

Dr. Pericles M. Pinho

22-1-58 Inst.

Belo Horizonte 11h. Educaç.

9h. no.

3ª Reunião

MINUTES OF THE THIRD MEETING OF THE EDUCATIONAL COORDINATION COMMITTEE

On December 4th, at noon, the third meeting of the Educational Coordination Committee (INEP-UNESCO-USOM group) was held in the CBPE (Brazilian Center of Educational Research) building, in Botafogo. Those present were:

- Dr. Anísio S. Teixeira - Director, National Institute of Pedagogical Studies (INEP)
Dr. Henri Laurentie - Representative of UNESCO Project.
Dr. Thomas A. Hart - Chief, Division of Education, USOM/Brazil.
Dr. Arthur F. Fyrnes - Deputy Chief, Div. of Education, USOM/Brazil.
Dr. F. Tude de Souza - Educator, INEP
Dr. Pericles M. Pinho - Executive Director - CBPE
Dr. Jayme Abreu - Coordinator - CBPE
Dr. Paulo de A. Campos - Assistant - CBPE.

Dr. Laurentie presented from a written statement the UNESCO Program as it operates in Brazil in the field of Education (a copy of the statement is herewith attached).

Dr. Laurentie said that as far as Education is concerned, UNESCO has cooperated with the Brazilian Government in the organization and operation of the Center for Educational Research. UNESCO offered assistance to the Center to enable it to develop and expand. Dr. Laurentie made it clear that the Center was a Brazilian idea and discounted any credit for UNESCO in the establishment of the institution.

However, UNESCO has wholeheartedly accepted the philosophy of the project as it was presented by Brazil. In 1954 the first expert arrived here and was later followed by several others. UNESCO has taken an active part in the expansion of the project. As a result of various studies between UNESCO technicians, CAPES and INEP, the Center was finally created in 1955. Dr. Laurentie emphasized again that this was Brazil's creation, not UNESCO's. Initially, the Center concentrated in the area of educational sociology. A number of Brazilian specialists working at the Center, together with UNESCO experts, including Mr. Hunnicut and Mr. Pierce, have been and are currently conducting studies at the Center.

The sociological studies currently in progress at the Center are seemingly of a more practical nature than were the earlier ones. Application of the findings is becoming more common. In this light, the Center has requested the services of an educator to coordinate the research program, including the integration of results.

Dr. Anísio Teixeira remarked that the Center had been established to study the entire educational pattern of Brazil. The study of Brazil's educational system, including its problems, would be the concern of the Center and the UNESCO experts. The plan is to set up a central Educational Research Center in Rio de Janeiro and five regional centers in different parts of Brazil.

Dr. Teixeira said that the Point IV Education Program supports what they are trying to do in Brazil, in that it provides stimulus of new ideas, concepts and methods to use in the reorganization of the Brazilian school system. Actually it is carrying the responsibility for one important phase of the educational reorganization program. Dr. Teixeira continued that the Brazilian school system will not be created or developed of and by itself, but rather it must be nourished. The fundamental problem is that of educating people. Education in Brazil is thinly spread. Elementary education is receiving less and less financial support and is deteriorating. Brazil has not yet, wholeheartedly, accepted the concept of popular education while higher education has a firm and accepted place in the minds of people.

At this point Dr. Hart modified Dr. Teixeira's criticisms by pointing out that an educational system exists in Brazil but the organization of that system and its programs need to be revised and improved.

Dr. Anísio, reverting again to the Center, said that UNESCO had been instrumental both in organizing, revising and helping in the operation of the Center. Original plans included a co-director from UNESCO and one from Brazil, but the Center has developed to such a point that there is now no need for the co-directorship.

Dr. Eyrnes asked about the specific programs of the various centers.

Dr. Anísio answered by saying that all the centers are organized under general areas, including social sciences and educational sciences. Also, there is a division of school documentation, similar to the Office of Education in the United States. All three divisions cooperate to function as a teacher-training center. In Recife there has been started a division of social sciences. Bahia has a division of teacher-training and a division of documentation. In Belo Horizonte, the Center works jointly with Point IV. Abgar Renault is the Director of the Center in Belo Horizonte. It is maintained by agreement with the State Government of Minas Gerais. In Rio an experimental comprehensive secondary school will also be attached to the Center. In São Paulo there are two divisions; a teacher-training division will probably be started next year. In Rio Grande do Sul, there are the divisions of educational research and training; documentation has just started.



