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ABSTRACT

Designed to facilitate the dissemination of information and sharing of experiences among countries in Asia and the Pacific, this annual publication includes special reports, reviews of recent publications and studies, and notes on Asian documents and sources of documents concerned with recent trends in educational development, reforms and renewal, modernization, innovations, and experimentations in the region. Two special reports review the Asia-Pacific Programme of Education for All (APPEAL), and educational policies, plans, and perspectives in three countries, i.e., China, India, and the Philippines. Reviews are provided of recent publications and studies in the following areas: educational challenges in Japan; educational reform in the Republic of Korea; secondary education and youth in Australia; improvement of higher education management in Australia; decentralized educational planning in Papua New Guinea; school clusters in Thailand; child development and child rearing practices in Asia; the child and family development project in Thailand; the psychology of literacy; communication technology in Southeast Asia; and education as a commodity. Sources for the documents reviewed in this issue are included, as well as an update of the list of publications available from the UNESCO Principal Regional Office for Asia and the Pacific. (EW)

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This publication contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Principal Regional Office for Asia and the Pacific. We invite officials of Member States in the region, members of international organizations and all interested readers to send recent publications for possible review or mention in future issues, as well as special reports on new education policies or major programmes.

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FOREWORD

Education in Asia and the Pacific: Reviews, Reports and Notes is a publication of the UNESCO Principal Regional Office for Asia and the Pacific, brought out annually since 1972. The publication features special reports, reviews of recent publications and studies and notes on Asian documents and sources of documents.

This publication has been designed to facilitate the dissemination of information and sharing of experiences among countries in the region with regard to most recent trends in educational development, reforms and renewal, modernization, innovations and experimentations.

The speed with which the growth of knowledge is now taking place, its range and sweep, are epitomized in the expansion of knowledge in science and technology. The frontier-sciences are equally rapidly becoming consolidated bodies of knowledge as evident in latest developments in automation, computer sciences, bio-technology, robotics, systems theory, communication and information sciences and others. The sheer size of the total population and the large numbers added to it each year are the dominant characteristics of the demographic landscape of the Asia and Pacific region.

Today more and more people are surviving to old age as a result of improved health facilities, control of diseases and improved standard of living. There has been a notable improvement in indicators such as decline in the crude death rates, the infant mortality rates and a rise in expectancy of life at birth. As a consequence, the entire demographic pyramid in several countries has been subject to change, the implications of which are significant in terms of providing education, social welfare services as well as the time span for working age and utilization of manpower resources. It is against this background that there have been recent educational reforms in several countries responding to new situations and needs.

Through a process of information-sharing, the policy makers, planners and administrators alike may be able to reflect upon the experiences gained or lessons learned from other countries in comparable situations which will be helpful in future conceptualization of educational development, sharpening of analytical tools and techniques, and application of improved methodologies in problem-solving and decision-making.

The present issue covers, among others, the launching by UNESCO of the Asia-Pacific Programme of Education for All (APPEAL). The programme is a collective call to action in the region to meet the urgent tasks of eradicating illiteracy and of achieving universal primary education in the Asia-Pacific region. The programme, drawn up on the basis of the lessons learned from many years of experience is that literacy, universal primary education and continuing education are considered as interrelated and inseparable in terms of concept and practice.

I believe that through the sharing of information and experience in making available this publication to the educational professional community as well as to the public in general, UNESCO continues fulfilling its intellectual mandate in contributing towards the dynamics of theory and action through information co-operation in the interest of the development of nations as well as of the region and the world as a whole.

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for Co-ordination of Unesco Activities
in Asia and the Pacific
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SPECIAL REPORTS

ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL (APPEAL): A REGIONAL PROGRAMME

Introduction

Asia and the Pacific is known for its vastness and variety. It consists of the largest portion of the world's land area and houses 63 per cent of the world's population, of whom 56 per cent are youth and children.

With all its diversity and contradictions, the Asia and Pacific region has shown great vitality in the recent past. As we all know, our region is now acknowledged as one that has the greatest potential for growth and development, compared with other regions. Economically, the region has emerged as one of the most dynamic in the world.

History tells us that Asia was the cradle of many ancient civilizations of the world and it was the first to use written languages for secular and religious purposes. Paradoxically, it now has become the region with the world's largest number of illiterates.

Recent statistics indicate that in 1986 the region had about 666 million illiterate people, 15 years of age and older; 75 per cent of the world's illiterate population. More than 100 million primary school age children have never enrolled in any school.

Almost all studies made of development indicators show that illiteracy is invariably associated with mass deprivation and socio-economic underdevelopment. Countries where over half of the adult population are illiterate also stand at the low end of other socio-economic indicators. Typically, with very few exceptions, these countries have:

> infant mortality rates of over 100 per 1,000 live births; one-half to two-thirds of the children undernourished; life expectancy at birth under 50 years; widespread endemic and communicable diseases; one-third to one-half of the population without access to clean drinking water.

A World Bank study of 83 developing countries shows that countries which are making rapid and steady progress have higher percentages of literacy.

Genesis of APPEAL

The need to provide education for all in Asia and the Pacific was recognized in the beginning of 1960s. A Regional Programme known as Karachi Plan was launched in 1960 to make primary education free and compulsory. The Karachi Plan has helped many countries to develop their primary education system and to increase primary school enrolments. But the goal to make primary education free and compulsory by 1980 has not been achieved.

All available information and data clearly indicate that the problems of illiteracy, low enrolment, and retention in primary education are inter-related. Illiteracy is more widespread in countries where primary enrolment is lowest. Children who are not enrolled will swell the ranks of adult illiterates in the future. The problem of drop-outs in the primary schools is also very severe and children who drop out before completing primary education inevitably lapse into illiteracy, if they are not provided learning opportunities through literacy and post-literacy programmes. An analysis of the interaction between UPE and Literacy Programmes is well illustrated in the APPEAL document.

An analysis of the situation in the region reveals that an integrated approach is necessary to ensure success. The fact that primary education is far from being universal and the urgent need to provide continuing education for youth and adults cannot be dealt with as isolated phenomena, but must be examined as different aspects of an overall problem calling for comprehensive action, to increase the coverage of the education system (including both formal and non-formal components) and to improve the quality and relevance of the learning opportunities it provides. Educational provision must be made for all age groups and every sector of the population, particularly those who have been traditionally least served, including women, girls, and the disadvantaged.

With this backdrop, the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia

and the Pacific (MINEDAP V), held in Thailand in 1985, unanimously adopted Recommendation No. 10 calling Unesco to prepare and launch the "Asia-Pacific Programme of Education for All" (APPEAL), with the following three components: (i) eradicate illiteracy, (ii) universalize primary education, and (iii) provide opportunity for continuing education. It was targeted that points (i) and (ii) should be achieved by the year 2000.

The twenty-third session of the Unesco General Conference, held in Sofia in 1985, endorsed the Recommendations of MINEDAP V and authorized the Director-General of Unesco to launch APPEAL.

The Regional Experts Meeting, held in Bangkok in May 1986 among 22 Member States, prepared the "Asia-Pacific Programme of Education for All" (APPEAL), and it was officially launched by the Director-General of Unesco from New Delhi, India, on 23 February 1987.

APPEAL is actually the outcome of the common concern expressed by all the people in Asia and the Pacific to free the region from the scourge of illiteracy by the turn of this century. It is an expression of a collective pledge and commitment by all the Member States in the region to accomplish this gigantic task with vigour and dedication.

There is no shortage of skeptics who say that APPEAL is a very ambitious programme.

But if we look at the region's rate of progress in all fields, including mass education, we find a lot of reassuring and heartening signs.

This region has achieved tremendous progress in education in the last few decades. The increase in the number of students and pupils in primary schools, secondary schools, and in higher education institutes is quite remarkable by any standard.

A good example is the doubling in the number of literates (15 years and above) between 1970 and 1985. The number of literates in 1970 was 781 million and it increased to 1,368 million in 1985, or an increase from 54 per cent in 1970 to 64 per cent in 1985.

But the matter does not rest here. The number of illiterates have also increased from 537 million in 1970 to 555 million in 1986.

This shows that, at present, the rate at which the people are gaining literacy is outstripped by the rate of population growth.

This also tells us that our efforts in the field of primary education, literacy, and continuing education do not match our needs.

In spite of the tremendous increase in the primary school enrolment, the drop-out rate in the primary schools is still very high in many countries in the region. Our estimates show that during the late 1970s, more than 25 million schoolchildren dropped out of each year before reaching grade IV.

Delving into the problem of illiteracy, we immediately come face-to-face with the fact that problems in girls' and women's education are the main obstacles to achieving the universalization of primary education and the eradication of illiteracy in the region. The absolute number of illiterates among the male population has already declined from 247 million in 1970 to 230 million in 1985, but this has been offset by the increase in the number of illiterate females. The number of female illiterates increased from 390 million in 1970 to 415 million in 1985.

The message is very clear. If countries with serious problems of illiteracy and primary education could address themselves to the educational problem of girls, women, and other disadvantaged population, the goal of achieving education for all will easily be achieved.

Basic thrusts of APPEAL

The basic thrusts of APPEAL are the following:

a) **Democratization of educational opportunities**

The democratization of educational opportunities appears to have a strong momentum in all countries – developing, newly industrialized, or traditionally industrialized. However, its further impact on the development of education will no doubt differ from country to country. For example, the expansion of access to education, including the struggle against illiteracy, will be high on the agenda of most developing countries. On the other hand, the industrialized countries, in which access to the first two levels of education is nearly universal, will no doubt give more attention to meeting the particular educational needs of various population groups.

As the concept of education has broadened over the years, there has been a parallel evolution in the meaning attached to the

democratization of education. Thus, equal access to education – a fundamental aspect of democratization – no longer means access to schooling only. People today want access to educational opportunities to all kinds throughout their lifetime. Furthermore, equity is no longer perceived merely in quantitative terms. The International Panel on the Future Development of Education observed that "the universally accepted right to education, manifested by strong popular demand, seems to be understood by the people as a right to quality education" (1, pp. 3–4). The international community has come very recently to accept that the democratization of education also involves equal opportunity to succeed within an educational system. Beyond the provision of sufficient classrooms, non-formal programmes, and teachers, democratization implies improvements in the content of education, the teaching/learning process, the organization and structure of educational services, and the participation of learners and the local community in decision-making, planning, and administration of those services.

The concept of democratization will no doubt continue to evolve in the years ahead. In view of the considerable gap between concept and reality, however, the process of democratization will probably continue to focus largely on equalizing access, with gradually increasing attention given to improving achievement.

The first and foremost emphasis of APPEAL is the fact that basic literacy and numeracy are sine-qua-non for every individual to function as a human being.

Research studies on human cognitive development have indicated that literacy enhances people's thinking power and cognitive faculties. The list of characteristics that accrue from literacy includes objectivity, capacity for logical analysis and context, independent abstract thinking, holding individual opinion, and a sense of history and universalization. Literacy certainly includes reading, writing, and arithmetic skills, but literacy is something bigger and deeper than mechanical skills in reading and writing. Literacy is a potent form of consciousness. It makes us better human beings. It frees us from the confines of ignorance and prejudice, and allows our creative energies to flow unencumbered towards a search for the true meaning of our existence.

That is why the United Nations Charter has recognized literacy as a human right as well as a basic human need

b) Inter-dependence between literacy and primary education

Based on an analysis of the existing situation and trends, it is estimated that by 1990, 22 countries of the region will have as many as 75 million unenrolled children (age 6-11). This number may decline to 61 million by 1995, and to 47 million by the year 2000.

The vicious cycle of low enrolment and high drop-out rates in primary education and widespread illiteracy is more rampant in the rural areas and among women and other disadvantaged people.

Additional problems include youth migration from the villages to the cities and towns, and general youth unemployment and under-employment. Youths with limited primary education often do not acquire sufficient functional literacy skills. They also tend to lapse into illiteracy, if they do not get a chance to continue their studies.

Many countries in the region are, therefore, already taking various measures to tackle these problems through formal- and non-formal education programmes. However, their experiences show that the problems cannot be solved in an isolated manner. There is a need for an integrated approach to all these inter-related problems.

Therefore, APPEAL has proposed a single comprehensive and integrated approach to attain the important and vital goals of the universalization of primary education and the eradication of illiteracy.

Studies and experience demonstrate that any attempt to provide education for all should have all three components: primary education for the children; literacy programmes for the youth and adults; and continuing education for the adults.

c) Need to have education which is relevant and continuous

One of the greatest challenges to education today is to help children and adults face the uncertain future. As a country develops fast, both the elite and the common people will need to acquire sophisticated and complicated knowledge and technology.

Recent studies reveal that technologies get obsolete within an average period of three years. In such situations, the challenges faced by the education system become more and more difficult.

Activities within the education system are constantly broadening in scope and becoming more interdependent. In other words, the components of an education system are expanding in variety. In

former times, an education system pursued popular objectives. This is no longer the case. In the past, the goals of education were achieved by combining certain elements which called for only a few types of behaviour. The situation has changed greatly. The already sophisticated education system has become highly complex as well.

Therefore, there is a great demand to make the education system an open system, rather than a closed one, which is bound by a hierarchy and by compartments. This means that the education system should extend its range of possible opportunities and activities to meet the different needs of the people who have to cope with the changing world.

It is also no longer true that what the people have learned in the schools and universities are sufficient for them to cope with the challenges they will face throughout their lives. The explosion of knowledge and technologies has virtually forced the people to learn continuously throughout their lifetime.

For this reason, APPEAL has included continuing education within the overall scheme of education for all. Thus APPEAL has attempted to link education with personnel and community development in an interactive and dynamic way, especially through continuing education.

APPEAL has divided continuing education into two main categorie Firstly, continuing education is a programme supportive of the universalization of primary education (UPE) and literacy programmes. As a support of UPE, continuing education has been used as a means to help children complete primary education and/or to ensure that whatever is learned in primary schools is not lost, but instead reinforced. Continuing education is also a means to ensure that neo-literates do not lapse into illiteracy.

Secondly, there is that type of continuing education which goes beyond UPE and literacy. Conceived as such, the recipients need further functional literacy and education (mainly non-formal) to enhance their skills and competence, particularly in job-related activities. It is also intended to enable the i to apply their learning to the development of their own personal life and their community. The modalities of action for the latter are dealt within this action area.

Continuing education within the context of APPEAL is not confined to remedial measures to ensure the retention and stabilization of literacy skills. When continuing education activities are developed in the context of lifelong education and with the purpose of improving the quality of life of the individuals and their collectives, they call for the continuation of learning in a flexible manner, utilizing recently acquired literacy skills. They also call for the application of this learning to the larger processes of development. Thus, what is required is to develop programmes of post-literacy and continuing education to fulfill three major goals namely, (i) retention and stabilization of literacy skills; (ii) continuation of learning beyond initial literacy skills, and (iii) application of this learning for improving several aspects of personal, social, and vocational life.

A very renowned Asian scholar, till recently the Rector of the United Nations University, said in a Unesco meeting on "The Twenty-First Century Challenge to Learning": "In looking to the future, I believe that it is the capacity to learn that will determine, perhaps more than any other single factor, the viability, autonomy and integrity of the societies in the Asia-Pacific region."

APPEAL has been launched to build that capacity for learning among the vast majority of the population of certain countries who are illiterate. In countries where the majority of the population are already literate, APPEAL seeks to further improve their capacity to learn through improvements in the quality of education. In countries where the population is literate and the quality of education is also high, such as in Australia, APPEAL's goal is to provide the opportunity and facility for lifelong continuing education.

In launching APPEAL, the then Director-General of Unesco said, "It is high time to realize that ignorance, together with malnutrition and endemic diseases, are scourges which the whole community of humankind must confront shoulder to shoulder. To this end, an increasing proportion of those immense human, material, and technical resources, which are now mis-spent on war, destruction and death, should be devoted."

Implementation of APPEAL

During the launching of APPEAL many Member States, both developed and developing, have sent messages of congratulations and

support to the programme. They have taken different steps to implement APPEAL at the national level, following the launching of APPEAL by the Director-General at the regional level.

National co-ordination mechanisms for APPEAL

As a first step towards the implementation of APPEAL, the Member States have formed or designated national co-ordination mechanisms for APPEAL in their countries.

So far, 16 Member States have formed or designated such mechanisms. They are Australia, Bangladesh, China, India, Iran, Japan, Laos, Malaysia, New Zealand, Nepal, Pakistan, Philippines, the Republic of Korea, Samoa, Viet Nam and Thailand. China and Thailand have translated the Programme of Education for All (APPEAL) 1986 into their national languages and disseminated it all over their countries.

Some Member States, notably Australia, Bangladesh, China, Indonesia, Malaysia, and the Philippines have launched APPEAL in their respective countries, organizing special seminars and workshops on APPEAL.

Actions by PROAP for APPEAL

Unesco PROAP has undertaken a series of activities concerning three action areas of APPEAL namely, (a) Eradication of Illiteracy; (b) Universalization of Primary Education; and (c) Continuing Education.

1. ***APPEAL Task Force***: An Inter-Disciplinary Task Force has been established in the Unesco PROAP to implement APPEAL activities and to oversee its progress.
2. ***APPEAL Newsletter***: An APPEAL Newsletter "APPEAL 2000", has been published to publicize and disseminate information on APPEAL. Mass media has been mobilized to create favourable public opinion about APPEAL at the national and regional levels.
3. ***A Regional Workshop of National Co-ordinators of APPEAL***: The Unesco Principal Regional Office for Asia and the Pacific invited all the National Co-ordinators of APPEAL in Chiangmai, Thailand, on 19-29 August 1987, to devise a practicel plan for implementing APPEAL at the regional and national levels.

4. ***A National Plans of Action***: The members of the APPEAL Task Force have been providing technical assistance to work out national projects for extra budgetary funding (UNDP, UNICEF, ADB, WB, etc.) for APPEAL in the Member States at their request, and they have been helping to organize several workshops and seminars on literacy, primary education, and continuing education in the Member States.

5. ***Eradication of Illiteracy***: (a) A Training Network for APPEAL has been formed in co-operation with the Member States to strengthen national capabilities in training literacy personnel in the developing countries. A Regional Workshop on the Development of Training Materials has been organized to develop a national training management system, a curriculum for the training of literacy personnel, and exemplar training manuals. (b) A Regional Programme for the Development of Learning Materials for Neo-literates has been strengthened by Unesco in co-operation with the Member States. The Asian Cultural Centre for Unesco has assumed the role of a Regional Centre for APPEAL for developing neo-literate materials in support of APPEAL. Unesco is seeking extra-budgetary funds to help Member States develop more learning materials for illiterates and neo-literates. (c) Recognizing that the problem of illiteracy among girls and women is the most urgent task, pilot projects have been initiated in India and Thailand to improve functional literacy and civic instructions for women. A regional project for girls' and women's education has been prepared in co-operation with UNDP and it is hoped that the project will start in 1988.

6. ***Universalization of Primary Education***: (a) A mobile training team for the training of teachers in the promotion of girls' education has been constituted to strengthen national capabilities for girls' education. A series of national studies on the status of the primary education of girls in the Member States have been published. (b) A number of sub-regional workshops on teaching in difficult education contexts (remote, rural, and isolated areas) have been organized. (c) A Sub-Regional Workshop for Primary Education Materials in Small Quantities for Small Pacific Island countries

has been organized. (d) A series of research projects and workshops have been held to raise the achievement levels of children in primary education.

7. ***Continuing Education***: (a) A technical workshop on workers' education has been organized to develop regional and national programmes for workers' education in the developing countries in the region. (b) A Regional Seminar on Parental Education is being organized to develop programmes to enable parents to help in their children's education. (c) A Sub-Regional Seminar on Continuing Education, held on 16–20 November 1987 in the Centre for Continuing Education, the Australian National University, Canberra, Australia, clarified the concept of continuing education in the context of APPEAL and developed strategies for the development of continuing education programmes under different socio-economic contexts.

Role of NGOs in APPEAL

One of the objectives of APPEAL is to "encourage community participation and the utilization of local resources involving all sectors of society, including local leaders, industries, religious and social organizations in the planning and implementation of literacy programmes". APPEAL recognizes the fact that the Governments of the Member States should provide leadership in the eradication of illiteracy with political commitment and resource support, but mass literacy programmes cannot be successful with the effort of Governments alone. The programmes need the full support and participation of the people and the community, especially non-governmental organizations at the national and local levels.

The Member States in Asia and the Pacific are aware of the need for such community participation and they are involving NGOs in their literacy programmes. For example, an Australian NGO, the Australian Council for Adult Literacy organizes literacy programmes. The Australian Adult Education Association is an active organization for the promotion of adult education in Australia.

In Bangladesh, NGOs working in the field of adult literacy programmes have formed the Bangladesh Council for Mass Education (BECOME), which is undertaking literacy activities collectively.

Individually, the NGOs are also operating many literacy programmes. The Government of Bangladesh, UNDP, and Unesco are also helping the NGOs in their work.

In China, the Youth League and the Women's Federation play key roles in organizing youth and women literacy classes. The Peasant Association and the Science and Technology Association are in charge of universalizing science education in respect of post-literacy education. They also publish popular science books.

NGOs have been playing a very significant role in the eradication of illiteracy in India. The National Adult Education Programme launched in 1978 and the Adult Education Programme initiated in 1984 have given importance to the NGOs which were involved in the literacy programmes in a mass scale. India is about to launch another programme called the National Literacy Mission. The programme envisages to significantly increase the involvement of voluntary agencies in the eradication of illiteracy in India.

The famous Kejar Packet, a programme of Indonesia, has been implemented with active participation and co-operation from a women's organization, the Dharma Wanita and Dharma Pertiwi, as well as from the National Youth Congress and Pramuka.

The Komikan (Citizen's Public Hall), public libraries, and museum are the main agencies for social education in Japan. In 1983, 42 organizations were offering 180 recognized correspondence courses. There were 2,804 special training schools offering courses for 480,000 students, and 4,867 miscellaneous schools serving 630,000 students. Five hundred and thirteen authorized establishments and 788 co-operatives were offering higher level vocational courses. Besides these, there were many cultural centres managed by the communities.

In Nepal, women's organizations have been very active in the literacy programme and many NGOs are organizing functional literacy programmes as part of rural development.

The NGOs are very active in the field of literacy programme in Pakistan. The Basic Adult Education Society has been conducting literacy classes using TV and radio in the Punjab. Similarly, the Girls Guide Association and the National Farmers' Guide Movement of Pakistan are organizing a number of literacy classes. The Government of Pakistan has set up an autonomous organization called

Literacy and Mass Education Commission, to plan and implement literacy programmes.

The Republic of the Philippines has a very active group of NGOs which are organizing literacy classes, training literacy workers, and preparing reading materials. These organizations include the Private Schools National Association in Non-formal Education, the Summer Institutes of Linguistics, the Foundation for Youth Development (FYDP), and the Philippines Rural Reconstruction Movement (PRRM).

Thailand has mobilized voluntary contributions from different sections of the society, from the national level to the village level, for literacy and post-literacy programmes.

Viet Nam has been mobilizing women's organizations and youth organizations to complement education programmes.

The foregoing text shows the extent of NGO involvement in the literacy and adult education programmes of the Member States in Asia and the Pacific. At the regional level, the Asia-South Pacific Bureau of Adult Education (ASPBAE) is quite active in the field of literacy and adult education, and Unesco has been co-operating very closely with ASPBAE for many years.

Recently, the Asian Cultural Centre for Unesco (ACCU) has been contributing very significantly to the development of neo-literate learning materials. PROAP and ACCU have been jointly organizing a series of workshops and training programmes for the development of appropriate learning materials for neo-literates.

With the launching of APPEAL, the close co-operation between the Governments of the Member States and NGOs has been institutionalized through the National Co-ordination Committee (NCC) for APPEAL. In fact, the NCC could also function as the National Committee for International Literacy Year, if the Member States think it appropriate.

The International Literacy Year will certainly require more and closer co-operation among government organizations, NGOs, and Unesco for the eradication of illiteracy by the year 2000.

Suggested readings

M'Bow, Amadou-Mahtar. ***Address by the Director-General of Unesco on the occasion of the launching of the Asia-Pacific Programme of Education for All (APPEAL)***, New Delhi, India, 23 February 1987. Paris, Unesco, 1987. 4 p.

Unesco. Regional Office for Education in Asia and the Pacific. ***Asia-Pacific Programme of Education for All (APPEAL).*** Bangkok, 1986. 49 p.

Unesco Regional Experts Meeting on the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in Asia and the Pacific, Bangkok, 20–27 May 1986. ***Asia-Pacific Programme of Education for All (APPEAL); final report.*** Bangkok, UNESCO/PROAP, 1986. 38 p.

APPEAL: ***Newsletter for the Asia-Pacific Programme of Education for All***, vol. 1, no. 1, 1987.

EDUCATIONAL POLICIES, PLANS AND PERSPECTIVES: REVIEW OF THREE COUNTRY EXPERIENCES

This review includes experiences of three countries, namely China, India and the Philippines with regard to educational policies, plans and perspectives. While the experiences of the three countries indicate different degrees in emphasis on certain aspects of educational development, they also depict many areas of common concern. The following are some highlights of the comparative experiences and perspectives.

