic viability of day versus boarding schools is questionable (Page 66). The pedagogical idea of introducing social costs (costs to be supported by the national economy in the language of the case) as an important element in decision making is commendable. But the weakness of method detracts from the impact of the idea. In particular, the figures chosen include differences in cost between boarding and day programs for which there is "no justification either educationally or economically" (Page 75, para. 7). In other words, the comparison is not between programs of uniform quality.

Moreover, the figure derived from those computations is perhaps misleadingly simple. In the first place, it is very meaningful only if all schools built had average unit costs. The paper has gone to great lengths to demonstrate economies of scale (Para. 94, 99, 101, etc.), but fails to use this information in formulating the problem. The impact of declining unit costs with size of institutions is important and relevant in the decision between boarding and day schools.

As a third criticism: economic location problems require more sophisticated mathematics than algebra for a proper solution. Even with constant costs, the size/distance trade-off is not as simple as it is made to appear in the paper.

Finally, the figure of 65 miles between schools derived on Page 68 is in my estimation, not useful. The total incremental cost of providing transportation must be compared with the total incremental cost of providing the alternative to arrive at a useful decision.

- (b) The value of Section IVB, Pages 54, 55 and 56, appears somewhat questionable. It is a precept that, at least ex-post, the sources of funds must equal the use of funds. Comments on the different uses of borrowing and deficit financing by the various schools would be more illuminating than the existing discussions.
 - (c) The conclusion of paragraph 122, Page 72, does not follow from the arguments or the evidence of the paper.
 - (d) As to the comments on food costs in para. 124, Page 73. The point that they are major is noteworthy, but the paragraph seems to imply that one cannot, or should not attempt to control them. Food costs are as susceptible to control as any other cost and the fact that they are a major portion of boarding costs, argues for watching them more, rather than less closely.
 - (e) I cannot find evidence that supports the second conclusion in para. 126, Page 74.
2. The important points made by the paper were:
- (a) That installation of such a data gathering system is relatively simple and cheap.
 - (b) That a richness of useful data can result from such an installation.
 - (c) That social costs are important in aggregate decision making.
 - (d) That careful analysis must be made of the reasons for cost differences between different categories of school.
 - (e) That a wide dispersion exists between comparable schools on discretionary expenditure items.

3. The case fails to bring out clearly:
 - (a) The weakness of unit cost data as a basis for decisions.
 - (b) The importance of economies of scale.
4. No known additions to knowledge.
5. For factual and analytical errors, see Comment 1 above, and notes in the margin of the paper.
6. Section IVB could be omitted without serious loss to the paper. The objectionable conclusions noted in paragraph 1 above, should be removed or supported.

14

CASE STUDY IIEP/RP/1 - C.S.18A

Ceylon

1. The aim of the case study is among other things, to "seek to illustrate the use of unit costs for assessing the financial implications of plans and perspectives and for the isolation and recognition of significant aspects of imbalance in the educational system."

The method used for projection of future expenditure on primary and secondary level is theoretically simple, based on projected enrolments and unit costs and can hardly be criticized, but there is reason to doubt whether the necessary basic information is available in Ceylon. Obviously lack of statistical and budget information underlying the calculations have forced assumptions to be made in many areas vital to the accuracy of the results. Certain educational development questions affecting the future unit costs seem also to have been omitted in the material underlying the case study.

2. The comments on the case study are based on experience from a Bank reconnaissance mission which visited Ceylon in March 1969. The mission found it difficult to get statistical information about the present education situation and the expenditure on different levels and kinds of education and recommended the following;

- a) strengthening of the statistical unit in the Ministry of Education,
- b) improvement of the budget system, and
- c) enrolment projections be done not only with regard to social, but also to manpower demand.

3. The expenditure on education on primary and secondary levels is not separated in the national budget, which obviously has been a problem when deciding unit costs for the basic year. Because of this lack of information, the ratios between unit costs for primary and secondary levels in a number of other countries, have been used as a basis for deciding the ratio in Ceylon. Already this is a weakness in the basic cost calculations, which also has been pointed out in the case study. It is however necessary to stress the following two factors obviously not taken into account in the basic calculations and affecting the future unit costs:

- a) The ratio between general subjects on the one hand and pre-vocational and science subjects on the other. See 4.
- b) The teacher/pupil ratio. See 5.

4. In 1968, only 10-15% of the secondary school students were enrolled in science and pre-vocational subjects and the government plan is to increase this percentage to 30-40% in 1975. This normally involves a proportionally higher demand for teachers and teaching equipment and will thus considerably increase the future unit costs in Ceylon.

5. The number of teachers on the different levels is not shown in the study. The recorded teacher/pupil ratio of 1:29 for both levels together, does not of course give enough information to calculate unit costs. According to information given to the Bank mission, the pupil/teacher ratio could be estimated to be 1:34 for primary and 1:18 for secondary levels in 1968. The ratio for primary level is high enough to be used as a basis for projections of unit costs in Ceylon, but an increase for instance to 1:25 for secondary level, should be the target for future planning, as the economy of the country already is struggling under a heavy burden of educational expenditure. An increase in the number of students per teacher of approximately 25%, on secondary level will affect the unit costs considerably as, according to the study, teacher salaries constitute about 90% of the unit costs in Ceylon.

6. The case study is of general interest as it discusses and evaluates problems which must be taken into account by every country making a study of this kind. If, however, the purpose of the case study is not only to evaluate the results, but also - according to the explanatory notes - to "improve educational planning and efficiency", it should be said clearly in the study that the statistical and budget information at present available in Ceylon is not specific enough to give information serving as a basis for detailed study of unit costs. The evaluation is descriptive and extensive, but real recommendations as how to "improve educational planning and efficiency" are lacking. It seems as if those who have made the study have thought that time more than action will solve the problems.

15

IIEP, Educational Cost Analysis in Thailand; Comments

General Remarks

In estimating unit costs, the author follows the traditional approach using actual expenditure data which, in most cases, refer to years only up to 1964-65. Therefore, his estimates are past averages of historical significance and the method employed could be justified if cost analysis was itself the goal. However, the author asserts that "the cost analysis given in this report constitute the basic information needed for costing the physical targets of Thailand's educational plan and help to assess the economical and financial feasibility of the plan." This kind of information is not given in the paper.

Without denying the importance of accurate information on past developments, we think that this information is of limited help in drafting realistic plans and making decisions for the future. To avoid underestimates, ex post figures should be revised in the light of, and supplemented by present and expected unit costs. In other words, what the educational planner needs is ex ante "marginal costs" and not past averages. This is a fortiori true when facilities and instruction standards for the planned schools are substantially higher than those of the existing ones.

In estimating "marginal costs" for a fast changing sector like education, data from the past are usually irrelevant, except those from very recent projects. What is really needed are "technological data" provided by educators, architects and other specialists, that specify desirable or accepted standards, optimum sizes, etc. These data, supplemented by cost estimates supplied by contractors, accountants and personnel and finance officers, constitute the basic information in calculating "marginal costs" and estimating the financial implications of an educational plan. Obviously, before they are used, the "technological data" should be properly adjusted to the prevailing conditions in the country.

If the "technology" of education has advanced to a stage that more than one (equally satisfactory) method to "produce" a graduate are available, the educational planner should experiment with all of them and determine the least-cost one. In a further step he should attempt a kind of "sensitivity analysis" to estimate the effects of changes in the value of one of the "technological coefficients", e.g. student-teacher ratio, upon total and unit cost.

In sum, cost analysis for decision making and plans drafting should estimate "marginal costs" of alternative, but educationally equally satisfactory, ways to achieve given goals. Only then it can be instrumental for the country it refers to, and help "practioners in many developing countries" to assess realistically the financial consequences of their educational proposals or plans. To cope with

the financial problems that the fast expansion of their educational system creates, the developing countries need assistance to design and introduce new, relatively cheap education "production methods" instead of borrowing irrelevant and often obsolete unit-cost estimates from other countries.

Specific Comments on the Paper

- The basis for unit-cost estimates should be the year of study rather than the graduate, and progressively increasing "weights" to higher grades should be applied. In that way, part of the total cost is allocated to the "by-products" of the system, i.e. the drop-outs, whose education, although not completed, has some economic value.
- Amplify the analysis of coefficients of space and teacher utilization, and the comments on curricula and administration, presented on pages 43, 44, 46, 47, 50, 51.
- Since low and often decreasing student-teacher ratios are, in the opinion of the author, responsible for high cost per graduate, the value of these ratios should be given in the text to allow the reader to make his own judgement.
- There are some inconsistencies, indicated by marginal notes, on pages 4, 13, 22-24.
- The third line of Table 2 on page 5, should be deleted as meaningless and confusing. The three last lines on page 10 repeat what is already said in the previous sentence and should be deleted.
- There are some vague or incomplete statements on pages 24 and 25.
- Table 12 should be contracted into a sentence with two or three figures indicating the cost range of land. The description of curricula and examination system, given on pages 39-42 and 47-48, should be also contracted.
- The cost estimates for different types and levels of education considered by the author as representative, should be depicted in a summary table.

J. Proust: Costs of Public Secondary Education in Morocco
Analysis of the Results of a Governmental Survey
(IIEP, Paris, June 20, 1969)

Mr. Proust's study provides an analysis of the cost of secondary education in Morocco. A major purpose of the analysis is to "improve educational planning and efficiency" (page 1) and particularly to "produce accurate information on the total cost per pupil according to the size of the school" and on "the utilization of science teaching equipment in the schools" (page 5).

The author succeeded in bringing together interesting financial information on a limited number of schools. Unfortunately, it is difficult to draw conclusions from his work. IIEP has spotted a number of those weaknesses and mentioned them in footnotes (pages 9, 12-13, 14, 31, 35).

Mr. Proust concludes that there is little relationship between the size of a secondary school and the cost per pupil. This conclusion is somewhat premature, as IIEP states, since the author's methodology does not provide a sufficient basis for answering the point in question. Some deficiencies are:

- a small sample
- failure to eliminate factors other than school size which affect cost per pupil
- the method of amortizing capital expenditure
- the underestimation of capital expenditure on older schools.

I therefore feel that Mr. Proust's study does not really answer the question whether the size of secondary schools influences unit costs.

The second objective of the study was to throw some light on the utilization of science equipment in schools. I could not find that this objective has been fully achieved.

The study ends by giving some interesting particulars on teacher costs, particularly the cost of expatriate teachers.

Summarizing, I am doubtful whether Mr. Proust's study has attained its objectives and further analysis would be needed for which Mr. Proust's work would provide a useful starting point.

700

✓ IIEP

Mr. H. G. van der Tak

August 25, 1969

Alexander Stevenson

Terms of Reference - Conferences Geneva/Paris, September 8-13

You will leave on or about September 6 for Geneva to represent the Bank at the meeting of the FAO/WHO/UNICEF Protein Advisory Group which is to be held from September 8-12. On the evening of September 10 you will proceed to Paris to participate in the seminar of the International Institute for Educational Planning which is to be held from September 11-13 to discuss case studies prepared for its research project on practical uses of cost analysis to improve educational planning and efficiency. On your return you will prepare a brief back-to-office report.

✓
HGvanderTak:zmc

cc: Mr. Kemzrek

AJ

Mr. Mats Hultin

August 13, 1969

G. Naleppa

Comments on IIEP Draft Paper "The Use of Cost Analysis to Improve the Efficiency of School Building : A Case Study of British Experience".

As requested by you, following are my comments on the above-mentioned draft paper:

1. The larger part of the paper is devoted to a historical account of the post-war development of school planning in Britain. This account is correct but has, of course, already been written dozens of times before.

2. As a "Case-Study", the paper is nevertheless of value, mainly due to the fact that British experience is widely recognized as having greatly contributed to world-wide progress in economizing school building cost. As a consequence, many features of school planning in Britain have been internationally accepted, and "cost per student place", "value for money", "cost control", "elemental cost analysis", "Development Group Work" and "CLASP System" are now standard terminology used by school planners and educational administrators all over the world.

3. One would expect too much, however, if one looks for a handy, generally applicable formula for cost analysis in school buildings. This is not the fault of the paper but due to the inherent limitation in trying to simplify a rather complex task or to translate one country's experience into another country with widely differing conditions. This limitation is most aptly described in the paper itself (page 34) under the heading: Lessons for Other Countries:

"The experience reviewed in this report grew out of historic and environmental circumstances unique to Britain. It would therefore be unrealistic to assume that the details of the new analytical techniques, administrative innovations and practices which proved so successful there could be transplanted verbatim to other countries."

4. Thus, the study does not really reveal new insights, nor does it break new ground. Still : going through the paper, the informed reader finds a neatly compiled case study (with perhaps too much of "history" and too little of "facts"), and the uninformed reader may obtain a better understanding of the complexity of cost analysis in school buildings and of all that goes with it. In this respect, the last two chapters could be considered to contribute to the present general body of knowledge in this field ("Guides to Improving Productivity of School Building" and "Guides to Improving Educational Productivity Generally", pages 43 thru 52).

Mr. Hultin

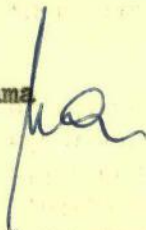
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August 13, 1969

5. Finally an editorial note: A reference to the IDA Education Project in Nigeria (page 42) goes a bit too far in apparently suggesting that the fact of a British firm having been employed for this project is due to the applicability of the British experience to developing countries. In any case, implementation of this project has not yet reached the stage when one could start drawing conclusions. I am sure that a better example could be found to demonstrate the impact of British school building experience on developing countries.

Paper is returned herewith.

GNaleppa:ama

A handwritten signature in blue ink, appearing to be 'ma' or similar, written over the typed name 'GNaleppa:ama'.

Mr. M. Hultin

August 12, 1969

G. S. Pennisi *J. P.*

IIEP Case Study "Comprehensive Analytical Methods for Planning in University Systems: Planning a new Health Science Education Complex", IIEP/RP/L.C.S.13A

1. This case study describes a simulation model for planning university expansion which has been worked out by the Systems Research Group in Canada. The practical and actual aim of the model was to help decision making as to the expansion of the School of Medicine of the University of Toronto. It is noteworthy to recall that "political and personality problems"-acknowledged in the paper hindered the implementation of the recommendation resulting from the simulation exercise.

2. The paper is not really a case study since the simulation model is merely illustrated by its own authors (Jack Levine, Richard Judy, and Richard Wilson) and there is no attempt to an analytical and critical review of its features. Rather, the illustration is conducted in the simplest layman language and if this helps the understanding of the method, all the major questions it opens remain unanswered. For instance, the Systems Research Group claims that "the cost savings that have been brought about because of this analysis have been significant and represent more than 100 times the investment". This information, extremely important as to a judgement on the operational value of the exercise, is not supported by any statistical evidence. Instead, the authors give some orders of magnitude on the cost of using and implementing the model for different types of educational institutions without informing on the costs incurred in their own exercise and without mentioning the important cost differences that are likely to appear in countries of different structure and stage of development.

3. The authors state that "the implications of this type of analysis for developing countries.... are obvious since these models help to organize the planning process and ensure that the most efficient utilization of funds are being made". However, the reader does not get any idea on how the extremely difficult problems of data collection and elaboration have been faced. The authors admit that these problems have been very serious for their Toronto University exercise. Presumably, similar models for developing countries' educational institutions will face even more serious data limitations, unless they are accordingly simplified.

4. The structure of the paper is unsatisfactory. About 1/3 is devoted to the historical development of the model and could be sharply reduced without damaging the understanding of the exercise. On the contrary, the central part of the paper--namely, chapters 3 and 4--needs expansion and more analytical treatment since the present presentation is nothing else than a general briefing on the main features of the model. Moreover, the authors fail to highlight differences and advantages of their model over other

TO: Mr. M Kultin

August 12, 1969

simulation models used for the cost effectiveness analysis in education as well as in other sectors. What the reader gets out of the paper is that the purported model is merely a repetition of simulation models currently applied in business economics. Its original features ought to show-up in a revised edition of the paper. Only in this way, a critical evaluation of the model could be attempted. The third part of the paper--chapters 5-7--could be easily reduced in 3-4 pages at most, where the main implementation problems be listed and commented upon. As it stands now, the entire section sounds too much like a "Cicero pro domo sua" argument. In redrafting the paper, the authors should give consideration to forgetting entirely "the political and personality problems" they were faced with in Toronto.

5. Despite these limitations, the reading of the paper is interesting and informative. Some minor comments are handwritten in the text.

GPennisi/bm

Attachment

Mr. Mats G. Hultin

August 12, 1969

Mark Cherniavsky *Mc*

IIEP Study: The Role of Cost Analysis in Planning a Teacher Training Program: Poland

1. This study derives from some work done for the Polish Government on the cost of the existing teacher-training system and the cost of introducing an improved system which, by producing more and/or better qualified teachers, would raise the quality of elementary education. Essentially, four main alternatives were considered: (i) improving the quality of teachers already in service; (ii) improving the quality of new teachers; (iii) a combination of (i) and (ii) above; and (iv) raising the present pupil/teacher ratio.

2. The study is extremely routine in approach and does not merit inclusion in a group of research-type papers. For example, the analysis makes no attempt to:

(a) compare the education results of each alternative - i.e., judge which one would produce the best-trained teachers;

(b) estimate each alternative program's complications for school operating costs - i.e., would teachers' average salaries be higher under one alternative than another because of different base pay scales, promotion patterns, etc.;

(c) evaluate which alternative would most effectively reduce the existing high dropout and repeater rates in teacher training - the study assumes that wastage would be reduced equally under all four alternatives but does not say why or how.

(d) assess the practical, administrative and logistical requirements and feasibility of each alternative;

(e) calculate the comparative capital costs of each alternative; and

(f) make any allowance for possible future changes in the historic unit cost relationships between each alternative.

3. With the exception of (f), which is admittedly difficult to handle, the study has made an undue number of simplifying assumptions which seriously detract from its value and interest. The study lays claim to introducing two innovations: (a) the concept of "cost per graduate" (of the teacher training system) against cost per pupil enrolled - important because of high wastage and (b) the concept of "institution" rather than

"tuition" costs, the former representing the total real costs of teacher training because it embraces expenditures outside those of the Ministry of Education - e.g., student medical services paid for by other ministries, clothing, transportation and sundry costs borne by parents. These "innovations" are surely ancient doctrine this side of the Iron Curtain.

6. It should be noted that this study is an adaptation and summary of a more comprehensive study organized by the Polish Government and was therefore initiated, not as a "research" exercise, but as a rather routine official survey with little or no claim to originality. Whatever the Government's motives, it did not select the alternative which had been identified as the least-cost; as is admitted on the last page of the study (page 24), "the decision makers were lacking some critically important information." The study, therefore, was of little use to policy-makers and is, in my judgement, of even less value to educational planning and research.

MCherniavsky:tk

Mr. D. S. Ballantine

August 11, 1969

Mats Hultin

IIEP Case Study RP/1-C.S.8A

Factors Influencing Change in Teachers' Basic Salaries:
A Tanzanian Example

1. I have no serious objections to the study and it might assist education planners to project teaching costs in a system with several types of teachers and with a differentiated salary scale. Please see, however, my proposal in para. 3.
2. The case highlights the importance of considering age distributions and upgrading systems when calculating teaching costs although an error of 9% if such considerations would not be made (page 33) is not as large as possible errors in other areas that directly or indirectly influence expenditure in education, e.g., manpower estimates.
3. The study describes in words a phenomenon which fairly simply could be expressed in algebraic form and treated by computer. Such mathematical approach would allow the author to display more clearly how changes in salary structure, upgrading procedures and age distribution would influence teaching costs. A mathematical model would permit a dynamic approach and show alternative cost distributions. The study should be supplied with a mathematical annex and with a discussion of alternative costs based on alternatives in salary scales, upgrading procedures and age distributions.
4. Please see remarks in para. 2.
5. No comments.
6. It could be argued that all tables (Tanzania salaries, etc.) could be omitted or simplified if the study started with the mathematical model and then applied the model on the Tanzanian case.

MHultin/sp

Mr. D. S. Ballantine

August 11, 1969

Mats Hultin *MH*

IIEP Case Study EP/1-C.S.10A
Marginal Costs for Marginal Decisions -
The case of Team Teaching in Barbados

1. The various findings and interpretations ring true.
 2. The most useful points in the paper are the comparisons and alternatives on pages 40-43 and Chapter V pages 44-47. Particularly instructive is the table 9 on page 42-43. This study is one of the few presented to the Bank in which alternatives have been discussed and compared.
 3. On pages 19-20 an example with mangos and napkins is used to illustrate the model. The example is trivial and frivolous and does not serve much purpose. Is such basic algebra necessary? If necessary, why not take an example directly connected to the case. Anyhow, the mathematical model (function) with the different variables should be described in a more useful way and related to the case. The annex could for instance be expanded, made more concrete and constitute the introduction to the case study. The possibility to computerize the calculations should be dealt with.
- The report says that team teaching is not cheaper than conventional teaching. This fact is interesting both in the specific case - team teaching - and in the more general case - marginal costs - but it is not brought out as clearly as desirable. Alternatives within the team teaching program are discussed on page 42 but the influence of alternatives on the normal operating expenditures should be shown more explicitly. If no team teaching alternatives exist that change conventional teaching costs, this should be said.
- 4-5. No comments.
 6. The mango-napkin pages should be omitted.

MHultin/sp

August 8, 1969

Mr. Philip H. Coombs
Director of Research
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e
FRANCE

Dear Mr. Coombs:

I refer to your letter of June 24, 1969 which, in my absence, was acknowledged by Mr. Reutlinger on July 9. I am happy to confirm that indeed I would like to attend your meeting on September 11-13 to discuss a number of case studies demonstrating the various uses of cost analysis in educational planning. I am looking forward to receiving a few draft cases and further details of the agenda and participants.

With best wishes,

Sincerely yours,

Herman G. van der Tak
Chief, Sector and Projects Studies Division
Economics Department



HGvanderTak:zmc

cc: Mr. Kamarck
Mr. Thias

Պ.Ն. Լիտե
cc: Պ.Ն. Կալեւոկ

1969 APR 11 PM 5:58

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Mr. O. H. Calika

11EP
August 7, 1969

Mats Hultin

Tunisia Study

I had a talk with Mrs. Brandenburg (Ext. 4555) about ongoing Tunisia education project study. She is one of the Bank team involved in the study. She told me that Mr. Thias is on leave and will not be back for a few weeks. The study is proceeding as planned and a large questionnaire has recently been distributed in Tunisia to students and teachers.

More information about the study can be obtained from Mr. Carnoy (Stanford, Calif.), Tel: (415) 321-2300, Ext. 464.

MHultin/sp

August 5, 1969

Mr. Raymond F. Lyons
Director of Training
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Mr. Lyons:

Referring to your letter of June 30, 1969 (IIEP/Prg./RL/69.1291),
this is to advise you that we have not as yet received the documents
in your lecture/discussion series or the 15 occasional papers produced
by IIEP interns. We would be grateful if you could check to see
whether these have been sent.

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

/sfu

11.12

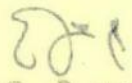
August 2, 1969

Mr. Raymond F. Lyons
Director of Training
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Mr. Lyons:

Referring to your letter of June 30, 1969 (IIEP/Pre./RI/69.1291),
this is to advise you that we have not as yet received the documents
in your lecture/discussion series or the 15 occasional papers produced
by IIEP interns. We would be grateful if you could check to see
whether these have been sent.

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

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1969 AUG - 9 01:11:45

Mr. D. S. Ballantine

August 4, 1969

Mats Hultin

IIEP Case Study: The Use of Cost Evaluation in the Planning of the
Makerere University College, Uganda

This study and the larger study "Educational Cost Evaluation in Uganda" are made by the same author. The author's approach to the two studies has been similar and my general comments to the University study are, therefore, more or less the same as Mr. van Loon's comments to the larger overall study.

In answering Mr. Coomb's six questions I would like to give the following more specific points:

1. Do the various findings of the study "ring true" in the light of our experience? The answer is: "They do." The report is simple and straightforward and the findings ring true but they do not reveal any important news but rather underscore university planning problems as they have been discussed, f.i. in the Council of Europe's Commission for Higher Education since its creation about 10 years ago.

It should also be mentioned that the title is somewhat misleading. Cost evaluation was undoubtedly an important part of the work done by the Government's working party in planning of Makerere College but in the final end the University authorities' "academic excellence" criteria were decisive for the planning and little was left of the economically healthy proposals of the working party.

2. The most significant points of the study are the following:

- 2.1 Educational planning is time consuming particularly if financing of the system is partially pending on external aid.
- 2.2 A high degree of autonomy of higher education institutes in developing, poor countries is a difficult issue and rather questionable. This is clearly shown by the study.
- 2.3 All expected revenues and expenditures should be shown in the budget of a higher education and research institute and shown on a unit cost basis.