All these regional offices are going to grow according to the conditions. During the next year, UNESCO and the Research Center will conduct a course for educational leaders from the various states of Brazil. The curriculum will include: 1. Introduction to the School Administration Problems; 2. Supervision - Study of the Teaching-Apprentice situation at the school; 3. Organization of the curriculum and related problems; 4. Financial maintenance and economic administration of the school; 5. Sociological factors in the school administration; 6. Educational Politics.

The objectives of the course are: Improvement of personnel in the following fields: Training and improvement of teaching personnel; school planning, organization and administration.

Primarily, UNESCO is helping at the National Center for Research. INEP is the Federal Institution which maintains the Center. The Center is our arms. INEP administrates all the Centers.

Dr. Laurentie continued by saying that UNESCO helped the University of Recife set up the school of Geology last year. Two UNESCO experts convinced the Minister of Education that Brazil needed Geologists and as a direct result courses in Geology will be offered in Recife in 1958. Dr. Paulo Duarte is a very serious man and all of the teachers are excellent. They have already recruited for the second year and within three years they will have a full faculty at the school. In addition to the School of Geology, there is an Institute of Hydrogeology which is being established at the University of Recife, which will not function completely before 1959.

Dr. Hart asked if the two UNESCO experts for the course at São Paulo will teach in the courses or act as advisors to the Brazilian faculty who will teach the courses. Dr. Anísio replied that they will be more than advisors.

Dr. Hart commented that one of the problems in Brazil, as he saw it, was the over-centralization in the Federal Government of educational programs, plans, finances, and control. He asked if it were true that they plan, some time in the future, to begin to give more autonomy in these realms to the states. Dr. Anísio replied with a resounding yes.

Dr. Hart stated that the UNESCO course would train one man at the federal level. Then asked if this leader would be able to get efficient help and in turn train other people in the state, who can also conduct research and practical administration within the state. Dr. Anísio said yes, that first they want to make education much more regional in at least five areas of Brazil; to make it more or less like the state school systems in the United States. The UNESCO course is going to train twenty men, one from and for each state; this, they hope, is going to help the State Department of Education to do the job.

The meeting was adjourned for lunch at 1:45 PM, and it was decided that the next meeting would be held in Belo Horizonte, tentatively the 21, 22 or 23 of January. Each committee member shall receive details from Dr. Anísio Teixeira in ample time before the scheduled meeting.

January 2, 1957.



Rio de Janeiro, 2 December, 1957.

Statement on UNESCO's programme in Brazil  
in the field of Education.

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UNESCO seems to be determined now, both in Brazil and in Latin America, to tackle the educational problems from the top. This has not always been the case. Sometimes UNESCO has tried either to train directly teachers, although this is the role of the governments, or even to undertake by itself various educational projects, an initiative which might result in weakening the feeling of responsibility among the countries concerned. UNESCO's function should be one of an inspirer and of an incentive, not one of an additional or lateral Education Department.

Along these lines, UNESCO is endeavouring today to help the Brazilian educators promote a fundamental reform of Education in the country (Centro Brasileiro de Pesquisas Educacionais) and to launch, together with the Latin American governments, high level courses and discussions with the view of training policy makers and organizers in the field of primary education (Major Project).

The Centro Brasileiro de Pesquisas Educacionais was officially created in December 1955 but its phase of preparation actually began in 1954 and UNESCO's assistance to the Centre was requested as early as 1953. From November 1954 to November 1957, six UNESCO experts have worked with the Centre on short or long-term assignments.

The Centre has three main objectives: (a) to study the situation of Education in Brazil from all points of view, cultural sources, attitude of the public towards education, philosophy and organization of education and related deficiencies, social and cultural modifications, appraisal of the educational needs of the country with special regard to industrial and agricultural development, etc.; (b) in the light of its findings, to explain to the authorities, groups and persons concerned how and why the educational system in Brazil lags far behind the present needs of the country and its legitimate economic and political ambitions, and (c) to help determine a fundamental reform of education which would respond both to the various regional situations and to a sound conception of primary, secondary, technical and higher education in Brazil as a whole.

The first part of this programme is going on quite satisfactorily. The material organization of the Centre is excellent; the library has taken form and will soon be the best educational and social science library in all of Brazil; and, most important, the Centre has a very good staff. Research work is pursued at the Centre itself, as well as in the regional centres of Porto Alegre, São Paulo, Belo Horizonte, and Bahia. A fifth regional Centre is being created in Recife. In addition, a laboratory municipality,

Leopoldina, Minas Gerais, has been selected for purposes of educational research and experiment and, not to cite all the projects and achievements of the Centre, a training course for educational sociologists under the direction of Dr. Darcy Ribeiro will provide the specialized personnel for further studies and progress.