Quality and relevance. The policy documents invariably touched upon aspects concerning quality and relevance of education. The Philippine Medium-Term Development Plan specifically addressed itself to the improvement of the quality and relevance of education and training with respect to Philippine conditions and needs. In China, the emphasis was that "all types of schools at the various levels of education must be geared to the needs of the nation's modernization and economic development". Parallel to that was the emphasis on moral, intellectual and physical development, coupled with a permanent aspiration to pursue new knowledge, independent thinking and creativity. In a similar context, the new Education Policy of the Government of India set "a new direction to the age-old process of evolution, diversification and extension of the reach and coverage of education to express and promote the country's unique socio-cultural identity and to meet the challenges of the times".

Equitable access to education and training opportunities. According to the Indian perception, "Education is essentially for all", and it is fundamental to all-round development of the individual, both material and spiritual. It plays a vital role in furthering the goals of socialism, secularism and democracy enshrined in the Indian Constitution. In particular, it ensures equal opportunity for access to all students, irrespective of caste, creed, location or sex. The policy document gave due recognition to the need for reducing rural-urban disparities and for promoting diversification and dispersal of

employment opportunities. In the Philippine plan document, "to increase access of disadvantaged groups in all educational areas", was stated as an explicit objective. In the Philippine context, it would mean making education more affordable to students from low-income families; development of a socialized tuition fee scheme based on the social cost of education and the students' ability to pay; more equitable allocation of resources among and within regions, etc. In China, under the Law of Compulsory Education which came to force in 1986, it became mandatory for all provinces, autonomous regions and municipalities to implement the compulsory education. All children who have reached 6 years of age, regardless of sex or ethnic race, must go to school for a stipulated number of years.

Mobiiization and utilization of resources. The new Education Policy of India called upon the whole nation to provide resource support for programmes of educational transformation. The term resources comprise not only the financial resources, but also human, material as well as technological resources. Affirming the lifelong education as a cherished goal, the Indian Policy document indicated that the future thrust would be in the direction of open and distance learning. In the Philippine Medium-Term Development Plan, it was stated that the "priority status of education shall be restored through an increased share in the national budget. Possible alternative sources of financing shall be explored to augment resources. To optimize resource utilization, resource sharing, efficiency and cost reduction measures will be adopted. These will include consortium arrangements, service contracting scheme, an increased teacher-student ratio, optimal utilization of existing infrastructures and facilities, reduction of the size of the bureaucracy and more speedy action on all matters to increase frontline service efficiency".

In China, the State Council Circular of December 1984 stipulated that "while the State increase investments in capital construction for rural schools and education funds, township authorities could collect supporting funds for education and donations from enterprises and individuals for rural educational development".

Improvement in structure and content. The Indian policy document indicated measures for the reorganization of education at different stages, viz. early childhood care and education; elementary education; secondary education; vocationalization; higher education;

open university and distance learning; delinking degrees from jobs, rural universities, etc. There was a clear emphasis on the relationship between technical and management including multi-point entry system and community polytechnic institutions. Reorienting the content and process of education would constitute another important aspect of the New Education Policy in India. This was based on the belief that "education can and must bring about the fine synthesis between change-oriented modern technologies and the continuity of the country's ancient and rich culture and traditions".

The Philippine policy document stressed on the intensification of the values education, promotion of entrepreneurial education and training; promotion of science education; indigenous research and experimentation.

The Seventh Five-Year Plan of China (1986–1990) stressed the development of science and education as a key national strategy to promote scientific progress and speed up "exploration of intelligence".

Improvement . · educational administration and management. Under the Constitutional Amendment of 1976, the Union Government of India would accept a larger responsibility while that of the States in regard to education will remain unchanged. The management of education is a subject of high priority and the policy document stipulated the guiding considerations in detail such as long-term planning and management perspective; decentralization and autonomy; non-governmental agencies and voluntary effort, the role of women; and the principle of accountability. The Philippine policy document stated, inter alia, planned efforts towards strengthening the system of educational and manpower development planning, implementation, monitoring and evaluation. It stressed that "the system of planning, implementation, monitoring and evaluation will be improved, particularly at the regional and sub-regional levels. Participating planning will be promoted by decentralizing and devolving responsibilities to the regional and local levels. Public accountability and transparency in operation at various levels will be emphasized". Current thrust in major policies and measures for educational development in China include "streamlining administration and decentralization of decision-making power, relaxation of state control over schools; strengthening educational legislation; systematic evaluation and supervision"

Other dimensions. The Philippine plan document also aimed at maximizing Philippine involvement in the international mainstream of education and manpower development. It stated that "the Philippines will play a more active role in the global exchange of ideas in international decision-making and in the forging of agreements on human resources development". The Indian policy document stipulated in detail the measures in respect of the evaluation process and examination reform. It also clearly defined the status of the teacher, the methods of recruiting teachers, organization of teachers' association, teacher education, etc. In China, there were concerted efforts to create a social atmosphere of respecting teachers, respecting knowledge and respecting talents. In addition a Rewarding Fund for secondary, primary and early childhood teachers has been established to honour outstanding teachers in discharging professional duties.

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China, People's Republic. State Education Commission. ***The development of education in China, 1984-1986;*** **country report from the People's Republic of China. Beijing, 1986. 105 p.**

The "Resolution on the Reform in Educational System", adopted by the CPC Central Committee in May 1985, provides a general guiding principle and lays down the major policies for the revision and development of China's system of education. In line with these policies, the Fourth Session of the Sixth National People's Congress approved "The Law of Compulsory Education of the People's Republic of China" and the Seventh Five-Year Plan (1986-1990), which includes an educational development programme.

The basic guiding principle in developing China's education states that "Education must serve the nation's socialist construction, and the socialist construction must rely on education" Thus, all types of schools at various levels of education must be geared to the country's modernization and economic development. The educational system should train a big contingent of new and qualified, as well as morally, intellectually, and physically developed persons from different levels and diverse fields. They must be discipline-abiding, patriotic, supportive of the socialist cause willing to endure hardships for the sake of national growth and prosperity; and willing to

develop a permanent aspiration to pursue new knowledge, to think independently, and to be creative.

Under the Compulsory Education Law, which came into force on 1 July 1980, it became mandatory for all provinces, autonomous regions, and municipalities to implement compulsory education. All children who have reached 6 years of age, regardless of sex, must go to school for a stipulated number of years. Parents are under obligation to send their children to school. Work units and individuals are requested to refrain from employing school-age children and adolescents. Compulsory education covers the two stages of primary and junior middle school education. The State encourages enterprises, institutions, and other social groups, under the unified administration of local governments, to establish various types of schools in accordance with provisions of the law on compulsory education. Local governments are tasked with choosing school locations that are convenient to the children. There are no tuition fees for compulsory education, and children from poor families are provided with State grant-in-aid. The State Council and the local governments are tasked with the collection of funds to support operations and construction. The State is responsible for strengthening and developing education in normal schools and colleges to speed up the cultivation and training of teachers.

To create a social atmosphere that gives recognition of teachers, their knowledge and talents, Teachers' Day is observed on 10 September every year. In addition, the Chinese Rewarding Fund for Secondary, Primary and Early Childhood Teachers was established to promote social concern and support for elementary education, and to commend outstanding teachers for excellence in teaching. The fund will be used to reward outstanding teachers in both general and vocational schools.

During the 1984-1985 period, people's congresses and people's governments at the provincial level have enacted a total of 41 local laws and regulations, of which 28 are on elementary education, six on adult education, four on vocational and technical education, and three on higher education. These enactments cover, among other things, the popularization of primary compulsory education; the classification of universal education; the designation of responsibility of local governments; strengthening the administration of adult education; improving education in county-run farmer's technical

schools and the eradication of illiteracy, boosting the development of vocational and technical education and adopting the principle of "training first and employment second"; expansion of the decision-making power of institutions of higher learning; correcting the tendency of randomly establishing higher institutions of learning and secondary schools; and reform in higher education.

In China, the education system consists of the pre-school, primary, secondary, and higher education levels.

Kindergartens in urban and rural areas are responsible for imparting pre-school education to children from the age of 3 years.

Full-time primary schools, various types of simply equipped rural primary schools, and literacy classes for adults are responsible for providing primary education. The schooling time for primary level is generally five or six years, but adults usually study only two courses, namely Chinese language and arithmetic for two years.

Secondary education is provided by full-time middle schools, secondary vocational schools, technical schools, and secondary schools for adults. General middle schools in China are divided into junior and senior levels. Students spend three years at the junior level and two or three years in the senior secondary school. The schooling time in other institutions of secondary education varies according to the students' middle school background and may range from three to five years.

Full-time universities and colleges, colleges for professional training, advanced vocational schools, institutes of post-graduate studies, and and various types of advanced schools and colleges for adults, such as radio and television schools and correspondence schools, are responsible for higher education. General regular universities and colleges offer four-year courses; medical colleges and a few universities of science and engineering offer five-year courses; and medical universities offer six-year courses. Post-graduate studies consist of Masters' and Doctoral programmes lasting for two to three years respectively. Institutions of higher learning for adults usually have shorter programmes than regular institutions.

Acting on the proposal of the State Council, the NPC Standing Committee abolished the Ministry of Education and established the State Education Commission. The responsibility and decision-making power of the Commission are heavier and larger than those

of the former Ministry. The Commission is in charge of the strategies, policies, and overall planning of the educational development programme of China, the organization and co-ordination of efforts in promoting education, and the unified administration of reforms in the country's educational system.

The CPC Central Committee's Resolution on Reform in the Educational System stipulates that local governments are authorized to administer elementary education in the country. Except for major strategies and overall planning which will be decided by the central government, local authorities are charged with the responsibility to take care of the drafting and implementation of concrete policies, systems, and detailed plans concerning elementary education. They also have the responsibility and power to guide, administer and inspect the work of local schools. The provinces, autonomous regions, and municipalities are charged with designating the responsibilities of provincial, prefectural (municipal), county and township authorities in the administration of education. The authorities at the provincial level take care of the development programme, the formulation of laws and regulations, the allocation of education funds, the distribution of middle school teachers, and so on. However, the overall development of education and the actual task of teaching in the schools are under the guidance and supervision of county authorities.

The Central Educational Administration Institute directly under the State Education Commission is responsible for training in the country's institutions of higher learning and in the educational departments at provincial, autonomous regional, municipal, and prefectural levels. The Commission has also entrusted six teachers' universities and colleges around the country with the task of conducting special training courses in higher education for administrators at the department level. Administrative personnel at the country level and those in the middle and primary schools are trained at provincial and prefectural colleges of education and at county-run teachers' retraining schools.

Annual outlays (or central and local government allocations excluding capital expenditures on education, donations, and so on) for education have remained more or less constant at 2.7 per cent of national income and 10 per cent of Government expenditure, in relative terms, over the period 1982-1985; in absolute terms, it

has increased from RMB 11,568 million in 1982 to RMB 18,416 million in 1985.

The State Council circular of December 1984 stipulates that while the State increases investments in capital construction for rural schools and education funds, township authorities are allowed to collect supporting funds for education and donations from enterprises and individuals for rural educational development. Supporting funds may be collected on the basis of incomes from sales or other appropriate criteria, but must not be imposed according to population or acreage of farmland. The rate and methods of collection vary from area to area. The township government is charged with setting up an education administration committee to administer the local education fund, report to the local people's congress on its balances, and work under the guidance and supervision of the county education and finance departments.

According to another State Council circular issued in April 1986, urban areas are allowed to collect supporting funds for education, based on the tax for products, appreciation tax, and business tax that are paid to the State by enterprises and individuals. The rate of the supporting fund is 1 per cent thereof. This special fund is used exclusively for the improvement of teaching facilities and teaching and learning conditions in local middle and primary schools.

In 1985, the enrolment rate of primary school-aged children averaged 95.9 per cent; the average attendance rate in primary schools reached 96.7 per cent; the rate of graduation was 94.3 per cent.

Special attention is paid to the following objectives in the reform of primary education to:

1. Fully implement the nation's educational policy and to promote the moral, intellectual, physical and aesthetic development of children and adolescents in a more dynamic, active and spontaneous way;
2. Strengthen the teaching and training of basic knowledge and fundamental skills, to organize various kinds of colourful activities, and to cultivate students' intelligence and ability;
3. Maintain some flexibility in the education and teaching programmes in order to reduce students' overloaded homework and narrow the gap between the curricula of kindergartens and primary schools;

4. Adopt two different teaching programmes in the urban and rural schools; while having similar teaching requirements, these two programmes will reflect the different conditions in urban and rural areas, particularly the characteristics of rural primary schools.

Primary school children are guaranteed ten hours of sleep every day. Schools are expected to organize students for physical education and other extra-curricular activities.

Combining school education with social and family education has become an important principle in the education of youngsters in China. Besides cultural centres, public libraries, museums and children's palaces and homes, which organize various activities for children and students especially during the summer and winter vacations, 'parents' schools', which give lectures on child psychology, pedagogy, ethics, eugenics, genetics, hygiene and health protection, have also been organized in recent years. These lectures and symposia create a better environment for the development of children and adolescents.

In recent years, the secondary education system has undergone further readjustment and new progress has been achieved; new courses, such as population studies, computer science, legal systems, and environmental protection, have been added to the curricula of middle schools.

There are still problems, such as the overloading of the curricula, the polarization in students' academic performance, and the high rate of failed examination results. These problems have come about as a result of the educational philosophy, the examination system, the quality of the teaching staff, and the excessively high teaching requirements, particularly in mathematics, physics, chemistry and foreign languages. The State Education Commission has called on all concerned to adjust their teaching requirements in junior schools to a more realistic and appropriate level. Moreover, many schools have paid great attention to the improvement of their teaching methods and adopted the practice of teaching students in accordance with their aptitudes. They have also launched extra-curricular activities to cultivate the students' personality and capability.

Secondary education in China is charged with the two-fold task of producing qualified students to receive higher education, and training a reserve force for the world of work, equipped with a certain level of scientific knowledge and technical skills. Although the number of ordinary middle schools and secondary vocational and technical schools and their enrolment have made remarkable progress since 1949, many problems, particularly those of irrational structure and inadequacy, have persisted. In order to correct the present irrational structure of secondary education, great efforts are needed to increase enrolment in secondary vocational and technical schools. A number of general middle schools should be turned into secondary vocational and technical schools in a planned way, or more vocational training courses should be set up.

In the field of vocational and technical education, China has set up a system consisting of three levels:

1. Advanced vocational schools which are designed to serve local economic and social development by conducting two or three year programmes for senior middle school graduates. Students are self-supporting and are non-residents. Job placements upon graduation are not guaranteed.
2. Secondary vocational and technical schools, of which there are three types, namely secondary technical schools; agricultural and senior secondary vocational schools; and skilled workers' training schools. These schools usually recruit junior middle school graduates and train them to become medium level technicians and technical workers during a three to four-year education programme.
3. Junior secondary vocational schools and agricultural and vocational schools. The former enrols primary school or junior middle school graduates. Three to four year programmes as well as one-year programmes are conducted to train students to become skilled workers.

As part of the reform of labour and personnel systems, Liaoning Province has begun to enforce a policy that all State-run enterprises must recruit the best graduates from vocational and technical schools to do technical work. In addition, the province has called for local support that would encourage vocational and technical school

graduates to organize collectively-run businesses and to seek self-employment. Other provinces, autonomous regions, and municipalities have followed suit. Even in recruiting workers for other types of work, enterprises should abide by the principle of "training first, employment second", and provide their potential employees with pre-employment training.

Normal schools and colleges responsible for cultivating teachers in China consist mainly of teachers' universities and colleges and secondary teachers' schools. These institutions train teachers for the middle schools. However, as a considerable number of primary teachers need training to improve their competence, in-service training for primary and middle school teachers have been undertaken. In addition to correspondence schools run by teachers' universities and colleges, a relatively complete teacher training network at the provincial, prefectural, and county levels has been established.

New measures adopted to train and build a larger body of teachers include:

1. Sending cadres from the Central Party and governments to the provinces to train local primary and middle school teachers This has a positive impact on strengthening relations between the cadres and the local people and also on training cadres and raising their quality,
2. Establishing teacher training courses at universities and colleges. This is an important measure whereby institutions of higher learning support the development of primary education;
3. Reforming the enrolment system in teachers' universities and colleges, to ensure the recruitment of students who are well developed morally, intellectually, and physically, as well as being academically qualified and determined to devote themselves to the educational cause; and
4. Opening a special TV station offering teacher training courses through satellite transmission. This will be used to update courses and conduct examinations on individual subjects, provide courses on pedagogical theory, conduct research on teaching materials and teaching methods, and present lectures on new knowledge.

The objective of teacher training is to build up a sufficient, competent, and stable contingent of primary and middle school teachers in the next 15 or more years, and to lay the foundation for its rational structuring in terms of the teachers' age, specializations, and levels. The overall goals will be achieved through the following measures:

1. Retraining and readjusting the existing teaching staff (five to seven years);
2. Retraining and supplementing the current teaching staff (another five to seven years); and
3. Setting higher requirements for the political and professional quality or formal schooling of teachers.

As China faces a serious shortage of teaching staff in vocational and technical schools, particularly in senior vocational schools, several measures have been adopted to solve the problem. These measures include:

1. Setting up teachers' colleges for teachers of vocational and technical education;
2. Assigning graduates of universities and colleges to teach in vocational and technical schools;
3. Opening courses in universities and colleges to train teachers for agricultural and vocational schools; and
4. Selecting and transferring qualified agronomists, doctors, engineers, economists, and so on from work units and departments to teaching jobs at agricultural and vocational schools.

Institutions of higher learning in China may be classified into:

1. Full-time regular universities and colleges offering four to five years of schooling; and
2. Advanced professional training schools and advanced schools that provide two to three year training programmes.

A large number of institutions of higher education, varying in level, size and form, have been set up. The recruitment and enrolment of students have reached record levels.

Special professional training, the social sciences and liberal arts have long been neglected, giving rise to problems of irrational proportions and hindering the formation of a rationally structured contingent of talents. The situation has gradually improved with the introduction of remedial measures to readjust the number of specializations and specialists in different fields. The emergence of colleges teaching economics and finance and institutes of political science and law is a case in point.

Regarding enrolment planning and the system of placement carried out by institutions of higher learning, implementation of the following three measures is recommended:

1. State planning of student enrolment;
2. Enrolment based on contracts with employers; and
3. Enrolment of a small number of self-supporting students outside of the State plan.

All these categories of students must pass State-unified college entrance examinations prior to enrolment in universities or colleges. The State will provide stipends and pay the tuition fees of students in teachers' schools or colleges, as well as those students who are willing to work under extremely hard conditions upon graduation. A scholarship awarding system will be set up for students with excellent academic record, while necessary grants-in-aid will be provided to students who have real financial problems. The State grants-in-aid system will be reformed and a scholarship awarding system, as well as a student loan system, will be introduced.

The scholarships are classified as follows:

1. Scholarships for excellent students (those who have outstandingly developed morally, intellectually and physically);
2. Scholarships for students taking up special majors, such as those majoring in agriculture and forestry, sports, marine transport, and so on; and
3. Scholarships for students who pledge to work in border areas, and economically backward areas, or in professions where employment and working conditions are poor.

The student loan system is designed to assist students who require financial help to pay for school expenditures. The loans carry low interest and are advanced by the China Industrial and

Commercial Bank annually. Once the student borrowers are employed upon their graduation, their employers should pay the bank loan in a lump sum. The money will be recovered from the borrowers' salaries in instalments, within a five-year period following their probation. Graduates who choose to work in primary or secondary schools in former revolutionary bases, minority areas, mountainous areas, border areas, and economically backward places, or in professions where the working conditions are poor, may request relevant authorities to have their debts repaid by the State.

The State calls upon institutions of higher learning to guide students in their perceptions of the realities of life and increase their social consciousness, and strengthen practical teaching through various activities, such as in social research, and in frontline work (e.g. consultancy services, work-study programmes) in both the urban and rural areas.

To overcome the shortcomings of departmentalism and the 'big pot' practice or egalitarianism, China plans to systematically introduce a teachers' posts engagement system. Under this system, schools will engage teachers to various posts (e.g. assistant, lecturer, associate professor, and professor) in accordance with the appraisal made by a panel of education specialists and the actual ability of each teacher to carry out the responsibilities of specific posts. Schools will make appropriate arrangements for teachers who are not engaged or appointed to any post and encourage them to work in other departments or work units where they can better use their talents. Schools will also assist teachers to contact potential employers.

Based on recent experimental reforms, the decision-making power of institutions of higher learning will be expanded, while the overall guidance and administration of the State and educational departments will be strengthened. Within the framework of State policies and laws, universities and colleges have the right to recruit students outside the State enrolment plan; to readjust the orientation of specializations, work out their own teaching plans and programmes, and compile suitable teaching materials, to make commitments or to work jointly with other units in scientific research and technology development; to establish organizations that combine teaching, research and production into one process; to hire and dismiss school

officials from the level of vice-presidents downwards; to make detailed plans on the utilization of capital investments and operational funds allocated by the State and those obtained from collections; and to develop international exchange programmes. Educational administration departments will organize panels consisting of experts from educational circles, other intellectual groups, and personnel departments to assess every institution's performance.

While making great efforts in improving their teaching quality, higher educational institutions in recent years have also earnestly carried out a policy of gearing scientific research to meet the needs of economic construction, by developing horizontal relations and integrating teaching, research and production in various ways. This policy helps the schools in overcoming drawbacks in their systems of administration systems and in obtaining maximum efficiency.

Strengthening inter-school relations and co-operation is a new trend in developing horizontal relations. In early 1986, the education departments of the five provinces and autonomous regions in Northeast China agreed, at a conference on the co-operation between local universities and colleges, to make concerted efforts to bring into full play the advantages of educational institutions, to actively train personnel currently in short supply, to enrol more graduate students, to reinforce the teaching staff in institutions of higher education, and to encourage teachers, after performing their duties, to take up part-time jobs at other schools and help introduce new courses and train key personnel.

Adult education is crucial to China's educational cause. It has made new progress in recent years following its readjustment and consolidation. The different levels of adult education in China are as follows

1. Adult higher education is provided by Advanced Adult Schools, radio and television universities, workers' universities, farmers' universities, administrative training institutes, colleges of education, universities and colleges offering postal courses, and evening universities which offer courses and training.
2. Secondary education for adults is offered by secondary vocational schools, radio and television technical schools, secondary cadres' schools, workers' schools, farmers'

secondary schools, teachers' continuation schools, and general secondary schools for adults.

3. Primary adult education is provided by the adult primary schools and literacy courses.

The State Education Commission decided at the end of 1985 to introduce a national unified entrance examination for various higher education institutions for adults, starting in 1986. All advanced adult schools intending to join the examinations must go through the procedures to secure approval, and their programmes should be included in the overall plan for the nation's educational development. Accordingly, the first national college entrance examinations for adults were held in May 1986.

The examination system for self-taught students in higher education has spread to all parts of the country and has been further improved, supplemented, and perfected.

According to the 1982 census, China's 55 minority nationalities number 67.24 million or 6.7 per cent of the total population of the country. Most of these people live in remote border areas and are economically and culturally backward. Their level of education is also poor. To develop education in the minority areas, the Government has paid great attention to the adoption of a series of measures that have resulted, for instance, in the establishment of several institutes of higher learning and many middle and primary schools in the Tibet Autonomous region, where before 1951 even a primary school did not exist, let alone middle schools and colleges. At present, there is a department on minority nationalities' education within the State Education Commission, and in provinces, prefectures and counties which have a large minority population, there are offices or sections for minority education. Special funds have also been provided for the development of education in minority areas.

The State has also paid great attention to providing minority youth with opportunities for higher education. Institutes for minority nationalities offering financial and administrative training and college preparatory courses, to train in-service minority cadres and to help the youth prepare for higher education, have been set up. Moreover, many universities and colleges throughout the country offer courses for minority population to train talents needed in minority areas. Enrolment priority is given to minority groups.

Co-ordination between the central and local departments and co-operation between professional researchers and mass organizations feature in China's educational research system. Under the leadership of the Office of National Planning on Philosophy and Social Sciences, the Office of National Planning on Educational Research organizes and co-ordinates educational research in the country.

The past few years have witnessed the rapid development of educational research organizations in China, which can be classified into four categories namely:

1. Research establishments within the government;
2. Independent research organizations;
3. Educational research institutes in universities and colleges; and
4. Mass academic societies, such as the Chinese Education Society and the Chinese Higher Education Society.

Research emphasis is placed on the science of education and covers diverse fields, such as Marxist educational theory, the structure of China's higher education, China's rural education, the psychological development of Chinese children and education, and education in the Soviet Union, the United States, Britain, and other countries after World War II, as well as education in Southeast Asian nations.

As China further implements its policy of opening to the outside world, educational research organizations, at different levels and in different forms, are constantly expanding their overseas exchange and co-operation programmes in research on the science of education.

Since 1984, China has become more involved in international exchange programmes on education.

Some of the important principles in the Seventh Five-Year Plan (1986-1990) for national economic and social development are the development of science and education as a key national strategy, the promotion of scientific progress and the increased use of knowledge. The plan also concretely defines the objectives and policies of educational development for the next five years:

1 Elementary education – gradual introduction of the nine-year compulsory education and the universalization of junior middle school education; development of pre-school

education and elimination of illiteracy among the young and middle-aged population.