3. I miss the following points in the author's conclusions:

- 3.1 To what extent were alternative ways discussed to meet the manpower demands that the Makerere College was supposed to meet?
- 3.2 Priorities must be spelled out in a development plan containing a "shopping list". In this case I happen to know that Makerere refused to set any priorities in their capital projects program for the second triennium until exposed to some external pressure.

3.3 The financing procedures of higher education institutions as Makerere College must be simplified.

4. The most useful insight gained through the study is that the Government in a developing country must accept more responsibility and leadership for higher education if they are to afford it.

5. Factual errors.

5.1 A discussion of staff:student ratio is only partially meaningful as long as teachers class contact hours, the students' weekly timetable and the class/group sizes are not investigated (pages 13-15).

5.2 The table on page 27 is incomplete.

6. References to the University of East Africa and the complicated cooperative arrangements of the three governments of Kenya, Uganda and Tanzania should be omitted as much as possible. University of East Africa will soon belong to the past and the cooperative arrangements will, therefore, be of limited practical use to the reader of the study.

Mhultin/sp

Mr. D. S. Ballantine

July 28, 1969

C. P. van Dijk

Proposed I.I.E.P. and Unesco Meetings

As discussed this morning, it would be useful if an economist could join Mats Hultin in participating in the IIEP meeting in Paris on cost analysis, September 11 - 13, 1969. Bahr, Cherniavsky, Koulourianos and Lethem would be free. I would suggest that Bahr would go since he has been involved in evaluating the IIEP cost analysis reports intensively. Mr. Burt agreed that his mission to China could follow immediately after the meeting; provided he could take an extra day in Paris for follow-up and report writing (Sept. 15), he could proceed to China without coming back to Washington.

The Unesco proposal to convene the second meeting of Bank - Unesco economists during the period 6 - 10 October, 1969 cannot be harmonized with our work schedule. Bahr, Lethem and I would not be able to participate in a meeting during that week. It would be better to postpone the meeting till November when most of us will be free, provided the November meeting would not coincide with the proposed Unesco PEM to Morocco in which I hope to participate.

CPvanDijk/jn

cc: Messrs. Burt, Stewart
Bahr, Cherniavsky, Koulourianos, Lethem

Mr. D. S. Ballantine

July 23, 1969

O. Markgren

CASE STUDY IIEP/RP/1 - C.S.18A

1. The aim of the case study is among other things, to "seek to illustrate the use of unit costs for assessing the financial implications of plans and perspectives and for the isolation and recognition of significant aspects of imbalance in the educational system."

The method used for projection of future expenditure on primary and secondary level is theoretically simple, based on projected enrolments and unit costs and can hardly be criticized, but there is reason to doubt whether the necessary basic information is available in Ceylon. Obviously lack of statistical and budget information underlying the calculations have forced assumptions to be made in many areas vital to the accuracy of the results. Certain educational development questions affecting the future unit costs seem also to have been omitted in the material underlying the case study.

2. The comments on the case study are based on experience from a Bank reconnaissance mission which visited Ceylon in March 1969. The mission found it difficult to get statistical information about the present education situation and the expenditure on different levels and kinds of education and recommended the following;

- a) strengthening of the statistical unit in the Ministry of Education,
- b) improvement of the budget system, and
- c) enrolment projections be done not only with regard to social, but also to manpower demand.

3. The expenditure on education on primary and secondary levels is not separated in the national budget, which obviously has been a problem when deciding unit costs for the basic year. Because of this lack of information, the ratios between unit costs for primary and secondary levels in a number of other countries, have been used as a basis for deciding the ratio in Ceylon. Already this is a weakness in the basic cost calculations, which also has been pointed out in the case study. It is however necessary to stress the following two factors obviously not taken into account in the basic calculations and affecting the future unit costs:

- a) The ratio between general subjects on the one hand and pre-vocational and science subjects on the other. See 4.
- b) The teacher/pupil ratio. See 5.

4. In 1968, only 10-15% of the secondary school students were enrolled in science and pre-vocational subjects and the government plan is to increase this percentage to 30-40% in 1975. This normally involves a proportionally higher demand for teachers and teaching equipment and will thus considerably increase the future unit costs in Ceylon.

5. The number of teachers on the different levels is not shown in the study. The recorded teacher/pupil ratio of 1:29 for both levels together, does not of course give enough information to calculate unit costs. According to information given to the Bank mission, the pupil/teacher ratio could be estimated to be 1:34 for primary and 1:18 for secondary levels in 1968. The ratio for primary level is high enough to be used as a basis for projections of unit costs in Ceylon, but an increase for instance to 1:25 for secondary level, should be the target for future planning, as the economy of the country already is struggling under a heavy burden of educational expenditure. An increase in the number of students per teacher of approximately 25%, on secondary level will affect the unit costs considerably as, according to the study, teacher salaries constitute about 90% of the unit costs in Ceylon.

6. The case study is of general interest as it discusses and evaluates problems which must be taken into account by every country making a study of this kind. If, however, the purpose of the case study is not only to evaluate the results, but also - according to the explanatory notes - to "improve educational planning and efficiency", it should be said clearly in the study that the statistical and budget information at present available in Ceylon is not specific enough to give information serving as a basis for detailed study of unit costs. The evaluation is descriptive and extensive, but real recommendations as how to "improve educational planning and efficiency" are lacking. It seems as if those who have made the study have thought that time more than action will solve the problems.

O. Markgren/sgr O.M.

cc: Dept. Files, Op. Files.

DECLASSIFIED
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CONFIDENTIAL

July 22, 1969

Mr. Charles Berkowitch
Secretary of the Governing Board
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Mr. Berkowitch:

I find, to my chagrin, that I have not responded to your letter of June 25 requesting my vote on the recommendation of the Governing Board that Dr. Abdul Aziz El-Koussy be elected to the vacancy to be filled on the Board by a national from an Arab state. This letter will constitute my vote in favor of the motion enclosed with your letter.

I hope very much that I will be able to attend the next meeting of the Board to be held on November 20 and 21.

With kind regards,

Sincerely yours,

Richard H. Demuth
Director
Development Services Department

RHD:tf

APPROVED 11/11/21

1969 JUL 23 11:21

KHD:FL

DEPARTMENT OF STATE
WASHINGTON, D.C.
SECRETARY OF STATE

SECRETARY

YOUR LETTER

REPLYING TO THE BOARD TO BE HELD ON NOVEMBER 30 AND 31.
I HOPE VERY MUCH THAT I WILL BE ABLE TO ATTEND THE NEXT

MEETING OF THE BOARD TO BE HELD ON NOVEMBER 30 AND 31.
YOUR LETTER WILL CONSTITUTE MY VOICE IN FAVOR OF
THE BOARD TO BE HELD ON THE BOARD AS A PERSONAL FAVOR IN
THE GOVERNMENT BOARD THAT DR. VIKTOR VIKTOR ET-KOMAROV BE ELECTED TO
REPLY TO THE 22 REPRESENTING MY VOICE ON THE RECOMMENDATION OF
I WANT TO BE SURE THAT I HAVE NOT FORGOTTEN TO TELL

DR. V. VIKTOROV:

PLEASE
1. THE BUREAU OF POLITICAL
INFORMATIONAL PARTIAL FOR
SECRETARY OF THE GOVERNMENT BOARD
DR. VIKTOR VIKTOROV

1969 JUL 23

CONFIDENTIAL

WBG ARCHIVES
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Mr. D. Ballantine

July 17, 1969

D. Th. Koulourianos

IIEP, Educational Cost Analysis in Thailand; Comments

General Remarks

In estimating unit costs, the author follows the traditional approach using actual expenditure data which, in most cases, refer to years only up to 1964-65. Therefore, his estimates are past averages of historical significance and the method employed could be justified if cost analysis was itself the goal. However, the author asserts that "the cost analysis given in this report constitute the basic information needed for costing the physical targets of Thailand's educational plan and help to assess the economical and financial feasibility of the plan." This kind of information is not given in the paper.

Without denying the importance of accurate information on past developments, we think that this information is of limited help in drafting realistic plans and making decisions for the future. To avoid underestimates, ex post figures should be revised in the light of, and supplemented by present and expected unit costs. In other words, what the educational planner needs is ex ante "marginal costs" and not past averages. This is a fortiori true when facilities and instruction standards for the planned schools are substantially higher than those of the existing ones.

In estimating "marginal costs" for a fast changing sector like education, data from the past are usually irrelevant, except those from very recent projects. What is really needed are "technological data" provided by educators, architects and other specialists, that specify desirable or accepted standards, optimum sizes, etc. These data, supplemented by cost estimates supplied by contractors, accountants and personnel and finance officers, constitute the basic information in calculating "marginal costs" and estimating the financial implications of an educational plan. Obviously, before they are used, the "technological data" should be properly adjusted to the prevailing conditions in the country.

If the "technology" of education has advanced to a stage that more than one (equally satisfactory) method to "produce" a graduate are available, the educational planner should experiment with all of them and determine the least-cost one. In a further step he should attempt a kind of "sensitivity analysis" to estimate the effects of changes in the value of one of the "technological coefficients", e.g. student-teacher ratio, upon total and unit cost.

In sum, cost analysis for decision making and plans drafting should estimate "marginal costs" of alternative, but educationally equally satisfactory, ways to achieve given goals. Only then it can be instrumental for the country it refers to, and help "practioners in many developing countries" to assess realistically the financial consequences of their educational proposals or plans. To cope with

the financial problems that the fast expansion of their educational system creates, the developing countries need assistance to design and introduce new, relatively cheap education "production methods" instead of borrowing irrelevant and often obsolete unit-cost estimates from other countries.

Specific Comments on the Paper

- The basis for unit-cost estimates should be the year of study rather than the graduate, and progressively increasing "weights" to higher grades should be applied. In that way, part of the total cost is allocated to the "by-products" of the system, i.e. the drop-outs, whose education, although not completed, has some economic value.
- Amplify the analysis of coefficients of space and teacher utilization, and the comments on curricula and administration, presented on pages 43, 44, 46, 47, 50, 51.
- Since low and often decreasing student-teacher ratios are, in the opinion of the author, responsible for high cost per graduate, the value of these ratios should be given in the text to allow the reader to make his own judgement.
- There are some inconsistencies, indicated by marginal notes, on pages 4, 13, 22-24.
- The third line of Table 2 on page 5, should be deleted as meaningless and confusing. The three last lines on page 10 repeat what is already said in the previous sentence and should be deleted.
- There are some vague or incomplete statements on pages 24 and 25.
- Table 12 should be contracted into a sentence with two or three figures indicating the cost range of land. The description of curricula and examination system, given on pages 39-42 and 47-48, should be also contracted.
- The cost estimates for different types and levels of education considered by the author as representative, should be depicted in a summary table.

P+S-Educ. - Intl
Inst. for Educ.
Planning

Your ref.: IIEP/Dir.69.489

July 14, 1969

M. Raymond Poignant, Director
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

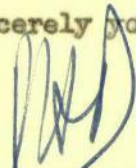
Dear M. Poignant:

I was very sorry not to have been able to meet with you in Paris on July 7 as I had hoped to do. I want to thank you for inviting me to lunch that day and I look forward to that pleasure on some other occasion.

Meantime, I want to acknowledge your letter of June 18 and to tell you how glad I was to learn that you and Sir Sydney had decided to move the date of the next meeting of the IIEP Governing Board up to November 20-21. This will certainly facilitate my attendance and I have every hope to be with you then.

With kind regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

1969 JUL 14 11:03

RECEIVED
GENERAL FILES

1959 JUL 16 AM 11:09

BND:ST

DEPARTMENT OF STATE

DEPARTMENT

STATE



SECRETARY

ATTN: Mr. Tolson

Dear Mr. Tolson:

I am writing you in regard to the matter of the 50-51. I am sure you will be interested in the fact that the date of the next meeting of the Board will be held on July 15 and I am sure that you will be interested in the fact that I am sure to see you at the meeting.

I am sure you will be interested in the fact that I am sure to see you at the meeting.

I am sure you will be interested in the fact that I am sure to see you at the meeting.

Very truly yours,

John Edgar Hoover
Director
Federal Bureau of Investigation
Department of Justice
Washington, D.C.

John E. Hoover

July 16, 1959

Handwritten notes:
July 16, 1959

PJS - Educ - Int'l Inst
Ser E: Planning

July 9, 1969

Ref./IIEP/Dir./69.505

Mr. Philip H. Coombs
Director of Research
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris-16^e
FRANCE

Dear Mr. Coombs:

I am acknowledging your letter of June 24 as Mr. van der Tak is currently away from Washington and will not return until August 5. A definite response to the contents of your letter will, of course, have to come directly from him. However, I believe that he would like to attend your meeting or else possibly suggest that Mr. Hans Thias of our Division could be available.

Sincerely,

Shlomo Reutlinger
Sector and Projects Studies Division
Economics Department

SReutlinger:bs



cc. Messrs. H. G. van der Tak, H. Thias

1000

1969 JUL 10 0411:34

cc. Messala. H. D. Ayn der Jax. H. Dytva

Экземпляр: рво

Handwritten initials

Уважаемые представители
государств и профессора университета
Бразилии

государства

государства и университета
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Бразилия



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: **523.70.10**
câbles: Eduplan Paris

Référence: IIEP/Prg./RL/69.1291

30 June, 1969.

Dear Sir,

I have been asked by the Director, Mr. Raymond Poignant, to let you know that a further series of documents in our lecture/discussion series is being dispatched to you, by sea mail, this week. You will find attached a list of the titles involved. We hope that these documents will be useful to you and we should welcome your comments on them in due course.

We are also sending you copies of 15 occasional papers for your information. These have been produced by interns in the course of their work at IIEP. We feel that they may be of wider interest in view of the topics and of their treatment. A list of the papers is also attached.

With best wishes from Mr. Poignant and myself.

Yours sincerely,

Raymond Lyons

Raymond F. Lyons
Director of Training

JUL 14 REC'D

- Ballantine
- Calika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

Act. Aug 5.



DATE: [illegible]

TO: [illegible]

FROM: [illegible]

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1969 JUL -7 11:49 AM
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GENERAL FILES

I.I.E.P. LECTURE/DISCUSSION SERIES : NEW TITLES

31. Les aspects sociaux du développement de l'enseignement dans les pays industrialisés
par Raymond Poignant
32. The Investment approach to Educational Planning
by Maureen Woodhall
33. Facteurs économiques et sociaux dans la détermination de la demande de places par les élèves
par Jacques Hallak
34. The Planning of Technical Education in Developing Countries :
Lessons from the U.S.S.R.
by S.A. Shumovsky
35. Modernizing the Management of the Educational System
by Raymond F. Lyons
36. Adapting the Curriculum and the Teaching-Learning Process
to the Changing World
by G.W. Parkyn
37. La technique d'élaboration et de contrôle des programmes
(Initiation aux Pert-temps)
par Jacques Hallak
38. Employment and Unemployment
by Paul Streeten
39. Some Problems in the Planning of Higher Education in the USSR
by Professor V.G. Onushkin
40. Essential Economic Concepts for Educational Planning
by A.C.R. Wheeler
41. Technical Assistance - the Problems of Experts and the
Problems of Training Abroad
by Richard Symonds

June 1969

IIEP OCCASIONAL PAPERS / CAHIERS DE L'IIPE

1. Criteria for Appraising Educational Planning in Under-Developed Countries
by Mohammad Aref Ghaussi
2. Development Administration : Obstacles, Theories and Implications for Planning
By Peter W. Rodman
3. Le changement dans l'administration de l'éducation
par C. Paiz Oliva
4. Economies of Scale in African Universities : a Methodology with Examples from the University of East Africa
by Peter Kenyatta
5. Measuring Efficiency in Technical Education
by Alwin V. Miller
6. L'organisation de l'orientation scolaire
par Josette Fontecave
7. La scolarisation totale est-elle possible en Côte-d'Ivoire pour 1975 ou 1980 ? A quelles conditions ?
by Blé B. Alla Yao
8. Information Systems for the Administration and Planning of Educational Systems
by Manuel Pérez-Rocha
9. Modernizing Educational Management for Plan Implementation
by Jagdish Raj Ichhpunani
10. Enseignement supérieur et planification de l'éducation
par Jean Dehasse
11. Développement de l'enseignement et besoins de main-d'oeuvre en France
par Todor Avramov
12. Les besoins régionaux en main-d'oeuvre et l'éducation en Afghanistan
par Mohamed Réchad Skandary
13. A Study of the Qualification and Structure of Teaching Forces in the First Level of Education of Some Selected Countries
by Song Bok Joo

.../...

14. Certain Aspects of the Implementation of Reforms in Education
by Michael J. Kinunda
 15. Education, Technological Competence and Planning
by Jorge-Efrén Dominguez-Ramirez
-



international institute for educational planning
institut international de planification de l'éducation

105- Educ 70 Int'l
Inst. for
ed. Planning

7, rue Eugène-Delacroix, Paris - 16^e

JUN 30 REC'D

téléphone: 870.88.88 525.70.10
câbles: Eduplan Paris

Référence: IIEP/Dir./69.519

- Ballantine
- Calika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

26 June 1969

Dear Dunc,

We have just shipped several new draft case studies on cost analysis to US/AID to meet the deadline, bringing the total to 16 (15 were required). Several others are still being worked on.

Knowing your interest, we sent you several weeks ago the first draft of "Evaluating the Expansion of a Vocational Training Programme: a Chilean experience" (IIEP/RP/1-C.S.1A).

We are now sending the following new draft cases:

"Evaluating the Expansion of a Vocational Training Programme: a Chilean experience" (IIEP/RP/1-C.S.1A(Rev.2),

"The Use of Cost Analysis to improve the Efficiency of School-Building: A case study of British experience" (IIEP/RP/1-C.S.2A(Rev.2),

"The Use of Cost-Benefit Analysis to Compare the Rates of Return at different education levels: a case study in Colombia", (IIEP/RP/1-C.S.4A(Rev.)),

"Educational Cost Evaluation in Uganda" (IIEP/RP/1-C.S.5A(Rev.2),

"The Use of Cost Evaluation in the Planning of Makerere University College, Uganda" (IIEP/RP/1-C.S.6A(Rev.)),

"Factors influencing change in Teachers' Basic Salaries: A Tanzanian example" (IIEP/RP/1-C.S.8A(Rev.)),

Dr. Duncan Ballantine
Assistant Director
Projects Department
I.B.R.D.
1818 H Street, N.W.
Washington, D.C. 20433.

Act: July 10.

.../



JUN 3 1969

1000 Avenue de la Paix, Paris, France

- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
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1969 JUN 30 PM 10:30

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Dr. Duncan Ballantine

26 June 1969

"Cost-Analysis in an Asian Model of Educational Development",
(IIEP/RP/1-C.S.9A),

"Marginal Costs for Marginal Decisions- The case of Team-Teaching in Barbados",
(IIEP/RP/1-C.S.10A),

"The Role of Cost Analysis in Planning a Teacher-Training Programme: the Polish experience"(IIEP/RP/1-C.S.11A),

"The Use of Cost-Benefit Analysis as a guide to resource allocation in education: a case study on India"(IIEP/RP/1-C.S.12A),

"Comprehensive Analytical Methods for Planning in University Systems: Planning a new Health Sciences Education Complex,"
(IIEP/RP/1-C.S.13A),

"The Use of Educational Cost Models in Planning the extension of compulsory education in Norway", (IIEP/RP/1-C.S.15A),

"Behaviour of non-teacher recurrent expenditure: A Uganda case study",
(IIEP/RP/1-C.S.17A),

"Costing first and second level general education: the case of Ceylon",
(IIEP/RP/1-C.S.18A),

"Educational Cost Analysis in Thailand"
(IIEP/RP/1-C.S.19A(Rev.)),

"Costs of public secondary education in Morocco: Analysis of the results of a governmental survey", (IIEP/RP/1-C.S.20A).

As you know, we have organized a meeting of experts in Paris for 11-13 September to review these cases critically prior to their final revision and to advise us on plans for a book which will synthesize the findings and provide practical guidance on cost analysis, especially for developing countries. We are delighted that Mr. Hultin will be able to participate.

.../

Dr. Duncan Ballantine

26 June 1969

Would it be possible in the meantime for you to distribute these case studies among members of your staff so that each can be critically reviewed by at least one person? We would appreciate any general comments and suggestions, but in particular we would value suggestions or criticisms relating to specific points in the text (using marginal notes, suggested rewording, queries, etc.) that would help in the process of revision.

We are well aware that these cases vary greatly in depth, analytical quality and sophistication, but this is a reasonably accurate reflection of "the state of the art" itself, at least as practiced in most of the world today. We found that there was a great worldwide shortage of potential "cases" to be studied, even though we threw our dragnet wide in every direction. The "thinner" and "weaker" cases would hardly meet rigorous Ph.D standards, yet they have two practical values, I think. First, they reveal the paucity and poverty of cost analysis that has actually been done, and the lack of sufficient elementary data for the purpose; hence the clear need for improvement. Second, however, they show that even in such situations something useful can often be done. Moreover, practitioners in many developing countries will be able to identify more readily with these simpler cases than with the more sophisticated ones, and hence may be willing to give cost analysis a try, to begin with on a simple level.

I would ask that you and your colleagues keep in mind particularly the following five questions in reviewing these cases:

1. Do the various findings and interpretations "ring true" in the light of findings in comparable situations with which you are familiar? Or do they appear to be at variance with your own knowledge, experience or hunches?
2. Which specific points, in your judgement, are the most useful and significant ones to highlight and get across? Do they stand out sufficiently?
3. What important points of analysis or interpretation does the case study fail to bring out, but which the facts would appear to warrant?

.../

Dr. Duncan Ballantine

26 June 1969

4. What useful new facts, insights, etc., if any, does the case study contribute to the present general body of knowledge in this field?
5. What factual or analytical errors need to be corrected?
6. What material could be omitted or greatly contracted without loss to the main story?

If we can receive comments on at least some of them by late July, this would be extremely helpful, but in all events we hope that Mr. Hultin can bring along comments on all cases (not already sent in).

In particular, we anxiously await your comments and suggestions in the Chile (INACAP) case which we sent to you some time ago, since this is a "Bank case" in which you have a particular interest. If I recall correctly, there are also brief references to the Bank in the Uganda and Moroccan cases.

Please let me know (I will be here to the end of July) what we can count on in the way of critical review by you and your colleagues.

Cordially,



Philip H. Coombs
Director of Research

25 June 1969

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

MOTION SUBMITTED TO THE GOVERNING BOARD BY THE
NOMINATING COMMITTEE

"The Governing Board,

Having examined the two nominations received for the vacancy to be filled in the Board by a national from an Arab State,

Recognizing that Dr. Abdul Aziz El-Koussy possesses outstanding qualifications corresponding to the requirements defined in sub-paragraph (f) of paragraph 1 of Article III of the Statutes,

Elects Dr. Abdul Aziz El-Koussy to that vacant position".



Record Removal Notice

File Title Bank Administration and Policy : International Institute for Educational Planning - 01		Barcode No. 1057065		
Document Date undated	Document Type CV / Resumé			
Correspondents / Participants				
Subject / Title CV of Dr. Abdul Aziz El-Koussy				
Exception(s) Personal Information				
Additional Comments		The item(s) identified above has/have been removed in accordance with The World Bank Policy on Access to Information or other disclosure policies of the World Bank Group.		
		<table border="1"><tr><td>Withdrawn by Ann May</td><td>Date February 21, 2019</td></tr></table>	Withdrawn by Ann May	Date February 21, 2019
Withdrawn by Ann May	Date February 21, 2019			



international institute for educational planning
institut international de planification de l'éducation

*UIS - Educ - Int'l Inst
IIEP / for Ed.
Planning*

7, rue Eugène-Delacroix, Paris-16^e

18 June 1969

téléphone : [REDACTED] 525.70.10
câbles : Eduplan Paris

Référence : IIEP/Dir.69.489

Dear Mr. Demuth,

Further to your letter of 10 June 1969, and after consultation with Sir Sydney Caine, I wish to inform you that it has now been decided that the next meeting of the IIEP Governing Board will be held on November 20-21, most probably in Beirut.

I hope that the foregoing will be agreeable to you and very much look forward to the pleasure of meeting you on that occasion.

With kind regards,

Yours sincerely,

Raymond Poignant
Director.

Mr. Richard H. Demuth
Director,
Development Services Department,
International Bank for Reconstruction and Development,
1818 H Street, N.W.,
Washington D.C., 20433
United States.

Ack. July 14.