We are not allowed to make any statement on behalf of the Centre. We wish only to stress the practical character of its work. The policy of the Centre is towards applying research to surveys and to studies that can be used in formulating new experimental programmes in education. This is apparently why a professional UNESCO educator, with great experience of school administration, is to join the group of Brazilian and UNESCO educational sociologists in the course of 1958.

Parts two and three of the Centre's programme, that is to say, spreading the truth about education and determining the necessary changes, could not, for obvious reasons, go as fast as the development of research work itself. Nevertheless, it must be noted that (a) new methods of education are initiated or supported by the Centre in Rio and other places, (b) consultations are addressed to the Centre by State Governments and other institutions which render it possible to make known accurate data and to give good advice, and (c) a campaign is planned through which politicians, industrialists, administrators and other influential people will be associated to the Centre's work for a better understanding of the educational problems.

At the beginning, UNESCO's cooperation with the Centre was mainly oriented towards sociology with the view of opening the way to Brazilian educational sociologists. It is no longer expected that the UNESCO experts assume personal responsibility for research work, as it is up to the Brazilian specialists to do it from now on. Instead, the UNESCO experts, sociologists and educators as well, will constitute with the Centre's staff an integrated team and help solve common problems, such as defining a balanced programme for each of the regional centres, preparing the task of the Recife Centre in relation with a request from the Bank for the Northeast, elaborating the project of a Commission which would take up a series of educational issues of the country under the guidance of the Centre, developing public relations, etc....

UNESCO's major Project No 1, as approved by the General Conference in New Delhi last year, is aimed at improving the methods and speeding up the extension, of primary education in Latin America. As stated above, such a project cannot and should not be undertaken by UNESCO alone and requires a great deal of cooperation on the part of the Member States. On the other hand, UNESCO's assistance should not be considered from a limited point of view of teachers' training. Those who have to be trained are the responsible people upon whom shall depend, in each Latin American country a progressive policy of primary education.

Four Latin-American countries have made offers to UNESCO to help implement the Major Project but Brazil's response was especially generous and comprehensive. The Centro de Pesquisas Educacionais, INEP, the University of São Paulo and the Ministry for External Relations (Cultural Division) are jointly contributing to the organization, and to the cost, of a course for high level educators and chiefs of Education Departments for Brazil (20) and other countries (10). The course which is to take place in São Paulo, in the premises of the Centre, will commence in March 1958 and last until December.

The Brazilian director and the team of Brazilian lecturers and assistants have been selected with great care. In addition, UNESCO will provide two professors and, possibly, the assistance of one of the experts at the Centre. The fellowships are paid by Brazil. Some of them will be supplemented by UNESCO.

It is impossible to know in advance what the result of such a project will actually be but the earnestness with which it is being prepared augurs well of its success.

Paper presented at the meeting by Mr. Laurentie, Representative of UNESCO Project.



UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION  
ORGANISATION DES NATIONS UNIES POUR L'EDUCATION LA SCIENCE ET LA CULTURE

Place Fontenoy,  
Paris VIIe.

4 December, 1958.

Dear Mr. Texiera,

This letter goes out just as the tenth session of Unesco's General Conference comes to an end.

As you know, the Conference has debated and adopted the programme of the Organization for the next two years - 1959-60. In the field of education, the main emphasis will continue to be on the Latin American Major Project for primary education (teacher training), on the training of fundamental and adult education, and on technical assistance to Member States asking for help in their educational systems; and fresh emphasis will be given to the educational aspects of human rights and international understanding.

The programme of the Education Clearing House (which is described as the continuing and general activity of the Department of Education) has also been established. During the next two years, the main lines of work will be:

- (a) to assist national centres of educational documentation and information - both directly and by studying how techniques for exchange may be improved;
- (b) to carry on documentation and bibliographical activities;
- (c) to publish the series Education Abstracts, Education Studies and Documents, the bulletin Fundamental and Adult Education, books on the primary curriculum, polytechnical education, and fundamental education and (in 1960) the third volume of the World Survey of Education.
- (d) to devote attention to teaching materials and journals of education, by providing articles or sources to those who produce them nationally.

In a real sense, the Unesco programme for 1959-60 recognizes the importance of national centres for educational documentation, and provides for activities which will bring these centres into closer touch with each other.



Two further items of interest may be reported. The General Conference adopted a convention on the international exchange of publications and a recommendation for the standardization of educational statistics. The texts of these two instruments will be sent to you when they are reproduced.

Through the delegations attending the General Conference, we have learnt a good deal about current activities in national education clearing houses. Some items are reported below, others will be given in my next letter.