2. Vocational and technical education – further readjustment of secondary education; improvement of regular, senior middle school education and development of vocational and technical education; and establishment of a vocational and technical education system with Chinese characteristics.
3. General higher education – readjustment of the structure, proportion and levels of specializations in higher education; and improvement of existing schools and the quality of higher education.
4. Adult education – combining study with application, pursuing substantial results, and avoiding the tendency to pay little attention to the quality of education, putting undue emphasis instead on 'upgrading' schools and obtaining diplomas or schooling records.
5. Major policies and measures – streamlining administration and decentralization of decision-making power; relaxation of state control over schools; strengthening educational legislation; systematic evaluation and supervision; and so on.

Schools at all levels and in all forms will strengthen the ideological work and carry out the nation's educational policy of enabling everyone who receives an education to develop morally, intellectually, physically and aesthetically, support the socialist cause, and become law abiding and moral citizens.

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India. Ministry of Human Resource Development. Department of Education. ***National policy on education 1986.*** **New Delhi, 1986. 29 p.**

The new Education Policy of the Government of India has been formulated with a view to giving a new direction to the age-old process of evolution, diversification, and extension of the coverage of education, to express and promote the country's unique socio-cultural identity and to meet the challenges of the times. It is also aimed at deriving the maximum benefit from existing assets and

ensuring that the fruits of development reach all sections of Indian society.

The national policy of education adopted in 1968 represents a significant milestone in the country's education following its independence. There has been considerable expansion nationwide of educational facilities at all levels. As a result of achievements in education, as well as shortcomings in the implementation of the national policy of education, problems have emerged with regard to access to education, the quality and quantity of education, educational utilities and facilities, and funding for education. These problems have reached serious proportions and they must be tackled with the utmost urgency. Neither a normal linear expansion nor the existing pace and nature of improvement will be adequate to remedy the situation. The catalytic action of education in the complex and dynamic process of human resources development needs to be carefully planned and executed.

The goals of secularism, socialism, democracy, and professional ethics are coming under increasing pressure.

Rural-urban disparities should be reduced and measures taken to promote the diversification and dispersal of employment opportunities. The spread of literacy and education among women should be used to bring down population growth. Better education is needed to make human resources development responsive to the challenges of the coming decades and the unprecedented opportunities of the future.

According to the Indian perception, "education is essentially for all", and is fundamental to the all-round development of the individual, both material and spiritual. Education plays an acculturating role in furthering the goals of socialism, secularism, and democracy, as enshrined in the Indian Constitution. Education develops manpower for the economy; research and development, the ultimate guarantee of national self-reliance flourish on it. In short, education is a unique investment now and in the future.

The Indian Constitution embodies the principles of the national system of education, namely equal access for all students irrespective of caste, creed, location, and sex; conformity with secular values; promotion of international co-operation and peaceful co-existence; promotion of social and inter-regional mobility; and so on.

The new policy calls on nationwide support to programmes in educational transformation, the reduction of disparities, the universalization of elementary education, the spread of adult literacy, the promotion of scientific and technological research, and so on. Affirming that lifelong education is a cherished goal, the policy indicates that the future thrust will be in the direction of open and distance learning. Institutionally speaking, the University Grants Commission, the All India Council of Technical Education, the Indian Council of Agricultural Research, and the Indian Medical Council are expected to play an important role in giving shape to the national system of education. These institutions, together with the National Council of Educational Research and Training, the National Institute of Educational Planning and Administration, and the International Institute of Science and Technology Education, will be involved in implementing the education policy.

Under the Constitutional Amendment of 1976, the Union Government has been given broader responsibilities with regard to education, while those of the States will remain essentially the same.

The new policy emphasizes the removal of disparities and the equalization of educational opportunities. It also provides for women's equality through educations; the education of scheduled castes; the education of scheduled tribes; the provision of incentives to all educationally backward sections of society living in remote and inaccessible areas and islands; the education of minority groups, giving protection to their languages and culture; and the integration of the physically and mentally handicapped as equal partners of other members of the community.

The new policy recognizes the crucial importance of adult education, including the organization of literacy and systematic programmes that are linked with national goals. Concerted efforts will be made to eradicate illiteracy, especially in the 15 to 35 age group, provide functional knowledge and skills, and create an awareness among learners about socio-economic realities and the possibility of changing them.

The policy also provides measures for the reorganization of education at different stages, that is, early childhood care and education; elementary education; secondary education; vocational education; higher education; open university and distance learning; the delinking degrees from jobs; and education in rural university based on Mahatma Gandhi's revolutionary ideas on education.

The new policy emphasizes the close relationship between technical and management education and their complementary concerns. It contains many specific measures, such as the strengthening of the technical manpower information system, the wide scale organization of computer literacy programmes, multi-point entry to technical and management education programmes, the design and introduction of formal and non-formal technical education programmes for women, the introduction of programmes to prepare large numbers of teachers and professionals in various fields to promote 'self-employment' as a career option, and the updating of the curriculum by phasing out obsolescence and introducing new technologies or disciplines.

The community polytechnic system represents the institutional thrust and will be appraised and strengthened to enhance its quality and coverage.

Regarding innovation, research and development, all higher technical institutions will be involved in research as a means of renovation and renewal of educational processes, to improve present technologies and develop new, indigenous technologies to enhance production and productivity.

Major steps to be taken to ensure cost-effectiveness and to promote the quality of technical and management education are detailed in the new education policy.

The Ministry of Human Resources Development will co-ordinate the balanced development of engineering, vocational and management education, as well as the education of technicians and craftsmen. The All India Council for Technical Education will be vested with statutory authority for the planning, formulation and maintenance of norms and standards, accreditation, the funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards, and ensuring the co-ordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board. The commercialization of technical and professional education will be curbed.

Education needs to be managed in an atmosphere of intellectual rigour, seriousness of purpose, and freedom to innovate and create. The tasks of education cannot be performed in a state of disorder.

Discipline will have to be introduced into the system. The new policy provides an appropriate strategy.

Reorienting the content and process of education constitutes another important aspect of the new education policy of India. It is believed that education can and must bring about the fine synthesis between change-oriented modern technologies and the continuity of the country's ancient and rich cultural traditions. The curricula and process of education will be enriched by cultural content, instilling and developing a sense of beauty, harmony, and refinement in children. Linkages will be established between the university system and institutions of higher learning in art, archaeology, oriental studies, and so on. Teaching, training, and research in these disciplines will be strengthened.

The policy stresses the need for readjustments in the curriculum to ensure the cultivation of social and moral values; and the elimination of obscurantism, religious fanaticism, violence, superstitions, and fatalism. Primary emphasis is placed on fostering universal and eternal values in a culturally plural society, based on the Indian heritage, national goals, and universal perceptions.

Regarding the development of languages, the comprehensive provisions of the 1968 education policy will be more energetically and purposefully implemented.

The policy document also contains measures to be carried out with regard to the publication of books, the use of library facilities, the role of the media and educational technology, and so on. It also provides for the sharing of work experience through well-structured and graded programmes. The need to create environmental consciousness and to integrate it in the entire educational process is also stressed.

The teaching of mathematics, as a vehicle to train a child to think, use his reason, analyse, and articulate logically, is encouraged. Mathematics should be treated as a specific subject, as well as being concomitant to other subjects involving analysis and reasoning. The teaching of mathematics should be redesigned to bring it in line with modern technological devices.

Science education should develop in the child abilities and values, including inquisitiveness, creativeness, an objective mind, the courage to question, and an aesthetic sense. Efforts should be made to extend science education beyond formal education.

Sports and physical education are considered, as being integral parts of the learning process. A nation-wide infrastructure for physical education, sports, and games will be built into the educational system.

To broaden the role of the youth in national and social development, students will be required to participate in one of the following schemes: the National Service Scheme, the National Cadet Corps, the National Service Volunteer Scheme, and others.

The policy also stipulates in detail measures concerning the evaluation process and examination changes. It defines the status of the teacher, the methods of recruiting teachers, the organization of teachers' associations, the education of teachers, and so on. Specifically, it provides for the founding of district institutes of education and training, the upgrading of selected secondary teacher training colleges, and so on.

The management of education is a subject of high priority and the policy stipulates a number of guide considerations, such as the long-term planning and management perspective; decentralization and autonomy; non-governmental agencies and voluntary effort; the role of women; and the principle of accountability. The policy provides for the establishment of organs for the management of education at the national, state, district and local levels. In addition, it defines the roles of local communities and non-governmental and voluntary organizations in programmes for school improvement. It also deals with the problem of raising resources and the mobilization of funds for investments in education, which is treated as a crucial area of investment for national development and survival. Investment in education is stated to exceed 6 per cent of the national income, starting with the Eighth Five-Year Plan onwards.

The implementation of the new policy will be reviewed every five years, with appraisals conducted at short intervals from time to time.

While the future shape of education in India is too complex to envision with precision, it is expected that the new policy will achieve the objective of further intensifying nationwide efforts in human resources development, with education playing a multi-faceted role.

Philippines. Office of the National Economic and Development Authority. *Medium-Term Philippine Development Plan, 1987–1992.* Manila, 1986. (Chapter 1. *Development challenges, goals, strategies and policies*, p. 3–48; Chapter 6. *Education and manpower development*, p. 195–220).

The Medium-Term Philippine Development Plan for 1987 to 1992 was adopted along with the supportive Regional Development Plans and Investment Programmes. The principal objectives of the plan are the following: alleviation of poverty, generation of more productive employment, promotion of equity and social justice, and attainment of sustainable growth and development.

"Education and Manpower Development" comprises a separate chapter in the plan document. The document identifies positive developments as well as setbacks during the previous plan period in improving access to and the quality of education and training, meeting manpower needs, promoting science and technology, culture and sports, upgrading personnel welfare, and strengthening the system of planning and management. The plan recognizes the 'challenges' that remain. More specifically, the education and manpower development sector addresses itself to the following objectives to:

a) Improve the quality and increase the relevance of education and training;

b) Increase access of disadvantaged groups in all educational areas;

c) Accelerate the development of middle- and high-level manpower toward economic recovery and sustainable growth, as well as to enhance their employability, productivity, and self-reliance;

d) Inculcate values needed in social transformation and renewal;

e) Preserve, enrich, and propagate the nation's desirable heritage and legacy;

f) Raise the level of awareness, interest, and participation in sports and cultural activities; and

g) Maintain an educational system that is truly Filipino in orientation, open to constructive ideas from everywhere, but alert to influences inimical to national dignity.

In broad terms, the following policies and strategies were adopted with a view to achieving the above objectives.

1. **Improvement of the quality and relevance of education and training with respect to Philippine conditions and needs**

Concrete actions and measures would include:

- Improvement in the internal efficiency of the educational system and enhancement of the quality of the output of its major delivery programmes;
- Curricular and programme reorientation to foster knowledge, skills, and values that are supportive of current development thrusts;
- Revision of textbooks and related learning aids to truly reflect Philippine conditions and experiences;
- In-service training of teachers, trainers, and other school personnel to improve their teaching and training capabilities;
- Expansion, improvement, and maintenance of the infrastructure of different facilities:
- Development of a more efficient system of selection and retention;
- Provision of guidance counselling services at all levels to assist students in the improvement of their school performance; and
- Increased institutional autonomy to enable schools to strengthen curricular offerings.

2. **Equitable access to education and training opportunities**

- Making education more affordable to students from low-income families through the expansion of scholarships, study grants, and loans;
- Development of a socialized tuition fee scheme based on the social cost of education and the students' ability to pay, and the implementation of innovative alternative delivery systems, such as the service contract scheme and distance education;

- More equitable allocation of resources among and within regions, giving priority to areas which suffer from educational deprivation in the distribution of teachers, instructional materials, school facilities, and equipment.

3. **Intensification of education values**

- Development of Filipino citizens imbued with love for God and country, respect for human rights, love for truth, freedom, justice and democracy. Emphasis on work ethics, professionalism, productivity, discipline, and self-reliance to enable individuals to adapt to a modernizing society.

4. **Promotion of entrepreneurial education and training**

- Emphasis on entrepreneurial training programmes with an agricultural and rural orientation, consistent with the thrust of employment generation and rural-based development. Prominence of courses in vocational and technical education and non-formal education programmes with orientation for self-employment. Inclusion of basic managerial and basic concepts and related skills in general, secondary and college education.

5. **Increased emphasis on science education, indigenous research, and experimentation**

- Enhancement of the capability of the school system as an active force for expanding the frontiers of scientific and technological knowledge. The promotion of science literacy, through the institutionalization of the teaching of science in both curricular and co-curricular programmes. Basic formal and non-formal science education will be improved and disseminated to a broader clientèle to firm up the foundation of technological development in the country and facilitate the people's receptivity to innovation and experimentation.

6. **Full mobilization and utilization of education personnel with an increasingly commensurate system of compensation and incentives**

- An adequate supply of qualified teachers and trainers will be ensured. This will involve the development of program-

mes for the recruitment, utilization and professional development of teachers. Appropriate incentives for above-average students to take up teacher training will be provided. Increased co-operation among public and private teacher training institutions will be enhanced to upgrade teacher competencies.

7. **Equitable allocation, efficient management, and effective utilization of financial resources**

– The priority status of education will be restored through an increased share in the national budget. Possible alternative sources of financing will be explored to augment resources. Resource sharing, efficiency and cost reduction measures will be adopted to optimize resource utilization. These will include consortium arrangements, service contracting scheme, an increased teacher-student ratio, optimal utilization of existing infrastructures and facilities, reduction of the size of the bureaucracy, and more speedy action on all matters to increase frontline service efficiency.

8. **Institutionalization of functional linkages between formal and non-formal education and training activities**

– Operational linkages and consultation processes will be developed among entities within and outside the system in order to optimize resource use, share expertise, and promote the proper matching of manpower supply and demand;

A muiti-sectoral council, which will decide on policy and programme issues covering a number of institutions and agencies in formal education and in the manpower development sector, will be created. The council shall work on such policy issues as trade skills, standardization, curriculum content, enrolment requirements, testing and certification, accreditation, monitoring and evaluation of training pro-programmes.

9. **Strengthening the system of educational and manpower development planning, implementation, monitoring and evaluation**

– The system of planning, implementation, monitoring, and evaluation will be improved, particularly at the regional and

sub-regional levels. Participatory planning will be promoted by decentralizing and devolving responsibilities to the regional and local levels. Public accountability of operation at various levels will be emphasized.

10. **Maximizing Philippine involvement in the international mainstream of education and manpower development**

– The Philippines will play a more active role in the global exchange of ideas, in international decision-making, and in the forging of agreements on human resource development. There will be a review of existing bilateral and multi-lateral agreements on education, manpower, culture and sports. On the basis of this review, the Philippine's participation in existing and new agreements will be rationalized to maximize the benefits that can be derived therefrom.

REVIEWS OF RECENT PUBLICATIONS AND STUDIES

EDUCATIONAL CHALLENGE IN JAPAN

White, Merry. ***Japanese educational challenge; a commitment to children.*** New York, The Free Press, 1987. x, 210 p.

This book is based on many years of experience and observation in Japan. It analyses the historical, psycho-cultural, and social concepts that make up the environment in which Japanese children experience life and learning.

The author observes that in Japan, life is that of the group, first and foremost. The Japanese society is a society committed to children and to education. The commitment exists at all levels of the Japanese society and among all its institutions. Education is seen as the key to industrial development, national cohesion, international political stature, personal development, moral formation and character building, cultural preservation, and the creation and maintenance of interpersonal relationship. Marginality in Japanese society is easy to come by and hard to discard. Japanese education is therefore conceived as a force for reducing cultural variety, thereby ensuring the norms of conformity on which Japanese society depends. The infusion of modes of behaviour, sets of influences, and social manners, or what one teacher collectively referred to as "Japanese common sense", is considered as important in school as mathematics, Japanese language, social studies, and science.

One important result of a child's educational experience in Japan, the author states, is the ability to commit intense effort to a task, and that devotion to hard work is in itself a virtue. Eventual success is not assumed to depend on one's innate capacities, but on his development of virtuous characteristics. Hence, potential is regarded as egalitarian, that is, everyone has potential, but some work harder to develop it than others.

Japanese planners feel that the primary and most dependable resource of the country is its well-educated and hardworking population., The maintenance and continuous upgrading of this workforce are the focus of the most intense planning. The schools play the

twin roles of equalizing opportunity and classifying people according to their ability. A high sense of meritocracy further ensures that parents, teachers, and the society carefully attend to the development of all children, to maximize their 'merit' in the race for society's rewards.

Motivation to learn

According to the author's analysis, human relationships in Japan are both the means and the end to successful child-rearing, which is unequivocally the responsibility of the mother. Accordingly, the central human relationship in Japanese culture is between mother and child.

An educational emphasis is constantly placed on the moral and behavioural attributes of the child as he learns and performs. Hence, what is usually called 'personal' performance is seen not only as evidence of individual ability and skill, but also as a means for securing one's place in the social environment, which in turns substantiates moral character and appropriateness to the milieu.

For the Japanese, the author observes, the most highly valued qualities are those which make a child ***ningen-rashii***, 'human-like', and the most valued among these qualities is the ability to maintain harmony in human relationships. This is quite different from the emphasis on individual skills and attributes and personal 'independence' in the western world, which sees social skills as antithetical to the expression of the 'true self'.

Japanese child-rearing values emphasize both the child's personal characteristics and the means by which a child accomplishes his goals, and there is no conflict between the goals of self-fulfilment and social integration. The bottom line is a wide integration of self and society. Co-operating with others therefore does not imply giving up the self, but in fact implies that working with others is the appropriate means by which one expresses and enhances oneself. Engagement and harmony with others is a positively valued goal, and the bridge to open-hearted co-operation is sensitivity.

The Japanese children are fed well, exhorted to exercise, and encouraged to test the limits of their bodies and spirit. The word ***gambaru*** is frequently invoked by mothers, teachers, and peers to endure more hard work and discipline, as a way to refine and

and enhance the self. In the end, one's capacity to keep going is more important than winning or losing.

Modern skill requirements

The author goes on to the state that the Japanese people value personal and individual skills, apart from those that contribute to group solidarity. Nowadays, Japanese parents and teachers and the society as a whole tend to attach greater importance to the following:

1. **Learning to gather and use large amounts of information.** This comes to bear, in the later years of schooling, on entrance examinations for admission into high school and college. Small children are encouraged to learn by rote long poems and songs. Adults are admired for a repertory of stage pieces. Learning strategies for sorting and organizing knowledge are explicitly taught in school. The purpose is to teach children from an early age to discern or create relevant key categories for ordering information, and, rather than seeing facts as isolated bits of data, to work through the relationships between the facts.

2. **Learning to work diligently and in an organized manner.** In the formation of concrete work habits, the process of work is emphasized as much as the end result, and the details of the method are stressed. Diligence means seeing the job through to the end and adhering to a valued procedure, not cutting corners. School work must be finished impeccably.

3. **Learning to do things with sincerity (seijitsu), whole-heartedly and single-mindedly.** This form of dedication is close to diligence but implies a moral commitment to work, not just a nose-to-the-grindstone, forced march through a series of tasks. Every job is seen as a complete life for a person who gives it a 100 per cent attention. The dedication demands that a person invest his energies in one place only.

4. **Learning to be a 'quick study'.** This is also called the "potential for multiple aims", allowing a person to grasp a key problem in a new area and bring relevant material to bear upon it. This is particularly important in Japan, where key employees are non-specialists and those with elite job designations are generalist. Thus, an important skill is the ability to shift from one task to another.

5. **Learning to develop kan.** ***Kan*** encompasses a range of cognitive attributes such as: intuition, premonition, inspiration, a natural facility for doing things, and a fast realization of what is needed for a task. ***Kan*** is considered essential in traditional skills and techniques. ***Kan*** is also a 'sixth sense' in social relationships, where you need to anticipate what others will think and feel, to understand what will help and harm a relationship, and what is needed to preserve a comfortable environment in the group.

Achievements

It is nowadays common knowledge that Japanese children hold the highest test scores in the world. Internationally, the Japanese educational system also scores high in terms of the number of children engaged in formal learning, the time they spend at it, and the place education has in a person's chances in his lifetime. Japanese children also report, in greet numbers than elsewhere, that they like school.

The relatively even access to education across the population has resulted in a less sharp demarcation between the rural and urban populations. Equally significant is the fact that there is less variation in performance across the population than in most societies. These have helped facilitate industrialization to a large extent.

After formal schooling, the Japanese people further strengthen their literacy by engaging in all forms of knowledge-enhancing activities. The Japanese people's level of cultural engagement is particularly high. The national media often uses highly sophisticated, technical vocabularies, and it is assumed that everyone can read music.

Current concerns

The author indicates that there is growing concern about publicized incidents of *ijime* or the bullying of children by their peers.

Analysing the causes of bullying, psychologists interviewed children in middle schools and looked into the characteristics of child victims of bullying. They found out that, firstly, unpopular children do not belong to any group in school; they are alienated and are rejected by cliques within the class. Secondly, these children may exhibit qualities that produce jealousy or initiate competition

in the group. Thirdly, unpopular children are said to be a 'victim mentality' that provokes bullying.

'Examination hell', which refers to the weeks or months of grueling effort preparing for an examination, does put a significant number of young people under pressure. Whether or not this produces psychologically damaging stress varies from one young person to another. But it is commonly admitted that this has been one of the main causes of high juvenile suicide rate, school phobia, and psychosomatic illnesses. The abnormal proliferation of ***juku***, or after-class cram schools, is also a direct consequence of excessive pressure exerted by examinations.

Another serious concern is the pervasive middle-class mentality towards education and the monolithic educational ladder, which rules out the possibility to change path or re-tool in mid-course. The average Japanese prefers general education to technical and vocational education in secondary schools. The American idea that one can recreate one's self at any time in life, that life is full of second chances, that the self-made person can get ahead, is in no way a Japanese reality.

Educational reform

The author then reports that in order to address some of these concerns and to adapt the Japanese education system to new emerging changes and requirements, efforts have been made since 1985 to bring about a major reform of Japan's education.

The reform has also been occasioned by an upsurge of 'new nationalism' as typified by a higher international profile for Japan, a new confidence in the nation's economic structure, and a greater sense of responsibility for aiding less developed countries. The new nationalism first of all pervades the calls for the restoration of moral instruction in schools.

The current educational reform in Japan therefore places priority on the following five areas:

1. Tracking in secondary schools;
2. The system of examination;
3. The re-structuring of secondary education;

4. Improving the environments in schools to enhance creativity and individual development; and
5. Fostering an international view and capabilities among children.

EDUCATIONAL REFORM IN THE REPUBLIC OF KOREA

Korean Educational Development Institute. ***Korean education – 2000***, prepared by Research Team. Yur Chung II, Project Director. Seoul, 1985. 421 p.

Korea, R. Presidential Commission for Education Reform. ***Strategies for educational reform.*** Seoul, 1986. 33 p.

The recently established Presidential Commission for Educational Reform in the Republic of Korea studies policy measures intended to bring about reforms in the entire educational system, in order to make education and its systems relevant to the preparation of high calibre education personnel who would be able to lead the nation's development toward the twenty-first century. Specifically, policy measure studies for educational reform seek to: (i) promote the consistency and relevance of educational policies on the basis of educational ideals that are viable in the indigenous setting, and (ii) improve the content of education in response to the rapidly developing frontiers of science and the new milieu created by the increasing momentum of international exchanges.

Commission members include 32 professionals representing education, social affairs, economy, industry, journalism and sciences; 20 specialist members including professors, researchers and teachers, and 15 civil servants from four committees in the Ministry of Education, namely the Committees for Education Systems, for Primary and Secondary Education, for Higher Education, and for Educational Development.

Through educational reform, the desired attributes of an educated person, defined in view of new challenges in the twenty-first century, are expected to be achieved. Such a person would be a person of self-reliance; a person of creative ability; and a person of moral principle.

Under the four education committees previously mentioned, a number of studies on the goal of educational reform and the role of

education in the context of future development have been carried out. This paper reviews two publications. One is an official report of the Presidential Commission for Educational Reform in the Republic of Korea. The other is a study undertaken by the Korean Educational Development Institute on Korean education by 2000. The study underscores the inability of the present system of education to meet the country's changing educational needs. New challenges call for a move away from institutional rigidness to a more flexible system of education. The present system should undergo structural changes, including the establishment of continuing education programmes, reforms in the school system, the strengthening of education at home, the development of private schools, and the expansion of non-formal education.

The designing of long-term educational development reflects the determination to put educational practices to an acceptable course. The role of education in the context of future development has to be viewed in the following light:

1. Education should not be envisaged as the result of social change but as the agent for social change. Due to the increasing complexity of human problems, it is imperative that education stresses the preservation of humanity and the realization of its goals. This stimulates the people.
2. Education should cease to be a mere means for national development; it should itself be a goal of national development. In previous years in Korea, the concept of national development was narrowly defined such that it focused on material prosperity, making human welfare a secondary concern.
3. Education should have a complementary relationship with politics, economy, society, and culture, because problems in education are rooted in other aspects of life.

Educational development should mean constant improvements in the ability of the educational system to effectively respond to changes from within and without the realm of education. It is in this context that the importance of educational research and development are highly valued. The educational system itself is not an end product but a process, which is subject to change in response to

new demands. Changes in the educational system should be guided by an unceasing stream of research and development.

The proliferation of new theories and methods necessitates the establishment of an information system which collects, processes, stores and retrieves data to support educational research and development and help policy-makers formulate informed decisions on educational issues.

The study discusses needs in educational research and development and specific tasks to strengthen them.