M. Eugène Delacroix, Paris-16

15 June 1969

Telephone 222.70.70
Telex 210000

BOULEVARD DE LA SAISON, 16
75016 PARIS

Dear Mr. Delacroix,

Further to your letter of 10 June 1969, and after consultation with Sir Sydney Cairns, I wish to inform you that it has now been decided that the next meeting of the IIEP Governing Board will be held on November 30-31, next, probably in Beirut.

I hope that the foregoing will be acceptable to you and very much look forward to the pleasure of meeting you on that occasion.

With kind regards,

Yours sincerely,

Richard A. Denton

Richard A. Denton
Director

Mr. Richard A. Denton
Director,
Development Services Department,
International Bank for Reconstruction
1818 H Street, N.W.,
Washington, D.C. 20432
United States

1969 JUN 23 11:21 AM

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GENERAL FILES

INCOMING MAIL ROUTING SLIP			Date JUN 30 1969	
Mr. Aldewereld	A1226		Mr. Knapp	A1230
Mr. Alter	A513		Mr. Lejeune	A637
Mr. Baum	C303		Mr. McNamara	A1230
Mr. Benjenk	A637		Mr. Mendels	A1219
Mr. Broches	A813		Mr. Nurick	A809
Mr. Cargill	A600		Sir Denis Rickett	A1230
Mr. Chadenet	C303		Mr. Ripman	D1029
Mr. Chaufournier	F1236		Mr. Rotberg	A700
Mr. Cheek	F1236		Mr. Stevenson	D532
Mr. Wm. Clark	C413		Mr. Twining	D1032
Mr. Cope	F1232		Mr. Votaw	A600
Mr. Fowler	A1219		Mr. Wiese	A513
Mr. Demuth	0808		Mr. Williams	C502
Mr. Diamond	C913		Mr. Wright	A509
Mr. El Emary	C502	U H N G		
Mr. Fontein	C602			
Mr. Friedman	A1221			
Mr. Goodman	C602			
Mr. Graves	C809			
Mr. Hoffman	C808			
Mr. Kamarck	D527			
From: Communications Section, Room C219, Extension 2023.				

cc: Mr. R. Poignant, Director
Mr. J. Hallak
Mr. R. Demuth
Mr. D. Ballantine

PHC/gar

IIEP/Dir./69.505

24 June 1969

Dear Mr. Van Der Tak,

As you know, during the past year the IIEP has been preparing a number of case studies demonstrating various uses of cost analysis in educational planning. We have already delivered more than 15 cases to US/AID who supported this research through a contract. The next stage, for which we hope to receive a further AID contract shortly, will involve (1) a critical review of these draft case studies by outside experts, followed by their revision and publication, and (2) the preparation of a book on educational cost analysis, based primarily on these cases and designed to be of practical use to planners in the field.

Until the new AID contract is settled (which should be very soon) our plans must be tentative, but we are anxious nonetheless to prepare for moving rapidly ahead. Accordingly we have tentatively set 11-13 September for a meeting of expert consultants to assist in the review of the cases and the planning of the book. Each participant will be sent a few draft cases well in advance (more than a few if he can find time to read them) which we hope he will examine carefully before the meeting and annotate with suggestions or queries.

I am writing to you at this time to ask if you can attend this meeting and, if so, to request you to hold these dates on your calendar. It would help us in our planning to have your early reply.

Sincerely,

Philip H. Coombs
Director of Research

Mr. Van Der Tak
I.B.R.D.
1818 H Street N.W.
Washington D.C. 20435
U.S.A.

cc: Mr. R. Potzman, Director
Mr. J. Haljak
Mr. R. Demuth
Mr. D. Bellantine

PHC/ear

24 June 1969

IIEP/Dir./69-202

Dear Mr. Van Der Tak,

As you know, during the past year the IIEP has been preparing a number of case studies demonstrating various uses of cost analysis in educational planning. We have already delivered more than 15 cases to US/AID who supported this research through a contract. The next stage, for which we hope to receive a further AID contract shortly, will involve (1) a critical review of these draft case studies by outside experts, followed by their revision and publication, and (2) the preparation of a book on educational cost analysis, based primarily on these cases and designed to be of practical use to planners in the field.

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Sincerely,

Philip H. Coombs
Director of Research

Mr. Van Der Tak
I.B.R.D.
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

PIS Education
I.I.EP
↙

June 12, 1969

Mr. Philip H. Coombs
Director of Research
International Institute for Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Philip:

We have discussed your "Tentative Categories for Inventory of Research Needs for Strengthening Educational Planning and Development in the 1970's" of April 20, 1969 in the Education Projects Department and you will find below a few comments as promised in my letter of June 6.

Most of the research topics are of great interest to us but the list is very wide and we understand that the number and size of IIEP research projects would constitute a fairly limited part of the list.

Much research is being done by other institutions all over the world in the areas referred to in paras. A and B of your paper and the Bank's main interest would be to get a "digest" of that research rather than desiring IIEP to do some research of its own in those two sectors.

Paras. D, D and E are of direct interest to us and of those three categories the research in E is particularly relevant. Ways to improve the use of teachers, facilities and equipment as well as standard indicators for monitoring educational efficiency should be studied. The translation of macro-plans into regional and local plans and specific programs and projects is also an important topic.


We consider the topics under paras. F and G rather as administrative work than as research. Some of it forms a part of the regular activities of IBRD, Unesco and ILO and other organizations such as DAC.

There is one particular point we should like to mention in connection with research projects on education planning and project evaluation and that is the importance of setting up tracer systems for school leavers (drop-outs and graduates). The most important purpose of such system would be to study the relevance of the students' education and training to their occupations as adults.

Kind regards,

Yours sincerely,

MHultin/sp


Mats Hultin
Education Adviser
Education Projects Department

US - Educ - Int'l Inst.
Int'l Ed. Planning

July 10, 1969

Mr. Philip H. Coombs
Director of Research
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Phil:

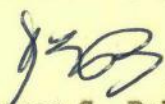
This is in response to your letter of June 26 requesting our comments on the various case studies in the cost analysis project. I believe we have now received a copy of each of the studies listed in your letter.

As you know, these studies are of definite interest to us and we wish to contribute as fully as possible to the work. Unfortunately they arrived at a time when a number of our already overloaded staff are on leave and others are on mission and I therefore will not be able to assign all of the 16 studies for review within the time available. In some cases also, such as team-teaching in Barbados or teacher-training in Poland where the focus is quite sharp, I am not sure how useful our comments might be.

I intend to assign some of the studies at the moment and, on his return on July 17, Mats Hultin can pick up the work and do the best possible before the end of the month. Presumably, if he can, he will come to the September meetings with some comments on each of the studies.

With best regards,

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

cc: Mr. Hultin

RECEIVED DSB:CI

June 10, 1969

M. Raymond Poignant, Director
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

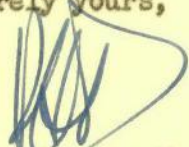
Dear M. Poignant:

Thank you for sending me your progress report of May 30. I was interested to learn of the satisfactory developments which have taken place during the period of your directorship; you have every reason for satisfaction at the results achieved.

I note from the last paragraph of your report that you and Sir Sydney have decided to suggest November 27-28 for the next meeting of the Governing Board. This may make it impossible for me to attend since I understand that Ambassador Edwin Martin, Chairman of the Development Assistance Committee (DAC) of the OECD, has suggested those same dates for the DAC High-Level Meeting, which I normally attend as the Bank's representative. If the DAC dates become firm, do you think there would be any possibility of changing the IIEP meeting to either a week earlier or a week later? Since I had to miss last year's meeting, I would very much like to attend this year's session, particularly since it is the first meeting in which you will participate as Director.

With kind regards,

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

RHD:tf

PJS-Educ-Intl Anal for
Ed. Planning
(IIEP)

June 6, 1969

Mr. Philip H. Coombs
Director of Research
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

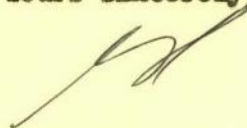
Dear Philip:

Duncan is sorry that he is not able to answer your letter of May 19, 1969, due to a mission to Europe and has asked me to reply in his place.

We have unfortunately no one to spare for your workshop on Research in Educational Planning from July 21-25 but we are discussing your tentative classification of research topics and shall send you some comments shortly.

As regards the second meeting of expert consultants on cost analysis scheduled for September 11-13, it has tentatively been decided that I would attend that meeting.

Yours sincerely,



Mats Hultin
Education Adviser
Education Projects Department

MHultin/sp

cc: Mr. Ballantine

JUN 11 1969

FORM No. 75
(2-67)

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INTERNATIONAL DEVELOPMENT
ASSOCIATION

ROUTING SLIP		Date June 10, 1969
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Educational Projects Dept.		C313

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<input type="checkbox"/>	Approval	<input type="checkbox"/>	Prepare Reply
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REMARKS

JUN 11 REC'D

- Ballantine
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cwl

From Richard H. Demuth

I. I. E. P. MEMORANDUM

To : Members of the Governing Board of IIEP

From : The Director, IIEP

Subject: Progress Report, January-May 1969

1. As it is now five months since I became Acting Director, and three months since my appointment by Mr. Maheu as Director of the IIEP, I feel that I should inform you of current developments and activities at the Institute, as I took the opportunity to do orally when meeting the Chairman, Sir Sydney Caine, in London on 23 April.

I. FINANCING OF 'IIEP FIVE-YEAR PLAN'

2. As a result of the appreciable reduction in the Institute's resources during 1968 compared with previous years and the corresponding reduction in its capacity, especially in the field of research, I have given this problem particular attention with the very efficient co-operation of Mr. Coombs. Some substantial results have already been obtained; various negotiations are in hand, some new avenues need to be explored.

A. Voluntary contributions by Member States

3. The resolution adopted by the Executive Board of Unesco at its 78th session in June 1968, recommending Member States to consider what voluntary contributions they might make to the Institute, has already been a positive factor in this respect.

(a) Swedish Grant (SIDA)

4. As a result of negotiations started in 1968, a memorandum of understanding with SIDA was signed on 7 March 1969. This memorandum provides for a total grant to the Institute of \$800,000, payable annually in increasing amounts from 1969 to 1973.

5. Two-thirds of this amount is to be used for research and training activities of mutual interest to SIDA and IIEP, and the remainder to finance other priority activities of the Institute. In 1969, the grant will be used principally for the research project directed by Professor Onushkin, 'Planning Universities for Change'.

(b) Finnish Grant

6. The Government of Finland has donated the sum of \$10,000 for the year 1969.

(c) Irish Grant

7. The Government of Eire informed me on 28 April 1969 that it would make an annual grant of £5,000 to the Institute throughout the five-year period 1969-1973.

B. Follow-up of US AID Research Contract

8. US AID have been favourably impressed with the results of the research on educational cost analysis, financed by a \$100,000 contract made with them in 1968. (Some twenty case studies are currently at first draft stage.) A new contract for \$70,000 should be signed during June, to cover the completion of research in hand and the preparation and publication of a synthesis of the research.

C. Request for a Grant from the Ford Foundation

9. In New York on 28 March, Sir Sydney Caine, Mr. Coombs, Mr. Berkowitch and I had a meeting with the executives of the Ford Foundation. A wide survey of the activities and research projects of the Institute was made but no conclusion was reached at the time as to the possibility of financial contributions from the Foundation.

10. Following further contacts by Mr. Coombs with the Ford Foundation, I intend in the next few days to make a request on the following lines:

- the provision of an annual grant of \$50,000 for three years, essentially devoted to research although not assigned to specific projects;
- the provision of fellowships for expert fellows (see Section IV).

11. It is understood, in addition, that the Ford Foundation is prepared to consider any research project from the Institute along with other projects submitted to it. I hope to make use of this further possibility as new research projects are formulated.

D. Research Contracts with Private Organizations

(a) Fondation Européenne de la Culture (Amsterdam)

12. A contract for \$16,000 was signed on 1 March 1969 with the Fondation Européenne de la Culture in order to bring up to date my book, 'L'Enseignement dans les Pays du Marché Commun', published in 1965. The scope of the revised edition will be widened to include Japan and Sweden. This work should be completed by the end of 1969.

(b) Population Council (New York)

13. A research project for the formulation of a model on relations between population and education, and the application of this model to three or four countries, was submitted to the Population Council at a meeting with its President, Mr. Berelson, on 27 March.

14. It seems likely that the Population Council will decide, during June, to provide a sum of \$47,000 for the basic financing of this research which should be completed within 18 months.

E. Possible Contribution from UNDP

15. UNDP indirectly assists the IIEP by providing most of the fellowships for interns. In addition, in 1968, UNDP agreed, as an exception, to finance five fellowships for the inauguration of the expert fellow programme, 1968/69.

16. It would appear, however, that UNDP's assistance to the Institute, in view of the nature of our activities, might take a larger and more direct form. To this effect, Mr. Maheu, at a meeting in Geneva at the end of March, gave Mr. Paul Hoffman the memorandum which I drew up in conjunction with the Unesco Secretariat. (A copy of the memorandum is attached.)

17. This memorandum raises an important question of principle concerning the regulations under which UNDP distributes its funds, and which could not be favourably resolved unless the UNDP Governing Council agrees to some modification of these rules. Each member of the Governing Board, in his personal capacity, may be able to have a positive influence on the solution of this problem.

II. STAFF

18. In view of the new research projects listed above, it has been necessary to reinforce the Institute's staff.

- (1) Mr. Jean Bonvin (Switzerland) formerly a researcher at the I. E. D. E. S. (Paris) has joined us for nine months as a consultant to help me carry out the contract with the Fondation Européenne de la Culture;
- (2) Professor W. Platt (USA), currently Director of Manpower and Education Research at the Stanford Research Institute (California) will be joining the Institute for one year as a consultant to assist in the completion of the US AID project with Mr. Coombs and Mr. Hallak;

- (3) Mr. Claude Tibi (France), a former student of the 'Ecole Polytechnique' of Paris, formerly UN Project Manager at the Institute of Statistics and Applied Economics (Morocco) has been recruited as a regular staff member. He is currently assisting in the US AID research and will later work with Mr. Ta Ngoc Châu on the Population Council research and on other projects under consideration;
- (4) Mr. John Chesswas having accepted a position in the Department of Educational Planning and Financing in Unesco, I have proposed for Mr. Maheu's agreement, the appointment at the same grade of Mr. Kravetz (USA) professor of Comparative Education and School Administration at the University of New York.

III. CONSTRUCTION OF THE INSTITUTE'S NEW BUILDING

19. A meeting was held at my request under the chairmanship of the Head of the Planning Unit of the French Ministry of Education, on 25 April 1969. The meeting was attended by all the administrative officers responsible for the construction, and Mr. Berkowitch and myself; a further meeting on 30 April was devoted to technical questions.

20. The representative of the Ministry of Education reaffirmed that France's promises to Unesco would be honoured and that full priority would be given by the Ministry to getting the project under way. (1) After a thorough exchange of views, it became evident that, at best, the order of operations would be as follows:

- immediate completion of the reconditioning of the second villa (behind the prefabricated annex);
- occupation of reconditioned villa by staff from first villa during the second half of August;

(1) Unfortunately, the construction of the new building for the Institute is in fact linked with that of a new secondary school on the rear portion of the site.

- demolition of buildings on street frontage, if possible, during the autumn;
- construction of new building to start in first quarter of 1970.

21. This timetable reflects a further delay compared with what was foreseen a year ago; it will probably be adhered to for the first two operations; one can only hope that the same will apply to the last two.

22. In any case, the Institute will have no possibility of expansion in rue Eugène-Delacroix for at least two years. As a result:

- the number of interns and expert fellows will be limited to its present level (maximum 22);
- space for staff will be limited in the same way, although the anticipated increase in financial resources and contractual obligations call for the recruitment of additional research staff.

23. To try and overcome this second serious inconvenience, Mr. John E. Fobes, Assistant Director-General for Administration at Unesco, has kindly suggested a make-shift solution; if necessary, several offices could be reserved for the Institute in the new building under construction for Unesco in the 15th Arrondissement.

IV. INTERNS AND EXPERT FELLOWS PROGRAMMES

A. 1968/69 Interns

24. The study programme for the interns terminated on 16 May and they are currently working on the preparation of their terminal papers.

25. At the invitation of the French National Commission for Unesco, the interns visited Bordeaux on 19, 20 and 21 May, accompanied by Mr. Lyons, to study the organization of French professional and technical education.

26. I myself accompanied them on the annual visit to FAO, WHO and ILO during the week of 5-10 May; these visits were of particular interest in view of the accounts given of the ways in which these different organizations will contribute to the U.N. Second Development Decade.

27. A special visit will be paid to the Faculty of Science of the University of Paris on 5 June to examine the use of computers in assessing the learning process.

B. 1969/70 Interns

28. Following the recommendation of the Governing Board at their session in December last, I have sent details of the 1969/70 programme to all Member States; a fairly large number of applications has already been received and the selection committee will hold its first meeting shortly.

C. 1968/69 Expert Fellows

29. The experience with the first group of expert fellows has been satisfactory; as of now, it appears that Unesco will be able, though not without some difficulty, to offer posts to all of them.

D. 1969/70 Expert Fellows

30. At my request, Mr. Maheu has decided that two fellowships will be provided by Unesco for this programme. It is to be hoped that two more can be obtained from other sources (Ford Foundation, etc.). The expert fellows programme could thus be continued with, presumably, four persons (which would allow the recruitment of 18 interns).

V. IIEP MEETINGS

A. 'Population-Education' Study Group

31. A study group, including experts from various organizations, met on 26 March to consider research on this theme and in particular the model prepared by Mr. Ta Ngoc Châu.

B. Second Development Decade Study Group

32. At my request, Professor Tinbergen, Chairman of the UN Special Committee of Experts, accepted to participate in a discussion on this subject on 29 and 30 April, attended by IIEP staff and expert fellows.

C. Annual Seminar for Professors from Regional Centres
(23 June - 4 July 1969)

33. This year the Seminar, organized by Mr. Lyons, will study the administrative aspects of educational planning.

D. Seminar on 'Planning Universities for Change'
(7 - 11 July 1969)

34. The first case studies carried out under Professor Onushkin's direction will be considered during this seminar, to which IIEP has invited experts from many countries.

E. Workshop for Directors of Regional Centres
(21 - 25 July 1969)

35. This workshop, organized by Mr. Coombs, will examine the priority research topics in the field of educational planning.

F. Miscellaneous Meetings

36. (a) Annual visit of students of administration and planning from the University of Reading.
- (b) Visit of Unesco probationers.
- (c) Visit of 18 professors of Spanish universities on a study tour of France (first week of June).
- (d) A group of 15 Danish teachers, on their way to Tanzania, will attend a special briefing seminar at the IIEP from 7 to 11 July.

G. Autumn Meetings

37. Two meetings are at present planned for the autumn:

- (a) September: A seminar organized by Mr. Hallak to consider the results of the US AID research project.
- (b) October: Annual seminar for Unesco experts.

VI. IIEP PARTICIPATION IN OUTSIDE MEETINGS

38. IIEP staff continued to receive many invitations to take part in meetings of national or international organizations or to give lectures; not all of these invitations could be accepted. Among such activities during the period under review, the following may be noted:

A. Outside Meetings

39. (a) International Consultative Committee on Educational Reform in Spain (Unesco Member States Participation Programme)

Mr. Coombs and I attended the first meeting of this Committee in Madrid from 3 to 7 March, at which Mr. Coombs was appointed rapporteur.

40. (b) UNITESA International Conference, Rome, (21, 22 and 23 February), on the future of vocational and technical training in Europe

At this Conference I presented a report, already published in Italian and German, which will be included in the series of 'IIEP Occasional Papers'.

41. (c) Professor Onushkin's participation in various seminars and meetings of relevance to his research project includes:

- OECD (22-24 April 1969) University planning and management models;
- Unesco Institute of Education, Hamburg, (9-13 June 1969) Aims and factors of university reform;
- American Academy of Arts and Sciences: Conference, Paris, (26-28 June 1969).

42. (d) Conference on Education for Employment, Brno, Czechoslovakia (3-6 June 1969). Mr. Lyons will lecture on training activities of the Institute at this Conference.

43. (e) Scientific Committee of the Project: 'Education in the Year 2000' (Fondation Européenne de la Culture). As a member of this Committee, I attend its meetings in Holland and Paris.

B. Lectures by IIEP Staff

(a) Series of instructional lectures for Unesco personnel

44. At the request of Mr. Bolla, Unesco Director of Personnel, a series of twelve lectures on educational planning has been organized, for the first time, by the IIEP staff (March-October 1969).

(b) Miscellaneous Lectures

45. Mr. Hallak : University of Caen (April 1969)
Mr. Lyons : University of Reading (May 1969)
Mr. Poignant :- Foundation of Political Sciences Centre for Training of Experts (February 1969)
- Ministry of Co-operation Centre for the Training of Economists (January 1969)
- Ecole Normale Supérieure de St. Cloud (February 1969)
- University of Caen (April 1969), etc.

VII. VISITING FELLOWS AND UNESCO EXPERTS

46. During the first five months of 1969 eighteen experts have visited the Institute for a week or longer. Eight of these were experts appointed by Unesco to serve as advisers in educational planning to the governments of Member States; ten were invited in connexion with specific research undertaken in collaboration with the Institute.

VIII. PUBLICATIONS

47. Four titles in French have been published in the series 'Fundamentals of Educational Planning' (Nos. 7, 8, 9, 10): Curle (original English); Griffiths (original English); Ta Ngoc Châu; Hallak.

48. Two further English titles in the same series are currently in production: No. 11, Curle; No. 12, Ruscoe.

49. 'Qualitative Aspects of Educational Planning' is at the printers and will be published before the end of the summer.

50. The report on 'Education and Economic and Social Planning in France' will be published in the autumn, following revision and updating rendered necessary by recent developments in French educational policy.

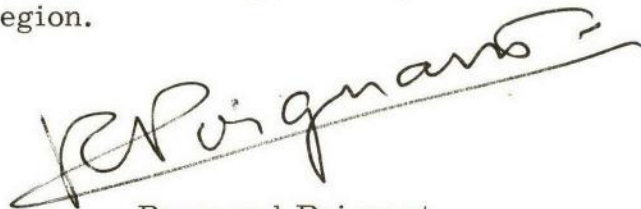
51. Negotiations are in hand with a commercial publisher in Paris to handle the French publications of the Institute.

52. Sales of the English and French editions of 'The World Educational Crisis' have been very encouraging and these sales represent a useful income to the Institute in the form of royalties. Other language editions of this book including German, Spanish, Swedish, Japanese and Persian are scheduled for early publication.

53. Concerning teaching materials, since the last Board meeting, eight new titles in the 'Lecture-Discussion' series have been issued.

IX. EIGHTH SESSION OF THE GOVERNING BOARD

54. At my meeting with the Chairman of the Governing Board on 23 April, accompanied by Mr. Berkowitch, it was decided to suggest to the Members of the Board that the Eighth Session should be held on 27 and 28 November at Beirut, or, failing that, at Dakar. If possible, the Director of the Centre where the meeting takes place will arrange a special programme to give the Board Members the opportunity to become acquainted with the problems of the region.



Raymond Poignant

20 March 1969

NOTE

concerning the possibility of the U. N. D. P. participation in the training programme proposed in the Five-Year Plan (1969-1973) of the International Institute for Educational Planning (UNESCO)

The International Institute for Educational Planning was established in 1963, as a result of a decision of the General Conference of Unesco in 1962, for the purpose of promoting high-level training and research in the field of educational planning. During its first five years of activity, the IIEP has organized short and long-term training sessions for more than 200 persons, the majority of whom came from developing countries and returned to take up educational planning posts.

The training programmes of the IIEP have constantly been enriched by its own research, and the quality and efficiency of the training provided by IIEP have gained a world-wide reputation.

The IIEP is now well established and it has drawn up a Five-Year Plan with a view to widening its training and research activities.

I. Aim of the IIEP Five-Year Plan (1969-1973) and its overall financing problem

a) During its first years of existence the IIEP profited from an exceptional initial 'injection' of finance from the World Bank (\$ 500,000) [1963-1966] and the Ford Foundation (\$ 200,000) [1963-1965]; also, Unesco, from its own budget, has supplied the basic part of the regular funds of the new

Institute, i. e. \$ 1,150,000 from 1963 to 1968. On the other hand, several Member States as well as the Ford Foundation, have shown interest in the work of the IIEP, especially in its research activities, by giving direct financial assistance of about \$ 800,000 from 1966 to 1968.

In addition, the French Government, in accordance with the commitments which it made during the 1962 General Conference, provided the initial physical facilities of the IIEP, for the time being temporary, located at No. 7, rue Eugène-Delacroix, Paris.