In Spain, the Oficina de Educacion Iberoamericana has begun a special course on educational documentation for seven persons from Latin America holding OEI and Unesco fellowships, and eight other students from Peru and Spain. The course has particular interest, as being one of the few examples we have met of intensive advanced training in our field.

The course will last 4 months and includes both theoretical and practical work in the following subjects:

- (a) international co-operation (including exchange of information and documentation as a form of such co-operation;
- (b) laws and regulations in education; study of such regulations in Iberoamerican countries, including how they are formulated and enacted;
- (c) Bibliographies and documentation (classification systems and other library techniques);
- (d) educational information, sources and methods of communication;
- (e) documentation centres; functions and services;
- (f) educational documentation: surveys and comparative studies;
- (g) diffusion techniques, including methods of issuing journals, press communiqués, etc.

When the fellows have completed this course, they will follow a programme of visits to centres in Paris, Bonn, Florence and Rome.

From Uruguay, we have received notice that a "Centro Nacional de Información y Documentación Pedagógicas" has been formed by and with the participation of the National Council of Primary and Normal Education, the National Council of Secondary Education, the University of Labour, the National Commission of Physical Education and the Library School. The new Centre is housed within the premises of the long established Biblioteca y Museo Pedagógicos (Plaza Cagnacha 1175, Montevideo) whose director, Mr. José Pedro Puig, serves



as Secretary to the new Centre. Mr. Puig is now attending the Madrid course described above.

In Pakistan, two Bureaux of Education are being organized with the assistance of experts sent by Unesco. The first one, in Karachi, at the federal level, serves as a national clearing house of educational information and is concerned chiefly with the central government and its various interested boards and committees, and with overseas enquirers. The second Bureau has just been established in Lahore and attached to the Education Department, West Pakistan. The Bureau will be responsible to the Provincial Government, preparing reports for the federal bureau and providing services to teachers in West Pakistan. Dr. Abdur Rauf has been appointed as the officer-in-charge of the Lahore Bureau, within which three sections are being set up: educational statistics, documentation, and publications. A Unesco expert in educational documentation, Mr. K. V. Rotnes, Director of the Norwegian School Museum, has just gone out and a second expert on educational statistics has been recruited. The Bureau invites the supply of documents, publications, journals, statistics and other related material including textbooks and teaching aids. The address is as follows:-

West Pakistan Bureau of Education,  
Education Secretariat,  
Patiala House,  
The Mall,  
Lahore (West Pakistan).

Recent reports from the Egyptian Documentation and Research Centre (Ministry of Education, Cairo) and the Yugoslav Federal Institute of Educational Research, have also been received. These are reproduced as Annex I and II of this letter.

A staff member of the Education Clearing House has just returned from a visiting mission to Bulgaria, Czechoslovakia, Roumania, and the U.S.S.R. He was able to assemble a considerable amount of interesting information relating to clearing house activities in these countries, and he secured a number of publications. Fuller details will be given in the next issue of the contact letter.

Finally, the following recent publications deserve attention:-

World Survey of Education II: Primary Education, edited by Unesco.

The English version has just come off the press. It is a 1388 page volume giving considerable detail on the primary school systems in nearly 200 countries and territories; and the statistical tables bring up-to-date information published in the previous World Survey. The French edition is due to be published in March 1959 and preparatory work has begun on the third volume, to be devoted to secondary education.



Vida escolar: published by the Centro de Documentacion y Orientacion Didactica, under the Direction of Primary Education, Ministry of Education, Madrid, Spain.

The first two issues of this new journal (October and November 1958) have just reached us. This is the first publication of this Centre, established in May 1958. The journal is intended chiefly for primary school teachers and contains articles giving practical suggestions for teaching various subjects and other school activities. There is a short section under "Noticiario", giving news and events, both national and international, and also a page of annotated bibliography.

Studies in Comparative Education - Bibliography: 1957 publications.  
published by the Division of International Education of the U.S. Office of Education, Washington, D.C. 1958.

A useful and up-to-date bibliography, indicating books, documents, bibliographies, journals of interest to comparative educators, and persons and institutions having dealings with foreign students, or working under technical assistance programmes. The second part lists books and journal articles, covering 100 regions, countries and territories. Each item is annotated.

Yours sincerely,

*Leo R. Fernig*

Leo R. Fernig,  
Head,

Education Clearing House.



DOCUMENTATION CENTRE FOR EDUCATION  
Ministry of Education,  
Cairo, Egypt.

Report for 1956-58

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Material and human assets:

In 1956 the Centre was started with very limited assets, sharing a room with all the other divisions of the Department of Technical Research of the Ministry of Education. It gradually began to supplement both its material and human assets, moving into larger and still larger premises until it is now lodged on the second floor of No.33 El Falaki Street, Cairo.