The profile of education presented in the two publications is a benchmark to be accomplished by the year 2000. It reflects the wishes of the people with regards to education and recognition that these are possible, if educational tasks are defined in a realistic perspective and are accomplished within the remaining balance of this century.

Educational development unleashes a powerful leverage for national development and constitutes a national policy goal of supreme concern. Therefore, it is an essential part of national development as a whole. When education is viewed in the context of a totality which encompasses all strands of development, educational development is inevitably interwined with other spheres of life. It is made more effective when it is promoted in conjunction with other strands of development.

Strategies for educational reform in the Republic of Korea underscore the following points:

1. **Higher consciousness of the goal of education**

Korean education by the year 2000 will be provided with a view to the goal of 'self-realization'. This means that education will provide individuals with opportunities to develop their potential to the fullest. Given the fact that the educational system mirrors the society, it is natural that education should retain some degree of competition. However, such a competition is transient and excelling others in examinations cannot by itself constitute an ultimate goal. In all educational undertakings, however, learning should be motivated by the drive to achieve self-fulfilment. Persons motivated towards self-fulfilment are characterized by the following qualities:

a) **Subjective identity.** Living in an age of misgivings and uncertainties, a person should be capable of self-control and should be willing to determine his own destiny, with a sense of loyalty to the national community.

b) **Intellectual ability.** A person should have a better understanding of the world around him and should be capable of solving problems intelligently and rationally. Such a person is able to discern rational reasoning from emotional biases, and means from ends. Scientific thinking should be highly prized.

c) **Moral principles.** A person with high moral principles is capable of right judgement, in consonance with his own conscience and with such virtues as honesty, diligence, and self-awareness.

d) **Democratic sense.** A person with a democratic sense cherishes the dignity of human beings and is highly conscious of duties attendant to human rights, observance of the law, co-operation and tolerance of mistakes.

e) **Creativity.** A creative person is motivated to venture into the unknown, seeks variety and diversity as opposed to stereotypes, and is open to change through contacts with other people and the outside world.

f) **International understanding.** In a world increasingly marked by interdependence among countries, man should widen his vision of the world and should be receptive of other cultures, while being very discerning and deeply conscious of the meritorious elements of his own country's cultural heritage.

g) **Health.** Mental and physical health and physical fitness and strength are vital to the undertaking of human activities. A healthy person is able to enrich his life by effecting a balanced development of his intellectual growth, moral maturity, and aesthetic sense.

h) **Motivation to learn.** The initial growth of knowledge makes learning a lifelong activity beyond the purview of schooling. Man should be motivated to continue learning, cutting across time and spatial limitations.

2. **More flexible educational system**

The educational system is changing and should be made more flexible. While the present school system will not be significantly changed, it will allow for the provision of special programmes for gifted children. These special programmes will not be age-specific. The admission of gifted children at a younger age, their accelerated advancement, and early graduation will alter the rigidity of the present system. By permitting re-admission, students may stay in or out of school as situational factors dictate, notably for economic reasons. Sandwich programmes will be further recognised as a new scheme to keep pupils free from institutional limitations and unnecessary formalities.

To allow pupils a free choice of courses which are relevant to their aptitudes and interests, the school should administer placement tests as the need arises. Placement tests will identify the gifted children, who may be exempted from some courses in the upper secondary and tertiary levels. This system will be supportive of the institutionalization of accelerated advancement and early graduation.

Flexibility also applies to the grouping of learners and the staffing of the teaching staff. Learners may be grouped into large-, middle- and small-sized teams, in addition to the regular-sized class, as maybe reguired to fulfill the learning objectives and the type of instruction required. The introduction of a non-grading system will be another addition to the flexibility of school operations. A small learning group representing schools in a regional community can be formed, if it facilitates instruction to achieve a special objective.

Educational administration and management should become more flexible. The introduction of management by objectives will lead to changes in the rigid budgeting system. Flexibility in personnel management applies to appointments, promotions, transfers and incentive rewards to teachers and administrators. Flexibility should allow for a modifications of rules and operational modes depending on the unique needs of a school or community. The transfer of teachers on a regular rotation basis will reduce the variety of educational needs. It is crucially important to reflect the will of teachers in relation to the running of specific schools or communities, considering that one's sense of attachment has much to do with his/her morale and level of commitment. Through this, humane relationships are shaped between teachers and learners.

3. **Primary education of higher quality**

In primary education, every learner will be given personal care and the primary school will be made a pleasant place to go to. Children should be the central focus of the school and the community. Taking care of them with love and respect builds a climate which fosters the growth of a person with a subjective identity, high moral consciousness, democratic sense, creativity and health.

In order for instruction to be personalized, the class size should not exceed 40 pupils. In a class of 40 programmes will be tailored to individual needs, using a wide variety of learning activities with the grouping of learners being made flexibly. There will be more opportunities for self-learning. The curriculum should reflect changing trends in society so that the pupils are prepared for the future society. The production and use of multiple instructional materials should enable pupils to proceed at their own pace and in their style. By the year 2000, computer use in the classroom would have been introduced further facilitating personalized instruction. The integrated curriculum for grades I and II will be extended to higher grades. The number of subject matters should be reduced, in order to trim down redundant topics which are time-consuming. By concentrating on essential topics it will be possible to stimulate the pupils' interest in learning and renew their zeal for it.

Teachers responsible for the changed personnel profile of education should improve their competence and take pride in the professionalism of their work. Those with the desired professional competence deserve the same treatment as secondary school teachers. In order for teachers to derive satisfaction from teaching, working conditions should be improved and multi-media instructional materials should be provided. The teachers will be assisted by parents and volunteers.

4. **Extension of compulsory education to nine years**

Previous enrolment in middle school exceeded 95 per cent of the school population age children and came close to 100 per cent in the mid 1980s. Whether middle school is provided free or at cost, it will reach the enrolment level for compulsory education. The government will institutionalize free education at this level on an incremental basis, starting with remote and outlying areas. High school enrolment which exceeds 75 per cent of the school population age children now will exceed 86 per cent by the year 2001.

The increasing trend of enrolment will lay the foundation for the forthcoming provision of free, compulsory high school education.

With the restructuring of secondary education, its contents and methods should be modified, distinguishing them from those that are in current use. The middle school should shed its earlier position as a terminal programme and instead serve as a process leading to upper secondary education. Therefore, it will be increasingly oriented towards general education, to lay the foundation for the growth of the whole person. It will be characterized by a wide variety of programmes to help individual pupils achieve a better understanding of themselves and establish new self-knowledge. Pupils should be exposed to vocational subjects so they can chart career paths relevant to their aptitudes. The effect of instruction should be heightened by the utilization of multi-media instruction materials and the employment of competent teachers.

As the enrolment ratio of high school is expected to exceed 90 per cent, the range of individual differences will widen. In contrast to this trend, there will be a limited number of special schools to accommodate gifted, retarded, and physically handicapped children. Due to limited places in higher education, 63 per cent of applicants will continue schooling after graduation from high schools, with the remaining joining the work force. This attests to the necessity to diversify educational programmes and strengthen career guidance. Vocational training programmes should be offered by high schools in addition to those programmes given to pupils who are bound for colleges. Considering that most vocational skills correspond to the level of high schools, career guidance and vocational programmes of higher quality are in order. Since students coming from the vocational stream constitute a corps of skilled workers needed by the society, incentive schemes will be institutionalized for them, including tuition exemptions, scholarships, credit loans, and job placements. General and vocational high schools in a district will be merged into an integrated high school which offers a wide range of vocational choices to those unable to continue schooling after completing the first year's common course. Those who drop from the college-bound course should be allowed to revert to the vocational programme.

5. **Quality and excellence in higher education**

Given that 69 per cent of high school graduates advance to higher education, it can be said that 47 per cent of the total

population in this age bracket are enrolled. Even those bound for the job market will be exposed to in-plant or on-the-job training. In this way, education will continue through the years in one form or another. Higher education is no longer the monopoly of a few elites. Ideally, it should have reached masses of people.

The universalization of higher education gives rise to the problem of ensuring excellence. Even with significant improvements in physical conditions, curricula and teaching method, it is still an uphill struggle to ensure the kind of excellence which was easier to attain when higher education was limited to select groups. Higher education envisioned for the year 2000 will inevitably feature duality; the effort to ensure scholastic excellence through improvement of its quality will parallel programmes applicable to daily life. The former places its central focus on basic research and the development of scholarship, while the latter are meant to meet the needs of daily life. The former puts greater emphasis on graduate education, in contrast to the latter which give heavier weight to undergraduate and continuing education.

To ensure the excellence of higher education, the financial burden of the government will increase and tuition will be adjusted upwards to a realistic level. Financial aids should be provided to needy students who have scholastic potential. They should not be denied access to higher education simply because of economic reasons.

The excellence of higher education should be maintained in research, teaching, and social service. To vitalize the research function of universities, the research faculty will increase in number, in connection with the increase of financial support for their research. Greater emphasis on research would mean increased efforts to strengthen graduate education. Graduate students will serve as research assistants. Dissertations will be the direct results of their participation in research projects.

The social service of universities will not be one-sided; the university should have mutually, complementary relationships with the society. The society should support the universities, which will in turn serve the society with the knowledge and technology they develop. New teaching methods, which are relevant to the development of moral consciousness, skill, creativity, and critical thinking, should be adopted. Efforts to maintain quality should be intensified.

6. **Vocational education for greater employability**

Industrial development precipitates the diversification of occupation. In a way, this increases difficulties in making future career decisions on the part of the students. The school is responsible for keeping students fully appraised of their aptitudes and of advising them about occupational changes, so that they are able to make informed decisions. In this sense, career guidance needs to be strengthened as part of the school education programme. Occupation is not merely a means to earn one's living. It assumes an important dimension as a means for self-realization and for social development.

Balance has been maintained between the supply of and demand for technical manpower in quantitative terms. But the development of technology-intensive industries will bring a new focus to the problem of quality. The demand for manpower will increase in those skills which require professional expertise; the multi-skilled workers in particular will be in increased demand. In order to meet this demand, school education should be clearly defined in relation to occupational training so that the two are functionally linked on a mutually reinforcing basis. To enhance the relevance of vocational programmes in high schools, the content of training will be organized on a broader basis to include the view of occupation, working ethics, human relations, quality control, and other topics besides skill-related subject matter.

With the growing diversification of the industrial structure, the need may increase for middle-level skilled workers who are graduates from two-year technical colleges. They will find a role in bridging the gap between engineers and workers who have completed high schools. The programmes of technical and vocational colleges should be diversified; apart from regular courses, they can offer short-term programmes which are tailored to the specific needs of target groups. School/industry co-operation will develop to a full-fledged entity which maximizes the utilization of resources on a reciprocal basis.

7. **Personnel profile of teachers and teacher educators**

The new personnel profile envisioned for teachers by the year 2000 will be a significant departure from the present. In the first place, the concept of teacher will have a broad connotation, which refers to people affecting the learning and growth of

youngsters, including parents, peer groups, superiors, progressive farmers, and other educated persons in the community apart from teachers. As the society in its entirety is becoming the field for learning, all its members are expected to play an educational role in one way or another. The role of teachers will rather resemble that of the curriculum. People living in a society are related to one another and they exert a positive or negative influence on the growth of others. Thus, every individual needs to be aware of the educational value that he or she holds. Although one's growth may not necessarily be influenced by others, the complicated human relationships calls for every person to become his own teacher. In this way, education continues throughout one's life time. By the year 2000 all people would have received education to qualify as a teacher. Parents should perform their educational roles as educators at home and as teachers in the school.

Teachers should be required to have a high degree of professional skill and competence. In the highly industrialized society, the role of school will be more important in restoring humanity. The quantitative expansion of education will intensify efforts to maintain qualitative excellence. Teachers and other educational personnel enjoy a higher degree of autonomy now than before and are recognized for their heightened responsibility and professionalism. Teachers and educational personnel should be ensured of access to continuing education which comprises programmes of different duration.

SECONDARY EDUCATION AND YOUTH AUSTRALIA

Australia. Commonwealth Schools Commission. ***In the national interest: secondary education and youth policy in Australia.*** Woden, A.C.T. 1987. x, 175 & iv, 39 p.

This report was prepared by the Commission on Secondary Education and Youth Policy in Australia in the latter half of 1986 as part of its on-going work in policy development. The Commission's work in this regard has two main objectives. The first is to assess the environment in which secondary education is now operating, including the youth policy environment. The second is to provide a rationale for and to recommend a Commonwealth-specific Purpose Programme to follow the Participation and Equity Programme which is legislated to commence operation by the end of 1987. The report is both retrospective and prospective. It analyses the stage which secondary education has reached in Australia, and suggests the contribution which schools might make in a rapidly changing society. It concludes that Australians will require broader and better education in the future, if they are to deal collectively and successfully with the complexities of contemporary society, as well as with the far-reaching effects of information technology, while preserving and extending national commitment to democracy and social justice.

In seeking to provide broader and high quality education for the Australians, the Commission addresses itself to such practical questions as the following. What must be done to improve the quality and relevance of secondary education? How can improved retention rates be achieved? What structural changes should be made so as to support needed reforms in schools? How can some of the key issues be addressed nationally? How can improvements be introduced in such a way that educational benefits are distributed fairly?

In preparing the report, the Commission has undertaken a detailed analysis of the main demands placed on secondary education policies in Australia. These demands are assessed in relation to the distinctive educational responsibilities of schools in the development of individuals, and to current ideas and principles concerning education. The report identifies the key principles upon which secondary education should be based in the future. It advocates the flexibility and accessibility of secondary schools and their strong links with the community.

The report is divided into four sections, as follows: demands on secondary education; youth policy and secondary education; secondary education in the future; and a new Commonwealth-specific Purpose Programme.

Section One deals with some of the complexities which affect policy formulation in education. It seeks to clarify the interaction between the external demands on education policy and the processes and purposes of secondary education. While stressing present conditions and demands, the report is also concerned with the future, and it proposes an education system capable of carrying out its main role beyond present circumstances.

To clarify the relationship between education and the economy, the Commission has analysed the following economic concepts from an educational standpoint: productivity; skill; management and work practices; entrepreneurship; and technological change.

Section Two is concerned with the relationship between secondary education and youth policy. It examines the development of youth policy in Australia and looks at long-term goals for secondary education, describing how these relate to youth policy. It identifies a national goal for retention in secondary education up to 12 years and analyses the factors which affect retention. It also briefly examines the relationship between primary and secondary education and looks beyond secondary education and its links with higher education.

Section Three deals with the theory and practice of secondary education. It attempts to describe the set of guiding ideas which are expected to shape the future of secondary education in Australia. It highlights the concern of schools to convey important elements of Western intellectual and cultural tradition.

In Section Four, the Commission outlines its proposal for a new Commonwealth-specific Purpose Programme to follow the Participation and Equity Programme. The proposed programme has the following key objectives: achievement of a national retention rate of 65 per cent to year 12 by 1992; more equitable distribution of the benefits of secondary education among all social groups; improvement in the quality and relevance of secondary education; and increased flexibility and accessibility of secondary schools within an integrated youth policy.

The proposed programme will be carried out at three levels, namely school level, system level, and national level, with action focused on the areas of curriculum development; accreditation, assessment, credentialling; school organization and climate; development of teachers; and links with the wider community.

The report presents the following main findings:

- Australia should work towards the realization of the entitlement of all young Australians to a full secondary education.
- As a short-term goal, a major national effort is required to achieve a youth policy objective of "full engagement" by teenagers in education, training, or employment by 1992. The Commission proposes, therefore, a national target of 65 per cent retention in secondary schools to year 12 by 1992. Such a target would make a major contribution to achieving this youth policy objective. This will require major gains in retention in those schools serving communities with no established tradition of young people completing full secondary education.
- Secondary schools which are more accessible and flexible are required to offer students new combinations of study and accredited out-of-school activity.
- All students should undertake essential studies which provide the basis for a general education, with a distinctive Australian character and with relevance to the needs of young people and the nation.
- New methods of accrediting courses, assessing students' achievements, and providing certificates are required to

acknowledge the achievement of all students and to encompass the full range of educational objectives. Through co-operation between systems and agencies, the nation should work towards greater consistency in courses and certificates.

- Integrated on-the-job teacher development is required to support new teaching strategies for essential studies, better assessment procedures, and the provision of a broad and balanced curriculum involving in-school and out-of-school electives.
- Strong links with the community are required so that the reciprocal obligations of schools to the wider community and the community's obligations to young people can be understood and agreed upon.
- There should be continuing national effort to examine ways of providing better and more equitable access to universities and colleges of advanced education.
- Secondary schools and TAFE colleges should reach agreements about a sensible division of labour in which the prime function of each institution is clarified. Within the context of the secondary school's responsibility for ensuring a broad, balanced, curriculum for all, schools/TAFE co-operative programmes should be supported and extended.

The report is very comprehensive in its assessment of the existing system of secondary education, as well as in recommending a Commonwealth-specific Purpose Programme for the future. However, this report should be read in the context of an earlier Commission report on schooling in the post-compulsory school years, particularly the reports on "Schooling for 15 and 16 year olds", published in 1980, and on "Participation and Equity in Australian Schools, 1983".

IMPROVEMENT OF HIGHER EDUCATION MANAGEMENT IN AUSTRALIA

Australia. Commonwealth Tertiary Education Commission. ***Review of efficiency and effectiveness in higher education.*** Canberra, Australian Government Publishing Service, 1986. xvi, 291 p.

The Government of Australia requested the Commonwealth Tertiary Education Commission (CTEC) to "initiate an enquiry into ways of improving the efficiency and effectiveness of the higher education sector". To help CTEC pursue this task, a Committee of Enquiry, chaired by the Chairman of CTEC and comprising representatives and nominees from various policy making agencies was established on 17 October 1985. Its major tasks were to examine: (a) the nature and extent of changes in the utilization of resources and productivity in higher education since the assumption of full Commonwealth funding responsibility; (b) the potential for achieving better utilization of existing resources especially through increased usage throughout the year, and the application of new technologies; (c) the means to improve the capacity of institutions to respond flexibly to the requirements of economic growth, and to community needs, with particular reference to staffing mechanisms; (d) further steps which could be taken to improve course delivery and reduce unnecessary duplication; and (e) measures to monitor the performance and productivity of higher education institutions to assist them to improve their efficiency and accountability.

This is the report of the Enquiry Committee.

The report comprises eight chapters, with a preface introducing the procedures adopted. The Committee requested the government and the public sectors to submit written material on the efficiency and effectiveness of higher education in Australia. Sixty-nine submissions were received. In the course of the review, the Committee consulted with a number of concerned government bodies and referred extensively to the annual statistical collections of the CTEC.

Chapter One defines the scope of the review and present the structure of the report, including an overview of the report and the recommendations of the Committee.

Chapter Two examines the nature and extent of changes in the utilization of resources available to higher education over the last ten years, with particular attention to changes in per capita expenditure.

Chapter Three analyses the outcomes, that is, what has been achieved with the available resources.

The next two chapters focus on the institutions' scope of activities and responsibilities to enable them make better use of their resources. Chapter Four examines the utilization of teaching facilities and the management of plant, equipment and research activities, as well as the potential for the application of new technologies. Chapter Five addresses the terms and conditions for the employment of academic staff – the major resource of higher education institutions. Particular emphasis is placed on ways of achieving greater flexibility and improving incentives for the staff.

The final three chapters examine the operation of the higher education system as a whole. The organization and structure of higher education are considered in Chapter Six, which includes a review of the binary system and the scope for improving the delivery of courses. The potential for rationalization in the organization and the provision of distance education is discussed in Chapter Seven. Finally, Chapter Eight considers the scope for improving the operation of institutions by changing funding mechanisms, and the institutions' accountability to themselves and to the wider community.

In the introductory chapter and more comprehensively in the concluding chapter, the Committee underscores the complexity, in an educational context, of the task embedded in the terms "efficiency and effectiveness". With this complexity, controversial issues can be expected and any assessment should need a good deal of assumption and interpretation.

One interesting finding concerning trends in the utilization of resources is that while the total student load increased by one-quarter

between 1976 and 1985 and fees were abolished in 1974, the total public sector funding for higher education, as a proportion of GDP, declined by more than one-third between 1975 and 1985 and the total government outlays on higher education were virtually unchanged. Between 1976 and 1985, the student load increased by 25.4 per cent; while the operating grants for higher education increased by 15.8 per cent, and capital grants declined by 65.44 per cent between 1975 and 1982 and increased by 55.32 per cent between 1982 and 1985. Stated differently, the increase in financial allocations to higher education had not been commensurate with the increase in enrolment. As a result, higher education had been forced to operate more economically and the scope left for additional savings was limited.

In regard to the outcome achieved with these resources, the Committee found that higher education had satisfactorily achieved its major objective of adapting post-secondary education to community needs. When the demand for higher education from younger, full-time students declined between 1978 and 1983, many institutions took the opportunity of modifying their teaching programmes to serve older students who were already in the job market and were seeking to upgrade their qualifications or gain specialized training. This was evidenced by the decline in full-time enrolment figures and a jump in the number of external and part-time students. Parallel to this, by 1985 colleges offering advanced education had established themselves as full partners of universities in the provision of higher education, gaining a larger student body than the university sector. This was attributable to these colleges' objective to provide a "strong and viable alternative" to university education offering courses with specific vocational emphases. In addition, enrolment figures showed other interesting developments: an increase in the participation rate of disadvantaged groups as well as younger female groups; a shift from teacher education to science and technology and business studies; and an increase in post-graduate studies, reflecting the flexibility of higher education in catering changing community needs.

After examining the outcome gained by using available resources, the Committee moved to examine facilities utilization. It found that proposed year-round utilization of facilities unfeasible because of the already intensive use made of teaching, research, administrative, and academic facilities during the academic year. In addition,

a number of other activities which made use of these facilities could only be undertaken during the non-teaching period.

The level of utilization of teaching facilities, based on the rate of room and seat utilization, showed limited scope for improvement. The Committee found that the actual room and seat utilization was 27 hours per week at 57 per cent seat occupancy for general teaching space, and 21 hours at 56 per cent for specialist teaching space; whereas the targets widely used in the United States are 30 hours per week at 60 per cent seat occupancy for general teaching space, and 20 hours at 80 per cent for specialist teaching space. The Committee cautioned the administrators against an excessive preoccupation with utilization rate which could reduce rather than improve efficiency. The Committee also noted the need for several factors to be taken into account such as location, size, and age of an institution, as well as the ratio of full-time and part-time students, when analysing utilization rates.

Parallel to the utilization of facilities, the Committee considered their management side and concluded that the level of equipment and capital grants were not sufficient to meet present requirements. Increases in capital grants between 1982 and 1985 were mainly used to provide additional facilities, in response to the jump in enrolment. Consequently, the maintenance of physical facilities was deferred year after year. The Committee described the equipment as obsolete, and the physical facilities as being generally below health and safety standards set by the Government. Some equipment and facilities did not meet modern educational needs. Institutions should develop a systematic arrangement for the preparation of rehabilitation and replacement funds, the sharing of major items of equipment for teaching and research within and across institutions, and for maintaining a balance between teaching and research activities while encouraging the concentration of research efforts. Where appropriate, extended teaching hours could offer an opportunity for institutions to utilize their resources more efficiently. As for the use of new technologies, the Committee found no scope for major economic savings in institutional operations, but was of the opinion that institutions could adopt and adapt new technology for particular purpose where there was a cost effective alternative to traditional methods.

In addition to the management of physical facilities and the application of new technology, another factor affecting the performance of institutions of higher education is the management of the academic staff. In this connection, the Committee examined the terms and conditions of employment which could improve staff incentives and the institution's flexibility to respond effectively to rapidly changing circumstances, such as the use of salary loading, early retirement scheme, appropriate proportions of fixed-term and limited-term appointments, opportunities for outside earnings, regular staff appraisal procedures, and so on. Of course, some of the new staffing procedures could cause additional financial burden to the Government.

From the institutional level, the Committee then moved on to the macro-level, the higher education system. The Committee was satisfied with the structure of the binary system of Australian higher education, which allows universities and colleges of advanced education (CAEs) to complement each other, enabling the higher education system to serve a larger population while maintaining the quality of education at reasonable costs. While the distinction between universities and colleges will be maintained, minor modifications are recommended to improve the system's efficiency. One such modification is the granting of additional applied research funding to CAEs. The Committee, however, noted a significant duplication of effort in higher degree studies. To avoid such duplication, the universities should reduce the range and number of disciplines in higher degree offerings, especially at Ph.D. levels.

As for external studies, a dispersed and integrated system is applied, in which institutions involved in external studies also take part in face-to-face teaching. The practice seems to yield more efficiency in the use of resources, but this is not always the case. The Committee recommended the rationalization of external studies, categorizing the provider institutions into principal, specialist, and limited providers, to achieve possible savings in improving the quality and range of courses available for external and internal students.

With regard to funding mechanisms, the Committee was satisfied with the present block grant systems which ensured the greatest scope for the distribution of resources, optimizing their effective utilization while maintaining the necessary level of academic

autonomy. While no major change in future funding mechanism was recommended, the scope for minor improvements was noted.

In terms of accountability, the Committee noted that while the United States practises a public system of higher education assessment, Australia is gradually adopting an internal system, especially at the departmental level. Overseas practice is not practical in the Australian context for two major reasons. Firstly, there are not that many institutions in Australia, secondly, assessments based on research activities would lead institutions to concentrate their efforts on research at the expense of teaching activities. The Committee thus proposed the development of procedures for the implementation of regular, internal evaluation and the establishment of a national centre for the collection and dissemination of tertiary education statistics.