In toto, during its first five years of existence, the IIEP has had at its disposal a total of approximately \$ 2,700,000.

b) However, the start which has been made in this respect within the framework of Unesco, by the creation both of regional centres and, at the highest level, of the IIEP, has only enabled a partial penetration to the real heart of the problems of development of educational planning.

It is widely felt that there is a need to conceive and implement planning of educational systems directly and realistically related to the aims of general development. This requires the immediate strengthening of the efforts designed for the training of the indispensable specialized personnel and, of course, related research. It is also widely felt that this is a fundamental question which conditions to a great extent the whole of the problems of economic and social development.

For these reasons, the Governing Board of the IIEP has adopted a Five-Year Plan (1969-1973) which foresees a wide extension of the activities of the Institute and, specifically, a trebling of its training activities compared to the previous five

years. This Plan has been presented to the 15th General Conference of Unesco in 1968; its total cost of \$ 8 million is divided as follows:

i) training	3,555,000
ii) teaching material	500,000
iii) research	3,555,000
iv) miscellaneous	390,000

c) To help the Institute to cope with such an increase in its activities, France will initiate, in 1969, the construction of its permanent building, the total cost of which (building and equipment) will be a minimum of 1 million and a half dollars; the new premises should be ready in 1970.

d) Unesco has immediately shown its keen interest in the development of the activities of IIEP by increasing its financial contribution to the Institute from \$ 650,000 in 1967-1968, to \$ 810,000 for 1969-1970. It has also anticipated a rise above its current contribution proportional to the expected increase of its own regular budget up to 1973, and will contribute more than 2 million dollars to the financing of the IIEP Five-Year Plan, that is to say more than a quarter of the cost of the whole project.

e) It ought to be possible to find the rest of the finance for the Five-Year Plan from various other sources, particularly the expansion of the voluntary contribution system by Member States, increase in research activities under contracts undertaken with private foundations, etc.

As far as voluntary contributions by Member States are concerned, in addition to the considerable financial effort of the French Government, favourable decisions have been taken

starting from the beginning of 1969, especially the grant by the Swedish Government of \$ 800,000 for a period of five years (1969-1973); negotiations are under way with other governments.

With regard to private foundations, preliminary contacts have been made and it is hoped that favourable results will come out of these negotiations, especially for the financing of research.

In any event, it is obvious that the IIEP will not be able to finance the Five-Year Plan fully, and indeed will fall well short of its target, unless there is another important source of finance. Having regard to the nature of the activities of the IIEP, the U. N. D. P. could be regarded as a source of such finance.

II. Reasons in support of financing by the U. N. D. P.

a) Besides expert posts financed under Technical Assistance, the U. N. D. P. has already participated in the training of educational planners, through the financing of fellowships for interns from developing countries admitted to various training institutes; it has also made a special grant for five fellowships for the training by IIEP of future Unesco educational planning experts. Thus U. N. D. P. has shown awareness of the need for educational planning and its interest in the work of the IIEP in this field.

b) In fact, the training activities of IIEP are directly linked with U. N. D. P. 's activities in education, training and development of human resources. The financing by U. N. D. P. of a programme extending these activities, would constitute a project for the training of highly qualified personnel in a field which has particular

priority, i. e. the strengthening of national organs and regional institutes for development planning. Such finance would also contribute towards the conception and preparation of specific national projects financed by U. N. D. P.

In the framework of the IIEP Five-Year Plan, U. N. D. P. has, therefore, the opportunity to reinforce and accelerate action undertaken in a field of crucial importance, through a contribution, which could be of the order of 2 million dollars, and which would include:

- a planned programme of fellowships for IIEP interns in accordance with increasing needs, and,
- participation in the increase of training costs resulting from the expansion of the number of personnel to be trained.

Thus, this proposal constitutes a precise and assessable project which falls in a field within the competence of U. N. D. P. inasmuch as the training of educational planners is of very great importance for economic and social development, and of direct interest to the great majority of developing countries since most of them are unable to organize efficiently such training in a national framework.

III. Further formulation of the project

The aim of this memorandum is essentially to present to the U. N. D. P. the objectives and general terms of an action which has been requested by a majority of Member States.

If the principle of the case were accepted, the next step would be to determine the procedure under which U. N. D. P. 's eventual help could be provided.

Mr. Reid

May 29, 1969

Richard H. Demuth

International Institute for Educational Planning

This memorandum is to record what I said to you on the telephone this morning about the International Institute for Educational Planning (IIEP). As the Bank's representative, I initially helped Unesco establish the Institute and from the beginning have been a member of its Governing Board as well as of the Executive Committee of that Board.

Last October, in Paris, I mentioned in conversation with Maurice Strong the importance which the Bank attaches to the role of the IIEP, our feeling that the Institute, after a somewhat difficult breaking-in period, is now making a valuable contribution in an extremely important field, and our belief that there is a real need for the financial resources of the Institute to be augmented so that it can strengthen its staff and broaden its activities. I told Mr. Strong that I hoped that Canada would act favorably on the request that had been made to it by the Institute for financial support.

Subsequent to my conversation with Mr. Strong, the Institute went through some months of stress in connection with arrangements for its management after the resignation of Mr. Coombs as Director on December 31, 1968. The arrangements finally made by M. Maheu, Director-General of Unesco, provide for M. Raymond Poignant, a French educational expert who had been on the staff of the IIEP, to serve as Director of the Institute and Mr. Coombs to serve as the Institute's Director of Research, spending six months with the Institute in Paris and six months working on research projects for the Institute in the United States. I had some doubts about this new arrangement because it was not clear to me that M. Poignant would be able to maintain the Institute's intellectual independence from Unesco or to provide effective leadership for the Institute's staff. For this reason, once the appointments had been made, I did not follow up my conversation with Mr. Strong.

Today, however, I have had a talk with Mr. Coombs, who has just returned from a month in Paris and who gave me a very encouraging report about the Institute. He says that M. Poignant is doing well as Director, that he has established good relations with the staff and with Unesco, and that he has preserved the intellectual autonomy of the Institute. He has also succeeded in recruiting three first-class new staff members. In general, Coombs believes that the Institute's research and training activities continue to be of high quality.

Mr. Reid

- 2 -

May 29, 1969

The Institute has succeeded in obtaining financial support from several governments. The Dutch government has been providing generous financing for several years; I believe its contribution is at the level of \$100,000 per year. Recently, the Swedish government agreed to make a grant to the Institute of \$800,000 and the Finnish government a grant of \$10,000 as a token of support. The Irish government has also agreed to provide £5,000 annually. A request to the Ford Foundation for a research grant of \$150,000 over three years is being processed and Coombs advises that he is quite confident the grant will be made. Similarly, a research contract with AID is in negotiation.

I thought your government might wish to have the foregoing information in connection with its consideration of the Institute's request for Canadian support.

RHD:tf



international institute for educational planning
institut international de planification de l'éducation

MAY 22 REC'D

7, rue Eugène-Delacroix, Paris -16°

19 May 1969

téléphone 525.70.10
câbles : Eduplan Paris

Référence: IIEP/Dir.69.370

- Ballantine
- Calica
- Burt
- Stewart
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- Div. Files
- Op. Files

Dear Dunc.

There are two IIEP meetings coming up which bear directly on the Bank's interests and to which you or the appropriate colleague would be most welcome. (This does not include the July meeting on University Planning for Change, to which you were also invited).

The first is a Workshop on Research in Educational Planning from 21 to 25 July. It is actually our usual summer workshop for directors of training and research programmes in educational planning (i.e. Unesco regional centres and an assortment of universities in several countries), but this year we are devoting it to an examination of :

- a) On-going research in the participating institutions,
- b) Priority research topics for the future, and
- c) Ways to strengthen international cooperation on research in this field.

Whether the Bank can send someone or not, I would greatly appreciate your sending a list of topics on which you consider that new research would be especially helpful, seen from your vantage point. Attached is a tentative classification of topics to set you thinking. If time permits, we want to get out a fresh Inventory of Research Needs in 1969 or 1970.

The second meeting is a "must" for the Bank .. to examine and criticize our 15 to 20 case studies of cost analysis applied to education, and to advise us on plans for a book to be based on these studies, designed to be of practical value to practitioners. We have tentatively scheduled a meeting of expert consultants for 11 to 13 September.

I shall be back in the U.S. from 18 May to 20 June, when I will return to Paris until the end of July in order to chair the research workshop and the seminar of Planning Universities for Change.

Dr. Duncan Ballantine
Assistant Director,
Projects Department in Charge of Education
IBRD
1818 H Street, N.W.
Washington D.C. 20433
U.S.A.

international institute for educational planning
 Institut international de planification de l'éducation



MAY 22 REC'D

19 MAY 1969

Dr. Eugene D'Amico, Paris, France

- Polakowski
- Collins
- Ina
- Lewand
-
-
- Dr. Pines
- Dr. Pines

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
 1100 UNIVERSITY AVENUE
 WASHINGTON, D.C. 20004

Dear Sir,

There are two IIEP meetings during which your help will be most welcome. The first is a workshop on research in educational planning (see attached) which does not include any IIEP meeting on University planning for change, to which you were also invited.

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 GENERAL FILES

Dr. Eugene D'Amico
 Assistant Director,
 Projects Department in Charge of Education
 IIEP
 1100 University Avenue, N.W.
 Washington, D.C. 20004
 U.S.A.

Things have evidently worked out for John Chesswas to move to Unesco in July. This is hard on the Institute but should be good for the Bank's work. Incidentally we hope to have Bill Platt in residence as a full-time consultant to the Institute for a few months. Two or three other able people have also arrived or are in process of recruitment .. which should strengthen the Institute's research prospects.

Cordially,



Philip H. Coombs
Director of Research

... Classification of research topics

20 April 1969

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
7, rue Eugène Delacroix
Paris 16ème

FIRST DRAFT

TENTATIVE CATEGORIES (with Illustrative General Topics)

for

Inventory of Research Needs for Strengthening Educational
Planning and Development in the 1970 's

A. Education and Economic Development

(1) Direct and indirect contributions of education to economic growth, and vice versa; (2) education's financial sources, limits and trends; (3) adjusting educational plans and output to manpower requirements and employment opportunities; (4) role of education in rural-agricultural development; (5) cost-benefit analysis applied to education; (6) alternative approaches to training specialized personnel (e.g. technicians, teachers, health and agricultural personnel). ✓✓✓

B. Education and Social-Political Development

(1) Contributions of education to improving health, nutrition, family life, community and cultural life; (2) interactions between education and the social structure and other sociological factors; (3) interactions between education and population growth and transfers; (4) perceptions, attitudes and expectations of students, parents and others toward education; (5) Forecasting and interpreting social demand for education; (6) identifying and measuring the non-economic benefits of education; (7) potential contributions of education to nation-building, civic understanding and participation; strengthening of political and civic institutions, national unity; (8) education and political parties; (9) effects of political stability and instability on educational planning; (10) participation and impacts of students and faculty in educational planning; (11) influence on educational planning of the politics and sociology of education itself. ✓✓

C. Techniques and Methodologies of Educational Planning
(Also covered in other categories)

(1) Translating macro-plans into regional and local plans and specific programmes and projects; (2) essential information flows for educational planning; (3) uses of analytical models, systems analysis, cost analysis, and ✓✓

cost-effectiveness analysis in educational planning; (4) techniques and criteria for selecting, planning and appraising specific programmes and projects; (5) planning improvements in teacher supply and utilization; (6) techniques of curriculum planning.

D. Planning Educational Changes and Innovations

(1) Factors that inhibit or encourage change and innovation; (2) Techniques for designing and evaluating new teaching and learning 'systems'; (3) use of performance specifications in designing innovations; (4) a systems approach to planning changes and innovations; (5) anticipating the repercussions of educational changes and innovations; (6) use of operations research for determining where change is needed; (7) planning universities to respond to changing conditions.

E. Improvement of Educational Efficiency and Productivity

(1) Testing the relevance of the curriculum; (2) possibilities for raising teacher productivity; (3) improving the utilization of facilities and equipment; (4) influences of the academic schedule on efficiency; (5) standard indicators for monitoring educational efficiency; (6) the costs of drop-outs and repeaters; (7) the costs of unused training; (8) examples of non-productive educational investments; (9) a marginal approach to raising the yield on educational investments.

F. Improving the Processes of Educational Management

(1) Causes of non-implementation of plans; (2) new tasks, concepts and techniques of educational management; (3) new approaches to recruiting and training management teams for education; (4) comparative structures and processes of planning and decision-making in universities; (5) legal and administrative constraints on educational development.

G. International Aspects of Educational Planning and Development

(1) Usefulness of planning in formulating foreign aid requests; (2) recruitment, training and utilization of educational planning advisers; (3) co-operation in educational experimentation, research and innovation; (4) evaluation of aid projects; (5) adapting imported educational models; (6) making realistic projections of external assistance; (7) advantages and disadvantages of expatriate staff; (8) ways of expediting external assistance.

*P. S. - Educat - Inst. by Ball
Educational Planning*

April 17, 1969

Dear Mr. Onushkin:

In Mr. Ballantine's absence, I am writing to acknowledge, with thanks, your letter of April 11 (ref: IIEP/Prg/VO/69.62) about the IIEP seminar in Paris, July 7-11, on "Planning Universities for Change" and other related subjects.

Mr. Ballantine will return to the Bank next week, and I shall bring your letter to his attention.

Yours sincerely,

O. H. Calika
Deputy Director
Education Projects Department

Mr. Victor G. Onushkin
Senior Staff Member
International Institute for
Educational Planning
7, rue Engène-Delacroix
Paris 16e, France

Calika
OHC*Calika*:ec

cc: Mr. Ballantine (o/r)

APR 21 1969
PIS-Educ. - Institute of Intl.
Educ.

COUNCIL ON HIGHER EDUCATION
IN THE AMERICAN REPUBLICS

Institute of International Education
809 United Nations Plaza
New York, New York 10017 • TN 7-0400
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Kenneth Holland, Secretary General
James F. Tierney
Assistant Secretary General

MEMORANDUM

April 15, 1969

TO: Dr. Mats Hultin (o/a)

FROM: Kenneth Holland *KH*

SUBJECT: Minutes of the CHEAR Conference, Bogota, Colombia
February 23-28, 1969

Enclosed is a copy of the minutes of the Conference on Higher Education in the American Republics held in Bogota. We would appreciate any comments or corrections you would like to make.

You will be interested to know that the Executive Board is now composed of:

Jorge Mendez, Co-Chairman
W. Clarke Wescoe, Co-Chairman
Fernando Garcia Roel
Rev. Theodore M. Hesburgh
Kenneth S. Pitzer
Roberto Santos

We are working on obtaining necessary funds to continue the program and will keep you advised. If you have any suggestions, they will be most welcome.

Best wishes.

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COMMUNICATIONS
1969 APR 21 AM 10:41



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

APR 15 REC'D

11 April 1969

téléphone ██████████ 525.70.10
câbles: Eduplan Paris

Référence: IIEP/Prg/VO/69.62

- Ballantine
- ~~Callika~~
- Burt
- Stewart
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- Op. Files

Dear Dr. Ballantine,

...
Enclosed you will find a preliminary background document for the IIEP research project, "Planning Universities for Change." This project has as its purpose the definition and analysis of the university planning process, specifically in relation to planning for change. Through case studies in various universities, we want to develop a series of critical indicators which can be used as a basis for planning for the adaptation of universities to current problems as well as for avoiding future maladjustments.

The first steps in the project, assembling and reviewing the available literature and carrying out two broad pilot studies (at Sussex University and the University of Leningrad) are nearing completion. On the basis of our documents, the two pilot studies, and a model problem case study which will soon be underway (probably at London University) we plan a seminar here at the IIEP from 7 - 11 July this year, for about twenty leading educators.

During the seminar we will discuss the basic document (which will be developed from the one you have received), the two pilot studies, the model problem study, and the research design and work plan for the next stages of the project. We also plan to ask each participant to prepare a very informal (10 to 15 pages) discussion paper drawn from his experience (or that of his university) on some aspect of the project as set forth in the Guidelines.

./...

Dr. Duncan Ballantine
Assistant Director
Projects Department in Charge
of Education

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1818 H Street, N.W.
Washington, D.C. 20433
U. S. A.

U.S. DEPARTMENT OF JUSTICE
COMMUNICATIONS SECTION
WASHINGTON, D.C. 20535

RECEIVED
GENERAL FILES
COMMUNICATIONS

1969 APR 14 PM 2:03

TO: DIRECTOR, FBI
FROM: SAC, [illegible]
SUBJECT: [illegible]

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[Illegible typed text]

- Mr. Tolson
- Mr. DeLoach
- Mr. Mohr
- Mr. Bishop
- Mr. Casper
- Mr. Callahan
- Mr. Conrad
- Mr. Felt
- Mr. Gale
- Mr. Rosen
- Mr. Sullivan
- Mr. Tavel
- Mr. Trotter
- Tele. Room
- Miss Holmes
- Miss Gandy

[Illegible typed text]

APR 14 1969



DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION

Dr. Ballantine
Page 2

11 April 1969

We feel that on the basis of the foregoing topics we will be able to initiate a fruitful and interesting exchange, which will also bring much valuable experience to the continuation of the project.

We would like to invite the IBRD to send a participant to this seminar, and on the recommendation of Mr. Philip Coombs I am writing for your advice as to whom we might invite. I shall greatly appreciate your help and your early reply to this letter.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "V. Onushkin". The signature is written in a cursive style with a large initial "V".

Victor G. Onushkin
Senior Staff Member

April 2, 1969

Mr. James F. Tierney
Council on Higher Education
in the American Republics
Institute of International Education
809 United Nations Plaza
New York, New York 10017

Dear Mr. Tierney:

I sent you this morning my Bogota CHEAR statement on Students and the University and discovered an error on the third line from bottom on page 2. It reads "to the American high school". It should read "to their American high schools".

Yours sincerely,



Mats Hultin
Education Adviser
Education Projects Department

MHultin/sp

Mr. D. S. Ballantine

March 28, 1969

Mats Hultin



CHEAR Activities

I was visited today by Mr. James Tierney from CHEAR who discussed possible Bank assistance to their activities. I told him that I was very doubtful that the Bank would be willing to finance CHEAR as such. I proposed, however, one field of activity in which CHEAR could do a useful work which would be of interest to the Bank and might at least be discussed for some support; the use of staff, physical facilities and the calendar year in higher education and possible ways to improve this use. I, already in Bogota last February, reported on our findings as regard to the East African university colleges and our concern to enter the field of higher education as long as we feel that wastage of resources might be very high in some institutes of higher learning.

Mr. Tierney would do some thinking and come back to us on the issue raised by me.

MHultin/sp

cc: Mr. Tierney

Handwritten signature in blue ink

Thanking you for your good wishes
on the occasion of his being
named Director of the IIEP. Saying
how pleased he is at the prospect
of collaborating not only with you
but with all members of the Governing
Council. And expressing ~~the~~ wish to
meet personally with you if you have
occasion to be in Paris before the
next meeting of the Council.



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 525.70.10
câbles: Eduplan Paris

Référence:

le 14 mars 1969

Cher Monsieur Demuth,

J'ai bien reçu votre lettre du 5 mars dernier et tiens à vous dire combien j'ai été sensible aux souhaits que vous avez bien voulu formuler à l'occasion de ma nomination comme directeur de l'Institut international de planification de l'éducation.

Cette nomination va me permettre de collaborer avec vous, comme avec tous les membres du Conseil d'Administration, et je m'en réjouis beaucoup à l'avance. Si vous aviez l'occasion de passer par Paris, j'aimerais avoir un contact direct avec vous avant même que nous nous retrouvions lors d'une réunion du Conseil d'Administration.

Bien cordialement.

Raymond Poignant

Raymond Poignant
Directeur

Mr. Richard H. Demuth
Director,
Development Services Department
I.B.R.D.
1818 H Street, N.W.,
Washington, D.C. 20433
U.S.A.

PHILIP H. COOMBS

RIVER ROAD ESSEX, CONNECTICUT 06426

P.S. - educ
Inst. for Intl Educ
plann

March 12, 1969

Robert McNamara, President
International Bank for
Reconstruction and Development
1818 H Street, N. W.
Washington, D. C. 20433

Dear Mr. McNamara:

Many thanks for your recent letter acknowledging my article on a new educational development strategy for the future.

I shall be visiting Mr. Demuth at the Bank on Wednesday, 2 April, and would welcome the opportunity to see you that afternoon if your calendar permits. I should like to bring you up-to-date briefly on the work of the International Institute for Educational Planning and, more particularly, on some of the ideas that have emerged regarding future approaches to educational development, particularly in the developing nations.

Sincerely,



Philip H. Coombs

PHC:flo

cc: Richard Demuth
International Bank
Washington, D.C.

Washington, D.C.
International Bank
cc: Internal Review
BNC:LTO

UNITED STATES
[Handwritten Signature]
DIRECTOR

The following information
is being furnished to you for your information
and is not intended to constitute an offer
of insurance or any other financial product.
It is intended to provide you with information
regarding the services provided by the Bank
and to assist you in making a decision
regarding whether to use the services.
I would like to provide you
with more information on the services
and would welcome the
opportunity to meet with you at the Bank.

Information for the purpose
of providing you with information
regarding the services provided by the Bank
and to assist you in making a decision
regarding whether to use the services.

Best Wishes:

Washington, D.C. 20033
1818 N Street, N.W.
Reconstruction and Development
International Bank for
Nobel Mchamara, President

WELSH IS, 1988

Mr. Demuth
March 17, 1969

PHILIP H. COOMES

RIVER ROAD ESSEX, CONNECTICUT 06426

*Mr. McNamara - May we schedule?
PBS 3/18*

*3/18
Yes
Rn*

March 12, 1969

Robert McNamara, President
International Bank for
Reconstruction and Development
1818 H Street, N. W.
Washington, D. C. 20433

Dear Mr. McNamara:

Many thanks for your recent letter acknowledging my article on a new educational development strategy for the future.

I shall be visiting Mr. Demuth at the Bank on Wednesday, 2 April, and would welcome the opportunity to see you that afternoon if your calendar permits. I should like to bring you up-to-date briefly on the work of the International Institute for Educational Planning and, more particularly, on some of the ideas that have emerged regarding future approaches to educational development, particularly in the developing nations.

Sincerely,

Philip H. Coombs
Philip H. Coombs

PHC:flo

cc: Richard Demuth
International Bank
Washington, D.C.

Now wants to come over 3-31

398P
MAR 17 REC'D

- Ballantine
 Calica
 Burt
 Stewart

 Div. Files
 Op. Files

March 12, 1969

Duncan S. Ballantine, Director
Education Projects Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D. C. 20433

Dear Duncan:

Thanks for your letter of February 25.
I talked to Dick Demuth yesterday by phone
and agreed to spend some time at the Bank
on April 2nd. I hope to have lunch with him
and possibly see Mr. McNamara sometime in the
afternoon. When the latter question is settled
I will get back in touch with you on a possible
time for a meeting with you and your colleagues.

Cordially,


Philip H. Coombs

PHC:flo

PHILIP H. COOMBS

RIVER ROAD ESSEX, CONNECTICUT 06426

5-225P

March 12, 1969

Robert McNamara, President
International Bank for
Reconstruction and Development
1818 H Street, N. W.
Washington, D. C. 20433

Dear Mr. McNamara:

Many thanks for your recent letter acknowledging
my article on a new educational development
strategy for the future. 12/24

I shall be visiting Mr. Demuth at the Bank
on Wednesday, 2 April, and would welcome the
opportunity to see you that afternoon if your
calendar permits. I should like to bring you
up-to-date briefly on the work of the Inter-
national Institute for Educational Planning
and, more particularly, on some of the ideas
that have emerged regarding future approaches
to educational development, particularly in
the developing nations.

Sincerely,


Philip H. Coombs

PHC:flo

cc: Richard Demuth
International Bank
Washington, D.C.

Original to: *Mr. Demuth*
Date: *3/17/69*
Communications
Section cc

OFFICE MEMORANDUM

TO: Files

DATE: March 7, 1969

FROM: Pamela Brigg ^{PB}SUBJECT: Sixth Conference on International Education, Sponsored by the Institute of International Education, February 19-21, 1969, Statler Hilton Hotel, Wash.D.C.Educational Development, Panel Discussion, February 20, 9:45-11:15 a.m.