Conscious of the importance of its mission and the services it can render to Education, not only in the United Arab Republic and the other Arab States, but also in various countries of the world, the Ministry agreed to provide it generously with needed staff.

The staff of the Centre now consists of a fairly complete group of documentalists and survey and research workers - fairly complete in terms of their training, experience and language background. This has enabled the Centre to benefit by material in any one of the following languages: Arabic, English, French, Spanish and Persian.

Apart from the immense contribution made to the Centre by Unesco, I.B.E. and other governmental and non-governmental organizations, the Centre has been assembling its own sets of documents, consisting of national laws, regulations, orders, circulars and reports prepared by the various organs of the Ministry and the provincial educational administrations. All this and other material has been procured, classified and integrated into the Centre's documentation.

Bibliographical classification:

It has taken the Centre some time to try the various classification systems with a view to a comparative study of their respective merits and shortcomings. Two considerations have been taken into account in this respect: first, to keep its system as close as possible to the internationally recognized trends, and second, to meet the peculiar demands of the Arabic language and solve the problems posed by its nature to the classification process.

This has led to the adoption of one of the recognized international systems with subject headings suitable both to the nature of the documents and material used by the Centre, and to the nature of the Arabic language. The Centre has actually produced the first sector of the union alphabetical subject index. It is hoped that the subject headings used will so prove their



adequacy that there will be no need for change or modification. If, however, this did not prove the case and educators and research workers found it difficult to make use of them, the Centre would not hesitate to introduce such changes or modifications as may be required. The Centre is still waiting for the views of those concerned, as formulated in the light of the sector already produced, while in the meantime it is still subjecting the proposed system to various tests and trials, so as to make sure that it has been constructed on a sound basis.

Questionnaires received and answered:

A short time after the Centre began, operation questionnaires prepared by international organizations, governmental agencies, and regional institutions, began to flow in through appropriate channels and in time enough to allow the Centre to provide accurate and properly documented answers. Most of these questionnaires could be answered with the help of the sources and documents already in the Centre. Sometimes, however, the need has arisen to contact other ministries or private organizations, or even individuals, to secure further information required for answering questionnaires.

Here is a list of the questionnaires answered:

<u>Received from</u>	<u>Subject</u>
Unesco .....	The humanities in Egyptian curricula
U.S. Office of Education ...	Functions of the Minister of Education.
I.B.E. ....	Rural education
I.B.E. ....	Training of primary teacher training staff.
I.B.E. ....	School buildings
I.B.E. ....	Primary school curriculum
Adv. Cttee on School Curriculum:	Revision of primary school curriculum.
Ministry of Education, Burma.	School systems and curricula
Unesco: Ed. Clearing House...	Teacher training
Unesco .....	Qualifications and training of international organizations staff
Unesco .....	Social study and research in Egypt
I.B.E. ....	Selection, writing and use of primary school text-books.
Unesco .....	Facilities for the training of scientists and technicians.
Unesco .....	Training of teachers for special schools and the education of unskilled adolescents.
Unesco .....	Selection and use of primary school textbooks.
Unesco .....	General preparation of candidates for international posts.
Unesco .....	The rôle of women in the teaching professions.
Unesco .....	Programmes of physical education in the primary and secondary schools.
Unesco .....	Educational Associations in Egypt.
Unesco .....	Equipment



<u>Received from</u>	<u>Subject</u>
Arab League . . . .	Teacher training
Ministry of Education, Spain . . . .	Teaching Spanish in Egypt; Education in Egypt with special emphasis on model schools.
Ministry of Education, Sudan . . . .	Teacher training programmes in Egypt.

Education Manual:

Through the process of answering questionnaires, the Centre managed to assemble a great deal of information on education in the Republic. Such body of information would facilitate the preparation of an education guide or manual based on the latest systematic documentation and aimed at keeping parents informed of each stage of education as to admission, programmes, syllabuses, length and nature of courses, examinations, text-books and costs. The Centre hopes to be able to prepare such a manual in the near future for the benefit of the citizens of the Arab Republic as well as those of other Arab countries.

Alphabetical subject index for  
laws, regulations, orders and circulars:

This index has been developed for the benefit of the administrators and officials of the Ministry and the provincial educational administrations with a view to enabling them to refer easily to the laws, regulations, orders and circulars issued by the Ministry. This would reassure them that the work is proceeding along the lines drawn by the Ministry and keep them informed of new educational legislation and thereby raise their standard of efficiency and productivity.