This document contains a valuable review of the efficiency and effectiveness of higher education in Australia. It presents recommendations which can be incorporated in feasible short-term and long-term plans, specifying the executing agencies. The review by itself successfully illustrates the current situation in higher education and can serve as a documentary baseline for the further assessment of higher education in Australia. Although the review is specific to the Australian situation, the procedures adopted and the flow of the review, as well as the concepts analysed in each chapter – taking into account related variables and explaining the pros and cons of each proposed solution – serve as good examples for other countries in making similar reviews of their own systems of higher education.

DECENTRALIZED EDUCATIONAL PLANNING IN PAPUA NEW GUINEA

Bray, Mark. ***Educational planning in a decentralized system; the Papua New Guinean experience.*** Port Moresby, University of Papua New Guinea Press/ Sydney, Sydney University Press, 1984. 159 p.

This book is the result of an extended period of work and research carried out by the author in a World Bank-funded education project. The author, who was based at the University of Papua New Guinea, worked very closely with regional planning advisers and was responsible for a new in-service course in educational planning. Also, he was associated with the work on the decentralized system, frequently visiting and working with educational administrators in 19 provinces.

The book is an in-depth study of the decentralization system of administration with particular reference to developments in education in Papua New Guinea. The introduction provides background information and analysis concerning the development of the concept and application of decentralization schemes in the industrialized and less developed nations. He observes that achievements of various decentralization schemes have varied considerably. In some countries decentralization is regarded as a panacea and is expected to achieve objectives which are unrealistic and at times even contradictory. In actual operation, however, decentralization is a complex system. Many planners have found their intentions frustrated by the multitude of factors which are noted for their adverse influence. Among these factors are the existence of pressure groups, resistance towards change at the centre, and the most perplexing one which is the abuse of decentralized power and authority at the local level.

The book is organized into nine chapters. Chapter One is ***Theoretical issues and practical constraints: an international perspectives.*** The author states that the greatest obstacle to a clear analysis of decentralization is the term itself, which is often used loosely, covering a wide range of processes and structures. The author is of

the view that the social advantages and disadvantages of decentralization should not be taken for granted. According to him a decentralized system does not necessarily become more egalitarian compared with a centralized system. Neither does it automatically foster democratic participation. The author further explains that decentralization need not result in an unacceptable level of regional diversity. Neither should it threaten the cohesion of overall structures and national unity.

The thesis presented is that the outcome of a particular decentralized project depends to a large extent on the circumstances of the country concerned, the particular type of decentralization that is carried out, clarity in concept and operation, and the mobilization of necessary support to ensure effective implementation.

The author argues that systems which are decentralized in some respects are centralized in others, and that categorization is much more difficult than it may initially appear. Therefore, the concept is not of a system or a continuum, providing the model of highly centralized systems at one end or a decentralized one at the other.

As the author explains, decentralization is a process in which subordinate levels of a hierarchy are authorized by a higher body to take decisions about the use of the organization's resources, deconcentration, delegation and devolution. The implication for a central authority is that it has to deconcentrate when it establishes field units. Sometimes, deconcentration merely extends central government power and improves supervision. In essence deconcentration should be a stage towards greater local sensitivity and local influence. Delegation implies a greater degree of decision-making at the local level, though power in a delegated system tends to rest with the central authority. The third category, devolution is the most decentralized because decision-making powers are formally transferred to the local bodies.

The author also dwells on an analysis of issues related to the complexities of decentralization, the reasons for decentralization, and the problems of decentralization. Developments regarding the concept and application of decentralization in other countries are also given.

In the final analysis, the author views that ultimately the nature of administration in most countries is most likely determined by

political factors which are normally beyond the control of the planners. He observes that the introduction of decentralization in Papua New Guinea has been largely prompted by the threatened secession of the most affluent district, and that it is less productive for planners to ask whether to decentralize than to ask how to decentralize.

Chapters Two to Eight are devoted to an analysis of political developments and the concept of decentralization; the education system and decentralization; the financial system and decentralization; the issues involved in decentralization and inter-provincial inequalities; diversity and conformity in the education system; decentralization and efficiency; and participation in educational decision-making in Papua New Guinea. The final chapter is ***Conclusions: lessons from the Papua New Guinean experience.***

In Chapter Two, the author reviews historical developments and explains that in the pre-colonial period the area now known as Papua New Guinea practised the ultimate in the decentralized system. The author explains that the people living in the area were very diverse and belonged to ethnic groups which were generally small, with each group having an independently operated system of government. The author considers the imposition of colonial rule as being in itself a form of centralization. However, it is argued in another sense that the colonial regime could be considered highly decentralized because, by force of circumstances, administrative decisions used to be taken at the local level with very little control from the centre, especially until the Second World War. However, it is noted that administrative styles began to change after the war. Many specialist departments were established and the role of the authorities began to erode. By the end of the colonial period, the government was over centralized and weakly co-ordinated at the district level.

In Chapter Three, the author observes that the national government as a whole was pressured into decentralization. However, the education authorities reacted to the decentralization system rather more positively. The Department of Education took the necessary steps to promote and develop administrative skills at the provincial level, and encouraged provincial Ministers for Education to take up their respective roles and functions. The chapter documents at some length the frustrations of the professionals in carrying out a decentralized system and the opposition they encountered at various levels of administration.

Aspects related to financial administration are discussed in Chapter Four, where it is shown that the bulk of financial control rests with the national government. It is said that although the national government hands over funding for transferred activities, most of those funds are committed to maintenance of the system and thus reduces their flexibility. It is stated that the greatest source of growth and change is the National Public Expenditure Plan (NPEP), which is controlled by the national government. It is also observed that the national government restricts the independent flow of finance to the provinces, by prohibiting provincial governments from taking out long-term loans or receiving direct payments of foreign aid.

Chapter Five discusses numerous complex forces which govern inter-provincial equality/inequality. Financial structure is identified as the chief factor for inequality. Further contributing to increased inequalities are the formulae adopted for determining funds, the arrangements under which provinces raise local taxes and acquire greater revenue from natural resources, and the ability and privileged position of the richer provinces to invest more of their own funds in education.

The author observes that critics of decentralization have grounds to fear that decentralization may permit and encourage regional inequalities. But he goes on to say that the introduction of decentralization has considerably increased awareness of inequalities in Papua New Guinea. Increasingly, statistics are now reported by provinces, and prominence is given to them in geographic classification. He is also optimistic that the Papua New Guinean Government's demonstrated commitment to the concept will, in the long run, contribute to achieving the aims of both decentralization and equalization.

In Chapter Six, the various elements of diversity arising from decentralization are discussed. Some have transpired problems but others have become beneficial, responding to both provincial and local needs. The author points out that the basic structure of the education system has not so far been significantly changed by decentralization. He goes on to explain five principal factors. First is the retention of key decision-making powers by the national government. Second, the education system is considered as inherently conservative and resistant to change. Third, inefficiency

within the system reinforces cor[illegible]ity. Fourth is the co-ordination practised by the national government through conferences and other national forums. Fifth is the considerable mobility of staffing between provinces and the centre.

In Chapter Seven educational developments in the decentralized system are analysed to gauge their effect on efficiency. The author notes that the considerable inefficiency in the early days of decentralization are mainly due to the heavy burden placed on the local structure during the initial decentralization process. In addition, the available talent was very thinly spread. However, the Department of Education has placed a high priority on the improvement of efficiency and success is apparent although the tasks involved are difficult and complex.

In Chapter Eight, analysis is made of various factors involved and problems faced in the implementation of a decentralized system of administration. The author observes that the smaller sizes of provincial electorates and the narrower foci of provincial assemblies have allowed specific rural communities to receive a degree of attention, which would have been impossible in a centralized system. It is also noted that provincial ministers have probably spent a greater proportion of their time in their villages compared with their national counterparts. The author also notes that in reality politicians and the people have to take a lot on trust from technocrats because decision-making is frequently left to planners and officials. In sum, he is of the view that decentralization has promoted increased participation of various groups in decision-making, although such participation has not always occurred according to the original vision of the system. The overall balance is considered positive and the author hopes that continued effort to improve the operation of the system will promote increased participation of the people at the grassroots.

SCHOOL CLUSTERS – THAILAND

Thailand. Ministry of Education. National Primary Education Commission. ***Project RECOMB: remodelling the school-cluster's organization and management boundary***, by Pragob Kunarak and Ampon Saranyajaya. Bangkok, 1986. 2 v.

Project of the remodelling the school-cluster's organization and management boundary (henceforth, Recomb) is a report of a research project, designed to identify the operational problem of primary school clusters in Thailand and to present appropriate recommendations. The report is written in six chapters. Background information on primary education in Thailand is described in Chapter One. Chapter Two reviews related literature and the theoretical framework for the study. Chapter Three describes the project, including research question, method and procedure, location of sample, basic assumption, research methodology, and work plan. Chapter Four presents a descriptive analysis of the school cluster in practice. An analysis of quantitative data is presented in Chapter Five. Finally, Chapter Six presents conclusions and recommendations, including general recommendations, both long- and short-term as well as recommendations for further studies.*

This study was conceived because of the recognized problem that . . . the school cluster is not functioning according to the expected level of the Office of the National Primary Education Commission (ONPEC)". Realizing the gravity of this problem, ONPEC has taken various measures to tackle the problem in recent years. These measures include research projects on selected aspects of a school cluster as an educational innovation, and primary school clusters as a means to enhance academic performance and improvement of school libraries.

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* The concept of a school cluster was introduced to Thailand in 1950 as a means to encourage well-equipped schools to assist the smaller, and poorly equipped schools. Later, the difficulty of managing small widely dispersed primary schools made it compulsory to group seven to ten schools within "favourable distance from one another".

Recomb is ONPEC's effort to answer the following three basic questions:

1. To what extent does the school cluster perform its functions?
2. What is the appropriate solution for the problems confronting the operational process of the school cluster, especially in terms of service effectiveness, quality and equality or equity of primary education?
3. What model is recommended for the school-cluster's organization and management boundary?

The theoretical framework of **Recomb** is the slightly modified Gladstein concept. In addition to the use of this quantitative Gladstein model, a descriptive method is also used. Within the Gladstein model, exogenous and indigenous variables are evaluated by past and present school cluster members. The descriptive method relies on field information, as for example, selected teachers' school evaluations and through structured group interviews, as well as analyses of documents on issues related to school clusters. In addition, previous research findings are also considered.

The analysis of existing documents coupled with the quantitative analysis according to the modified Gladstein model provides the basis for recommendations to improve school clusters.

The sample population was selected based on a two-stage stratified and purposive sampling techniques. First, one province was selected from each of the 12 educational regions. The second stage was to select two districts from each of the 12 selected provinces Then, the selection of sample units was done through a purposive sample technique. As a result, two school clusters from each district were selected and classified into 'large', 'medium', and 'small' cluster size. All 710 past and present school cluster committee members serve as respondents to Form A, and evaluation of school clusters. In addition, two teachers from each school were selected to respond to a school evaluation questionnaire, Form B. Furthermore, 220 cluster committee members from five other different provinces were interviewed.

The dependent variable selected for this study was group effectiveness or outputs of the school cluster system with two

sub-variables, namely, performance and satisfaction. The independent variables consisted of two major constructs: the inputs and the process of the system comprising of group composition, group structure, resources available and organizational structures. As for the process construct, it has only one variable – group process.

The data collection took place during June to July 1985.

The following are among the most significant findings of **Recomb:**

- The socio-economic status of the areas of the school clusters bears a strong impact on their effectiveness.
- Various evidences exist to support the conclusion that the academic affairs and support for schools have developed.
- The principals' skills in a working group capacity are still far less developed than expected.
- The grouping of schools into clusters based on geographical factors accounts for heterogeneity of principals resulting in difficulties in co-operation.
- The cluster committees do not understand their role and functions.
- There seems to be no clear policy on the improvement of educational equality through school clusters.
- Those is a significant relationships between the levels of achievement and school-community relations.
- There have been few training programmes for the clusters due to the scarcity of necessary resources.
- Cluster effectiveness is affected by cluster composition and the availability of resources.
- Human, materials and equipment support from within member schools is not purchased.
- Bureaucratic rules and regulations, e.g., budgetary restrictions, annual promotional activities, hampers co-operation between member schools.
- The inability of committee members to work together is prevalent – the spirits of solidarity is largely lacking.

- The 'genuine' tasks of the school clusters are the major factors for cluster effectiveness.
- The cluster's group process had on effect on cluster effectiveness while group process was directly affected by the cluster's organizational structure and cluster composition.
- The group structure and group composition have an effect on available resources without any impact on group effectiveness.

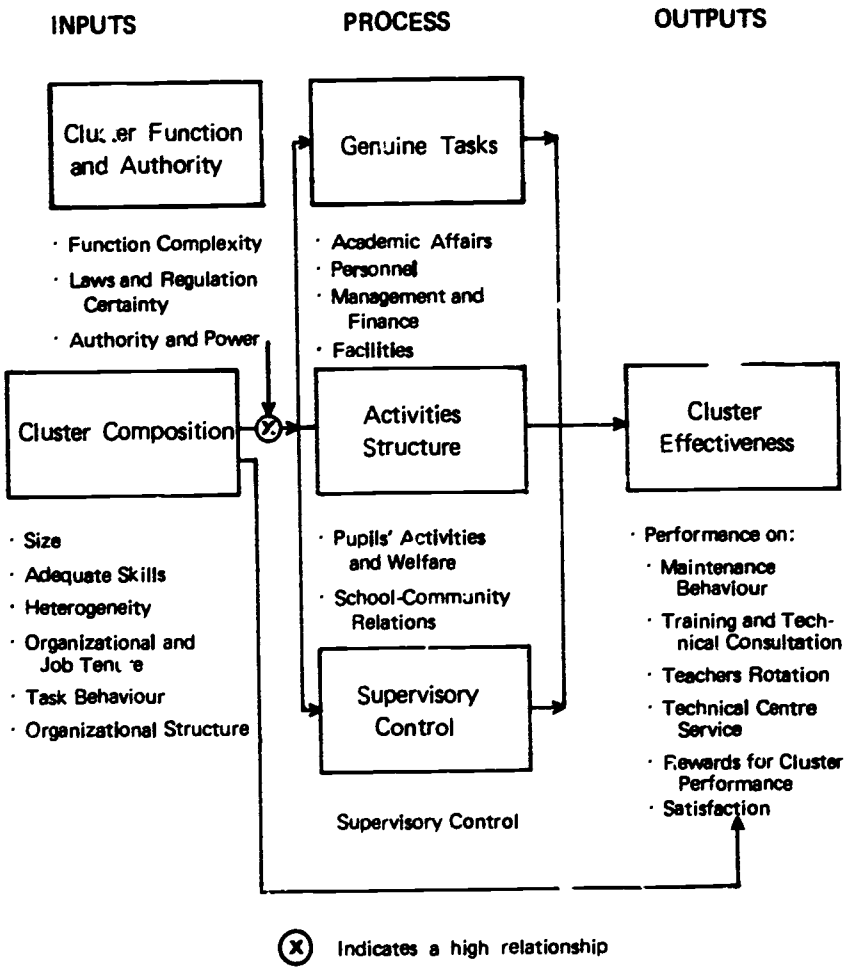
The research findings of **Recomb** have led to the development of an educational oriented model comprising of five new factors for school cluster effectiveness. The result of the testing of the model indicates that major or 'genuine' tasks of the cluster are the major factor influencing cluster effectiveness. The structure of cluster activities, cluster composition and supervisory control have positive impacts on the major or 'genuine' tasks. Simultaneously, cluster composition and supervisory control are affected by the structure of activities and cluster composition. Non-causal relationships between cluster composition and activities structure as well as between activities structure and cluster effectiveness were also focused. This model is called the General Bureaucratic Model of Primary School Cluster Behaviour and is illustrated in the following page.

Recomb offers recommendations for immediate, short- and long-term actions. The immediate actions recommended include delegation of appropriate authority to the cluster committee, development of clear policies and objectives for enhancing the quality of primary education through school clusters, and devising management measures. These will help meet the relative needs of member schools in terms of manpower and resources allocation, autonomy for school clusters in capital expenditure and personnel management and improved criteria for school clustering and screening of chairpersons.

The short-term recommendations mostly deal with changing of detailed administrative structures such as codification of the Chief of Primary Education Commission's qualification, and so on.

The long-term recommendations state that all recommendations presented in the short-range period may be included in the Primary Education Commission Act, B.E. 2523 (AD. 1980).

General Bureaucratic Model of Primary School-Cluster Behaviour: Constructs and Measured Variables



In conclusion **Recomb** is a valuable report representing a breakthrough in understanding of the problems which hamper the successful implementation of school clustering in Thailand. It certainly is a step forward towards improvement management practices which can benefit Thai children from all backgrounds. It can also work towards the ultimate goal of 'equal opportunities' in education.

CHILD DEVELOPMENT AND REARING PRACTICES IN ASIA

Srinakharinwirot University. Behavioural Science Research Institute. ***Handbook of Asian child development and child rearing practices,*** ed. by Chancha Suvannathat, Duangduen Bhanthumnavin, Ladtongbai Bhuapirom, Daphne M. Keats. Bangkok, 1985. xi. 430 p.

A product of the Second Asian Workshop on Child and Adolescent Development held in Thailand in 1982, this handbook provides comprehensive and holistic coverage of the development of the young child moving from childhood to adolescence. It reports on research within and outside the region. The binding themes are the inter-relatedness of the many dimensions of development and the complexities of these relationships. A central message is the importance of the home in the development of the child and the links that have to be established between institutional interventions for child development and informal ones in the home environment of the child.

The handbook's six sections focus on the following topics: physical and biological bases of development; intellectual development of the child; social development of the child; emotional development and mental health of the child; the child in the family; and practices and special problems.

The final chapter is a synthesis of past, present and future directions for Asian child rearing.

The handbook has the following objectives:

a) identify various psychological characteristics important in the life of Asian people;

b) present academic information concerning the bases of child development;

c) demonstrate on the basis of theories and research findings, the effects of parental influence on child rearing;

d) indicate environmental factors responsible for the success and failure of the family in child rearing and child development;

e) encourage parents and caregivers to believe in their ability to raise children more satisfactorily;

f) eliminate certain beliefs and practices in Asian societies which are not consistent with modern research findings and theories; and

g) sensitize parents, teachers, social workers, to the changing characteristics of children at different age periods.

Physical and biological bases of development

In all cultures, a child's physical needs have been an important concern. Yet in most Asian countries millions of children have died or have been maimed, due to diseases which could have been prevented. While much progress has been made in lowering infant mortality, there are still large numbers of parents who either lack the knowledge to prevent these diseases or the confidence to avail themselves of the knowledge or services that exist. Traditional beliefs and taboos which are appropriate in a previous cultural and socio-economic context remain, even when such contexts have changed, as for example in relation to the density of population. Malnutrition still haunts a great part of Asia. Poor nutrition means not only poor physical growth, but also inadequate intellectual abilities and social and emotional well-being. Current research clearly points to the strong and complex interdependence of physical, intellectual, social and emotional factors in the child's development. This first section reports on research and their implications in relation to the child's body (including the brain) and behaviour patterns, while also stressing the integrated functional development of the child. Intervention has to begin with the mother-to-be even before the child is born. The research also points to the need to ensure warm mother-infant relationships; that health care and good nutrition are not enough, as they need to be linked with the mother's loving care and a stimulating environment, to foster all aspects of child development.

The individual chapters in this section deal with pre-natal, natal and post-natal stages in relation to the physical and biological bases for child development; concepts of child development; and nutritional needs of the child.

Intellectual development of the child

The research report shows that the course of intellectual development of children from different cultures takes much the same route; developing intellectual capacities should begin as early as possible in infancy.

Opportunities for as many and as varied sensory and perceptual experiences as possible arouse the interest of young children to explore their environment. By talking to the children, the names of telling them things and kinds of things, their ability to categorize and hence to look for the underlying characteristics of classes and types of things, which will later form the basis of more scientific categorization processes, are developed. By helping them see what things happen together and why, they develop the basis for the later understanding of causal relationships. When the children are ready to move on to concrete operational thinking, which is facilitated by helping them understand the concepts of conservation, parents can help the children to develop confidence in those causal and impersonal relationships which make life reliable and predictable, rather than arbitrary and magical. This development frees the child from egocentric thinking, and it also makes possible the next step towards more abstract thought processes.

It follows that it is important to provide experiences which give children the chance of success in their encounters with reality. This means judging the level of the demands places upon children according to their individual abilities and current stage of development. The route of cognitive development may be the same but children must progress along it at their own pace. Continued criticism and failures which arise because the tasks set are beyond a child's capacity will finally have the effect of reducing his or her level of performance rather than raising it. In addition they will create low self esteem, high levels of anxiety, and a loss of confidence to attempt activities that are in any way challenging or different.

Successes give children the confidence that they are going in the right direction. But with their limited powers, they need someone else to help confirm and reinforce this confidence. There can be no one better than parents to give this encouragement.

All in all, this section shows many ways in which parents and other people can foster children's intellectual development.

The major content areas are cognitive development; language development; problem solving; school achievement; creativity; and development of skills.

Social development of the child

In every Asian culture there are age-old traditions regarding the norms of social behaviour, including politeness norms, forms of address, and norms of acceptable behaviour in various social situations. As a result, Asian social relationships are amongst the most subtle and complex of any in the world.

Perhaps one of the greatest contrasts between Asian and Western child rearing is found in the values placed on co-operation and interdependence as desirable goals as against individual effort and autonomy. From their early years, Asian children are encouraged to see themselves as having responsibilities towards other family members. In adulthood these relationships spread into the community in many ways, covering activities in business and commerce, in government, and administration.

The growth of large Asian cities threatens the maintenance of such family-based co-operativeness. City living often makes it difficult for people to carry out their responsibilities to the family and to enjoy the close companionship of other family members.

Perhaps a more serious trend as a result of high density urban living, from the point of view of the social needs of children, is the loss of their sense of kinship with place and time. Compared with people who live on the land, urban populations tend to be more fluid, addresses changing frequently, for example. Often the changes are associated with upward mobility, as with the acquisition of better jobs and more money, people seek more socially acceptable neighbourhoods.

Urban living in high rise apartments and row housing developments is the situation for millions of Asian children. In endeavouring to maintain desired values, parents are faced with a social environment which is as much, if not more, in contrast with the traditional rural life styles of Asian people as it is with those of urban Western societies.

The research content reported include social perspective taking; moral development and child rearing; and values development and transmission.

Emotional development and mental health of the child

It is unfortunately true that a child's emotional state is much more noticed by parents when the child is showing negative rather than positive emotions: a burst of anger or tears will generally gain everyone's attention much more quickly than a period of quiet contentment. Children learn this fact very early in life. Most will develop better ways of coping with emotional stress as they grow older, but in some cases, the temper tantrum is carried through to adulthood. These people end up hurting both themselves and others as they vent their frustration, anger, and anxieties upon the rest of the world, in general, and on their long suffering families, in particular. While they may behave normally at other times, such people have never grown up emotionally. To what extent are child rearing practices responsible for this? Is such behaviour to be accepted merely as a sign of individual personality traits or temperament? If so, will such people ever change? How do children grow up emotionally? What are the early signs that might indicate either desirable or undesirable emotional development?

These are some of the questions taken up in this section of the research. The principle aim of this section is to assist parents and other caregivers in promoting positive mental health and emotional well-being in their children, so that they will grow with confidence in themselves and others and enjoy a full and satisfying life. The authors show how the family atmosphere contributes to the emotional well-being of children, and how it influences individual differences in temperaments to produce individual personalities. The section offers practical suggestions as to how positive and healthy emotional development may be fostered from infancy through to adolescence.

The research content presented include mental health and adjustment; temperament; and aggression and dominance.

The child in the family

In this section, the child is considered in relation to the roles of other family members, in particular, the mother, the father, and the brothers and sisters.

In Asia, many different patterns of family structures can be found nowadays, ranging from the large, traditional extended family

to the modern nuclear family of husband, wife, and one or two children only. Many changes are taking place as an indirect consequence of modernization and urbanization, or as a more direct outcome of family planning programmes. Despite the many differences among Asian cultures, there still remains a great deal of similarity, particularly in regard to relationships among family members and the influence of the family upon the growing child.

Traditionally, Asian children were brought up in a family environment which was one of the most all-embracing in the world. At its best it could be a very satisfying environment, supplying an abundance of social and emotional support. There were always caretakers available to cater for the children's physical needs, while the presence of people of all ages from the very young to the very old gave a sense of continuity of generations, a situation seldom available to children in modern, Western-type nuclear families. The numerous and ever-present brothers, sisters, aunts, uncles, cousins, and grandparents ensured that there was always someone to turn to for aid when it was someone younger to care for. Thus from an early age, children not only learned the advantages of family membership, but was also trained in the roles and responsibilities appropriate to their position in the family.