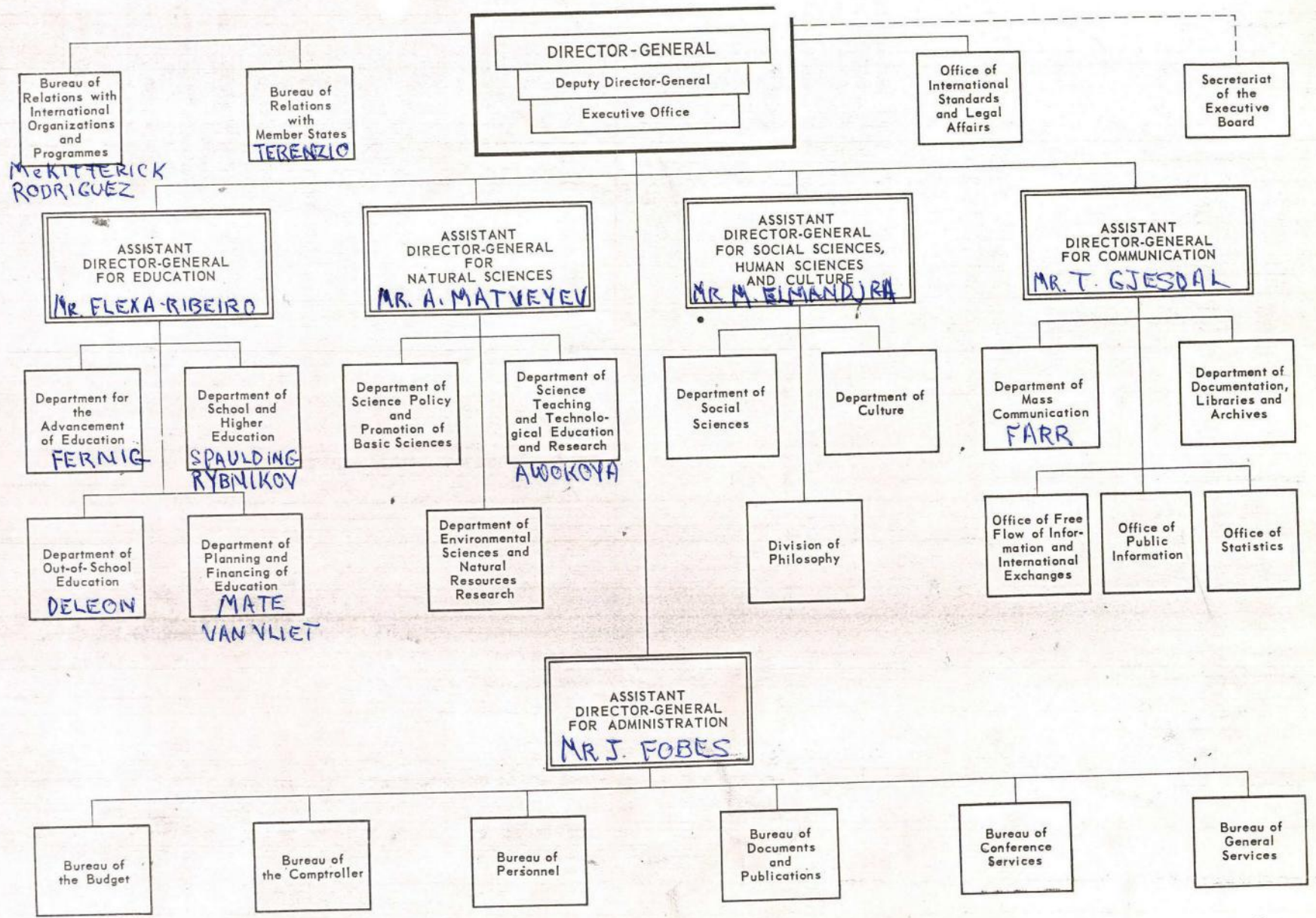
1. Kingman Brewster, President, Yale University, described educational development to be of top priority for the less developed nations. Some of the LDC's spend the largest part of their budgets on education. Most of the foreign private funds given to education have come from the Ford and Rockefeller Foundations. UNESCO, the UN and World Bank have provided funds, though education was referred to as the poor stepchild of the World Bank. The resentment of bilateral foreign assistance and the impropriety of one nation trying to control the affairs of another are compounded in the field of education. He commented on the need to mobilize capital and talent for international educational assistance and to develop a screening process so funds go to the most relevant projects. Annual expenditure on international educational development was \$1 billion in 1967 (as stated in a speech by Rene Mayo of UNESCO). The absorptive capacity of the LDC's calls for at least another \$1 billion annually.

2. To meet this need, Brewster proposed the development of a special capital fund for educational loans in the World Bank. He did not specify from where the necessary funds would come. The Bank would be responsible for the economic and financial evaluation of educational projects, while the IAU, International Association of Universities, would be responsible for the administrative and academic evaluation of educational projects. Administering of loans would be by a group of trustees under the IAU. Membership of the IAU is almost universal. The IAU is self-financed and free from political influence. The staff would need to be expanded presumably to include specialists in primary and secondary education.

3. Francis Keppel, President, General Learning Corporation, maintained that the sum of small, disparate international education programs was no good. He raised questions in regard to Brewster's proposal: Are associations of universities capable of making decisions on the primary and secondary levels of education with whom they compete for domestic funds? Are universities designed to manage reform? Are they able to keep order? He concurred that educational development was too important to be left in the hands of politicians.

PB:cc

cc: Mr. Westebbe



President has seen

March 5, 1969

Mr. Philip H. Coombs
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear Phil:

I have just returned to the Bank and find your letters of February 5 and 7, which I know have already been acknowledged.

The purpose of this note is to ask you to let me know as soon as possible when you plan to be in Washington. I am eager to talk to both you and Sydney about the IIEP and also about a paper on the Bank's educational financing strategy which we are preparing here.

I will probably be in Europe the week of March 24, which means that I will not be able to join you and Sidney in New York on March 27 and 28. Except for that week, I expect to be available at any time that you may be visiting here.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

2

March 5, 1969

M. Raymond Poignant, Director
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

Dear M. Poignant:

On my return to the Bank from a trip overseas I have learned of your appointment as Director of the International Institute for Educational Planning. This note is simply to express to you my best wishes for a successful administration of this important operation and to tell you that, as a member of the Governing Board, I am looking forward to working with you.

With kind regards,

Sincerely yours,

Richard H. Demuth
Director
Development Services Department

RHD:tf

d
ack 3/14

01/11/14

BHD:46

Delegation des Nations Unies
Director
Geneva H. D. D.

Director's Office

Dear Mr. D.

Dear

of the following report I am looking forward to working with
of this important operation and to tell you that as a member
express to you my best wishes for a successful and productive
Institute for the Development of the World. This note is simply to
concerned of your appointment as Director of the International
on my behalf to the bank from a staff member I have

Dear H. D. D.

Yours truly,
Director
Director
Director
Director

11/11/14

5-81-99E

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

OFFICE MEMORANDUM

TO: Messrs. D. S. Ballantine and J. J. Stewart

DATE: March 5, 1969

FROM: Mats Hultin *MH*

SUBJECT: COLOMBIA - 1) Reconnaissance of Second Education Project
2) Participation in Conference on Higher Education
in the American Republics
Back-to-Office Report

1. I was in Bogota, Colombia during February 23 - March 1, 1969 to discuss the proposed second Bank education project with reference to the Bank's letter of January 7, 1969 to the Colombia Minister of Education.
2. I met with government officials and representatives of universities, semiautonomous bodies and bilateral and international agencies and obtained information on schedules and programs for ongoing and planned teacher training, proposed satellite schools, ongoing agricultural surveys and on the government's 5-year education plan. I received available data on INEM schools curricula and an application for a second education project including a survey on ITV and education data processing.
3. I have come to the conclusion that the supply of students to the project schools would be sufficient and that a second project could be appraised according to our original schedule if the teacher training courses due for starting in March and April would start as planned. Upon request, I expressed this view in a meeting with Mr. Knapp on February 27. In a subsequent meeting with the Minister of Education, Mr. Knapp stated that a Bank appraisal of the second project would be undertaken as soon as possible.
4. Teacher training and development of curricula for INEM schools constitute important parts of the educational objectives of the first loan and are to be carried through and partly completed in 1969. Ongoing activities in these sectors cover both the first and the proposed second projects and the appraisal mission for the second project should concentrate on these issues, on utilization of the existing technical assistance and on the need for additional assistance. An early appraisal is advisable for a review of these activities and for necessary revisions to them.
5. I discussed with the Ministry of Education, Unesco, SENA and ICA a possible third project in industry and agriculture and suggested that the main responsibility for preparation of such a project should be given to SENA, as having necessary funds, experience and manpower.
6. Drawings of seven schools of the first project will be sent to the Bank shortly.

March 5, 1969

7. During my stay in Colombia, I also participated in the Conference on Higher Education in the American Republics (CHEAR) and made a statement on current Bank policy on higher education. The universities' role in continuing and in agricultural education* were two interesting topics discussed during the conference.

8. A participant to the CHEAR conference, Dr. José Felix Patiño, executive secretary of Pan American Federation of Associations of Medical Schools, told me about the Federation's activities regarding family planning and wanted to know about the Bank's new policy in this field. I suggested him to approach Mr. Chadenet.

* "Continuing education" is a fairly new concept in which education is envisaged as a lifelong process and for which educational institutions are required to provide extensive programs for adults.

MHultin/sp

cc: Messrs. Chadenet, Baum, Lipkowitz, Piccagli, Rovani, Lind, Frost, Gabriel, Calika, Burt, Naleppa, Germanacos, Thint, van Vliet (Unesco).
Op. Files (3), Div. Files (2).

2 - 9 9 E
March 4, 1969

Dr. Kenneth Holland
Secretary General
Council on Higher Education
in the American Republics
Institute of International Education
809 United Nations Plaza
New York, N. Y. 10017

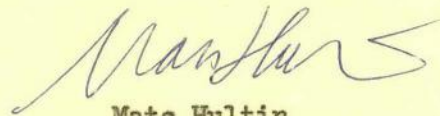
Dear Dr. Holland:

Many thanks for the interesting discussions in Bogota. My other duties in Colombia prevented me from participation in your good-bye dinner last Friday night and I, therefore, like to thank you and your staff in this way.

I have no principal objection against having my three statements during the conference printed. I must, however, have a look at the text in advance before printing as some parts of my talk were extemporized and as my English is not always that good and therefore sometimes misunderstood.

Kind regards,

Yours sincerely,



Mats Hultin
Adviser, Education
Education Projects Department

MHultin/sp



international institute for educational planning
 institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 525.70.10
 câbles: Eduplan Paris

Référence: IIEP/Prg./JH/69.75

MAR 7 REC'D

cc. Memo.

- Ballantine
- Calika
- Burt
- Stewart
- Van Dijk (o/r)
-
- Div. Files
- Op. Files

4 March 1969

Dear Dr. Ballantine,

In the framework of the current IIEP research project on the uses of cost analysis in educational planning we completed, last December, a case study based on the IBRD/IDA Report: Vocational Training Project, Chile (Projects Department, April 1965).

On 13 December 1968, we sent one copy of the preliminary draft of this study to Mr. Agustín Alberti, Director of INACAP, and another copy to yourself. We are, at the moment, in the process of preparing a revised draft for submission to US/AID. We have received some very interesting comments from Mr. Alberti and would be very grateful for your own for inclusion in this revised version.

I look forward to hearing from you and thank you for your co-operation.

Yours sincerely,


 Jacques Hallak

*According our records,
 this draft was routed
 to Mr. van Dijk.*

ell

Dr. D. S. Ballantine,
 International Bank for
 Reconstruction and Development,
 1818 H Street,
 Washington D.C. 20433,
 U.S.A.



MAR 7 1970

International Institute for Educational Planning

252.70.10

- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]

Dear Sir,

I am pleased to inform you that your application for membership in the International Institute for Educational Planning has been approved. We are pleased to have you as a member of our organization. Your contribution to the field of educational planning is highly valued, and we look forward to your active participation in our activities.

Yours faithfully,
[Signature]

[Handwritten notes]

[Handwritten notes]

1-6-1970

March 3, 1969

Mr. Raymond Poignant
Acting Director
International Institute for
Educational Planning
7, Rue Eugene-Delacroix
Paris-16, France

Dear Mr. Poignant:


I remember with pleasure our discussions on the economics of education last year. I expect to be in Paris shortly and would like to resume contact. I am particularly interested in hearing about the progress of the study on "Improving the Efficiency and Productivity of Educational Systems" in which I understand Mr. Hallak plays a major role.

I expect to arrive in Paris on Thursday morning, March 20, and hope to telephone you after arrival to make a more definite appointment. I hope this will be convenient to you and Mr. Hallak.

With best wishes,

Sincerely yours,

Herman G. van der Tak
Chief, Sector and Projects Studies Division
Economics Department


HGvanderTak:zmc

cc: Mr. Hoffman
Mr. Ballantine

d

March 3, 1962

Mr. Raymond Potgieter
Acting Director
International Institute for
Educational Research
7 rue Eugene-Delacroix
Paris-16, France

Dear Mr. Potgieter:

I remember with pleasure our discussions on the economics
of education last year. I expect to be in Paris shortly and would
like to re-visit contact. I am particularly interested in hearing
about the progress of the study on "Improving the Efficiency and
Productivity of Educational Systems" in which I understand Mr. Hallak
plays a major role.

I expect to arrive in Paris on Thursday morning, March 20,
and hope to telephone you after arrival to make a more definite
appointment. I hope this will be convenient to you and Mr. Hallak.

With best wishes,

Sincerely yours,

Heinrich G. van der Tak
Chief, Sector and Projects Studies Division
Economic Department

HovanderTak:ms

cc: Mr. Hoffman
Mr. Hallak

5-10d 996
OFFICE MEMORANDUM

TO: Files

DATE: February 28, 1969

FROM: Pamela Brigg PB

SUBJECT: Sixth Conference on International Education, Sponsored by the Institute of International Education, February 19-21, 1969, Statler Hilton Hotel, Wash., D.C.Urbanization ProblemsI. Panel discussion, February 21, 9:00 - 10:30 a.m.

1. Kenneth Holland, President, Institute of International Education, provided background statistics, e.g.: more than $\frac{1}{2}$ the total population will be urban by 1990, 4.5 mil. people are living in shantytowns in Latin America, the squatter population of Manila is $\frac{1}{4}$ million. He referred to the leadership Interner Program in New York City during the summer of 1968 where foreign students were part of an urban corps.
2. Daniel Moynihan, Presidential Assistant for Urban Affairs, maintained that tribal attachments were intensified by urbanization. Ethnic divisions within a city exist because of the persistence of ties based on race, religion and ethnicity, even though one would expect these ties to have a great disutility in the city.
3. One-third of the world's current urban population was declared to be living in squatter housing. He cited the failure of efforts to tear down such areas and build concrete houses, e.g. Bogota. The Joint Harvard-MIT Center for Urban Studies has concluded that there should be no housing policy other than the supply of land tenure and water. Instead, an employment policy should be developed.
4. Vladamir Frankovic, Yugoslav doctoral candidate, Cornell University, outlined three phases of urbanization:
 - a) the formation of cities by fiat for purposes of political administration;
 - b) the concentration of population in cities as a result of economic development; and
 - c) the shift of the economically active city population from secondary to tertiary activities.

Yugoslavia is in the second phase of urbanization. The biggest urbanization problem of the LDC's as he sees it is one of continuing the process of urbanization in order to foster economic growth. He questioned what the benefits are for students from the LDC's studying urbanization in the U.S. where both the urban problems and institutional framework are of a different nature.

5. He thought the students might be able to improve the decision making process at home. He mentioned that the research institutions working on urban problems in East Europe were not necessarily part of the universities as seems to be the case in the U.S.

6. Jorge Mendez Munevar, Director, National University of Colombia, specified that architects and physical planners **have** been active in urban problems in Latin America, but that few economists have studied urbanization and the relationship between economists and city planners in Latin America has been weak. He maintained that urbanization in Latin America was a reflection of underdevelopment rather than development as evidenced by cities in the U.S. (where natural growth paralleled that in the size and productivity of industry). Peasants migrate to Latin American cities because of poor economic conditions in rural areas. The present land tenure system offers peasants no incentive to increase productivity. Employment in the services is growing in the cities.

7. An analysis of the problem needs to be made on a national basis. The long-term project of seeking solutions to urbanization problems should be adopted by the universities. Students should be trained abroad and the assistance of foreign technicians sought. Improvements in rural conditions and in the conditions of the migrating population are necessary. The universities should be ahead of the existing order - concerned with the anguish of the times - then they will always be in touch with society.

8. Franklin Williams, Director, Urban Center, Columbia University and former U.S. Ambassador to Ghana, spoke of the obligation that American urban universities and other large organizations should have to the neighboring community. More of their skills and finances should be invested in the surrounding community, with consideration for social benefits as well as economic benefits. Skills to meet the urban problems need to be developed. Universities might aim to train leaders and highly motivated under-privileged students rather than just scholars.

9. Moynihan mentioned that the distance between the two functions of a university as a center for political direction and objective analysis has always been a problem. He spoke of the danger of university commitment to problems it does not understand. Universities would make a profound mistake to promise things they cannot deliver. The sin of a university is to become politicized.

II. Panel discussion, February 21, 1969, 2:30 p.m. - 5:00 p.m.

10. George Snowden, Chief, International Training Services, Division of International Affairs, Department of Housing and Urban Development traced the background of the urbanization problem. The excessive growth rate of cities has upset the balance of growth between agriculture and industry. The impossibility of supplying migrants with social services has resulted in social unrest. National urbanization policy has been absent and master plans for urban areas have concentrated on physical factors to the exclusion of economic and social factors.

11. Lawrence Mann, Director, Graduate Programs in City and Regional Planning, Rutgers University, defined urbanization as the movement of people to centers of population concentration. No one has been able to stop this movement. He outlined urbanization problems as:

- a) the psychological and cultural adjustment of migrants;
- b) jobs for migrants;
- c) construction of new facilities; and
- d) creation of urban institutions to solve these problems.

The role of international education in urbanization is to improve training programs, to research cities, and to extend the intellectual resources of the universities into their urban communities. He suggested that parallels between the great cities of the world, those with more than 4-5 million population, be explored. He commented on the failure of Lima to solve its housing problem and agreed with Moynihan that there was no housing solution. He spoke of the need to develop an empirical concept of social development, as of now there has been no agreement on what social development is. Courses in social planning, i.e. planning in terms of urban services, should be offered in universities.

12. Dorothy Lally, International Activities Division, Department of Health, Education and Welfare, also spoke of the need to increase personnel in social planning and research. She referred to the September 1968 UN Conference of Ministers of Social Welfare to discuss welfare needs - training programs and the provision of services. Now there is insufficient data to predict social service needs. She mentioned that the Philippines is preparing a proposal to the UNDP for a center for advanced training and research in relation to social welfare in Manila. She recommended regional cooperation in training and research. The regional economic councils of the UN may expand their name and function to include "social" concerns as well as economic. She suggested that overseas fellowships be granted for the development of political leadership.

13. Demetrius Iatridis, Research Professor and Professor of Social Planning, Institute of Human Sciences, Boston College, thought the emphasis in international education programs should be on research, not on exchange programs. He claimed universities were 18th century oriented and discipline oriented whereas an inter-sectoral approach was needed for urbanization studies. He commented on the need for a conceptual model and on the horrible mistakes that have been made by planners. Comparative research on cities in different countries needs to be done to see if conclusions hold for all countries. In addition, research is needed on how organizations can be more effective.

14. It was mentioned that the transition from rural areas to the cities might be delayed by supplying rural areas with some city services. Too often urban programs in the past have facilitated housing and business for the middle class only.

15. George Snowden commented that the action oriented international programs executed by HUD were funded largely by AID and were of low priority. They included the technical services of architects and engineers and the training of foreigners in housing and urban development in the U.S. (570 participants from 1944-67). He referred to the lack of coordination among the different U.S. Government agencies on urban programs. The USIA has held seminars on urbanization abroad.

PBrigg:cc

cc: Mr. Westebbe

February 25, 1969

Mr. Philip H. Coombs
Director
International Institute for
Educational Planning
7 rue Eugene-Delacroix
Paris 16e, France

Dear Phil:

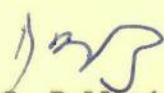
Thank you for sending the draft copy of your chapter on Strategy of Educational Development, which I will be very happy to discuss when you are here in March. I am circulating copies to several of our key staff in the Department so that they can join the discussion. We will also be looking forward eagerly to the draft chapters of the cost analysis case studies.

I have seen your letter of February 5 to Dick Demuth and Mike Hoffman's reply. For myself, I expect to be here throughout March although I will probably be on a trip beginning early in April.

Congratulations on your successful money-raising efforts.


With best regards,

Sincerely,



Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

ROUTING SLIP		Date February 18, 1969	
NAME		ROOM NO.	
Mr. McNamara		A1230	
	To Handle		Note and File
	Appropriate Disposition		Note and Return
	Approval		Prepare Reply
	Comment		Per Our Conversation
	Full Report		Recommendation
	Information		Signature
	Initial		Send On
<p>REMARKS</p> <p style="text-align: center; margin-top: 20px;">This paper is a condensed version of the thesis elaborated in Coombs' recent book, <u>The World Educational Crisis</u>. Worth reading if you have not read the book.</p> <div style="text-align: right; margin-top: 20px;">  </div>			
<p>From Michael L. Hoffman</p>			

Your ref.: IIEP/Dir.69.064

February 24, 1969

Dear Mr. Coombs:

w/ Mr Feb 10

Thank you very much for the copy of your paper on a strategy for educational development. This is a matter which we are currently examining closely and your thoughtful studies will be very helpful.

With best wishes,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Philip H. Coombs
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16^e, France

MLHoffman:tf
February 18, 1969

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

OFFICE MEMORANDUM

TO: Mr. M. Hultin

DATE: February 20, 1969

FROM: D. S. Ballantine

SUBJECT: COLOMBIA - Participation in Conference on Higher Education
in the American Republics
Reconnaissance of Second Education Project
Terms of Reference

1. On February 23, 1969, you will proceed to Colombia and participate in the Conference on Higher Education in the American Republics to be held in Bogota during February 24-28.
2. You will also review the preparation of the proposed second Colombia education project considering the recommendations and requests made by the Bank in a letter of January 7, 1969, to the Minister of Education.
3. On your return to Washington on or about March 1, you will prepare a back-to-office report followed by a full report.

Cleared with & cc: Mr. Frost

cc: Messrs. Chadenet, Baum, Calika, Burt, Stewart, Naleppa, Germanacos,
Thint, van Vliet (Unesco).
Op. Files (3), Div. Files (2).

MHultin/sp *sl*

February 11, 1969

Mr. Philip H. Coombs
Director
International Institute for
Educational Planning
7, rue Eugene-Delacroix
Paris 16e, France

Dear Phil:

Dick is away until March 3rd so I am afraid he cannot respond to the various points raised in your letter of February 5 right away. There is also going to be difficulty about the end of March because he is scheduled to attend the Interagency Consultative Board meeting on the 24th and 25th. If you wanted to see him in Washington or New York, therefore, it would have to be between the 3rd and 21st. As it happens, we have a letter from Sydney Gaine today saying that he plans to be in the Bank on the 24th and 25th and in New York thereafter, so it doesn't look as if the three of you could get together at that time.

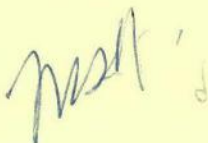
I am glad to see that you are making such good progress on financing the Institute.

Sincerely,

Michael L. Hoffman
Associate Director
Development Services Department

MLHoffman/pnn

Incoming and cc: Mr. Demuth





international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 870 99 90
câbles: Eduplan Paris

Référence: IIEP/Dir.69.064

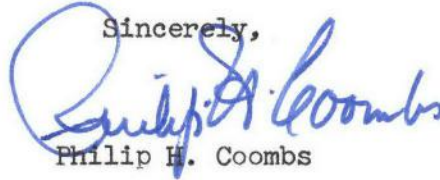
10 February 1969

Dear Mr. McNamara,

...
Everyone is talking about new strategies and development targets for the 1970's, and so I thought I would do a little piece on educational strategy, a copy of which is attached.

I hope to get to Washington sometime in March and to take up, belatedly, your kind invitation to visit you. I will call your secretary in advance to see when would be a convenient time for you.

Sincerely,



Philip H. Coombs

Mr. R. McNamara,
Director,
I.B.R.D.
1818 H Street, N.W.
Washington, D. C. 20433
U. S. A.

Enc. "The Need for a New Strategy of
Educational Development"

Act: Feb 24.