Annual report on the progress of education:

Since the establishment of the Centre, reports made by the departments of the Ministry and its provincial administrations on their new activities have been coming in through appropriate channels. In 1956-57 the Centre analyzed these reports and boiled them down into its first report on the progress of education in Egypt during that school year.

The offices of the Minister and Under-Secretaries for Education provided the Centre with their remarks and comments which had their influence on the preparation of the second report. Further, as a result of the cooperation of the departments and provincial administrations, there have been marked improvements. This year's report contains a chapter on the Northern Region of the Republic and an account of the educational services provided for the Gaza Sector and the Republic of Sudan. An integrated report on education in the two regions of the U.A.R. is contemplated for next year.



## Educational systems in the countries of the world:

The Centre has also prepared accounts of systems of education in some of the countries of the world. These accounts are based on such background sources as Unesco's World Survey of Education and on the national reports and legislative material received by the Centre.

Among the countries for which such accounts have been provided are: Japan, the Federal German Republic, Yugoslavia, India and Spain. In regard to other countries, only one or more aspects of education have been dealt with, e.g. vocational guidance and apprenticeship in France; home, school, and teacher in the U.S.S.R; technical, secondary and higher education in the People's Republic of China. The Centre has also translated the entire text of educational laws for the various levels in Spain, as well as the regulations for Workers' Universities and the law concerning the primary school teacher.

Five typewritten copies have been made of each of these items. They have not been printed because systems are subject to change from time to time and since they were prepared modifications have been introduced in some of them. In preparing these accounts the Centre has aimed at providing administrators and educational policy-makers with sample systems, legislation and trends which could be considered at the time when reform plans are being developed or proposed, or when certain problems are being tackled in connection with adjusting education to developments in other fields.

## Study of special problems:

The Centre has published a group of studies dealing with certain educational problems which have been on the minds of the authorities for some time. The procedure was to present in summary form the problem in question as seen and tackled by countries other than the U.A.R. For this purpose it has drawn on accounts of experiments and experiences from abroad. The idea behind this type of activity is to make available to the authorities, research workers and educators, methodology and practices adopted by other educators for solving such problems.

Among the problems dealt with in this way are: teaching of the mother tongue, teaching foreign languages, trends and problems in primary education and guidance in schools.

Besides, the Centre has published the report of the Committee on the Investigation of Primary Education and distributed it to all the agencies and departments of the Ministry; to teacher training institutes and colleges, to the university libraries and to the National Library. It also assembles the minutes of the meetings held by the follow-up committee in the school districts chosen for the purpose and pools its comments and recommendations with a view to editing them so as to become a basis for new legislation and reforms.

## History of Education:

In the collection held by the Centre there are a number of reports, documents and other material, descriptive as well as statistical, which would throw light on the trends and factors which have influenced the development of Education in Egypt during the last



hundred years or so. This documentation has indicated that a large part of the history of our education is still unexplored. Therefore, the Centre has prepared a preliminary study of the period from the reign of Mohammad Ali till the present time, pointing out the various tendencies and trends and the political, social and cultural factors which have contributed to the formulation of the present educational system.

Although the preliminary study is by no means comprehensive, it will stimulate educators and others concerned with education to carry it further and encourage them to provide the Centre with any reports or documents that would help it to develop one of its major projects, which is the recording of a detailed properly documented history of education in Egypt.

Furthermore, the Ministry of Culture and Guidance intends, on the basis of this study, to prepare a booklet on Education in the Arab Republic, to translate it into the best-known foreign languages and distribute copies to the U.A.R.'s embassies, consulates, delegations and cultural and educational bureaux abroad, in order to provide interested persons in the various countries with a true and adequate picture of education in the Republic.

#### Investigation of Secondary Education

The Centre has been assigned the task of publishing a half-yearly book dealing with a current educational problem. Unesco has been very generous in supplying the Centre with all the studies and investigations required for the purpose.

A Committee has been formed of members of the staffs of the Technical Research and Projects Department and Ein Shams University. The Committee members have agreed that their final investigation will cover the field of post-primary education. The Centre's task in this connection will be to provide the Committee with the sources and reference books required and to conduct a preliminary survey of the political, economic and social factors which have influenced the development of secondary education and given rise to its present problems.

The Centre has already started this survey and hopes to publish the first volume of its bi-annual publication in September 1958 - the date stipulated by the Committee - containing a comparative study of secondary education in Egypt and other countries of the world. This study will help the Committee investigating the field to formulate their proposals and recommendations which are to be submitted to the Ministry's policy-makers to guide them in their reform plans for this stage of education.