The functions of the Asian family have always been complex and multi-faceted. Apart from providing the basic requirements of food, clothing, and shelter, the family was also responsible for maintaining property, caring for the elderly, providing caregivers for the frail and the very young, preserving traditional customs, maintaining religious beliefs, giving continuity to the passing on of traditional skills and crafts, and perpetuating traditional sex-role expectations and values. To ensure that these functions of the family continued, Asian children are socialized to have lifelong obligations to their family and willingly to place the demands of the family above their own individual needs or desires. Thus for the majority of Asian children, the family provides a secure haven to grow up in and to return to throughout life, in good times and in times of need: Belonging to a family gives a focus of loyalty and identity, which can transcend national and political allegiances.

This section deals particularly with the effects of family changes upon the child. Such changes are brought about by different factors: family size; the effects of modernization; the movement of rural

families into cities; and changes in expectations for the future and understanding of the present, due to the spread to formal education.

The research base in this section includes the role of the mother in child development; the father's role in child rearing practices; the roles of siblings; maternal employment and child development; and parental control.

Practices and special problems

The major theme in this section is the stimulation of the child's development through practices, which bring about a healthy and happy attitude to living and learning and provide a sound basis for further development. Special attention is given to the effects of early stimulations and the role of child's play. Special problems of children who do not fit into the mainstream due to disabilities are also considered, but no sharp distinction is drawn between the 'normal' and the 'abnormal'. All children are in some ways children with special needs. All can be helped to expand their capabilities and reduce the effects of their disabilities. In so doing they will come to enjoy their childhood more.

The research content focused upon in this section includes plays, toys and child development; techniques for early childhood stimulation; care for children with special needs; and common error in child rearing practices.

Conclusion

The conclusion provides a summary of the different sections in the handbook, and calls attention to the following trends for the future:

> "From the viewpoint of the present Asian socio-cultural context, adult-centeredness in child rearing, which seems to be a main characteristic of Asian families in the past, is gradually and presently being supplanted by greater child-centeredness. Infancy and early childhood are becoming more accepted as special periods for child growth and development. The close interaction between biological determinants and environmental determinants is becoming more realistically realized. The main function of childcare to developmental care is observed, even though the change is still considered to some extent a luxury in the less advantaged area of Asian region. In the course of socialization,

mother and father will play more active and co-operative roles as teachers and models for their children. Despite the fact that Asian parents in different social classes still have different values which may influence their socialization practices, they will understand more of the inter-relatedness among aspects of growth: physical, cognitive, psychomotor, emotional, social and moral. Parents as well as other significant socializing agents, namely siblings, peers, school and mass media, will be more convinced to look at the child no longer as a passive participant in development, but as an active one in promoting his or her own growth and development. It is expected that the future Asian parents will pay more attention to their children's inner development or potentialities. The values and attributes considered desirable in the Asian socio-cultural setting, such as responsibility, self-control and discipline, propriety of etiquette, decent behaviour, achievement motivation and future orientation, are expected to be inculcated in children of the future. In socializing children, parents and adults are increasingly convinced to think of development as being a multi-directional rather than uni-directional process, and to accept that the child's growth and development are influenced by his or her social environment which is boundedly culture, situation and time.

"As socio-cultural conditions keep changing, children and families have to participate in the changes and adjust accordingly to these changes that in turn alter their behaviours. One most important objective of future childcare and rearing in Asia is to have parents and all other socialization agents alert to the unavoidibility of change and serve as stable, consistent and responsible good models for children. They thus may hope to manage and guide skillfully their inexperienced children to cope with the effect of changes and always update their knowledge and understanding about their children. Besides, since children of today will certainly become adults of tomorrow, it is then appropriate to look more into the future than in the present. Let us strive though all of our constructive efforts to build up Asian parents of the future who will be educated, literate and able to look beyond their own cultures and countries".

CHILD AND FAMILY DEVELOPMENT PROJECT IN THAILAND

Thailand. Ministry of Interior Community Development Department. Research and Evaluation Division. ***The evaluation report on child and family development project.*** Bangkok, 1986. ix. 295 p. mimeo.

The Community Development Department, Ministry of Interior, Government of Thailand, undertook the Child and Family Development Project in 1967 in line with the Government's policy to provide adequate nutrition and an appropriate learning environment for the physical, mental, emotional, social, and moral development of children. To implement the project, Child Development Centres were established throughout the country. In 1986, there were 3,288 centres with 123,724 children, 19,866 committee members, and 5,141 attendants. Since 1977, the project has been receiving financial assistance from the Christian Children Fund (CCF) Foundation for running 371 centres catering to 17,230 children in 34 provinces. These selected centres were manned by 837 child attendants, 79 assistant child attendants and 371 co-ordinators. As regards the provision of financial assistance and other forms of support, the centres were categorized into four different types as follows: those receiving full support; those receiving partial support; those receiving no support; and those which received initial support only. The CCF Foundation and the Community Development Department decided to study the effectiveness of the project in order to determine its strengths and weaknesses with regards to physical infrastructure, and the physical, mental, emotional, social, and moral development of children. In addition, it also aimed at studying changes in the knowledge and attitudes of parents and community leaders concerning the upbringing of children through such Child Development Centres. As specific objectives, the evaluation study sought to determine the comparative levels of achievement of the four types of centres in the areas of child development, nutrition, and community development, and to propose suggestions to improve the on-going programmes of the child development centres.

This evaluation study was undertaken by the Research and Evaluation Division of the Community Development Department with the active co-operation of the Faculty of Social and Administration of Thammasart University and the Faculty of Public Health Science of Mahidol University.

Out of the total project jointly run by the Community Development Department and CCF Foundation, the research team selected at random 133 centres in 54 districts in 15 provinces, covering the first three types of child development centres. Data pertaining to the fourth type were collected from 11 centres in 11 districts in four provinces. Similarly, a total of 258 child attendants and 664 parents from the first three types of centres, and 21 attendants and 55 parents from the fourth type of centres were interviewed.

The study had certain limitations with regards to the selection of centres. Because some of those initially selected could not be reached, alternate centres had to be used. In addition, the research team did not have enough time to observe the children in the centres, with regards to activities associated with their physical, mental, emotional, and social development.

The investigation was mainly conducted through interviews with the help of questionnaires. The team used four different kinds of questionnaires. Interviewers engaged to collect data were members of the concerned community, or had a command of the community's dialect. The data collected were analyzed using percentage and Chi Square methods. The investigation was supplemented with three case studies to elaborate on details of various aspects of child development programmes.

The study concluded, among other things, that the participation of parents, women and youth groups, as well as the visits and support of government officials, NGO representatives, and various other groups have greatly helped in improving the operation of the child development centres, irrespective of the amount of financial assistance received from different sources. However, the parents demonstrated very poor knowledge of nutrition. The study further concluded that the children considered their mothers, child attendants, and friends as significant influences in child development activities. The study highlighted the factors affecting child development programmes related to health and nutrition, sports, family welfare, inter-personal relationships, and the roles and expectations of attendants, parents,

and community members. In addition, it identified problems and obstacles in the planning and implementation of child development centres, especially with regards to the roles of child attendants, parents, local community members, and other community leaders, as well as the mobilization of other potential sources of support for the programme. The study also provided a set of specific suggestions for ensuring and improving the continued support and participation of parents, child attendants, government officials, community leaders, and other community members in planning and implementing the activities of child development centres, particularly those related to child development, nutrition, and community development. Those seeking improvements in child development programmes will find this study useful.

PSYCHOLOGY OF LITERACY

Scribner, Sylvia and Michael Cole. *The psychology of literacy.* Cambridge, MA, Harvard University Press, 1981. 335 p.

Theoretical framework

The main problem addressed by the book ***Psychology of Literacy,*** is 'What are the intrinsic differences between the literate and the illiterate mind?' Chapter One reviews the literature about the power of the written word to amplify human mental capacities. The literature reviewed include i) comparative and historical studies starting from Plato; ii) psychological theories and research (e.g. Lev and Vygotsy 1920 and 1930); iii) experimental observations on the effects of literacy (e.g. Alexander Luria, 1930, Patricia Greenfield and J. Bruner, 1966 and David Olson, 1975); and iv) cognitive effects of schooling (Scribner and Cole, 1973). These speculations and scholarly researches suggest that 'The acquisition of literacy is a watershed in the history of human thought'.

The authors also make reference to a Unesco Report which ***inter alia*** states that 'The illiterate man's thought . . . remains concrete. He thinks in images and not in concepts. His thought, is in fact, a series of images, juxtaposed or in sequence, and hence it rarely proceed by induction or deduction. The result is that knowledge acquired in a given situation is hardly ever transferred to a different situation to which it could be applied'.

The authors put forward an interesting concept of literacy, i.e. a set of socially organized practices which make use of a symbol system and a technology for producing and disseminating it.

Locale of the study

Motivated by intriguing speculations made by scholars about the psychology of literacy, the authors have selected the Vai people to test such speculations. The Vai is a small West African group, living in a 35 to 40 mile area that spans the border between Sierra Leone and Liberia. When the study started in 1974, about 12,000 Vai

people were living in the Liberian area, with the majority engaged in farming.

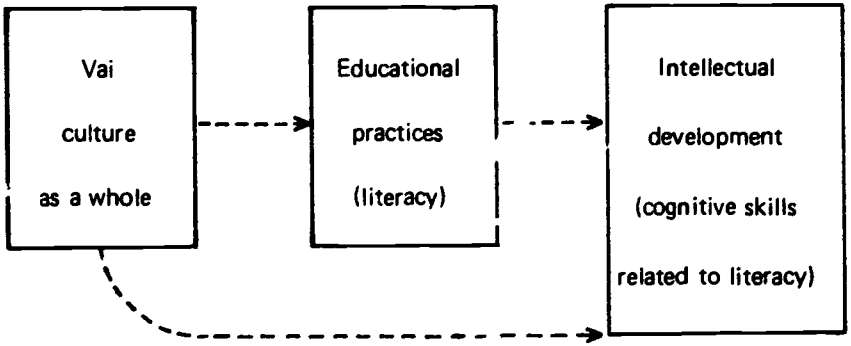
There were at that time three ways of providing education for the young: the bush schools, the American-type schools, and the Qur'an schools. The bush schools were conducted by men for boys and by women for girls. In the past, children were removed from their homes for about four to five years. Formal schooling was provided in American-type schools, which was available only to a small minority of children and where instruction was in English. Those were mostly missionary schools at the beginning. In the Qur'an schools, children from the age of five or six and older gather under the guidance of the village Imam to learn the Qur'an.

These three forms of education, namely traditional socialization, English schooling, and Qur'anic schooling, were associated with specific languages as follows: Vai (which the Vai people themselves developed), English, and Arabic. In addition, each school had its own dominant sphere of influence, as follows: traditional economic and social affairs; the modern economic and government sector; and religious affairs.

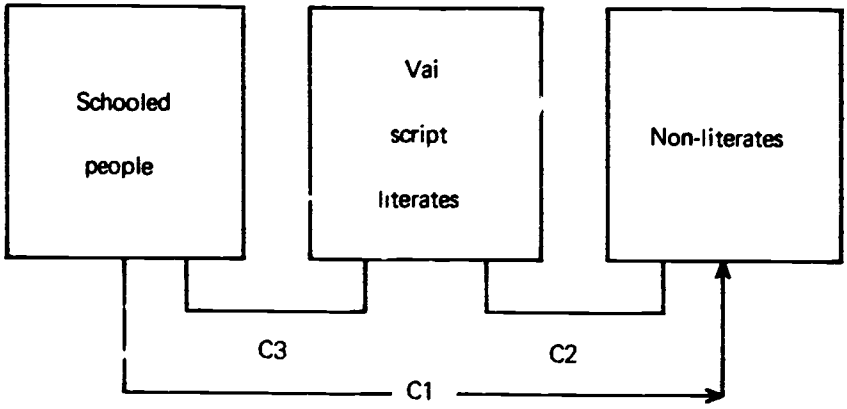
A culture-cognition model

Shown here is the conceptual model used by the authors.

Figure 2.1 A culture-cognition model



The authors recognize the logic that testing for effects of prior experiences always involves some comparison performance. Hence, they have developed the following comparative design model:



C1 (Replication of earlier cross-cultural work).
Compare schooled individuals to non-literates.
Question: Does formal schooling make a difference on the performance of cognitive tasks?

C2 Compare Vai script literates to non-literates.
Question: Does literacy per se (that is, literacy without schooling) make a difference on the performance of cognitive tasks?

C3 Compare schooled and Vai script literates.
Question: Are schooled and non-schooled literates equal in performance or does schooling contribute to performance over and above literacy?

Methodology

Aware of methodological problems, such as the shortcomings of standardized questionnaires, as well as those of classical anthropological methods, the authors make use of an eclectic methodology. They are convinced that it is the best for their study as they believe that 'both systematic survey data and qualitative community studies were necessary . . . each had a unique contribution to make'. The authors say, 'we needed the quantitative data that standard interviews provided to measure the independent contribution of literacy to cognitive task performance and to allow us to compare individuals on the basis of the functional uses of literacy. We needed detailed descriptions of Vai social life and practices, especially literacy practices, to

verify the interview data, to help us interpret it, to understand the larger social system in which literacy flourished, and crucially, to help us design sharply focused test of Vai literacy's cognitive consequences'.

Multiple regression analysis is used to assess the independent contributions of literacy, schooling, and other experiences to performance.

Findings

Among the major findings of the study are the following:

1. Literacy makes some difference as regards the performance of certain skills. The finding does not fit the anthropological and sociological theory, such as the 'great divide' which considers literacy as a key ingredient in the packet of social change which separates the primitive from the civilized, the concrete from the abstract, the traditional thoughts from the modern thought. It also does not fit any of the disparate psychological theories of cognitive change. Some psychologists, for instance, consider 'cultural inventions, such as literacy, is unrelated to basic process of intellectual development, literacy may influence how society does its work but not the structures of mental operations' (Piaget). On the other hand there are psychologists 'who consider cultural inventions instrumental to cognitive development (Bruner and Olson, 1979; Greenfield, 1972)'. The latter tend to view literacy as an emergent force that brings into existence entirely new mental structures or processes. The findings of Scribner and Cole do not fit any of these psychological theories.
2. Literacy is not a surrogate to schooling. The authors provide evidences showing that non-schooled literacy among the Vai people has no general cognitive effects. Cognitive effects are measured by testing (i) abstract thinking; (ii) taxonomic categorization; (iii) memory; (iv) logical reasoning; and (v) reflective knowledge of language. Neither Vai nor Arabic scripts act as surrogates for schooling. They do not produce the range of cognitive effects that schooling does.

3. Specific skills required in reading and writing Vai script transfer tasks implicating the same cognitive skills. Even for non-schooled literates, reading and writing Vai script are associated with specific skills in synthesizing spoken Vai (auditory integration task), in using graphic symbols to represent language (picture reading and writing task), in using language as a means of instruction (giving direction for games and places), and in talking about correct Vai speech (grammar task).
4. The performance of Vai and Qur'anic literates is generally better than that of non-literates. For instance in giving directions, literates give more detailed and explicit instructions.
5. Comparisons between spoken and written language show that written language tends to be fuller and less elliptical than spoken language. There is also sufficient evidence to show that writing influences speech, not vise versa. An analysis of the literates' spoken and written language suggests that their knowledge of the Vai script provides them with a special way to represent language, one which can influence the way they speak.
6. Qur'anic learning, which involves a lot of memorizing, is found to be the main factor in improving the incremental memory task.
7. Urban residency/modernity help improve performance, including that of non-literates.

This interesting study raises many more questions as it probes into other socio-anthropological and pychological theories on the effects of literacy on mental development. New areas for future research on literacy have been opened up as a result.

It appears, however, that the indicators of intellectual development used in this study contain considerable modern western bias. Possibly indicators of mental abilities inherent in a given socio-cultural setting could be used in future studies.

COMMUNICATION TECHNOLOGY IN SOUTHEAST ASIA

Association of Southeast Asian Institutions of Higher Learning. ***Modern communication technology: implications for ASAIHL universities;*** proceedings of ASAIHL Seminar, Nonthaburi, Thailand, 16-18 December 1985, ed. by Pratya Vesarach [and others] Bangkok, Sukhothai Thammatirat Open University, 1986. vi, 279 p.

The seminar papers can be roughly categorized as follows:

1. Opinion or insight-oriented papers, particularly the keynote address by Dr. Anat Arbhabhirama, President of the Thailand Development Research Institute.
2. Fact-oriented papers, as for example, the country reports and the presentation by STOU.
3. Technical papers.

The keynote address stresses the role of modern communication technology in higher education, especially satellite communications and computers, which are becoming increasingly significant in day-to-day life. It points out the importance of speedy global communication, particularly among people who live far away from one another. However, the keynote address makes it clear that the mere possession of advanced satellites and computer equipment does not guarantee a successful communications system. Thought must be given to the process of selecting modern communications equipment, in order to ensure that they are compatible with the existing resources of the society in which they will be used and that minimal utilization of existing resources will at least remain. In particular, the developing countries should practice great caution in the transfer of modern communications technology from the developed nations, where the social, economic and environmental conditions are substantially different.

The publication contains the following country reports:

Hong Kong : Communications technology and the teaching of public administration: a study in pre-programming.

Indonesia	:	Prospects for modern communications technology in higher education.
Malaysia	:	Modern communications technology: implications for ASAIHL universities: the Malaysian experience.
Philippines	:	Modern communications technology in Philippine higher education: its status and prospects.
Singapore	:	Towards the realization of a new telecommunication infrastructure in Singapore.
Thailand	:	Modern communications technology: implications for ASAIHL universities.

The publication also contains a number of technical papers and reports on the following:

- Communications technology evolution and university curriculum.
- Model of an information network system for an open university.
- Modern communications technology in higher education.
- Modern communications technology: implications for communication.
- Studies in Malaysian Institutes of Higher Learning.
- Realities of modern communications technology: response and challenge to ASAIHL.
- Research in communications technology at the Chinese University of Hong Kong.
- Improving teaching effectiveness through using educational technology: experiences of Faculty of Educational Studies Universiti Pertanian Malaysia.
- Utilization of educational/communications technology at Universiti Pertanian Malaysia.
- Communications technology, and university teaching . . . one view theory of packet switching and its application in institutions of higher learning and research organizations.
- Data communications technology: impact on institutions of higher learning.

From the country reports it is apparent that the extent of use of modern communications technology (MCT) differs from country to country. Obviously, the needs are different. Professor Harris describes Hong Kong as a political dwarf, but an economic giant in the region. He explains the widespread commercial use of MCT, and alludes to an inspired fear of role of MCT in public administration – the sinister technological control of people. He also raises the possibility of increasing two-way communications between administrators and the public, thereby raising efficiency in communications. Costs could also be significantly reduced through the use of MCT.

Professor T.T. Tjhung from Singapore indicates different needs. In the particular situation of Singapore, MCT has a negligible role in providing distance education. The use of MCT relates quite specifically to the establishment of efficient local area networks and computer links. Institutions of higher learning may be rendered more efficient by the use of MCT in the broadcasting of lectures and in teleconferencing as well as in improving access to data bases. The main emphasis in Singapore is to employ MCT to provide effective communication which contributes to economic success.

Other countries, where distance is an issue and which have less in terms of resources, are confronted by other problems at present. Traditionalism and socio-political considerations are affecting the spread of MCT in Malaysia and Indonesia, where, while the potential is generally recognized problems of acceptance and the fear of dehumanizing the process of education create some obstacles. Modern generations for whom the use of MCT is unavoidable, are more familiar with MCT and appear happier to embrace new technology, such as computers. Funding is inevitably mentioned as a serious problem.

In the Philippines, greater emphasis is laid on making full and economic use of MCT and in ensuring the compatibility of hardware, software and the educational system. The necessity of preparing students in lower levels of the educational system and the need for suitably qualified educators are pointed out. In Thailand, awareness of the MCT is also high and its use is extensive. However, there are problems. While conventional universities recognize the importance of MCT, it is the open universities, for which MCT is fundamental, that whole-heartedly embrace MCT.

The economics of using MCT require very careful consideration. Misuse and abuse of MCT and resistance to its use are gradually being overcome, and the prospects are bright.

In all countries, the advantages of MCT are apparent. Problems vary, the chief constraints being the shortage of funds, equipment, and suitable qualified personnel. Thorough studies have to be undertaken to ensure that potential benefits are translated into real ones.

The publication discusses thoroughly the use of MCT to supplement the system of education in Thailand. The wide use of MCT for distance education is exemplified in the case of the Sukhothai Thammathirat Open University (STOU), which relies on existing communication facilities to impart instruction throughout the country. The main teaching medium consists of printed self-instructional course materials delivered directly to the student's home. In addition audio cassette tapes and radio and television broadcasts act as support media to reinforce the content of the printed materials Broadcasting plays an important part in STOU's distance teaching, providing information about courses and building up an academic community among STOU students. STOU also makes use of television and video tape. Television programmes supplement courses and provide educational and professional materials as a public service. STOU also makes an increasingly extensive use of computers in administration, in order to handle the vast amount of data relating to hundreds of thousands of students.

There are a number of technical papers in the publication. A technical paper entitled 'Communication technology evolution and university curriculum' presents an outline of the communication technology curriculum offered at Nanyang Technological Institute (NTI), Singapore. The curriculum covers several key aspects, such as technology evolution, network evolution, industry structure, and career opportunities in the communications sector. NTI trained engineers, the paper claims, are practice-oriented and are immediately productive upon assignment to a job. They are also fully equipped to work on and assist in developing innovative systems for the future.

The paper on 'Modern communication technology: implications for communication studies in Malaysian institutes of higher learning' stress the heavy use of new technology in professional communication. The paper suggests that institutions of higher learning must equip themselves with adequate facilities to train students.

At the same time, the paper calls attention to the fact that institutions of higher learning may be facing problems in funding the purchase of expensive equipment and in recruiting experienced and well-trained teachers. The paper underscores the need to train communication professionals to ensure the effectiveness of MCT in institutions of higher learning. The paper also discusses the development of communications technology and its availability in Malaysia.

The paper on 'Realities of modern communication technology: response and challenge to ASAIHL' looks into four factors that present major implications for MCT in the developing countries:

a) identification of key developments in modern technology that are expected to have a major impact on the developing countries;

b) provision of general ideas for educational programmes, priorities, and projects to take advantage of new communications technology;

c) identification of economic issues to be resolved in conjunction with the use of modern communications technology in institutions of higher learning;

d) provision of modern communication technology industries with feedback from educators as to potential markets, applications and requirements.

The paper on 'Research in communications technology at the Chinese University of Hong Kong' briefly describes the university's five research projects in this area:

a) Re-sequencing of messages in communication networks;
b) Multi-channel local area networks;
c) Design and analysis of multi-hop packet radio networks;
d) Satellite communication protocols with on-board processing capabilities;
e) Deadlock Detection and Resolution (DDR) algorithms in computer communication networks.

The publication also contains special papers on VITAL and ATUNET. A videotex integrated teaching and learning system, VITAL features defined databases available to a limited number of users. Initial equipment requirements are single microcomputer and VITAL software for course development. VITAL terminals may be

located in libraries, resource centres, study centres, or laboratories. A recent development, teaching on a disc popularly known as TOAD, provides great flexibility in distance education by allowing local study centres to have several student stations operating with the ease of a cassette audio tape player. VITAL costs less compared with mainframe computer projects. VITAL teaching materials, which consist of a series of discrete frames of information, are constructed in a simple step-by-step procedure.

ATUNET stands for the AIT-Thailand Inter-University Network which aims at providing exchanges among member universities in Southeast Asia and other universities in the developed world. ATUNET is expected to provide services in the three main areas, namely:

- point-to-point messages;
- sending and receiving data and programmes;
- database access; and
- remote job entry to the Regional Computer Centre's computing system.

The ATUNET network is expected to become operational shortly for universities in and near Bangkok and other parts of Southeast Asia to provide gateways to international networks. ATUNET will be the first national inter-university network for Thailand and also the first regional inter-university network for Southeast Asia.

EDUCATION AS A COMMODITY

Australia and New Zealand Comparative and International Education Society. ***Education as an international commodity,*** edited by Roselyn R. Gilkspie and Colin B. Collins. St. Lucia, Qld., University of Queensland, 1986. 2 v.

In the early 1970's, the United Kingdom decided to impose heavy fees on foreign students to curb the flow of aspiring students from its erstwhile colonies. Australia and New Zealand followed suit. This affected the demographic composition of foreign students in universities in the U.K., Australia, and New Zealand; admission was limited to students who could afford to pay and was denied to academically qualified but poor students from the Third World. Education, particularly tertiary education, thus became an 'international commodity' guided by market forces. It gave rise to, what Charles Lindblom referred to as a 'consumer sovereignty market system'. Professor R.D. Scott, in his paper entitled 'Politics, markets and tertiary education', which is included in the book under review, described this system as having 'little or no central government authority directing production, a system which responds to consumer demand as articulated by employers as well as by students. The justification for this trend is the need to save tax-prayers' funds as well as ideological preferences. Privatization of research funds, of tuition costs, of the intellectual capital of staff and of whole institutions is seen to be the way of the future'.

In Australia, education is on sale. It has given rise to a debate in the academia about the privatization of education, the reintroduction of tuition fees, full-fee paying courses for overseas students, running offshore courses and doing contract research. The Australia and New Zealand Comparative and International Education Society's 14th Annual Conference focussed on this theme. The conference was held in St. Lucia, Queensland from 1 to 5 December 1986. Prior to the conference, the papers were commissioned and reproduced in two volumes. Undertaking simplified editing, editors of the two volumes simply compiled the papers and organized them under four sections.