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 870 99 90
câbles: Eduplan Paris

Référence: IIEP/Dir.69.065

FEB 17 REC'D

Ballantine
 Gelika
 Burt
 Stewart

 Div. Files
 Op. Files

10 February 1969


Dear Duncan,

...
Enclosed is a chapter I have written (in my personal capacity) for Richard Symonds' book on international development targets for the 1970's and beyond. I would like to talk with you about it when I visit Washington in March. I'll let you know my timing in advance.

I am spending this month at the I.I.E.P. and will be back and forth throughout the year.

We will shortly send you early chapters of the first few of our cost analysis case studies. We hope to have fifteen by the end of June.

Cordially,


Philip H. Coombs

Dr. Duncan Ballantine,
Assistant Director,
Projects Department in Charge of Education
I.B.R.D.
1818 H Street, N.W.
Washington, D. C. 20433
U. S. A.

Enc. "The Need for a New Strategy of
Educational Development"

6 February 1969

Not for Quotation or Publication

THE NEED FOR A NEW STRATEGY OF
EDUCATIONAL DEVELOPMENT (1)

by

Philip H. Coombs

Few would doubt that what happens to education in the coming decade will have a heavy bearing on the fortunes of over-all economic and social development in every nation for many years to come. Although the prospects for education are shrouded in great uncertainty, this much seems clear. The strategy of linear expansion which most of the World's educational systems have been pursuing for more than a decade has now run its course and ended in crisis. A radical revision of that strategy is therefore urgently required. Precisely what form the new strategy should take has yet to be defined, but its broad outlines are fast becoming evident.

In this Chapter I shall elaborate upon the above propositions, not with a view to providing satisfactory answers to all the issues raised, but in the hope of contributing modestly to the collective search now going on among educational leaders everywhere to find such answers.

I. KEY PROBLEMS WITH WHICH FUTURE STRATEGY MUST DEAL

The main thrust of the simple expansionist strategy which rich and poor nations alike have followed in recent years has been to enlarge the existing educational establishment as rapidly as possible, with relatively little change in its structure, logistics, content and methods. The cardinal aim - certainly a laudable one - has been to boost the number and percentage of young people attending educational institutions at every level. Consistent with this aim, the principal measuring rods of progress have been the statistics of enrolments and 'participation rates', and of over-all educational expenditures.

Judged by these measures and against the entire record of history this strategy has made dramatic progress. In less than one generation student enrolments in the world at large have more than doubled. So have

(1) This article expresses the purely personal views of the author.

educational expenditures in most countries. This by any standard is a remarkable record of accomplishment. Never before have people and governments the world over demonstrated such solid faith in education as a key to individual and national advancement. And never before have the human resources and productive potential of nations been so broadly enriched through education.

It is tempting to conclude from all this that educational development is now 'over the hump' and can make further progress with greater ease from here on. But unfortunately quite the opposite is the case. The truth is that educational systems virtually everywhere now find themselves besieged by a serious crisis whose end is nowhere in sight.(1)

This crisis varies in form and intensity from nation to nation according to differences in local circumstance. Yet its main lines of force and basic features are similar for all. Essentially it is a crisis of maladjustment - of disparities taking many forms - between educational systems and their social-economic environments.

Thanks to a combination of post-war revolutions - scientific and technological, social and economic, political and demographic - the environments of educational systems have been changing at a vastly accelerated pace. This has had far-reaching impacts upon the size and character of educational needs and demands.

The chief response of educational systems to these greatly altered circumstances has been to get bigger as fast as they could - to try to keep pace with the explosive rise in popular demand. Thus they have followed a strategy of linear expansion which put primary emphasis on quantitative growth and little if any emphasis on qualitative changes required to adapt to the changing needs.

(1) The propositions presented below are dealt with in more detail and documented in the author's recent book - The World Educational Crisis - A Systems Analysis, Oxford University Press, New York and London (1968).

The result of this strategy and a variety of related factors has been the emergence of a constellation of severe maladjustments between educational systems and the students and societies they are intended to serve. Let us examine briefly a few of these maladjustments in order to appreciate the tasks which future strategy must cope with.

1. The Gap Between Educational Demand and Supply

Despite their rapid expansion, educational systems have been unable to keep pace with the rising popular demand; thus, a gap between demand and supply has persisted and in many cases widened. One reason for this is that educational demand is self-generating - the more it is satisfied the faster it grows, irrespective of the economy's ability to support it. A large increase in primary school enrolments soon translates into an expanded demand for admission to secondary schools, then later to the universities. A large educational expansion in one generation compounds the educational demand in the next generation.

A further reason for the growing demand, especially in developing countries, has been the extraordinary growth of the youth population. Because of this, schools must run fast simply to stand still, relative to the total number of children. Urban schools have to run even faster to keep up with the migration of families from rural areas. Participation rates cannot rise until after this population growth is offset.

Caught between rising demand and limited resources, educational systems have tried to escape by spreading their resources thinner and thinner over more and more students. The unhappy results - concealed beneath the smiling mask of rising enrolment statistics - have been tragically high drop-out and repeater rates and a widespread erosion of educational quality. One must discount, therefore, the picture of progress presented by the statistical indicators mentioned earlier.

2. The Gap Between Resources and Requirements

There is no reason to expect either the dynamic gap between educational demand and supply or its unfortunate impact on educational quality and effectiveness to diminish in the coming decade. On the contrary, the situation threatens to grow worse, thanks to a growing economic squeeze

which all educational systems face. This squeeze results from an inevitable slow down in the growth of education's financial resources on the one hand, and from an inexorable rise in its unit costs on the other.

Total educational revenues and expenditures, as noted earlier, have risen spectacularly over the past 10 to 15 years. What is more to the point, they have risen sharply in most countries as a percentage of the GNP and of the total public budget. In typical cases, for example, educational expenditures have grown from 2 per cent or less of the GNP in the early 1950's to more than 4 per cent at present, and from less than 10 per cent of total public spending then to 20 per cent or more now. This means that educational expenditures have been growing at least twice as rapidly as the national economy and the over-all public budget from which the support of education must come. Unfortunately this disparity in growth rates cannot be kept up, for simple reasons of arithmetic. In view of other pressing national needs - such as housing and health, agriculture and industry, and in many cases, unhappily, rising police and military costs - education simply cannot go on indefinitely getting an expanding share of the national economic pie.

The proof, if any is needed, is that in nation after nation the growth of educational budgets has already begun to slow down, and in some cases has levelled off completely. There are, of course, exceptional cases (one thinks of Pakistan, for example) where the upswing of educational expenditures was slow getting started and a substantial cushion thus still remains for future expansion. But for the majority of nations the era of rapidly expanding budgets is coming to an end; from now on education's financial growth will have to stay in line with economic growth.

In practical terms this means that annual budgetary increments will be smaller than before, leaving little if any margin for further expansion of enrolments, not to mention improvement of quality. Moreover, built-in cost increases within the on-going operations will exert a heavy first claim against any additional revenues.

This leads us to the other side of the economic squeeze - rising costs per student. The most conspicuous cause of rising educational costs, of course, is general inflation - from which education tends to suffer disproportionately due to the usual long time lags in adjusting teacher salaries and other educational factor costs to catch them up with competing fields. A more fundamental cause, however, even in the absence of inflation, is that education is a labour-intensive industry with a relatively static handicraft technology, in competition for highly qualified manpower with less labour-intensive enterprises whose technology is advancing and whose productivity and real wages are therefore rising. Sooner or later education is forced to match the rising wage rates of these competitors, even though its own productivity is not rising. This spells increased real costs per student, even if quality remains unchanged.

An educational system can postpone the day of reckoning, as many have done, by stretching its resources thinner - at the expense of quality. It can hold down costs per student by hiring more unqualified teachers, by filling classrooms to over-flowing, and by purchasing fewer textbooks and other learning aids. But there are limits to these escape routes, and many nations have already reached them. Pressed downward far enough in quality and effectiveness, education stops being a potentially fruitful social investment and becomes a costly disinvestment.

There is no doubt that, despite what has been said, educational authorities must continue to search and press ingeniously for additional financial resources. But the important conclusion is this: the central issue that virtually all educational systems now face is how to get bigger and better educational results from the resources already available - how, in other words, to improve their efficiency and productivity.

3. Imbalances Between Educational Outputs and Jobs

The imbalance between demand and supply on the input side of educational systems is matched on the output side by imbalances of several sorts between the 'end-products' of education and the manpower needs and absorbability of the economy.

One sort of imbalance results from the wrong educational 'mix'. In many cases in recent years educational systems have found themselves turning out too few of one kind of 'finished product' and too many of another, thereby prolonging selective manpower shortages which hobble the economy's growth while at the same time contributing to a pool of 'educated unemployed'. In typical instances, for example, there have been more than enough new lawyers and liberal arts graduates coming forth to satisfy the demands of the employment market, but far too few technicians and engineers or doctors and nurses.

The difficulty in such situations usually arises only partly from the failure of the educational system to redeploy its resources and student flows properly. It arises also from the ill-advised educational choices of students and their parents, based on outmoded employment expectations and aspirations which are no longer valid. But perhaps the most fundamental cause of such imbalances lies in the failure of the economy and employers (including the government, which is often the largest employer of educated personnel) to modify job qualifications and functions, wage structures and hiring practices in ways required to achieve the best allocation and utilization of available educated personnel. Regardless of the causes, however, these imbalances are an important feature of the present educational crisis and must be dealt with by the new strategy.

As time goes on and specific manpower shortages are overcome a still larger problem looms, taking the form of an over-all 'surplus' of educated manpower relative to the total number of job openings of every sort. One finds this phenomenon, for example, in such developing countries as India, the United Arab Republic and the Philippines where educational expansion began early and has gone far. Yet it would be absurd to regard these countries as being 'over-educated' in any real sense. They, like all other developing nations, have an urgent need to strengthen their human resources as a basis for more rapid economic growth and social development. But unfortunately, because of the structural rigidities and imperfections which characterize such economies, their theoretical manpower needs for growth far exceed what the employment market actually demands and can pay for.

The difficulties arising from imbalances between educational output and available jobs are on the whole less severe in more developed economies whose labour mobility and absorbability are greater. But even here the problem can be very troublesome, as it was in France, for example, in the Spring of 1968. The 'Events of May' in Paris were touched off in part by the anxieties of university students, especially those majoring in certain social sciences, who became aware that their numbers far exceeded the number of jobs likely to be available in their special fields in the near future.

All this is not to say that educational systems should be planned and expanded only with a view to matching national manpower requirements (even if such requirements could be foreseen with precision, which they cannot). But on the other hand, it is plain that an educational system that 'goes it alone', paying no attention to prospective manpower needs and job opportunities, is likely to find itself in increasingly serious trouble.

4. The Obsolescence and Irrelevance of Educational Content and Methods

The imbalances we have thus far considered can be defined largely in quantitative terms - too much of one thing relative to another (e.g. too much educational demand vis-a-vis supply, too many resources needed vis-a-vis those available, too many jobs sought vis-a-vis jobs available). But the maladjustments which characterize today's educational crisis are also qualitative in nature, particularly when it comes to the matter of what is being learned and how it is being taught. In this matter particularly, the inherent inertia of educational systems has contributed greatly to the crisis.

A frustrated educational reformer once quipped that it is harder to move a curriculum than a graveyard. This may or may not be an exaggeration, but in all events it is clearly the case that during the past 10 to 20 years, in the vast majority of the world's schools and universities, the content of the curriculum and the methods for conveying it to learners has lagged woefully behind the rapidly advancing frontiers of knowledge and the changing nature of real educational needs. This brings us back to the strategy of linear expansion. Educational systems have grown enormously, but they have ended up looking very much like their former selves, only larger (and often poorer). They have simply not adapted their internal affairs to the rapidly changing world all around them.

This point, however, should not be overdone. It is true that in the course of expanding, many educational systems have introduced certain structural reforms, new programmes, new curriculum content, and new teaching methods and aids. But these new things have been marginal and largely super-imposed on the old, like the latest glacial deposit; their modest scale has been dwarfed by the overwhelming emphasis on quantitative expansion.

The result is that much of what is now being taught is obsolete in terms of what today's students will require to live effectively in the last third of the 20th Century and well into the 21st. Moreover, in many situations, what is being taught is irrelevant as well, viewed in the cultural, social and economic context of the particular nations and students concerned. This is outstandingly the case in the bulk of developing nations, who inherited their present educational patterns years ago - like hand-me-down clothes - from distant metropolitan nations whose cultural and economic circumstances were very different. What they inherited did not fit their needs and circumstances very well even then, but it has become even more ill-fitting ever since under political independence.

Again the problem is not confined to developing countries. It exists - most conspicuously at the secondary level - in many developed nations that have lately been trying to make the great transition from an 'elitist' educational system, designed to serve a select minority, to a 'mass' system meant to serve the great majority. In such situations, the old 'classical' curriculum, whose original purpose was to prepare students to enter and succeed in the university, still dominates the scene. It dominates despite the fact that the majority of today's secondary students will soon enter the world of work and assume the responsibilities of family life and citizenship rather than going on to the university. What these students need is something other than a watered-down version of the old classical curriculum, but often what they get is just that, or something even worse.

In like manner, the teaching methods and educational logistics - in short, the 'educational technology' - which were originally designed to serve a relatively small and homogeneous group of 'elite' students (and which worked quite well for the purpose) have been largely carried over and applied to a much larger and far more heterogeneous student clientele. It simply does not fit. The standardized curriculum with its 'uniform standards', enforced by the revered 'examination system'; the chronological academic lock-step, which expects everyone to move at the same pace; the 'normal' class size and pupil/teacher ratio - these and all the rest of the pedagogical paraphernalia of an earlier and different era are cracking and crumbling badly under the stress of having to serve a very different kind of student body. What is needed, quite obviously, is a much more flexible and diversified set of pedagogical arrangements that can accommodate students having a much wider range of family and cultural origins, academic intelligence and motivation, and career aspirations and prospects. But pedagogically, running a mass educational system effectively is many times harder than running an elitist system well. And unfortunately, the ways of doing it are not yet clear, thanks to the poverty, triviality and irrelevance of most educational research.

5. Imbalances Between Formal and Non-Formal Education

The final problem of maladjustment which I will mention here - though there are others - involves the relationships and the allocation of resources between the formal educational system and that motley assortment of out-of-school training and educational activities which I shall call non-formal education. Most observers agree that non-formal education has an extremely vital role to play, whether in continuing the education of already 'educated' persons, especially in developed countries, or in bringing literacy and useful skills to masses of people in the developing nations who were deprived of formal schooling. Most would also agree, however, that non-formal education has thus far been seriously short-changed and under-developed. In most countries, ministries of education and educational planning have been blind to non-formal education. Formal education has its own ministry (by whatever name) to watch over it and fight its battles, but non-formal education has been everybody's business and therefore nobody's. There is clear need to develop a better division of labour and better integration between the two, and to stop short-changing non-formal education.

II. TOWARD A NEW STRATEGY OF EDUCATIONAL DEVELOPMENT

Four general conclusions emerge straightaway from the foregoing sketch of key problems that will confront educational development throughout the world in the 1970's.

The first conclusion is that the old strategy of linear expansion has obviously outlived its usefulness and must be replaced. To go on simply enlarging existing educational systems in their old image would be a formula for disaster; it would worsen the already serious maladjustments between these systems and their environment, it would further deplete their quality and relevance, and deepen the existing educational crisis.

The second conclusion is that the new strategy to replace it, though certainly it must provide for further expansion of education, must give its major emphasis to the qualitative aspects of educational development - that is, to promoting the kinds of educational changes required to adapt educational systems to the changing world around them, and to make them more efficient and effective. It must be, in short, a strategy of innovation.

The third conclusion is that more attention must be given to balancing and integrating educational development with broader national development goals and strategies and with the specific plans and targets of related sectors.

The fourth conclusion is that even though each nation must evolve its own educational development strategy to fit its own circumstances, there is room also for an international strategy, based on the fact that virtually all nations share an important set of substantially similar educational goals and critical problems (including those outlined in Part I of this Chapter). The aim of the international strategy should therefore be to reinforce individual national strategies, to the mutual benefit of all nations.

To move beyond these very general conclusions we must face two specific questions: What should be the character of this international strategy and the targets which it inspires? What changes are needed in international organizations themselves in order that they may contribute a maximum to formulating and implementing such a strategy?

To begin with, if this term 'strategy' is to have any real significance, it must mean something more than a loose collection of pious resolutions adopted by a series of international conferences. An educational development strategy, as the term is used here, 'is a framework for specific educational policies, intended to keep these policies reasonably balanced and integrated, well timed, properly weighted, and headed in the right direction'.(1)

If an international strategy of this sort is to have a serious impact, the following prior conditions must be satisfied. First, it must be a selective and unified strategy; it cannot be a mere hodge-podge of everybody's favourite idea and prejudice. It must be sharply focused upon those major goals and critical problems which many nations have in common; it cannot attempt to embrace every special concern of every nation. It must be carefully conceived as a unified whole; it cannot be a mere omnibus label for a loose collection of separate strategies, each going its own way - one each for primary, secondary and higher education; for teacher training, new educational media, textbook production; for school building construction; for teaching the sciences, the humanities and the social sciences; for technical training and general education; for educational planning separate from educational management, and, above all, for formal education separate from non-formal.

A second prerequisite is that this international strategy must not merely be 'approved' by a majority vote of assembled national representatives; it must be clothed in the authority of a genuine consensus and a deep commitment to action on the part of many nations. Short of this, it will have no more chance for success than the average New Year's resolution.

Finally, the strategy should not be simply a set of internationally 'recommended guidelines' for individual nations to follow on their own. It must be a disciplined framework for shaping the real priorities and action programmes of international organizations themselves. I can

(1) Op.cit., p. 163, The World Educational Crisis - A Systems Analysis.

personally think of no more powerful means for implementing a well-conceived international strategy for educational development than for international agencies to practice what they preach - in every nook and cranny of their programmes. The implications of this are enormous.

As we have already seen, the educational strategy of the future must be above all a strategy of innovation, aimed at effecting a great variety of changes in educational systems, in order to help them (1) adapt to the changing needs of their students and their society and (2) increase the efficiency and effectiveness with which they employ their limited resources. The international agencies could exert powerful leadership in educational innovation if they steadfastly applied to these objectives the tools they already possess.

Suppose, for example, that Unesco, the UNDP and the World Bank - who together are injecting each year millions of dollars and enormous human energies into educational projects throughout the world - suppose they were to agree on the basic policy that these international resources would only be used for projects which involved significant innovation of a sort that was relevant to many countries. Suppose they agreed, for example, that a proposed new teacher training institution for country X, in order to qualify for assistance, could not simply be a carbon copy of some existing one, that it must be designed not merely for the initial training of teachers but to develop teachers throughout their careers and to bring them knowledge of new content and methods based on scientific research. Similarly, suppose they insisted that a proposed new secondary school, to qualify for aid, must be equipped with a new curriculum, new methods, and with new kinds of teachers who knew how to use them. And so with other internationally-aided projects; suppose the international assistance agencies insisted that all proposed projects must seek to blaze new trails, to help shape a new educational future.

This policy, if well applied, could be revolutionary. It would give a strong incentive to developing nations to break away from conventional educational patterns that have become obsolete and intolerably inefficient. It would challenge and release the most creative instincts of present international educational experts and attract many new ones who are convinced that educational change is imperative and who are anxious to have

a hand in it. Perhaps most important, it would give the weight of international approval to the whole notion of educational change and innovation, thereby fostering a fresh atmosphere conducive to change in all educational systems.

International agencies could also couple this studied emphasis on innovation with a new emphasis and insistence on educational efficiency, particularly by paying greater attention to the long range cost implications of proposed projects, relative to their anticipated benefits.

But as things now stand, the international organizations are far from ideally equipped to take the lead in formulating and implementing a cohesive, innovative international strategy of educational development. For peculiar historical reasons, their internal structures and their processes for setting priorities and shaping their programmes tend more toward a fragmentation of effort than a unification. Their built-in centrifugal forces (including their legislative processes) are so powerful as to defeat at times even the most determined efforts by their top officers to achieve a more concerted and effective attack on selected goals and problems of the utmost importance to their Member States. Thus, until these agencies themselves are considerably revamped, all efforts to achieve a really effective international strategy of educational development will be severely handicapped.

Unesco, which has the prime role to play in these matters by virtue of its broad charter mandate, has in fact taken a number of important steps in this direction in recent years, aimed at sharpening its own priorities and bending the various parts of its bewilderingly complex programme to the support of such priorities. Progress has also been made through the cooperative efforts of Unesco and other specialized agencies (e.g. the World Bank, ILO, FAO, WHO, UNICEF, etc.) to co-ordinate their respective priorities and to mesh their operating programmes more effectively. These have been encouraging steps in the right direction, yet no one would pretend that they are as yet anywhere near adequate. As with national governments, the structures and processes of these international organizations are still dominated by organizational concepts and patterns, and by bureaucratic attitudes and habits, inherited from an earlier and simpler era when there was less conspicuous need for unified planning and co-ordination. But now

that this need has become more urgent and evident, there is no time to lose in reshaping these international agencies to fit the need and to set a good example for national bureaucracies. This will be no easy task; it is a bit like unscrambling a well cooked egg. Resistance is bound to arise from every sort of internal and external vested interest, even while everyone agrees in principle that priorities must be sharpened and programmes made more cohesive. Difficult or not, however, it must be done, for an international strategy for educational development can amount to little more than well intentioned rhetoric unless the relevant international agencies make themselves the major instruments for putting the strategy into action.

III. FUTURE TARGETS FOR EDUCATIONAL DEVELOPMENT

Strategies are at best broad road maps for action. Educational development targets are - or should be - the practical expression of an agreed strategy and set of priorities. This was the case with the past strategy of linear expansion; educational targets mainly took the form of statistical goals for the expansion of student enrolments and participation rates. The most notable international examples of this were the Unesco 'regional targets' adopted in the early 1960's for Asia, Africa and Latin America by Unesco-sponsored conferences of Ministers of Education from these regions. The regional targets, which set long range quantitative goals for expansion, were vulnerable to a number of major criticisms which we need not delve into here. But even so, there is little doubt that, given the circumstances at the time, they served a useful purpose. Those times have changed, however, and the time has now arrived to adopt a different kind of educational target which will fit the needs and goals of a more complex kind of strategy, and which will be flexibly adaptable to the differing circumstances of different countries.

These new targets, unfortunately, cannot have the rhetorical simplicity and popular appeal of the earlier quantitative targets. But on the other hand, they can have the great advantage of being more practical and more readily translatable in specific international actions.

The prime object of these new targets - and this I want to emphasize - is not simply to provide international norms which individual nations will hopefully strive to achieve on their own (as was the case with the Unesco regional targets). These new targets must also seek (1) to establish a clear framework for the educational programmes and priorities of the international organizations themselves (and for bi-lateral aid programmes as well, if they chose to follow them), and (2) to define vital areas in which nations might do important things directly together, which they could not do as well (or at all) separately. In short, these future international 'targets', in addition to inspiring the actions of individual nations, should seek to direct available international resources toward priority goals, and to stimulate greater direct collaboration among nations on priority educational ventures of mutual interest. If well conceived and clearly defined, such targets could considerably influence the pattern of bi-lateral educational aid as well, and harmonize it with multi-lateral assistance, far better than has thus far been the case.

One thinks, for example, of the exciting opportunities there are for nations to collaborate - whether directly or through the medium of an international agency - on such things as: vital educational experiments in the teaching of a second language; recasting schooling to reinforce rather than undermine rural development efforts; research and development projects to promote the extensive use of new educational media; sharing facilities for specialized training and research in tropical medicine and agriculture or public administration; conducting significant comparative studies on how to improve the teaching of reading or mathematics, mutual evaluation exercises which would keep each country on its toes; or fashioning new statistical reporting systems and analytical methodologies to undergird improved forms of educational management.

There is almost no end to the important educational ventures which nations could do more fruitfully together than alone, and no end of lessons which they could profitably learn from one another's experiences. But the main requirement is to define the right priorities and the most promising target areas for such co-operative action to concentrate upon, and to organize the practical mechanisms of collaboration. International organizations can do this. Over and above their own operational programmes, they

have the unique opportunity to be the catalytic agents of extensive direct co-operation among national educational systems. There unquestionably exists in virtually every nation a great untapped reserve of willingness to engage in co-operative educational ventures across national lines which could be more fully harnessed by a proper international strategy with well defined targets, provided they are attuned to the real and practical urgent educational concerns of many nations.

We must therefore ask: What might be some of these future educational target areas and specific targets that would fit this prescription - that would evoke the active interest and best creative energies of various Member States? Having in mind our earlier review of the worldwide educational crisis, I would personally suggest, by way of illustration, the following target areas, bearing in mind that within each of them a number of more specific targets would need to be selected for priority attention.