#### Preparing synopses

Since most educators and educational administrators are too engrossed in their work and responsibilities to find time to study detailed reports and investigations, the Centre has started preparing synopses of such reports and investigations, supplementing them with reference to what has been done in corresponding fields in other countries and pointing out aspects of originality in them, as well as



aspects in need of further study and discussion.

Two documents have thus been treated by the Centre, but they have not proceeded very far in this direction, for two reasons: first, that such a service is new in the field of education in Egypt; and second, that the flow of such material needing this treatment is not as regular or as effective as it should be.

#### Press services

In the course of performing its functions the Centre comes across material likely to influence public opinion and to stimulate workers in the field of education. It has therefore organized press services whereby educational periodicals published in the Republic are provided with items suited to their respective reading public.

#### Bibliographical services

On the tenth anniversary of the "Sahifat at-Tarbiyah" (Journal of Education), the Centre has prepared an alphabetical list of authors and titles of articles published during the last ten years. It has also prepared a similar list of all the articles and books written on Arab unity. This latter list has been published in one of the social sciences periodicals. At the request of the International Association of Universities, Paris, the Centre has made up a list of material dealing with university education in Egypt and published since 1946. Other lists have been prepared at request.

Extract from: Report on the Activities of  
the Department of Technical Research and Projects,  
Ministry of Education, Cairo, 1958.  
pp. 100 (in Arabic).



INSTITUT YUGOSLAVE DE LA RECHERCHE PEDAGOGIQUE  
(SAVEZNI ZAVOD ZA PROUCAVANJE SKOLSKIH I PROSVETNIH PITANJA)  
Belgrade,  
Yougoslavie.

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Historique.

La création de l'Institut est étroitement liée au mouvement de la réforme scolaire. La Commission de la Réforme, nommée en 1954 par le Comité de l'Education de l'Assemblée Populaire Fédérale, avait besoin, pour elle seule, d'un organisme de spécialistes en matière d'éducation. Cet organisme devait consacrer son activité en priorité aux travaux d'investigations, de documentation et d'information. Il avait en outre à prêter son concours à la Commission pour l'élaboration du Projet de la Réforme scolaire.

C'est ainsi qu'au début de l'année 1955, le Conseil Exécutif Fédéral promulgua un décret (R.P.No.42 du 9 février 1955) portant création de l'Institut fédéral pour l'étude des questions d'enseignement et d'éducation - ou Institut yougoslave de la recherche pédagogique.

Quelques mois plus tôt avaient été créés, dans les Républiques fédérées, des instituts pour la promotion de l'enseignement. Ils sont également chargés de faire fonction de centres pédagogiques régionaux et de services d'inspection de l'enseignement.

Fonctions et objet.

D'après l'article 172 de la Loi générale de l'Enseignement ("Journal officiel de la R.P.F. de Yougoslavie, No.28 du 16 juin 1958)..  
"L'Institut fédéral pour l'étude des questions d'enseignement et d'éducation organise et poursuit des études dans le domaine de l'éducation, notamment du point de vue de l'enseignement et des méthodes de travail dans les écoles et dans d'autres établissements d'éducation et d'instruction; il suit de près les expériences, les résultats obtenus et les progrès réalisés dans le domaine de la théorie et de la pratique pédagogiques, prêle son aide pour l'organisation de mesures concernant l'application des méthodes modernes d'éducation, et accomplit d'autres tâches dont il est, par dispositions spéciales, chargé".

Organisation

La politique générale de l'Institut incombe à la Directrice. Les unités d'organisation respectives s'occupent de domaines déterminés de l'éducation. C'est ainsi qu'il faut nommer des groupes d'études; pour l'enseignement du premier degré, pour l'enseignement technique et professionnel, pour l'enseignement du second degré, pour l'éducation des adultes, pour la formation des maîtres, pour l'étude de la vie de la jeunesse à l'école et de ses activités libres, pour les questions qui relèvent du domaine de la psycho-pédagogie. A côté de ces groupes d'études, un bureau de documentation pédagogique et une bibliothèque sont organisés à l'Institut. L'Institut comprend encore un secrétariat avec un service de reproduction.



## Activités.

Toute l'activité de l'Institut, au cours de ces trois dernières années, a été orientée vers la réforme scolaire; elle devait satisfaire aux besoins de la Commission de la Réforme scolaire. Chacun des groupes mentionnés, y compris leurs collaborateurs extérieurs, a pris part à l'élaboration des rapports concernant la réforme scolaire. L'Institut à lui seul a publié une dizaine de ces travaux, et la Commission de la Réforme scolaire en a publié autant. Enfin, c'est en collaboration avec l'Institut que la Loi générale de l'enseignement a été élaborée donnant une base solide à la nouvelle éducation socialiste. Après l'adoption de cette Loi par l'Assemblée Populaire Fédérale, la Commission de la Réforme scolaire ayant accompli sa tâche a cessé de fonctionner.