The papers were not edited for style. The vary in scope and content are printed in different type-sets.

The two volumes contain a total of 30 articles. Each volume has two sections. The first section in Volume I is on 'Policies on education as an international commodity' and is made up of six articles; the second section, under the title, 'First Third World relations and educational commodification', has nine articles. The third section in Volume II is entitled, 'Overseas students: the past and futures' and is made up of four papers; the last section is on 'Programmes for sale' and is composed of 11 articles. Most of the articles are written by Australians and New Zealanders; there are some contributions from scholars from Sri Lanka, Mauritius, Thailand, Indonesia and Papua New Guinea.

Section One encapsulates the debate regarding the privatization and commodification of education. A sufficient number of arguments are provided for and against privatization. The introduction of a market orientation in tertiary education has met considerable disapproval. One of the authors aptly offers the analogy: 'exchanging ivory tower for the biscuit in factory'. Another author, Rosaleen Love, recalls that 'colleges were told in the 1980s to develop a significant role of applied research. What this means is that they have to convince more fools to part with more money'. The market orientation is said to have minimized the importance of undergraduate teaching and affected the type of research being undertaken. Research topics are chosen not because of their theoretical and academic importance but because of their saleability. Scott concludes his article with a warming:

> 'Tertiary administrators and decision makers need to be alert to the danger that uncritical enthusiasm for 'market forces' could lead to their institutions being chiselled or screwed up.

Kerry Barlow expresses the fear that the imposition of higher fees for foreign students will change the 'social mix'. He adds: 'I see the development of education as an international commodity', to be a part of a continuing process of imperialism, with a change in the mechanism from the more political one of aid, to a more economic one, that of the sale of education commodities'. Barlow regards it highly questionable that 'education can operate according to market principles'.

John D. Stanford takes the opposite position in a paper entitled, 'International trade in education'. The author argues that 'education is a private economic commodity'. He proposes a cost-benefit analysis and suggests that since benefits accrue to the individual recipients of education, they must therefore pay for it. In support of his argument, he gives evidence from the USA that 'students from higher income families benefit from government subsidies to universities'.

Analyzing the privatization of higher education, two representatives of the Federation of Australian University Staff Associations, namely Graeme McCullough and Jane Nicholls, oppose 'both tuition fees and private institutions as inconsistent with the orderly and planned development of higher education, as restrictive of access to higher education and therefore socially regressive, and as a threat to the role and funding base of the public system'. In a similar vein, Simon Marginson questions the assumption that students are a human capital, which is derived from neo-classical economics; 'no longer diluted by the previous Keynesian emphasis on Government intervention or by social democratic ideas about equality in education'.

The features of the human capital theory are as follows:

1. expenditure on education is investment in human capital;
2. education is a process of individual investment in future, earning power;
3. wage differentials are founded in productivity differentials which in turn are founded in different levels of education and training;
4. social benefits of education are equivalent to the sum of private monetary benefits accruing to all individuals.

Marginson counters these assumptions thus:

1. the human capital theory concentrates on the ***economic*** aspects of education. It focusses on measurable quantities and excludes those which cannot be measured;
2. it is a theory of how education ***ought*** to function under perfectly competitive market conditions than an explanation of how education ***actually*** functions;
3. it is premised on methodological individualism, and thus sympathetic to a meritocratic society.

The author feels that the human capital theory is most compatible with two extreme cases: (i) a society based on slavery; or (ii) a fully privatized education system and a perfectly competitive labour market. The author hints at the possible consequences of the human capital theory, as follows:

1. radical reduction of post-school education to the level of vocational education;
2. lower level of participation in education;
3. reduced number of students receiving full education;
4. decline in the quality of education;
5. the fact that a privatized system would actually be economically dysfunctional;
6. that effective participation in education would depend more on private capacity to pay; and
7. that such a system would weaken democracy and reduce social and individual freedom as well as social equality.

Bod Bessant's article entitled, 'Privatization and academic freedom' also questions the trend and the following two assumptions underlying the philosophy of privatization:

1. private ownership and/or participation in education is more efficient, more cost effective, and more likely to achieve results than government control;
2. the demands of the 'market' and the 'community' should override all other considerations in relation to the functioning of an educational institution.

Section Two, Three and Four are not devoted to this debate but instead highlight the role of Australia and other developed countries in the education of people from the developing countries. Section Two contains two articles on Sri Lanka and one on Thailand. There are articles discussing the Brandt Report; the concepts related to the sale of education, including brain drain and brain gain, importers, exporters and brokers; indigenization; and capitalism. These articles appear to be discrete.

Section Three should interest those who are concerned about the adjustment of foreign students to Australian educational system. There are good studies of Indonesian, Chinese and Papua New Guinea students at Australian universities. They exemplify the process of 'dual cultural dislocation'.

Articles in Section Four discuss the educational aid programmes of Australia and New Zealand in the South Pacific, Thailand, Hong Kong and Viet Nam.

These two volumes of papers serve as a useful reference work, providing insights into the growing debate regarding government support versus the privatization of education. Most of the developing countries of the region still depend upon the government to subsidize education at all levels – primary, secondary and tertiary. It will be useful for educational planners to consult these two volumes in formulation policy. The articles are written in a readable style, and are frank and forthright; they stimulate intellectually and invite careful consideration of the trend towards the privatization of education in one of the developed countries of the Asia-Pacific region: Australia.

The Library and Documentation Service of the UNESCO Principal Regional Office for Education in Asia and the Pacific, Bangkok continues to build up its documentation resources, which include a major collection of publications on education in the Asia and Pacific region. The publications reviewed and annotated and printed in this issue are some interesting documents recently received. The UNESCO Principal Regional Office will appreciate being notified of documents from Asia and the Pacific related to education in the region, published within the past few years, which have not been included in its bibliographies. Better still, readers may wish to send the actual documents to Library and Documentation Service, UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10501, Thailand.

NOTES ON ASIA/PACIFIC DOCUMENTS

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ASIA AND THE PACIFIC

Asian Cultural Centre for Unesco. ***Development of children's book designing;*** report of the 18th Training Course on Designing of Children's Books in Asia and the Pacific, Tokyo, 5-12 September 1985. Tokyo, 1985. 63 p. illus.

This book is a report of the training course organized by the Asian Cultural Centre for Unesco (ACCU) with the assistance of Unesco, the Japan Book Publishers Association, and the Japanese Board on Books for Young People (JBBY).

Part I consists of lecture summaries on children's book designing, basic information on printing and plate-making, editing and book designing, forms and purpose of book binding, etc. Part II carries participants' reports of the workshop sessions on designing of textbooks; designing of picture books and readers, and designing of picture encyclopedia. The Appendix provides additional information about the course and presents the programme schedule and the lists of participants, lecturers and discussion members.

ESCAP. ***Women's participation in international meeting: a statistical survey of women's representation at ESCAP meeting,*** Bangkok, UN Economic and Social Commission for Asia and the Pacific, 1985. 146.

This survey paper is an attempt to measure the degree of implementation of the strategies and recommendations contained in the 1975 World Plan of Action and the 1980 Programme of Action for the second half of the UN Decade for Women. The paper reviews the participation of women in major ESCAP meetings in the period 1979-1983. The findings of this survey may provide a good indicator of the progress made in women's participation in decision-making in the Asian and Pacific region.

India. Central Building Research Institute. ***School buildings for Afro-Asian countries; proceedings of the International Symposium, 12-14 March 1986.*** New Delhi, Tata McGraw-Hill, 1986, 321 p. illus.

The report contains 48 technical papers on the different aspects of planning and constructing educational buildings. It represents the efforts of the Central Building Research Institute to augment available resources and capabilities to help the developing countries, especially those in Asia and Africa. The papers come from ten countries and are classified into five themes: space norms and standards, design concept, construction technology, policies, programmes and future perspective, and country reports and case studies.

Ishizawa, Yoshiaki; Kono, Yasushi, eds. ***Study and preservation of historic cities of Southeast Asia – study and preservation of the cultural heritage of Southeast Asia; research report.*** Tokyo, Institute of Asian Cultures, Sophia University, 1986. 168 p. illus.

This international symposium was organized and sponsored by the Institute of Asian Culture at Sophia University, Japan, with two main objectives: 1. To preserve the historic cities of Southeast Asia, 2. To promote research in the cultures of the Southeast Asian peoples and encourage cultural exchanges with them. The paper provides background information on Asia and its cultural heritage and studies projects for Borobudur, Sukhothai and Pagan, the protection and preservation of Angkor, and common problems concerning the preservation of historical monuments and sites in Southeast Asia. It also elaborates on some of the technical problems in the restoration and preservation of monuments in general.

Regional Workshop on Secondary Education in the Countries of Asia and the Pacific, Tokyo, 17 June-10 July 1986. ***A study on some critical aspect of secondary education in the countries of Asia and the Pacific – research proposal.*** Tokyo, National Institute for Educational Research (NIER), 1986. 78 p.

Organized by NIER within the framework of the Asia and the Pacific Programme of Eoucational Innovation for Development, this workshop has the following objectives: 1. To exchange information on the state-of-the-art of secondary education in participating countries, namely: Australia, Bangladesh, China, India, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Singapore, Sri Lanka Thailand and Western Samoa; 2. To identify critical aspects of secondary education in the context of national development; and 3. To develop a design for a joint comparative study on secondary education in the region. Such a design is provided by this report.

Unesco. Regional Office for Education in Asia and the Pacific. ***Operational teacher training objectives and raising achievement levels: a monograph.*** Bangkok, 1986. 39 p. (Asia and the Pacific Programme of Educational Innovation for Development).

A pupil's achievement level is a reflection of his performance. If teachers can be trained to do better, the achievement level of pupils would consequently rise.

This paper discusses the ways by which to develop the objectives of operational teacher training, in relation to raising the achievement level of pupils. The monograph is organized in two parts. Part I consists of a series of

excerpts from papers on activities of the Asia and the Pacific Programme of Educational Innovations for Development (APEID). The excerpts have been compiled to illustrate selected aspects of the planning process of teacher training programmes. Part II considers some of the basic aspects involved in developing teacher training objectives to improve the achievement levels of pupils.

Unesco. Regional Office for Education in Asia and the Pacific. ***Preparing multi-media teaching materials — a source book.*** Bangkok, 1986. 41 p. illus. (Asia and the Pacific Programme of Educational Innovation for Development).

This is a follow-up study of an APEID Regional Training Workshop on the 'Use of Educational Technology by Teachers', organized jointly by the Unesco Regional Office for Education in Asia and the Pacific and the Korean Educational Development Institute (KEDI) on September 1985. It contains some guidelines in the development of educational technology materials, specifically multi-media kits. Chapter One describes the broad educational effects of the use of educational technology materials. Chapter Two describes certain types of materials produced in various countries. Suggested steps in the development of multi-media materials are given, followed by descriptions of some demonstration materials which have been evaluated by the workshop participants. Chapter Three deals with multi-media kits designed to solve specific problems of teaching in various situation

AUSTRALIA

Australia. Commonwealth Schools Commission. ***Australian school statistics.*** Canberra, 1984. 81 p.

The monograph provides a range of statistics on schooling in Australia, drawn from two sources: the Commonwealth Schools Commission and the Australian Bureau of Statistics. Figures provided cover from 1972 to 1984, but mainly the 1982 school year. The monograph has eight chapters, namely: students, staff, schools, Commonwealth Schools Commission programmes, education finance, after leaving school, population and school term dates.

Australia. National Advisory Committee on Computers in Schools. ***Educational user requirements, report to the Commonwealth Schools Commission.*** Canberra, A.C.T., 1986. iii, 27 p. (Australian school computer system).

This report of the National Advisory Committee on Computers in Schools, submitted to the Commonwealth Schools Commission, advises Australian schools on the criteria for arranging computer systems for primary and secondary schooling. There are four chapters and one appendix. Chapter One contains information about the terms of reference, membership, interpretation, definition, and structure of the paper. Chapter Two deals with educational assumptions, providing the developmental characteristics and examples of learning

situations in primary and secondary schooling. Chapter Three elaborates on the application of the curriculum and applications of the software. The last chapter delves into the educational user requirements, while the Appendix clarifies the administrative applications of computers in schools. The report provides comprehensive information on computer use in Australian schools.

Eppinger, Judy; Jeffery, Peter, eds. ***ACER annotated catalogue of educational tests and materials.*** Hawthorn, Vic., Australian Council for Educational Research, 1985. xxv, 186 p.

The catalogue provides detailed information on tests and materials stocked and distributed by ACER to meet various requirements of educationists throughout Australia. (Note: Educational tests and materials not listed can be imported on request by ACER or purchased direct from abroad).

Jones, Phillip W. ***Australia's international relations in education.*** Hawthorn, Vic., Australian Council for Educational Research, 1986. 123 p. (Australian Education Review no. 23).

The book is on the international dimension of Australian education, in relation to the foreign aid programme and to international contact at the national government level. The author explores how considerations of internationalism in Australian education are inevitably bound up with culture, identity, and nationalism.

The chapters deal with the following topics education in the Australian bilateral aid programme; multilateral and regional co-operation in education, including Australia with Unesco and other UN agencies; overseas students in Australia; international links; exchange of educational ideas, materials and personnel, and aspects of Australian education overseas.

BANGLADESH

Bangladesh. Directorate of Primary Education. ***An outline of the Second Primary Education Project, 1985-1990.*** Dhaka, 1986. 14 p.

The Universalization of Primary Education (UPE) and the eradication of illiteracy are major goals of the Bangladesh Government's perspective development plan for the period 1980-2000. This leaflet presents the outline of the Second Primary Education Project, which is intended to disseminate information among the public and the UPE functionaries. The documents are also used for project-related training and orientation, with a view to effectively co-ordinating the activities of the Directorate of Primary Education officers at the field level, Upasita administrators, and key community workers engaged in the development of primary education.

BHUTAN

De Spiegeleer, Jean. ***Primary school buildings: standards, norms and design.*** Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1986. [43 p.]

Bhutan is a mountainous country which is located in a high risk of earthquake zone and has a variable climate (cold temperature in the north and tropical monsoon in the south). Primary school buildings in this country pose a wide range of planning and design problems. The report provides information on the first attempt to establish primary school building standards and norms and ways of estimating building costs. Ideas on the use of local building techniques and available materials, such as mud walls and stones with mud mortar are also provided. Local sanitation and personal hygiene practices of the people are surveyed before schools are designed for certain areas.

BURMA

Hman, Nyi Win. ***A study on people's perception towards health information/ education delivered through mass communication media (printed, projected, broadcasted) at the level of (home, community, first health facility).*** Rangoon, n.p., 1983. 72 p.

The study deals with an evaluation of health education mass communication media, undertaken as a joint collaboration by the W.H.O., the Burmese Department of Health Services, and the University of Rangoon. Based on findings that the mass media as well as contact with health education in Burma are weak, appropriate recommendations are proposed for the future planning of health education programmes and activities in the country.

CHINA, PEOPLE'S REPUBLIC

Baark, Erik; Jamieson, Andrew, eds. ***Technological development in China, India and Japan; cross-cultural perspectives.*** London, Macmillan, 1986. xii, 264 p.

The essays, which are based on a long-term research programme at the University of Lund in Sweden, discuss the influence of culture on technological development, illustrated by examining the processes of technological change in Asia. In a variety of case studies, the experiences of technological change in the large Asian countries, such as India, Japan, and China, are compared. The volume also includes a theoretical introduction which offers an original way of conceptualizing the interaction between culture and technology. The concluding chapter takes up the contemporary cultural critiques of technological development in India and Japan.

Beijing Normal University. Institute for Educational Research. ***Teacher education in the People's Republic of China; a country report*** submitted to Unesco Regional Office for Education in Asia and the Pacific, Bangkok. Beijing, 1986. 121 p.

Notes on Asia/Pacific documents

This survey seeks to establish a knowledge base about the current status of teacher education in China. It is part of the activities carried out by the Asia and Pacific Programme of Educational Innovation for Development. Investigations date back to late 1985 and look into teacher's colleges and normal universities, teachers' professional colleges, normal schools, institutes of education, and teachers' advancement colleges. The staff of the State Commission of Education and other departments concerned assisted in the investigations. The report is divided into three parts: present status, problems and constraints, and reforms and changes.

China, P.R. State Education Commission. Department of Secondary Education. ***Secondary education in China.*** Beijing, 1986. 120 p.

Middle schools or secondary schools in China are subdivided into junior middle schools and senior middle schools. The junior middle schools lay emphasis on the basics and are operated under the nine-year programme of compulsory education prescribed by the State. The senior middle schools provide what is known as higher secondary education, as do technical schools, normal schools, and a variety of other senior vocational middle schools.

This book describes the teaching and learning system of secondary education in China, both in Chinese and English. Interesting features of this book include colour pictures of activities in secondary schools, with short explanations in Chinese and English.

Swedish Council for Building Research, Stockholm. ***Energy conservation in buildings in China and Sweden; seminar in China 1984.*** Stockholm, 1984. 634 p. illus.

The report describes areas of co-operation between the Government of Sweden and the Government of China in the field of science and technology, particularly in the general legislative framework of building construction as well as building research and energy conservation in buildings. It gives various data and aspects of building construction for the best thermal comfort and energy consumption.

Zhang, Fuquan. ***Training of educational administrators in China.*** Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1986. 32 p. (Occasional papers in educational planning, management and statistics no. 12).

China's National Education Commission directs major educational policies and ensures overall planning of the development and co-ordination of various related departmental work. It also supervises and guides reforms in the educational system of the country.

This paper describes the systems of educational administration in China; training institutions for educational administrators at various levels; curriculum

and research in educational administration and management; the professional development of educational administrators as well as a review of past experiences.

HONG KONG

Bray, Mark. 'Student loans for higher education; the Hong Kong experience in international perspective'. ***Higher Education*** 15:343-354, 1986.

In recent years, economic circumstances have forced many governments to examine ways of spreading the cost of education. The introduction of loan schemes for higher education has been a particularly popular suggestion. Although such schemes work well in some countries, in others they have worked poorly. The Hong Kong system, which was launched in 1969, operates efficiently. Many factors contributing to this are specific to the local situation. Other governments may find it instructive to examine the Hong Kong experience. In turn, others may also be able to teach Hong Kong some useful lessons.

INDIA

Aggarwal, J.C. ***National policy on education 1986; with main recommendations of National Commissions on Teachers.*** Delhi, Doaba House, 1986. 175 p.

The document represents an important stage in the process of reviewing and reshaping the educational system in India, to enable it to meet the challenges of the future and improve its efficiency and quality. It contains on overview of the state of education and directions of future initiatives, and aims to provide the basis for a nation-wide debate which would facilitate the formulation of a new education policy.

Ahmad, Mohammad Akhlaq. ***Traditional education among Muslims: a study of some aspects in modern India.*** Delhi, B.R. Publishing Corporation, 1985. 216 p.

This book is an attempt to understand the development of Muslim education in India in its historical perspective, covering the changes during the British period and in independent India. Special attention has been paid to study the stages through which Dars-e-Nizamiyh has passed in the face of criticism levelled to it from the late nineteenth century up to present. The book contains recommendations of the first World Conference on Muslim Education at Jeddah in 1977 and a modern syllabus for Arabic Madaris in India, prescribed by the Central Waqf Council at New Delhi in 1985.

APEID National Development Group for Educational Innovations: India. Regional Seminar (Northern Region) on Educational Innovations for Development, Chandigarh, 17-20 December 1985. ***Final report,*** New Delhi, NDG Secretariat, International Relations Unit, National Council of Educational Research and Training, 1985. 220 p. mimeo

Notes on Asia/Pacific documents

This is a collection of significant educational innovations that are being conducted in the Associated Centres of APEID in India, and is arranged by the National Development Group (NDG) for Educational Innovation set up by the Government of India. The information is gathered from 16 selected Associated Centres, which represent educational institutions dealing with general education, non-formal education, adult education, technical education, health and family welfare education, agricultural education, and rural development.

Certain important details of each innovation project are described. These include background and objectives, implementation strategies, problems faced and solved, outcomes of the project, limitations, follow-up action for wider diffusion, and significant publications relating to the project. It also gives the names and addresses of contact persons and full mailing addresses of concerned institutions. Published in draft form, this publication has 16 chapters, each chapter providing information on each Associated Centre and the title of the project. Information covers the period from 1985 to 1986.

APEID Regional Seminar (Northern Region) on Educational Innovations for Development, Chandigarh, 17-20 December 1985. ***Final report.*** New Delhi, NDG Secretariat, International Relations Unit, National Council of Educational Research and Training, 1986. 226 p. mimeo.

This NDG-organized seminar has three objectives: to give recognition to educational innovators in different sectors, to promote inter-sectoral linkages in the field of educational innovations for development, and to foster the sharing of experiences among innovators working in different development sectors.

This report is a collection of papers presented at the seminar. It has two parts: proceedings of the seminar and annexures. The main seminar papers are in Part II, Annexure III which provides information on educational innovations in different development sectors in India. These institutions are involved in several kinds of educational innovations, such as rural development, agricultural education, technical education, adult education, general education, and an information system for technical education in India. Other annexures provide a list of participants, background papers, and addresses. This report gives ideas on how to create a climate conducive to more innovative practices.

Azad, Nandini. ***Empowering women workers: the W.W.F. (Working Women's Forum) experiment in Indian cities.*** Madras, Working Women's Forum, 1986. 182 p. illus.

This study emanates from the awareness created by the UN Decade for Women. It provides important insight into the patterns, types, nature, and constraints of street trading, service rendering or petty trading in the informal

sector. Strategies for improving the conditions of poor women are also described. This is the first comprehensive study in the field of female trading in urban India's informal sector.

Baark, Erik; Jamieson, Andrew, eds. ***Technological development in China, India and Japan; cross-cultural perspectives.*** London, Macmillan, 1986. xii, 264 p.

The essays, which are based on a long-term research programme at the University of Lund in Sweden, discuss the influence of culture on technological development, illustrated by examining the processes of technological change in Asia. In a variety of case studies, the experiences of technological change in the large Asian countries, such as India, Japan and China, are compared. The volume also includes a theoretical introduction which offers an original way of conceptualizing the interaction between culture and technology. The concluding chapter takes up the contemporary cultural critiques of technological development in India and Japan.

Garg, V.P. ***Cost analysis in higher education: a theoretical frame, empirical results.*** New Delhi, Metropolitan Book Co., 1985. xvi, 216 p.

The book analyses the educational cost and expenditure of higher education at the Punjab University in India. The research looks into the theory of cost-analysis as well as cost-analysis in action, with samples of case studies of Indian universities. It discusses the paradoxical issues of rising costs and resource constraints, and reviews the anatomy of economic costs, the determinants of educational costs and private costs in higher education.

India. Directorate of Adult Education. ***Monitoring of adult education programme; a report for the quarter ending, June 1985.*** Delhi, 1986. 1 v. (various paging) mimeo.

This paper is a progress report on adult education in India based on the Development Sixth Plan. It is divided into two sections. Part One studies progress made from 1981 to June 1985, the number of adult education projects and centres and enrolment figures by state and year. Part Two provides a quarterly report of the financial year 1985-1986 and gives more detailed information of projects undertaken by rural and urban centres, indicating the state, sex and number of enrolment.

India. National Council of Educational Research and Training. ***Universalization of elementary education in India: national study,*** by T.N. Dhar, P.N. Dave, A.K. Jalaladdin, M. Lakshminarayana, and K. Ramachandran. New Delhi, 1984. 292 p. mimeo.

This is a report on a national study of the universalization of elementary education in India, compiled by a group of experts from the National Council

of Educational Research and Training. The study is a follow-up study of a Regional Working Group Meeting convened in Bangkok in November 1983 by the Unesco Regional Office for Education in Asia and the Pacific.

The report has five sections as follows. historical background and structure of elementary education; progress achieved and present status; strategies for the universalization of elementary education; significant and new developments and programmes, retrospect and prospects, and Annexes I-VII which contain a list of participants in the 'National Workshop on Universalization of Education at the Primary Level', held on 20-21 December 1983. Statistics concerning primary education in India are also provided.

Indian Council of Social Science Research, New Delhi. ***Educational and cultural rights of minorities; a study in social effects of the judicial trends in India.*** New Delhi, 1982. 64 p. (ICSSR Occasional monographs, second series no. 2)

The monograph deals with the establishment and administration of educational institutions run by minorities and the Case Law laid down by Courts in India with regard to the educational and cultural rights of minorities.

John, T.V., ed. ***What is children's literature?*** Trivandrum (India), The State Institute of Children's Literature, 1982 xxiv, 269 p.

The book addresses writers, parents, teachers and publishers who are interested in knowing the real character and significance of children's literature. In establishing State Institute of Children's Literature, the Kerala State Government aims to produce good literature for children of various age groups and to make these available to poor children. The book consists mainly of papers presented by various scholars at the All India Seminar on Children's Literature, held at Trivandrum in November 1981.

Malthai, Ravi J. ***The rural university: the Jawuja experiment in educational innovation.*** Bombay, Popular Prakashan, 1985. xvi, 360 p.

The book portrays the multi-faceted tasks of rural development based on a course experiment for the disadvantaged people in the rural villages of India. The university does not necessarily mean a structured campus. There are no formal curricula, office bearers nor degrees. What is crucial is the development of people through activities. People must learn to help themselves and other people, as well as their own communities and other communities.