1. The Modernization of educational management

Here I begin with the conviction that all educational systems have outgrown their traditional administrative frameworks and procedures, and that unless they start by innovating with respect to their management (broadly conceived to include all the people and processes involved in the effective running of an educational system) they cannot hope to progress very far with innovating in other respects. Based on this premise, here are some of the specific international targets for collective improvement that might be considered: (a) the more effective recruitment and professional training (including life-long career development) of various specialized members of educational 'management teams' (including competent educational planners); (b) the development and application of a battery of 'indicators' by which the performance of an educational system could be more effectively monitored, evaluated and planned; (c) the establishment of basic 'information flows' which would service such 'indicators' and would enable any educational system or individual institution to see more clearly where it has been lately, how it is doing and where it is heading; and (d) the development and dissemination of improved techniques of educational planning which would enable any educational system to shape its future more rationally and effectively.

2. Modernization of educational content and methods

This is without question a universally urgent need, for nations at every level of development; yet no nation has yet found a satisfactory solution. The essential need is to find practical ways of bringing teachers and teaching materials and classroom instruction continually up-to-date with the moving frontiers of knowledge and technology. It also means finding ways to adapt the logistics of educational systems - their structures, timetables and 'channels' - to the widely varying needs and capabilities of different students, as individuals. By working together on research and development projects directed at these needs, and by systematically trading the lessons of their respective experiences - just as the World's physicists, chemists and biologists already do - nations could more quickly find workable answers to these needs. One important task for Unesco in this regard would be to improve the communications network and to establish a reliable professional reporting service through which news of significant research findings and new educational developments could travel more quickly and accurately.

3. The Modernization of teachers

Almost everyone piously agrees that 'the teacher' is the heart of the educational process and the main determinant of the quality and effectiveness of its results. The supply of good teachers, it is also said, is the main bottleneck to improvement. Yet nowhere are orthodox solutions to educational problems more rampant - and in my view more wide off the mark - than with regard to teachers. Teacher training everywhere is moribund and urgently in need of a thoroughgoing overhaul. So are the traditional concepts of a 'teacher' and of 'teaching', and also the prevailing practices of utilizing, promoting and rewarding teachers. Here, then, is an area pregnant with inviting international targets for educational development where courageous and imaginative innovations of the right sort could bring enormous pay-offs for all concerned - not least of all, the teacher and his pupils. Untold millions of external assistance dollars - both bilateral and multi-lateral - have lately been invested in spreading and perpetuating conventional forms of teaching and teacher training in developing countries. Such aid in the future should become the cutting edge of an international effort to modernize teaching, teacher training, teacher utilization and teacher rewards.

4. The more efficient use of educational resources

This target area ties back to educational management and to the other target areas already mentioned, but it deserved special mention in its own right. It is no exaggeration to say that potentially, even on the basis of pedagogical and management methods already known, the efficiency of every educational system could readily be doubled. To do so would obviously not be easy, but the fact that such a large cushion for practical improvement actually exists should make this a prime international target.

There are many potential ways to improve the efficiency and productivity of an educational system - for example, by making the curriculum more relevant and up-to-date, by improving teaching and learning methods, by spending more on good textbooks and other learning aids, by building and using facilities more efficiently, and not least of all (especially in developing countries) by finding ways to reduce the shockingly high drop-out and repeater rates (which often require an investment equivalent to 12 or 15 pupil-years of instruction in order to get just one student through six 'normal' grades).

To detect these opportunities, however, and then to take advantage of them, requires better diagnostic tools - particularly better methods of analysing the costs and the results and benefits of various educational processes. The development and practical application of such tools constitutes another fruitful international target.

IV. A CLOSING WORD

The 'targets' cited above are only illustrative. Other equally important ones could be cited - having to do, for example, with non-formal education, rural education, universities and other educational 'trouble spots' common to large numbers of countries. The main point I want to make, however, is perhaps sufficiently served by the examples given. The point is this: The most important international educational targets for the 1970's cannot be defined in simple numerical terms (although in many instances they may be usefully illuminated by ingenious quantitative indicators). This fact is an inconvenient and even a disappointing one, especially for anyone who is prone to make a kind of 'numbers game' of

educational progress. But the hardest fact of all is that the Second Development Decade cannot be a mere numbers game if education throughout the world is to over-come the crisis it faces and to make the qualitative adjustments and advances it is now urgently called upon to make.

This is not to deny or belittle the crucial role which statistics and statistical analysis must play in the better planning and better management of educational systems. It is simply to emphasize once again that the toughest educational challenges of the 1970's are primarily qualitative in nature. We must therefore choose targets to match them and find ways of expressing these targets that will be both clear and accurate and will inspire broad support and action. The challenge, as I have emphasized throughout, is not merely to expand our educational institutions but to change and up-date them in a host of ways in order to make them more compatible with the changing educational needs of a world on the move all around them.

In the last analysis this calls for radical innovation on a massive scale. But innovation is not something new. The world has so far survived and benefitted from a succession of revolutionary innovations in agriculture, industry, medicine, transportation and communications. A corresponding educational revolution is long overdue, and for lack of it the whole world is paying a heavy price. To help get this needed educational revolution rapidly underway should be the over-arching aim of the international strategy and targets of educational development in the coming decade.

To those who have grown cynical and hopeless about changing education, this may seem to be asking for the impossible. But I do not believe that it is. Anyone who has attended a recent international gathering of educational leaders - such as the Williamsburg International Conference on the World Crisis in Education in late 1967, the Unesco International Conference on Educational Planning in the summer of 1968, or the Unesco General Conference in late 1968 - will have sensed a new and deeper awareness by these educational leaders of the gravity of the problems they face, and a new recognition of the need to approach these

problems through far reaching innovations. Similarly, top officials of Unesco, the UNDP, and the World Bank, as well as the leaders of a number of bi-lateral agencies and private foundations, have recently shown a fresh determination to throw the weight of their organizations toward aiding educational change. This and other evidence convinces me that the needed educational revolution has already begun and will accelerate rapidly from here on. It is not too much to hope, therefore, that just as the 1960's were the decade of massive linear expansion of education, the 1970's will be the decade of massive innovation in education.



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Référence: IIEP/Dir.69.064

10 February 1969

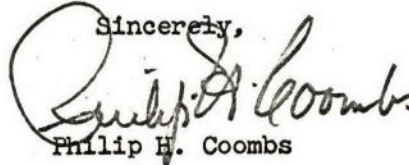
Dear Mr. McNamara,

Everyone is talking about new strategies and development targets for the 1970's, and so I thought I would do a little piece on educational strategy, a copy of which is attached.

...

I hope to get to Washington sometime in March and to take up, belatedly, your kind invitation to visit you. I will call your secretary in advance to see when would be a convenient time for you.

Sincerely,



Philip H. Coombs

Mr. R. McNamara,
Director,
I.B.R.D.
1818 H Street, N.W.
Washington, D. C. 20433
U. S. A.

Enc. "The Need for a New Strategy of
Educational Development"

Original to: *Mr. Demuth*
Date: *Feb. 17/69* Communications
Section

February 10, 1969

Dear Mr. Hallak:

Thank you for your letter of January 16, 1969, ref. IIEP/Prg./JH/69.26.

I regret that we no longer have in the Education Projects Department any papers belonging to Mr. George Tobias and so it would not be possible to provide the technical slips referred to in your letter.

I have, however, extracted from the Appraisal Report on the Chile project the paragraphs which refer to costs and benefits. This section was prepared by Mr. Tobias and it is hoped that it will provide the information you require.

Yours sincerely,

S.J.G. Burt
Chief, Division I
Education Projects Department

Mr. Jacques Hallak
I.I.E.P.
7 rue Eugene-Delacroix
Paris 16e, France

(enclosure)

SJG
SJGBurt:vct



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7, rue Eugène-Delacroix, Paris-16^e

téléphone : 525.70.10

câbles : Eduplan Paris

Référence : IIEP/Dir.69.043

7 February 1969

Dear Dick,

I have just checked on Sydney's dates for New York and it appears that Thursday or Friday, 27 or 28 March might best fit his schedule. I have proposed these dates to him (he is travelling in the Caribbean during February and March). It would be a big help certainly if you could join us. I will let you know as soon as I hear back from Sydney.

Cordially,

Philip H. Coombs

Mr. Richard H. Demuth,
Director of the Development
Services,
International Bank for
Reconstruction and
Development,
1818 H Street, N.W.,
Washington D.C. 20433.

acc March 5/69



1 rue Eugène-Ismailov, Paris 17

Telephone: 720.00.00
Telex: 210000

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7 February 1959

Dear Madam,

I have just checked on Sydney's dates for New York and it appears that Thursday or Friday, 27 or 28 March might best fit his schedule. I have proposed these dates to him (as he is travelling in the Caribbean during February and March). It would be a big help certainly if you could join us. I will let you know as soon as I hear back from Sydney.

Cordially,

Philip H. Coombs

Mr. Richard H. Denton,
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Washington D.C. 20435.

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7, rue Eugène-Delacroix, Paris-16*

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OF THE DIRECTOR
OF RESEARCH

6 February 1969

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THE NEED FOR A NEW STRATEGY OF
EDUCATIONAL DEVELOPMENT (1)

by

Philip H. Coombs

Few would doubt that what happens to education in the coming decade will have a heavy bearing on the fortunes of over-all economic and social development in every nation for many years to come. Although the prospects for education are shrouded in great uncertainty, this much seems clear. The strategy of linear expansion which most of the World's educational systems have been pursuing for more than a decade has now run its course and ended in crisis. A radical revision of that strategy is therefore urgently required. Precisely what form the new strategy should take has yet to be defined, but its broad outlines are fast becoming evident.

In this Chapter I shall elaborate upon the above propositions, not with a view to providing satisfactory answers to all the issues raised, but in the hope of contributing modestly to the collective search now going on among educational leaders everywhere to find such answers.

I. KEY PROBLEMS WITH WHICH FUTURE STRATEGY MUST DEAL

The main thrust of the simple expansionist strategy which rich and poor nations alike have followed in recent years has been to enlarge the existing educational establishment as rapidly as possible, with relatively little change in its structure, logistics, content and methods. The cardinal aim - certainly a laudable one - has been to boost the number and percentage of young people attending educational institutions at every level. Consistent with this aim, the principal measuring rods of progress have been the statistics of enrolments and 'participation rates', and of over-all educational expenditures.

Judged by these measures and against the entire record of history this strategy has made dramatic progress. In less than one generation student enrolments in the world at large have more than doubled. So have

(1) This article expresses the purely personal views of the author.

educational expenditures in most countries. This by any standard is a remarkable record of accomplishment. Never before have people and governments the world over demonstrated such solid faith in education as a key to individual and national advancement. And never before have the human resources and productive potential of nations been so broadly enriched through education.

It is tempting to conclude from all this that educational development is now 'over the hump' and can make further progress with greater ease from here on. But unfortunately quite the opposite is the case. The truth is that educational systems virtually everywhere now find themselves besieged by a serious crisis whose end is nowhere in sight.(1)

This crisis varies in form and intensity from nation to nation according to differences in local circumstance. Yet its main lines of force and basic features are similar for all. Essentially it is a crisis of maladjustment - of disparities taking many forms - between educational systems and their social-economic environments.

Thanks to a combination of post-war revolutions - scientific and technological, social and economic, political and demographic - the environments of educational systems have been changing at a vastly accelerated pace. This has had far-reaching impacts upon the size and character of educational needs and demands.

The chief response of educational systems to these greatly altered circumstances has been to get bigger as fast as they could - to try to keep pace with the explosive rise in popular demand. Thus they have followed a strategy of linear expansion which put primary emphasis on quantitative growth and little if any emphasis on qualitative changes required to adapt to the changing needs.

(1) The propositions presented below are dealt with in more detail and documented in the author's recent book - The World Educational Crisis - A Systems Analysis, Oxford University Press, New York and London

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The result of this strategy and a variety of related factors has been the emergence of a constellation of severe maladjustments between educational systems and the students and societies they are intended to serve. Let us examine briefly a few of these maladjustments in order to appreciate the tasks which future strategy must cope with.

1. The Gap Between Educational Demand and Supply

Despite their rapid expansion, educational systems have been unable to keep pace with the rising popular demand; thus, a gap between demand and supply has persisted and in many cases widened. One reason for this is that educational demand is self-generating - the more it is satisfied the faster it grows, irrespective of the economy's ability to support it. A large increase in primary school enrolments soon translates into an expanded demand for admission to secondary schools, then later to the universities. A large educational expansion in one generation compounds the educational demand in the next generation.

A further reason for the growing demand, especially in developing countries, has been the extraordinary growth of the youth population. Because of this, schools must run fast simply to stand still, relative to the total number of children. Urban schools have to run even faster to keep up with the migration of families from rural areas. Participation rates cannot rise until after this population growth is offset.

Caught between rising demand and limited resources, educational systems have tried to escape by spreading their resources thinner and thinner over more and more students. The unhappy results - concealed beneath the smiling mask of rising enrolment statistics - have been tragically high drop-out and repeater rates and a widespread erosion of educational quality. One must discount, therefore, the picture of progress presented by the statistical indicators mentioned earlier.

2. The Gap Between Resources and Requirements

There is no reason to expect either the dynamic gap between educational demand and supply or its unfortunate impact on educational quality and effectiveness to diminish in the coming decade. On the contrary, the situation threatens to grow worse, thanks to a growing economic squeeze

which all educational systems face. This squeeze results from an inevitable slow down in the growth of education's financial resources on the one hand, and from an inexorable rise in its unit costs on the other.

Total educational revenues and expenditures, as noted earlier, have risen spectacularly over the past 10 to 15 years. What is more to the point, they have risen sharply in most countries as a percentage of the GNP and of the total public budget. In typical cases, for example, educational expenditures have grown from 2 per cent or less of the GNP in the early 1950's to more than 4 per cent at present, and from less than 10 per cent of total public spending then to 20 per cent or more now. This means that educational expenditures have been growing at least twice as rapidly as the national economy and the over-all public budget from which the support of education must come. Unfortunately this disparity in growth rates cannot be kept up, for simple reasons of arithmetic. In view of other pressing national needs - such as housing and health, agriculture and industry, and in many cases, unhappily, rising police and military costs - education simply cannot go on indefinitely getting an expanding share of the national economic pie.

The proof, if any is needed, is that in nation after nation the growth of educational budgets has already begun to slow down, and in some cases has levelled off completely. There are, of course, exceptional cases (one thinks of Pakistan, for example) where the upswing of educational expenditures was slow getting started and a substantial cushion thus still remains for future expansion. But for the majority of nations the era of rapidly expanding budgets is coming to an end; from now on education's financial growth will have to stay in line with economic growth.

In practical terms this means that annual budgetary increments will be smaller than before, leaving little if any margin for further expansion of enrolments, not to mention improvement of quality. Moreover, built-in cost increases within the on-going operations will exert a heavy first claim against any additional revenues.

This leads us to the other side of the economic squeeze - rising costs per student. The most conspicuous cause of rising educational costs, of course, is general inflation - from which education tends to suffer disproportionately due to the usual long time lags in adjusting teacher salaries and other educational factor costs to catch them up with competing fields. A more fundamental cause, however, even in the absence of inflation, is that education is a labour-intensive industry with a relatively static handicraft technology, in competition for highly qualified manpower with less labour-intensive enterprises whose technology is advancing and whose productivity and real wages are therefore rising. Sooner or later education is forced to match the rising wage rates of these competitors, even though its own productivity is not rising. This spells increased real costs per student, even if quality remains unchanged.

An educational system can postpone the day of reckoning, as many have done, by stretching its resources thinner - at the expense of quality. It can hold down costs per student by hiring more unqualified teachers, by filling classrooms to over-flowing, and by purchasing fewer textbooks and other learning aids. But there are limits to these escape routes, and many nations have already reached them. Pressed downward far enough in quality and effectiveness, education stops being a potentially fruitful social investment and becomes a costly disinvestment.

There is no doubt that, despite what has been said, educational authorities must continue to search and press ingeniously for additional financial resources. But the important conclusion is this: the central issue that virtually all educational systems now face is how to get bigger and better educational results from the resources already available - how, in other words, to improve their efficiency and productivity.

3. Imbalances Between Educational Outputs and Jobs

The imbalance between demand and supply on the input side of educational systems is matched on the output side by imbalances of several sorts between the 'end-products' of education and the manpower needs and absorbability of the economy.

One sort of imbalance results from the wrong educational 'mix'. In many cases in recent years educational systems have found themselves turning out too few of one kind of 'finished product' and too many of another, thereby prolonging selective manpower shortages which hobble the economy's growth while at the same time contributing to a pool of 'educated unemployed'. In typical instances, for example, there have been more than enough new lawyers and liberal arts graduates coming forth to satisfy the demands of the employment market, but far too few technicians and engineers or doctors and nurses.

The difficulty in such situations usually arises only partly from the failure of the educational system to redeploy its resources and student flows properly. It arises also from the ill-advised educational choices of students and their parents, based on outmoded employment expectations and aspirations which are no longer valid. But perhaps the most fundamental cause of such imbalances lies in the failure of the economy and employers (including the government, which is often the largest employer of educated personnel) to modify job qualifications and functions, wage structures and hiring practices in ways required to achieve the best allocation and utilization of available educated personnel. Regardless of the causes, however, these imbalances are an important feature of the present educational crisis and must be dealt with by the new strategy.

As time goes on and specific manpower shortages are overcome a still larger problem looms, taking the form of an over-all 'surplus' of educated manpower relative to the total number of job openings of every sort. One finds this phenomenon, for example, in such developing countries as India, the United Arab Republic and the Philippines where educational expansion began early and has gone far. Yet it would be absurd to regard these countries as being 'over-educated' in any real sense. They, like all other developing nations, have an urgent need to strengthen their human resources as a basis for more rapid economic growth and social development. But unfortunately, because of the structural rigidities and imperfections which characterize such economies, their theoretical manpower needs for growth far exceed what the employment market actually demands and can pay for.

The difficulties arising from imbalances between educational output and available jobs are on the whole less severe in more developed economies whose labour mobility and absorbability are greater. But even here the problem can be very troublesome, as it was in France, for example, in the Spring of 1968. The 'Events of May' in Paris were touched off in part by the anxieties of university students, especially those majoring in certain social sciences, who became aware that their numbers far exceeded the number of jobs likely to be available in their special fields in the near future.

All this is not to say that educational systems should be planned and expanded only with a view to matching national manpower requirements (even if such requirements could be foreseen with precision, which they cannot). But on the other hand, it is plain that an educational system that 'goes it alone', paying no attention to prospective manpower needs and job opportunities, is likely to find itself in increasingly serious trouble.

4. The Obsolescence and Irrelevance of Educational Content and Methods

The imbalances we have thus far considered can be defined largely in quantitative terms - too much of one thing relative to another (e.g. too much educational demand vis-a-vis supply, too many resources needed vis-a-vis those available, too many jobs sought vis-a-vis jobs available). But the maladjustments which characterize today's educational crisis are also qualitative in nature, particularly when it comes to the matter of what is being learned and how it is being taught. In this matter particularly, the inherent inertia of educational systems has contributed greatly to the crisis.

A frustrated educational reformer once quipped that it is harder to move a curriculum than a graveyard. This may or may not be an exaggeration, but in all events it is clearly the case that during the past 10 to 20 years, in the vast majority of the world's schools and universities, the content of the curriculum and the methods for conveying it to learners has lagged woefully behind the rapidly advancing frontiers of knowledge and the changing nature of real educational needs. This brings us back to the strategy of linear expansion. Educational systems have grown enormously, but they have ended up looking very much like their former selves, only larger (and often poorer). They have simply not adapted their internal affairs to the rapidly changing world all around them.

This point, however, should not be overdone. It is true that in the course of expanding, many educational systems have introduced certain structural reforms, new programmes, new curriculum content, and new teaching methods and aids. But these new things have been marginal and largely super-imposed on the old, like the latest glacial deposit; their modest scale has been dwarfed by the overwhelming emphasis on quantitative expansion.

The result is that much of what is now being taught is obsolete in terms of what today's students will require to live effectively in the last third of the 20th Century and well into the 21st. Moreover, in many situations, what is being taught is irrelevant as well, viewed in the cultural, social and economic context of the particular nations and students concerned. This is outstandingly the case in the bulk of developing nations, who inherited their present educational patterns years ago - like hand-me-down clothes - from distant metropolitan nations whose cultural and economic circumstances were very different. What they inherited did not fit their needs and circumstances very well even then, but it has become even more ill-fitting ever since under political independence.

Again the problem is not confined to developing countries. It exists - most conspicuously at the secondary level - in many developed nations that have lately been trying to make the great transition from an 'elitist' educational system, designed to serve a select minority, to a 'mass' system meant to serve the great majority. In such situations, the old 'classical' curriculum, whose original purpose was to prepare students to enter and succeed in the university, still dominates the scene. It dominates despite the fact that the majority of today's secondary students will soon enter the world of work and assume the responsibilities of family life and citizenship rather than going on to the university. What these students need is something other than a watered-down version of the old classical curriculum, but often what they get is just that, or something even worse.

In like manner, the teaching methods and educational logistics - in short, the 'educational technology' - which were originally designed to serve a relatively small and homogeneous group of 'elite' students (and which worked quite well for the purpose) have been largely carried over and applied to a much larger and far more heterogeneous student clientele. It simply does not fit. The standardized curriculum with its 'uniform standards', enforced by the revered 'examination system'; the chronological academic lock-step, which expects everyone to move at the same pace; the 'normal' class size and pupil/teacher ratio - these and all the rest of the pedagogical paraphernalia of an earlier and different era are cracking and crumbling badly under the stress of having to serve a very different kind of student body. What is needed, quite obviously, is a much more flexible and diversified set of pedagogical arrangements that can accommodate students having a much wider range of family and cultural origins, academic intelligence and motivation, and career aspirations and prospects. But pedagogically, running a mass educational system effectively is many times harder than running an elitist system well. And unfortunately, the ways of doing it are not yet clear, thanks to the poverty, triviality and irrelevance of most educational research.

5. Imbalances Between Formal and Non-Formal Education

The final problem of maladjustment which I will mention here - though there are others - involves the relationships and the allocation of resources between the formal educational system and that motley assortment of out-of-school training and educational activities which I shall call non-formal education. Most observers agree that non-formal education has an extremely vital role to play, whether in continuing the education of already 'educated' persons, especially in developed countries, or in bringing literacy and useful skills to masses of people in the developing nations who were deprived of formal schooling. Most would also agree, however, that non-formal education has thus far been seriously short-changed and under-developed. In most countries, ministries of education and educational planning have been blind to non-formal education. Formal education has its own ministry (by whatever name) to watch over it and fight its battles, but non-formal education has been everybody's business and therefore nobody's. There is clear need to develop a better division of labour and better integration between the two, and to stop short-changing non-formal education.

II. TOWARD A NEW STRATEGY OF EDUCATIONAL DEVELOPMENT

Four general conclusions emerge straightaway from the foregoing sketch of key problems that will confront educational development throughout the world in the 1970's.

The first conclusion is that the old strategy of linear expansion has obviously outlived its usefulness and must be replaced. To go on simply enlarging existing educational systems in their old image would be a formula for disaster; it would worsen the already serious maladjustments between these systems and their environment, it would further deplete their quality and relevance, and deepen the existing educational crisis.

The second conclusion is that the new strategy to replace it, though certainly it must provide for further expansion of education, must give its major emphasis to the qualitative aspects of educational development - that is, to promoting the kinds of educational changes required to adapt educational systems to the changing world around them, and to make them more efficient and effective. It must be, in short, a strategy of innovation.

The third conclusion is that more attention must be given to balancing and integrating educational development with broader national development goals and strategies and with the specific plans and targets of related sectors.

The fourth conclusion is that even though each nation must evolve its own educational development strategy to fit its own circumstances, there is room also for an international strategy, based on the fact that virtually all nations share an important set of substantially similar educational goals and critical problems (including those outlined in Part I of this Chapter). The aim of the international strategy should therefore be to reinforce individual national strategies, to the mutual benefit of all nations.

To move beyond these very general conclusions we must face two specific questions: What should be the character of this international strategy and the targets which it inspires? What changes are needed in international organizations themselves in order that they may contribute a maximum to formulating and implementing such a strategy?