Cependant, il y a plus d'un an que l'Institut procède à l'étude de diverses questions indépendamment des tâches exécutées pour la Commission de la Réforme scolaire. A présent, il y a des travaux de deux catégories, ceux entrepris à l'Institut résultant directement de la mise en oeuvre de la Loi générale de l'enseignement et d'autres se rapportant à des études plus vastes.

Parmi les travaux de la première catégorie il faut mentionner l'élaboration du programme de l'enseignement du premier degré (son avant-projet est déjà publié), du programme de l'enseignement du second degré (son avant-projet est déjà rédigé), du programme de l'éducation préscolaire (en préparation), du programme de l'éducation générale des adultes (en préparation), des instructions générales relatives à l'organisation et à l'activité des communautés de classes et de la communauté d'école (la recommandation est déjà publiée) etc.

Le deuxième groupe de travaux comprend des études poursuivies actuellement à l'Institut comme, par exemple, celles-ci: activités de la coopération scolaire en milieu rural (une recommandation a été rédigée); enquête sur le niveau des connaissances et le degré d'aptitude de futurs ouvriers qualifiés (branche industrie des métaux) en fin d'études (certains résultats obtenus en sont au stade du contrôle, d'autres sont à l'étude); place et rôle des coopératives scolaires dans l'ensemble des activités libres (une documentation est préparée pour un stage d'études), etc. Plusieurs questions relatives à la vie intérieure de l'école sont en cours d'étude. On prévoit, dans un proche délai, l'étude du problème des manuels scolaires, des laboratoires scolaires, l'appréciation et le contrôle des élèves etc. On fait des préparatifs d'organisation pour l'étude du travail des écoles expérimentales nouvellement créées.

Parallèlement aux activités des groupes d'études et de recherche, le Bureau de documentation et la Bibliothèque s'acquittent de leurs charges respectives.

### Le Bureau de documentation pédagogique

Le Bureau de documentation pédagogique rend différents services. Il fournit des renseignements sur place, il envoie des informations par écrit, il fournit sur demande les publications de l'Institut et d'autres documents polycopiés (rapports, études, brochures); il prête de sa bibliothèque, soit des ouvrages demandés, soit une documentation choisie ayant trait à une question déterminée.



A cette fin, le Bureau recherche les sources de documentation concernant les différentes questions, dépouille les livres, les brochures et les périodiques, en donne une analyse signalétique, fait des investigations en vue de dresser des listes bibliographiques de livres, de brochures et d'articles traitant un problème déterminé, recueille des données sur les institutions qui s'occupent de problèmes d'éducation, met en liaison les personnes et les institutions intéressées, publie son Bulletin de documentation pédagogique.

Le résultat des travaux du Bureau de documentation est publié pour une large part dans son Bulletin. Celui-ci se compose de deux parties: dans la première partie, sont publiées des informations relatives à la Yougoslavie et à l'étranger du domaine de l'enseignement et de l'éducation; la deuxième partie est de caractère bibliographique, elle comprend des comptes rendus de livres et d'articles parus dans la littérature pédagogique du pays et de l'étranger.

La Bibliothèque contient aujourd'hui près de 9.000 volumes: à côté des ouvrages du pays, un grand nombre de publications provenance étrangère. La Bibliothèque reçoit 138 périodiques dont 15 de caractère général. Elle reçoit tous les périodiques ayant trait à l'éducation et à l'enseignement paraissant dans le pays (41) et 82 périodiques étrangers. Un catalogue spécial contient un répertoire analytique d'articles choisis et classés d'après la classification décimale.

#### Archives

Le Bureau de documentation rassemble tous les documents de quelque importance pour son travail qui n'ont pas fait l'objet d'une publication (rapports, études, traductions etc.) et d'autres écrits, photocopiés ou dactylographiés, ainsi que des brochures miméographiées ou imprimées. Autrement dit, tous les matériaux qui ne sont pas publiés sous forme de livres ou de périodiques sont classés et rangés dans des casiers spéciaux.

#### Echange d'informations.

L'Institut collabore avec la Commission nationale pour l'Unesco à l'échange international d'informations et entretient des rapports directs avec l'Unesco et le Bureau international d'Education à Genève, ainsi qu'avec un certain nombre d'institutions à l'étranger qui ont accepté cet échange sur la proposition de l'Institut.

Texte soumis par l'Institut Yougoslave de  
la Recherche Pédagogique,  
Belgrade,  
Yougoslavie.

Novembre, 1958.