Prasad, C. ***Evaluative studies of innovative projects on education for rural development in India*** (a country paper for UNESCO). New Delhi, Indian Council of Agricultural Research, 1985. 96 p. mimeo.

Rural development efforts in India focus on agricultural development. Nowadays four organizational streams deal with agricultural/rural development, including governmental and non-governmental organizations. The linkages

among research, education, training and extension for rural development and lower education (non-degree programmes) are highlighted. Under the APEID programme there has been an active search for innovative projects on education for rural development, with some bearing on the teaching of general education as well as science and technology relevant to rural life and environment.

Rughavan, J. Veera, ed. ***Higher education in the eighties: opportunities and objectives.*** New Delhi. Lancer International, 1985. 286 p.

The book consists of various articles presented in a seminar on higher education in the 80s. The book analyses and surveys the situation of higher education in India since independence, provides data and trends concerning current problems as well as future perspectives. It also discusses specific issues on the university as a centre of excellence, its problems as well as the dilemmas in higher education and special aspects of tribal education.

Sharma, Inder Prabha. ***Adult education in India: a policy perspective.*** New Delhi, NBO Publishers' Distributors, 1985. 160 p.

The author makes extensive use of field work and in-depth interviews in critically analyzing and evaluating the broad policy framework of the adult education programme of the Government of India. Various issues connected with adult education are studied and useful suggestions are provided. The study gives a glimpse of the wide range of currents and undercurrents which affect adult programmes. The book's seven chapters deal with adult education; non-formal education; the national adult education programme; the role of adult education; adult education and social change; universities and adult education; population education; environmental education; and an alternate framework for adult education in India.

Sharma, Meenakshi. ***Adolescents' satisfaction with educational institutions.*** New Delhi, M.N. Publishers and Distributors, 1985. xi, 144 p. Bibliography: p. 133-140.

The book provides information about the aims, history and development of school education in India. These are explained in the Introduction. In Chapter Two, the author discusses the theoretical framework of a school and points out the reasons for the adolescent student's satisfaction or dissatisfaction with it. The study is limited to school boys in the secondary school. It compares and contrasts the satisfied and dissatisfied group of adolescent boys, based on their personality characteristics, intelligence, scholastic performance, and socio-economic status. In the following two chapters the data collected are analyzed, using tables, charts and diagrams. The two concluding chapters contain the conclusion, suggestions and summary. The book provides scientific answers to the question: Why are students dissatisfied? It offers concrete suggestions to ensure satisfaction with educational institutions.

Smith, Ray G. ***Rice husk ash cement; progress in development and application.*** London, Intermediate Technology Development Group Limited, 1984. 45 p. illus.

Research on rice husk ash cement is carried out in rice-growing countries, such as India, Nepal and Pakistan. This publication brings together comparative data from various research initiatives for the benefit of those contemplating the use of such materials in their own regions. Experimental data are compared with standard requirements and producers' data with UK results.

Unesco. ***Participation in cultural activities: three case studies.*** Paris, Unesco, 1986. 126 p.

This publication particularly is concerned with research essential to gauging the cultural participation of the people. It is divided into two sections:

Section One introduces the Unesco Survey Model on access to cultural resources and on participation in cultural activities. Section Two deals with test reports from India and the application of the model to carry out small-scale surveys of rural, semi-urban and urban areas in India, Indonesia and in the Republic of Korea.

INDONESIA

Unesco. ***Participation in cultural activities: three case studies.*** Paris, Unesco, 1986. 126 p.

This publication is particularly concerned with research essential to gauging the cultural participation of the people. It is divided into two sections:

Section One introduces the Unesco Survey Model on access to cultural resources and on participation in cultural activities. Section Two deals with test reports from India and the application of the model to carry out small-scale surveys of rural, semi-urban and urban areas in India, Indonesia and in the Republic of Korea.

World Bank. ***Indonesia wages and employment.*** Washington, D.C., 1986. 159 p. (World Bank Country Studies).

This report is part of the Bank Country Studies of wages and employment in Indonesia. The last specialized report examined labour markets and income distribution through 1976. The present report, focusses solely on labour market factors of poverty and income distribution. The data base includes the quarterly labour force surveys of 1977, 1978 and 1979, as well as the preliminary results of the 1980 Population Census. According to the latter, Indonesia's population grew by 2.3 per cent per year during the 1970s instead of the predicted 2 per cent. Consequently additions to the labour force are expected to total some 15 million people over the next decade, as opposed to 25 million in the last two

decades. It is thus imperative to monitor and evaluate labour markets and the factors which affect them on a regular basis.

JAPAN

Baark, Erik; Jamieson, Andrew, eds. ***Technological development in China, India and Japan; cross-cultural perspectives.*** London, Macmillan, 1986. xii, 264 p.

The essays, which are based on a long-term research programme at the University of Lund in Sweden, discuss the influence of culture on technological development, illustrated by examining the processes of technological change in Asia. In a variety of case studies, the experiences of technological change in the large Asian countries, such as India, Japan and China, are compared. The volume also includes a theoretical introduction which offers an original way of conceptualizing the interaction between culture and technology. The concluding chapter takes up the contemporary cultural critiques of technological development in India and Japan.

Japan. National Assembly for Youth Development. ***The rising younger generation in Japan '82.*** Tokyo, 1982. 115 p.

Young people under 25 years of age now account for about 40 per cent of Japan's total population. This means that population replacement is proceeding quietly, steadily and as conspicuously as the dynamic movements of politics and the economy. It is a great task for Japan to raise young men and women who will take on the responsibility for coping with the future age of internationalization, in co-operation with the other countries of the world.

This booklet contains basic facts about the present situation of the Japanese youth, government measures for the youth, youth activities, and international exchange.

Nippon; a charted survey of JAPAN 1986/87, ed. by The Tsuneta Yano Memorial Society (Yano-Tsuneta Kinenkai) under supervision of Ichiro Yano. Tokyo, Dai-ichi Mutual Life Insurance Company, 1986. 367 p.

This book which is intended for foreigners, describes present conditions in the Japanese society. Statistical charts and tables are heavily used. The descriptions are adapted from the English-language version of the Japanese annual publication called, 'Nikon Kokusei-Zue'. The book has four main sections: general aspects; economics in general; industries; and social life and trends. There are four reference sections: statistics by prefectures; statistical sources; conversion of metric to British or U.S. system; and index.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

United Nations Development Programme, Vientiane. ***Report on development co-operation: Lao, PDR. 1985.*** Vientiane, 1986. vi, 103 p. mimeo.

External assistance will continue to play a critical role in the Lao PDR economy. Virtually all investments as well as a significant portion of recurrent expenditures are financed externally. There is also a substantial programme of technical assistance. In spite of the obvious importance of external aid to the Lao economy, the total amount of aid flows can only be estimated because of the lack of information on the precise levels and types of assistance from some of the major donors. Nevertheless, this development co-operation report provides the most extensive information available to UNDP from the donors themselves.

MALDIVES

Maldives. Ministry of Education. ***Recommendations of the National Conference on Education, 22-24 January 1985.*** Male, 1985. 6 p.

This is an unofficial translation of the report of the first National Conference on Education held in Maldives and attended by education personnel from the 19 atolls and representatives from overseas organizations, including the British Council and Unesco. The main aim is to discuss some major policy measures outlined in the Educational and Human Resource Development Plan, 1985-1995.

Four issue papers are discussed: the financing of education; the structure of education; the national curriculum and teacher education; and education and manpower development. Also discussed are recommendations made at three preparatory meetings prior to the national conference.

NEPAL

Nepal National Workshop on the Development of Materials for Neo-literates in Nepal, Kathmandu, 25 February-6 March 1986. ***Report of the workshop.*** Tokyo, Asian Cultural Centre for Unesco, 1986. 64 p. illus.

This report is the outcome of a national workshop jointly organized by the Ministry of Education and Culture, His Majesty's Government of Nepal, and the Asian Cultural Centre for Unesco (ACCU), Japan in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), and the Japanese National Commission for Unesco.

The report consists of three chapters: 1. Proceedings; 2. Presentation and discussion on literacy programme and neo-literate materials; and 3. Preparation and field-testing of materials by participants, and annex and appendix.

ACCU's support included the participation of an international expert's team and ACCU staffs, as well as partial funding of the workshop. Unesco ROEAP provided technical assistance.

Smith, Ray G. ***Rice husk ash cement; progress in development and application.*** London, Intermediate Technology Development Group Limited, 1984. 45 p. illus.

Research on rice husk ash cement is carried out in rice-growing countries, such as India, Nepal and Pakistan. This publication brings together comparative data from various research initiatives for the benefit of those contemplating the use of such materials in their own regions. Experimental data are compared with standard requirements and producers' data with UK results.

PAKISTAN

Bhatti, Mukhtar Ahmad [and others]. ***Primary education improvement: desired measures.*** Islamabad, National Education Council, 1986. xv, 225 p.

Because of Pakistan's literacy rate, the Government has resignated the universalization of primary education as the first priority of its educational policies. The National Education Policy (1979) recommends the attainment of universal enrolment of boys by 198[illegible] nd of girls by 1992. The implementation strategy includes the following mobi ation of community resources including mosques, factories, civic buildings; reduction of drop-outs; introduction of a project with varied inputs, such as improved physical facilities, various modes of teacher recruitment and different modalities of supervision.

Khawaja, Sarfraz, ed. ***A conceptual paper as new development in primary education in Pakistan.*** Islamabad, Academy of Educational Planning and Management, 1985. 49 p. mimeo. (AEPAM/Unesco occasional paper no. 47).

This is an analytical report about the state of primary level education in Pakistan. It describes the historical background of education in Pakistan and its development up to the present; particular emphasis is placed on primary education. Data contained in the book are collected from the experience of education experts in Pakistan. In addition, the report provides information about new responses and possible new models in primary level education.

Pakistan. Academy of Educational Planning and Management. ***Re-training of primary education personnel advanced level workshop to cope with drop-out and repetition problems.*** Islamabad, 1985. 69 p.

This book is the result of a workshop organized from 5 to 8 May 1985 by the Academy of Educational Planning and Management in Islamabad, in collaboration with the Unesco Regional Office for Education in Asia and the Pacific. There are four chapters and six annexes. Chapter One provides the background, objectives and methodology of the workshop. Chapter Two summarizes provincial/regional case studies and reports on drop-out and repetition problems in Pakistan. Chapter Three consists of papers presented during the workshop. Chapter Four provides information about the participants' recommendations to minimize the problems of drop-out and repetition through the re-training of primary education personnel. Annexes I-VI give further details about the workshop. These include addresses, programmes and list of participants.

Pakistan. Federal Bureau of Statistics. Statistics Division. ***Social indicators of Pakistan 1985.*** Islamabad, 1985. xii, 233 p.

This is the first in a series of reports, 'Social Indicators of Pakistan' which are going to be issued annually. This particular issue covers a wide range of social and related topics, grouped under 10 major headings: population; income and consumption; employment and manpower; education; health; housing; family life and leisure; public safety; transport and communication; and international comparison. A number of graphs, diagrams and formulae of indicators are included. Data provided cover the period from 1947 to 1985.

Smith, Ray G. ***Rice husk ash cement; progress in development and application.*** Lonoon, Intermediate Technology Development Group Limited, 1984. 45 p. illus.

Research on rice husk ash cement is carried out in rice-growing countries, such as India, Nepal and Pakistan. This publication brings together comparative dat from various research initiatives for the benefit of those contemplating the use of such materials in their own regions. Experimental data are compared with standard requirements and producers' data with UK results.

PAPUA NEW GUINEA

Papua New Guinea. University. Educational Research Unit. ***Papua New Guinea national inventory of educational innovation,*** ed. by Sheldon G. Weeks. Boroko, 1985. 138 p. (ERU report no. 52).

This report has been prepared by the Educational Research Unit, University of Papua New Guinea. Financial assistance and guidelines have been provided by the Asia and the Pacific Programme of Educational Innovation for Development (APEID) of Unesco/PROAP, Bangkok. There are 18 contributors to this study of educational innovations in Papua New Guinea. The report is divided into seven parts: community school; high school; non-formal education; staff development; administration; curriculum development; research and evaluation. Information on 31 innovative projects provide the following data: title of innovation; address and locations; objectives of the project; background of project activity; management of the project, etc. Comprehensive information of educational innovation in Papua New Guinea is provided.

Yeoman, L. ***Teacher education in Papua New Guinea: an overview of major projects or reviews recently undertaken to identify needs or enhance development.*** Waigani, Research and Evaluation Unit, Department of Education, 1986. 72 p. mimeo.

This paper elaborates on the work of the Teacher Education Division to identify research and development needs within specific areas of teacher education. It deems necessary to a thorough analysis of the inter-relationship between

all components of the pre- and in-service training system, the development of methods for establishing cost-effective priorities, and the development of collaborative rational and systematic implementation strategies.

PHILIPPINES

Philippines. Ministry of Education, Culture and Sports. ***Philippine education indicators 1965-1985.*** Manila, 1986. 50 p.

The pamphlet documents of the development of the education system over the past two decades by presenting both accomplishments and deficiencies, pinpointing continuing areas of necessary emphasis and discussing enrolment, teachers, curriculum, budget support, compensation, private schools, and special programmes.

REPUBLIC OF KOREA

International Cultural Foundation. ***Customs and manners in Korea,*** ed. by Chun Shin-yong. Seoul, Si-sa-yong-o-sa Publishers, 1982. 132 p. illus. (Korean Culture series no. 9).

This book is one in a series of 10 volumes. The Foundation aims to introduce Korean culture to the world and contribute to international cultural exchanges. The 10 volumes are as follows: 1. Humour in Korean literature; 2. Upper-class culture in Yi-dynasty Korea; 3. Buddhist culture in Korea; 4. Folk culture in Korea; 5. Legal system of Korea; 6. Korean society; 7. Korean folk tales; 8. Economic life in Korea; 9. Customs and manners in Korea; and 10. Korean thought. The writers are well-known Korean writers as well as some distinguished foreigners whose understanding of Korean culture is well recognized.

Volume 9 describes customs and manners in a broad sense. It elaborates on tradition and modern values, ceremonies and rituals (including folk rituals), culture and mental health, mythology, shamonisar, traditional thoughts and manners, etc.

Korean Women's Development Institute. ***Women's studies forum.*** Seoul, 1986. 247 p.

The book consists of six studies on various aspects of women's role and status in the Republic of Korea. The country has had to solve many social problems arising from the Korean war. A big number of women had lost their husbands during the fighting and the fast development of the country has created problems concerned with single-parent families, unwed mothers, female participation in the labour force, and the differences of gender roles in Korea. The book analyses the background factors and indicates how the Government's social welfare scheme can support such problems.

Unesco. ***Participation in cultural activities: three case studies.*** Paris, Unesco, 1986. 126 p.

This publication is particularly concerned with research essential to gauging the cultural participation of the people. It is divided into two sections: Section One introduces the Unesco Survey Model on access to cultural resources and on participation in cultural activities. Section Two deals with test reports from India and the application of the model to carry out small-scale surveys of rural, semi-urban, and urban areas in India, Indonesia and in the Republic of Korea.

SRI LANKA

Fernando, Neil ed. ***Management for educational development in Sri Lanka.*** Colombo, Ministry of Education, 1984. 160 p.

The book provides a broad spectrum of reform proposals from the school to the ministry level. It is divided into four programmes: Foundation programme for school development; Organization and management development; Planning and resource management; and Personnel management. Each programme carries out different projects to solve problems and strengthen weaknesses in planning and management. The proposals reflect poor conditions at present and suggest possibilities for achieving new goals in education.

Sri Lanka. University Grants Commission. ***Corporate plan for university education, 1984-1988.*** Colombo, 1984. 87 p.

This is the first five-year plan for university education ever published in Sri Lanka. It intends to provide policy makers with a document that sets out the way by which the university system is expected to develop in the near future. It defines the goals, objectives and priorities, and aims to assist in maximizing the use of scarce resources for undergraduate education and post-graduate research and training.

Sri Lanka. University Grants Commission. ***Universities of Sri Lanka: handbook 1985.*** Colombo, University Grants Commission, 1985.

The University Grants Commission and the University Services Appeals Board of Sri Lanka, established under University Act No. 16, 1978, provide for the establishment, maintenance, and administration of universities together with their campuses and faculties, and other higher educational institutions.

The functions, duties and powers of universities are described. A list of universities and higher educational institutions together with their faculty members is provided.

THAILAND

Thailand. Ministry of Education. Department of Vocational Education. ***Thailand vocational and technical education study.*** Bangkok, 1985. 60 p. and annex. mimeo.

The main objective of this study is to assess the strengths and weaknesses of the vocational and technical training system, assess the country's mechanism and capacity for manpower planning, and recommend steps to strengthen both training and manpower planning systems. The study gives and overview of the main industrial skill training institutions and identifies major issues, some of which require further investigation to lay the groundwork for reform. The study has been financed jointly by the Government of Thailand and the World Bank.

TOKELAU

Tokelau. Education Department. Curriculum Development Unit. ***Industrial arts, form 1.*** Suva, Fiji, Institute of Education, University of the South Pacific/UNDP/Unesco Curriculum Development Project, 1984. 2 v.

The Institute of Education in the University of The South Pacific, with the co-operation of UNDP and Unesco, has proposed the inclusion of industrial arts in the secondary school curriculum in Tokelau. The main objectives are to provide a comprehensive technological basis for students to become functional and contributory members of the Tokelau Communities, create opportunities for the individual to enrich his/her life, and lay the foundation for a career in technology. The two-volume set consists of a teacher's book and a pupil's book. An introduction to various kinds of tools, and instructions concerning their use and maintenance are provided.

UNION OF SOVIET SOCIALIST REPUBLICS

Tomiak, J.J., ed. ***Western perspectives on Soviet education in the 1980s.*** London, Macmillan in association with the School of Slavonic and East European Studies, University of London, 1986. x, 217 p.

The ten papers in this publication are oriented towards the examination of a number of important aspects of education that underline all future developments, following the plan to reform the Soviet system of education, re-examine the educational objectives, restructure the educational network, modernize the content of education, improve learning and training methods, and render all studies more effective.

Ten British and German experts on Soviet education analyze Soviet educational priorities and policies by scrutinizing bilingual and intercultural education, language planning and higher/vocational/art/special education, as well as education in the family. An assessment of Western research in Soviet education to date is made.

SOURCES AND ADDRESSES OF DOCUMENTS REVIEWED IN THIS ISSUE

Australia

Australia and New Zealand Comparative and International Education Society
University of Queensland
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Queensland 4067

Commonwealth Schools Commission
Cosmopolitan Centre, Woden
P.O. Box 34
Woden, A.C.T. 2606

Commonwealth Tertiary Education Commission
Benjamin Offices, Benjamin Way
Belconnen A.C.T. 2616

China, People's Republic of

State Education Commission
Beijing

India

Department of Education
Ministry of Human Resource Development
New Delhi

Papua New Guinea

University of Papua New Guinea Press
Box 320, University P.O.

Philippines

Office of the National Economic and Development Authority
Manila

Republic of Korea

Korean Educational Development Institute
20-1, Umyon-dong
Gangnam-gu
Seoul

Thailand

Behavioural Science Research Institute
Srinakharinwirot University, Prasanmitr
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The Free Press
866 3rd Avenue
New York, N.Y. 10022

Harvard University Press
79 Garden St., Cambridge
Massachusetts 02138

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC

Recent Publications

(Supplement to List of Publications, 1987-1988)

REGIONAL EDUCATION PROGRAMMES IN ASIA AND THE PACIFIC (REPAP)

Bulletin of the UNESCO Principal Regional Office for Asia and the Pacific, No. 29, 1988 (in preparation). US $12.00

Education in Asia and the Pacific: reviews, reports and notes, No. 24, 1987. US $5.00

Bibliographical Documents

Accessions List, No. 69 (January - June 1987)
No. 70 (July - December 1987)

Periodicals of Asia and the Pacific; a selected list of titles received and their contents, No. 69 (January - June 1987)
No. 70 (July - December 1987)

Directories

Directory of national institutions of educational planning and administration in Asia and the Pacific. Bangkok, 1987. 69 p. US $4.00

Education for Peace

Unesco Regional Meeting to Formulate Strategies of Action for National Co-ordinators of Unesco Associated Schools Project, Bangkok, 16-22 December 1986. *Strategies of action for strengthening the Associated Schools Project in the Asia-Pacific region.* Bangkok, Unesco, 1987. 128 p. US $5.00

Higher Education

Baumgart, Neil, ed. *Equity, quality and cost in higher education; research study on Australia.* Bangkok, Unesco/PROAP, 1987. xiv, 190 p. US $7.00

Higher agricultural education and rural development in developing countries in Asia and the Pacific, by Gil C. Saguiguit Jr. Bangkok, 1987. US $5.00

Pedagogical staff development in higher education, by R.S. Adams and D. Battersby. Bangkok, 1987. 107 p. US $5.00

Pre-primary Education

International Development Research Centre, Ontario. *The learning environment of early childhood in Asia; research perspectives and changing programmes* [jointly prepared by IDRC, UNICEF and Unesco] Bangkok, Unesco, 1988. 37 p. US $1.50

Special Education

Unesco Regional Planning Seminar and Workshop on Special Education, Coimbatore, India, 12-24 August 1985. *Educating the disabled.* Bangkok, 1987. 79 p.

Women's Education

Unesco. Principal Regional Office for Asia and the Pacific. *A framework for improvement of educational and vocational guidance services for girls and women in Asia and the Pacific.* Bangkok, 1987. 32 p. US $3.00

ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL (APPEAL)

General

APPEAL Newsletter for the Asia-Pacific Programme of Education for All. Vol. 1, No. 1, 1987.

Literacy

Developing personnel training plans for literacy and continuing education. Bangkok, 1987. 38 p.

Posters and Leaflet

Illiterates in Asia and the Pacific, 8 September 1987 — International Literacy Day.

International Literacy Day Calendar, 8 September 1987 - 8 September 1988.

EDUCATIONAL PLANNING AND MANAGEMENT SERVICE (EPMS)

Educational Planning

Bhushan, Satya. *Micro-level educational planning and management; case studies from India,* by Satya Bhushan, Brahm Prakash, V.A. Kalpande, Yash Aggarwal, Pramila Menon; ed. by Warren Mellor Bangkok, Unesco, 1987. 104 p. US $5.00

Educational Statistics

Education in Asia and the Pacific: 1987 statistical indicators (leaflet).

Occasional Papers

Vichai Tunsiri. *Education and employment; the case of Thailand.* Bangkok, 1987. 48 p.

ASIA AND THE PACIFIC PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT (APEID)

General

*ACEID * ·vsletter,* No. 32, June 1987.

Distance Education

APEID Study Group Meeting on Evaluation of Distance Learning Projects, in Co-operation with the Jiangsu Department of Education, Nanjing, China, 16–25 August 1986. *Evaluation of distance education projects under APEID, a report.* Bangkok, Unesco, 1987. 47 p. US $5.00

Educational Development

APEID. *Interface of education with employment and leisure in the context of alternative futures: Malaysia,* by Rahimah Haji Ahmad, T. Marimuthu and Norjamah Ismail. (Education and Polity 5). 1987. 65 p. US $5.00

Education of Teachers

APEID. Unesco Regional Workshop on Teacher Education, in collaboration with the Centre of Education, University of Tasmania, Hobart, 4–10 December 1986. *Teacher education; issues, needs and plans for action.* Bangkok, 1987. US $6.00

Science and Technology Education

Technical Working Group Meeting on Training of Primary Education Personnel, Chiangmai, 26 August - 4 September 1986. *Education in difficult contexts; a report.* Bangkok, Unesco, 1986. 38 p. US $5.00

EDUCATIONAL FACILITIES DEVELOPMENT SERVICE (EFDS)

Educational Building Digest

No. 19 : *Design ideas for play spaces for three to six year olds.* US $3.00

POPULATION EDUCATION PROGRAMME SERVICE

Abstracts, Bibliographies

Management, planning and monitoring population education programmes. Bangkok, 1987. 55 p. (Abstract-bibliography series 8).

Selected entries on demography and its bearing on population education in seven Asian countries (Abstract-bibliography series 7).

SOCIAL AND HUMAN SCIENCES IN ASIA AND THE PACIFIC

Reports

Unesco Regional Research Seminar on Perspectives on Asia's Futures, Bangkok, 20-24 July 1987. ***Perspectives on Asia's futures; report of the seminar***, Bangkok, Unesco, 1987. 83 p.

RUSHSAP Series on Occasional Monographs and Papers

No. 18 : ***Youth profile: India***, prepared by RUSHSAP with inputs from Kaushal K. Siddh and Surendra K. Gupta. Bangkok, 1987. 79 p. US $7.50

No. 19 : ***Migration of talent: causes and consequences of brain drain; three studies from Asia***, edited by Yogesh Atal and Luca Dall'Oglio. Bangkok, Unesco, 1987. 241 p. US $10.00

No. 20 : ***Food deficiency: studies and perspectives;*** papers presented at an International Seminar of Anthropologists organized by the Division for Social and Economic Sciences, Sector for Social and Human Sciences, 6-9 August 1985, Mexico City. Bangkok, Unesco, 1987. 234 p. US $10.00

CULTURE IN ASIA AND THE PACIFIC

PANAP – Performing Arts Newsletter in Asia and the Pacific Vol. IV, No. 2, July 1987.

Sukhothai Newsletter (Sukhothai International Campaign) No. 2, December 1987.