To begin with, if this term 'strategy' is to have any real significance, it must mean something more than a loose collection of pious resolutions adopted by a series of international conferences. An educational development strategy, as the term is used here, 'is a framework for specific educational policies, intended to keep these policies reasonably balanced and integrated, well timed, properly weighted, and headed in the right direction'.(1)

If an international strategy of this sort is to have a serious impact, the following prior conditions must be satisfied. First, it must be a selective and unified strategy; it cannot be a mere hodge-podge of everybody's favourite idea and prejudice. It must be sharply focused upon those major goals and critical problems which many nations have in common; it cannot attempt to embrace every special concern of every nation. It must be carefully conceived as a unified whole; it cannot be a mere omnibus label for a loose collection of separate strategies, each going its own way - one each for primary, secondary and higher education; for teacher training, new educational media, textbook production; for school building construction; for teaching the sciences, the humanities and the social sciences; for technical training and general education; for educational planning separate from educational management, and, above all, for formal education separate from non-formal.

A second prerequisite is that this international strategy must not merely be 'approved' by a majority vote of assembled national representatives; it must be clothed in the authority of a genuine consensus and a deep commitment to action on the part of many nations. Short of this, it will have no more chance for success than the average New Year's resolution.

Finally, the strategy should not be simply a set of internationally 'recommended guidelines' for individual nations to follow on their own. It must be a disciplined framework for shaping the real priorities and action programmes of international organizations themselves. I can

(1) Op.cit., p. 153, The World Educational Crisis - A Systems Analysis.

personally think of no more powerful means for implementing a well-conceived international strategy for educational development than for international agencies to practice what they preach - in every nook and cranny of their programmes. The implications of this are enormous.

As we have already seen, the educational strategy of the future must be above all a strategy of innovation, aimed at effecting a great variety of changes in educational systems, in order to help them (1) adapt to the changing needs of their students and their society and (2) increase the efficiency and effectiveness with which they employ their limited resources. The international agencies could exert powerful leadership in educational innovation if they steadfastly applied to these objectives the tools they already possess.

Suppose, for example, that Unesco, the UNDP and the World Bank - who together are injecting each year millions of dollars and enormous human energies into educational projects throughout the world - suppose they were to agree on the basic policy that these international resources would only be used for projects which involved significant innovation of a sort that was relevant to many countries. Suppose they agreed, for example, that a proposed new teacher training institution for country X, in order to qualify for assistance, could not simply be a carbon copy of some existing one, that it must be designed not merely for the initial training of teachers but to develop teachers throughout their careers and to bring them knowledge of new content and methods based on scientific research. Similarly, suppose they insisted that a proposed new secondary school, to qualify for aid, must be equipped with a new curriculum, new methods, and with new kinds of teachers who knew how to use them. And so with other internationally-aided projects; suppose the international assistance agencies insisted that all proposed projects must seek to blaze new trails, to help shape a new educational future.

This policy, if well applied, could be revolutionary. It would give a strong incentive to developing nations to break away from conventional educational patterns that have become obsolete and intolerably inefficient. It would challenge and release the most creative instincts of present international educational experts and attract many new ones who are convinced that educational change is imperative and who are anxious to have

a hand in it. Perhaps most important, it would give the weight of international approval to the whole notion of educational change and innovation, thereby fostering a fresh atmosphere conducive to change in all educational systems.

International agencies could also couple this studied emphasis on innovation with a new emphasis and insistence on educational efficiency, particularly by paying greater attention to the long range cost implications of proposed projects, relative to their anticipated benefits.

But as things now stand, the international organizations are far from ideally equipped to take the lead in formulating and implementing a cohesive, innovative international strategy of educational development. For peculiar historical reasons, their internal structures and their processes for setting priorities and shaping their programmes tend more toward a fragmentation of effort than a unification. Their built-in centrifugal forces (including their legislative processes) are so powerful as to defeat at times even the most determined efforts by their top officers to achieve a more concerted and effective attack on selected goals and problems of the utmost importance to their Member States. Thus, until these agencies themselves are considerably revamped, all efforts to achieve a really effective international strategy of educational development will be severely handicapped.

Unesco, which has the prime role to play in these matters by virtue of its broad charter mandate, has in fact taken a number of important steps in this direction in recent years, aimed at sharpening its own priorities and bending the various parts of its bewilderingly complex programme to the support of such priorities. Progress has also been made through the cooperative efforts of Unesco and other specialized agencies (e.g. the World Bank, ILO, FAO, WHO, UNICEF, etc.) to co-ordinate their respective priorities and to mesh their operating programmes more effectively. These have been encouraging steps in the right direction, yet no one would pretend that they are as yet anywhere near adequate. As with national governments, the structures and processes of these international organizations are still dominated by organizational concepts and patterns, and by bureaucratic attitudes and habits, inherited from an earlier and simpler era when there was less conspicuous need for unified planning and co-ordination. But now

that this need has become more urgent and evident, there is no time to lose in reshaping these international agencies to fit the need and to set a good example for national bureaucracies. This will be no easy task; it is a bit like unscrambling a well cooked egg. Resistance is bound to arise from every sort of internal and external vested interest, even while everyone agrees in principle that priorities must be sharpened and programmes made more cohesive. Difficult or not, however, it must be done, for an international strategy for educational development can amount to little more than well intentioned rhetoric unless the relevant international agencies make themselves the major instruments for putting the strategy into action.

III. FUTURE TARGETS FOR EDUCATIONAL DEVELOPMENT

Strategies are at best broad road maps for action. Educational development targets are - or should be - the practical expression of an agreed strategy and set of priorities. This was the case with the past strategy of linear expansion; educational targets mainly took the form of statistical goals for the expansion of student enrolments and participation rates. The most notable international examples of this were the Unesco 'regional targets' adopted in the early 1960's for Asia, Africa and Latin America by Unesco-sponsored conferences of Ministers of Education from these regions. The regional targets, which set long range quantitative goals for expansion, were vulnerable to a number of major criticisms which we need not delve into here. But even so, there is little doubt that, given the circumstances at the time, they served a useful purpose. Those times have changed, however, and the time has now arrived to adopt a different kind of educational target which will fit the needs and goals of a more complex kind of strategy, and which will be flexibly adaptable to the differing circumstances of different countries.

These new targets, unfortunately, cannot have the rhetorical simplicity and popular appeal of the earlier quantitative targets. But on the other hand, they can have the great advantage of being more practical and more readily translatable in specific international actions.

The prime object of these new targets - and this I want to emphasize - is not simply to provide international norms which individual nations will hopefully strive to achieve on their own (as was the case with the Unesco regional targets). These new targets must also seek (1) to establish a clear framework for the educational programmes and priorities of the international organizations themselves (and for bi-lateral aid programmes as well, if they chose to follow them), and (2) to define vital areas in which nations might do important things directly together, which they could not do as well (or at all) separately. In short, these future international 'targets', in addition to inspiring the actions of individual nations, should seek to direct available international resources toward priority goals, and to stimulate greater direct collaboration among nations on priority educational ventures of mutual interest. If well conceived and clearly defined, such targets could considerably influence the pattern of bi-lateral educational aid as well, and harmonize it with multi-lateral assistance, far better than has thus far been the case.

One thinks, for example, of the exciting opportunities there are for nations to collaborate - whether directly or through the medium of an international agency - on such things as: vital educational experiments in the teaching of a second language; recasting schooling to reinforce rather than undermine rural development efforts; research and development projects to promote the extensive use of new educational media; sharing facilities for specialized training and research in tropical medicine and agriculture or public administration; conducting significant comparative studies on how to improve the teaching of reading or mathematics, mutual evaluation exercises which would keep each country on its toes; or fashioning new statistical reporting systems and analytical methodologies to undergird improved forms of educational management.

There is almost no end to the important educational ventures which nations could do more fruitfully together than alone, and no end of lessons which they could profitably learn from one another's experiences. But the main requirement is to define the right priorities and the most promising target areas for such co-operative action to concentrate upon, and to organize the practical mechanisms of collaboration. International organizations can do this. Over and above their own operational programmes, they

have the unique opportunity to be the catalytic agents of extensive direct co-operation among national educational systems. There unquestionably exists in virtually every nation a great untapped reserve of willingness to engage in co-operative educational ventures across national lines which could be more fully harnessed by a proper international strategy with well defined targets, provided they are attuned to the real and practical urgent educational concerns of many nations.

We must therefore ask: What might be some of these future educational target areas and specific targets that would fit this prescription - that would evoke the active interest and best creative energies of various Member States? Having in mind our earlier review of the worldwide educational crisis, I would personally suggest, by way of illustration, the following target areas, bearing in mind that within each of them a number of more specific targets would need to be selected for priority attention.

1. The Modernization of educational management

Here I begin with the conviction that all educational systems have outgrown their traditional administrative frameworks and procedures, and that unless they start by innovating with respect to their management (broadly conceived to include all the people and processes involved in the effective running of an educational system) they cannot hope to progress very far with innovating in other respects. Based on this premise, here are some of the specific international targets for collective improvement that might be considered: (a) the more effective recruitment and professional training (including life-long career development) of various specialized members of educational 'management teams' (including competent educational planners); (b) the development and application of a battery of 'indicators' by which the performance of an educational system could be more effectively monitored, evaluated and planned; (c) the establishment of basic 'information flows' which would service such 'indicators' and would enable any educational system or individual institution to see more clearly where it has been lately, how it is doing and where it is heading; and (d) the development and dissemination of improved techniques of educational planning which would enable any educational system to shape its future more rationally and effectively.

2. Modernization of educational content and methods

This is without question a universally urgent need, for nations at every level of development; yet no nation has yet found a satisfactory solution. The essential need is to find practical ways of bringing teachers and teaching materials and classroom instruction continually up-to-date with the moving frontiers of knowledge and technology. It also means finding ways to adapt the logistics of educational systems - their structures, timetables and 'channels' - to the widely varying needs and capabilities of different students, as individuals. By working together on research and development projects directed at these needs, and by systematically trading the lessons of their respective experiences - just as the World's physicists, chemists and biologists already do - nations could more quickly find workable answers to these needs. One important task for Unesco in this regard would be to improve the communications network and to establish a reliable professional reporting service through which news of significant research findings and new educational developments could travel more quickly and accurately.

3. The Modernization of teachers

Almost everyone piously agrees that 'the teacher' is the heart of the educational process and the main determinant of the quality and effectiveness of its results. The supply of good teachers, it is also said, is the main bottleneck to improvement. Yet nowhere are orthodox solutions to educational problems more rampant - and in my view more wide off the mark - than with regard to teachers. Teacher training everywhere is moribund and urgently in need of a thoroughgoing overhaul. So are the traditional concepts of a 'teacher' and of 'teaching', and also the prevailing practices of utilizing, promoting and rewarding teachers. Here, then, is an area pregnant with inviting international targets for educational development where courageous and imaginative innovations of the right sort could bring enormous pay-offs for all concerned - not least of all, the teacher and his pupils. Untold millions of external assistance dollars - both bilateral and multi-lateral - have lately been invested in spreading and perpetuating conventional forms of teaching and teacher training in developing countries. Such aid in the future should become the cutting edge of an international effort to modernize teaching, teacher training, teacher utilization and teacher rewards.

4. The more efficient use of educational resources

This target area ties back to educational management and to the other target areas already mentioned, but it deserved special mention in its own right. It is no exaggeration to say that potentially, even on the basis of pedagogical and management methods already known, the efficiency of every educational system could readily be doubled. To do so would obviously not be easy, but the fact that such a large cushion for practical improvement actually exists should make this a prime international target.

There are many potential ways to improve the efficiency and productivity of an educational system - for example, by making the curriculum more relevant and up-to-date, by improving teaching and learning methods, by spending more on good textbooks and other learning aids, by building and using facilities more efficiently, and not least of all (especially in developing countries) by finding ways to reduce the shockingly high drop-out and repeater rates (which often require an investment equivalent to 12 or 15 pupil-years of instruction in order to get just one student through six 'normal' grades).

To detect these opportunities, however, and then to take advantage of them, requires better diagnostic tools - particularly better methods of analysing the costs and the results and benefits of various educational processes. The development and practical application of such tools constitutes another fruitful international target.

IV. A CLOSING WORD

The 'targets' cited above are only illustrative. Other equally important ones could be cited - having to do, for example, with non-formal education, rural education, universities and other educational 'trouble spots' common to large numbers of countries. The main point I want to make, however, is perhaps sufficiently served by the examples given. The point is this: The most important international educational targets for the 1970's cannot be defined in simple numerical terms (although in many instances they may be usefully illuminated by ingenious quantitative indicators). This fact is an inconvenient and even a disappointing one, especially for anyone who is prone to make a kind of 'numbers game' of

educational progress. But the hardest fact of all is that the Second Development Decade cannot be a mere numbers game if education throughout the world is to over-come the crisis it faces and to make the qualitative adjustments and advances it is now urgently called upon to make.

This is not to deny or belittle the crucial role which statistics and statistical analysis must play in the better planning and better management of educational systems. It is simply to emphasize once again that the toughest educational challenges of the 1970's are primarily qualitative in nature. We must therefore choose targets to match them and find ways of expressing these targets that will be both clear and accurate and will inspire broad support and action. The challenge, as I have emphasized throughout, is not merely to expand our educational institutions but to change and up-date them in a host of ways in order to make them more compatible with the changing educational needs of a world on the move all around them.

In the last analysis this calls for radical innovation on a massive scale. But innovation is not something new. The world has so far survived and benefitted from a succession of revolutionary innovations in agriculture, industry, medicine, transportation and communications. A corresponding educational revolution is long overdue, and for lack of it the whole world is paying a heavy price. To help get this needed educational revolution rapidly underway should be the over-arching aim of the international strategy and targets of educational development in the coming decade.

To those who have grown cynical and hopeless about changing education, this may seem to be asking for the impossible. But I do not believe that it is. Anyone who has attended a recent international gathering of educational leaders - such as the Williamsburg International Conference on the World Crisis in Education in late 1967, the Unesco International Conference on Educational Planning in the summer of 1968, or the Unesco General Conference in late 1968 - will have sensed a new and deeper awareness by these educational leaders of the gravity of the problems they face, and a new recognition of the need to approach these

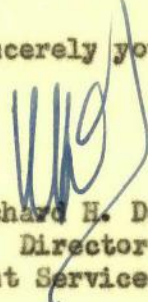
problems through far reaching innovations. Similarly, top officials of Unesco, the UNDP, and the World Bank, as well as the leaders of a number of bi-lateral agencies and private foundations, have recently shown a fresh determination to throw the weight of their organizations toward aiding educational change. This and other evidence convinces me that the needed educational revolution has already begun and will accelerate rapidly from here on. It is not too much to hope, therefore, that just as the 1960's were the decade of massive linear expansion of education, the 1970's will be the decade of massive innovation in education.

February 6, 1969

Dear Mr. Holland:

I am writing with reference to the forthcoming Sixth Conference on International Education to be held in Washington, D.C. from February 19 to 21, 1969, and wish to advise you that the International Bank for Reconstruction and Development will be represented at this Conference by Messrs. Mats G. Hultin and Klaus Bahr of the Education Projects Department and Messrs. Richard M. Westebbe and Hans H. Thias of the Economics Department. We should appreciate receiving any further documentation that you may have concerning this Conference.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

Mr. Kenneth Holland, President
Institute of International Education
809 United Nations Plaza
New York, N.Y. 10017

Cleared with and cc: Messrs. Kamarck and Ballantine
cc: Messrs. Hultin, Bahr, Westebbe and Thias

:mmcd



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris-16^e

téléphone: 525.70.10

câbles: Eduplan Paris

Référence: IIEP/Dir.69.031

*ans. by Muth
2/11/69*
5 February 1969

Dear Richard,

I am back in Paris for the month of February but hope to get to Washington some time in March to see you and also to take up Mr. McNamara's invitation to visit him. Meanwhile, I wonder if you could do the Institute a good turn by calling Maurice Strong in Canada to enquire about the status of the proposed Canadian Five-Year support of the Institute.

At my invitation he arranged for a Canadian team to visit the Institute and evaluate its work last year. My understanding is that the team rendered a favourable verdict, but we have heard nothing further since then. The Canadian Permanent Representative to Unesco, who has been very helpful, has probably gone as far as he discreetly can in pressing for action. It might therefore help if you come in from a different direction.

I am happy to tell you that the Kings Council of Sweden has now approved the \$800,000 Five-Year SIDA grant to the IIEP and all that now remains is to reach agreement on a "Memorandum of Understanding" between SIDA and IIEP which sets forth the general terms of the grant. This should be completed within the next two weeks.

We have also been officially advised that Finland is making a "token" grant of \$10,000 for 1969 (since their budget for this year is already fixed) but will consider a further grant for future years.

Mr. Richard H. Demuth,
Director of the Development
Services,
International Bank for
Reconstruction and
Development,
1818 H Street N.W.,
Washington D.C. 20433.

./.

*(cc. to RHD in Division
France, 2/20/69)
acc March 5/69*

Washington D.C. 20522
JRG H Street N.W.
Development
Reconstruction and
International Bank for
Development
Director of the Development
Mr. Richard H. Denton

RECEIVED 19 MAR 55

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Mr. Williams, a delegation to visit him. Meanwhile, I would like you
to Washington some time in March to see you and also to take up
I am back in Paris for the month of February and hope to see

Dear Richard,

IIEP/DIR. 20.021

2 February 1955

Director
International Bank for Development

Director of the Development



International Bank for Development
International Institute for Educational Planning

Mr. Richard H. Demuth,

5 February 1969

Also on the financial front, I visited Frank Sutton (in David Bell's absence), at the Ford Foundation last week to bring him up-to-date and to arrange for official discussions on a new Five-Year Ford grant to the Institute as soon as the new Director has been appointed. Sydney Caine will probably be in New York, briefly, near the end of March, which would be a good time to open discussions from the Foundation's point of view. I can join him and I wonder if it would be possible for you to come up from Washington. I will be more specific as to the date soon.

I am mainly occupied at the moment with polishing up the first crop of case studies on educational cost analysis under the AID research contract. I will send advance copies to Duncan Ballantine on a confidential basis as rapidly as they are duplicated. I think these will be of rather direct interest to the Bank.

... Under separate cover I am mailing a copy of a chapter which I have just completed for Richard Symonds' book on International Targets for the Second Development Decade. You may find it of some interest in connexion with the Bank's own planning process.

With warm regards.

Cordially,



Philip H. Coombs

... Encl: Under separate cover

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**COUNCIL ON HIGHER EDUCATION
IN THE AMERICAN REPUBLICS**

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809 United Nations Plaza
New York, New York 10017 • TN 7-0400
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Assistant Secretary General

January 22, 1969

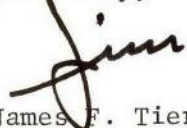
Mr. Duncan S. Ballantine, Director
Education Projects Department
International Bank for Reconstruction
and Development
1818 H Street, N. W.
Washington, D. C. 20433

Dear Duncan:

I want to take this opportunity to express my appreciation to you for taking the time to reply to our letter regarding CHEAR financing.

On the basis of the suggestions made by you and other CHEAR participants, we have developed a plan to raise additional funds and we shall be in touch with you about this shortly.

Sincerely,


James F. Tierney

Mr. Richard H. Demuth

January 17, 1969

O. H. Calika

Sixth Conference on International Education: Washington, D.C.,
February 19-21, 1969

With reference to your query to Mr. Ballantine on the above, I suggest that Messrs. Mats G. Hultin and Klaus Bahr attend the conference. Mr. Hultin is a general education specialist and Mr. Bahr is an educational economist.

cc: Messrs. Ballantine (o/r)
Stewart/Hultin (o/r)
Burt (o/r)/Bahr (o/r)

col
OHC*alika*:ec



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institut international de planification de l'éducation

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téléphone **525.70.10**
câbles : Eduplan Paris

Référence: IIEP/Prg./JH/69.26

16 January 1969

Dear Mr. Burt,

Thank you for your letter of 13 January 1969 concerning the IIEP case study on the Vocational Training Project in Chile carried out by the Bank, and more specifically the "special analysis" of the methods used in this report.

We learnt the existence of this "special analysis" through correspondence with Mr. George Tobias, who was actually at the Bank until December 1967, but is now with the Ford Foundation in India. It is possibly in the form of a set of technical slips discussing the problems of earnings in relation to level of qualification of skilled manpower, and was probably written during 1966. In fact, this "special analysis" was followed up later by a book written by Professor Mark Blaug entitled "Economic Planning in Developing Countries", IBRD, November 1967.

I hope that this information will clarify our requirements.

Thank you very much for your co-operation,

Yours sincerely,

Jacques Hallak

Mr. S. J. G. Burt ✓
Chief, Division 1
Education Projects Department
I.B.R.D.
1818 H Street N.W.
Washington 20433
U.S.A.

RECEIVED
JAN 21 1969
U.S. DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D. C. 20548
No. 4

acc. Feb. 10/69

January 13, 1969

Dear Mr. Hallak:

Your letter of January 2, 1969, ref. IIEP/Prg./JH/69.3, has been passed to me for reply due to the absence of Mr. Ballantine on mission to the Far East. I have consulted our Department of Economics but have been unable to obtain any information as to the "special analysis" on the INACAP cost-benefit study referred to in your letter.

If you could give me some further details concerning the Bank report, I shall be glad to make further investigation.

I am sorry not to be of more help.

Yours sincerely,

S.J.G. Burt
Chief, Division I
Education Projects Department

Mr. Jacques Hallak
I.I.E.P.
7 rue Eugene-Delacroix
Paris 16e, France

h
SJGB:vct

Mr. Alexander Stevenson

January 8, 1969

Peter Bocock

PWB

Visit of Professor Kljusev

I attach biographical details on Professor Kljusev, which I received this morning. As we arranged on the telephone yesterday, Professor Kljusev will come to the 1818 "H" Street entrance of the Bank at 2:30 p.m. tomorrow afternoon (Thursday) and will ask the guard for directions to your office. Incidentally, I explained to his Washington sponsors (the Institute of International Education) that you would have to end the meeting soon before 4 p.m., but that you might possibly be able to arrange for someone else to see him after the end of his meeting with you.

Very many thanks for your kind cooperation at such short notice.

cc: Miss Olive Holbrook
Institute of International Education
1530 P Street, N.W.
Washington, D.C.

PB:ij


Mr. Fritz Steuber
International Bank for Reconstruction
and Development
4 Avenue d'Iena
Paris 16, France

January 2, 1969

Dear Fritz:

This is simply to acknowledge and thank you for your report of December 17 on the meeting of the Governing Board of the IIEP which is very clear and useful. As you know, I expect to be in Paris next week and will look forward to seeing you. I was out with the flu earlier this week and apologize for the tardiness but I hope that you will be able to join Mr. Calika and me in our meetings at Unesco. We arrive on Monday morning, flight TWA 800 and will be staying at the Hilton.

Sincerely,



Duncan S. Ballantine
Director
Education Projects Department

DSB/em

c.c. Mr. Calika



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7, rue Eugène-Delacroix, Paris-16^e

téléphone [REDACTED] 525.70.10
câbles: Eduplan Paris

Référence: IIEP/Prg./JH/69.3

JAN 6 REC'D

2 January 1969

- Ballantine
- Calika
- ~~Burt~~
- Stewart
-
-
- Div. Files
- Op. Files

Dear Dr. Ballantine,

On 13 December 1968, we sent you a copy of the preliminary draft of a case study prepared by the IIEP based on the IBRD/IDA Report: Vocational Training Project, Chile (Projects Department, April 1965).

We understand that the Department of Economics of the Bank has undertaken a special analysis of the methods used in this report, and of the results obtained. Therefore, we would be most grateful if you could let us have copies of internal Bank memoranda commenting on the INACAP cost-benefit study; we would, of course, respect the confidential nature of these papers.

Looking forward to receiving your comments on the IIEP draft, and thanking you for your co-operation,

Yours sincerely,


Jacques Hallak

Dr. D. S. Ballantine,
International Bank for
Reconstruction and Development,
1818 H Street,
Washington D. C. 20433,
U.S.A.

arr. Jan 13/69



International Institute for Educational Planning

Washington, D.C. 20037
Telephone: 202-338-1000

Reference: LIBR/PAG-7/01/09.3

8 January 1988

Dear Dr. Ballestrine,

On 13 December 1986, we sent you a copy of the preliminary
draft of a case study prepared by the IIEP based on the IIEP/IA
Report: Vocational Training Project, Chile (Project Department,
April 1987).

We understand that the Department of Economics of the
Bank has undertaken a special analysis of the material used in this
report, and of the results obtained. Therefore, we would be most
grateful if you could let us have copies of internal Bank memoranda
commenting on the World Bank cost-benefit study; we would, of course,
respect the confidential nature of these papers.

Looking forward to receiving your comments on the IIEP
draft, and thanking you for your co-operation,

Yours sincerely,

Director General

Dr. A. S. Ballestrine,
International Bank for
Reconstruction and Development,
1818 K Street,
Washington, D.C. 20037,
U.S.A.

1988-01-08