

CODI  
International Institute for Educational Planning

"External Aid to Education"

by

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"Problems and Strategies of Educational Planning in Latin America"  
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## SYNOPSIS

International aid cooperation is necessary to lessen the gap between developed and developing nations. Such aid must take into consideration the novel aspects of political ideologies in the developing countries. Education is crucial in the technological and cultural revolution taking place. External aid to education should take into consideration the following criteria :

- 1) International aid for education should be processed through one official government agency only.
- 2) The receiving country should devote at least 4% of its gross national product to education.
- 3) Educational planning should be integrated with overall economic planning.

The paper then considers the potential rôle of international aid in the specific case of Brazil. Primary education does not, in general, lend itself to external aid, with the possible exception of projects to improve teaching methods. Secondary education is particularly strategic, both as terminal training for technical personnel, and as preparation for higher education. Higher education lends itself to external aid, since it is freer of cultural problems and is capable of encouraging new technologies and scientific procedures.

Four basic prerequisites for successful international aid to education are presented :

- 1) The elimination of vestiges of cultural imperialism through the adaptation of models or structures developed elsewhere to national circumstances.
- 2) Aid should not be used as a subtle form of economic or political influence.
- 3) Those receiving aid should be made to feel that it is really conceived and organized in their interest.
- 4) Foreign experts should always work side by side with national counterparts.



## EXTERNAL AID TO EDUCATION

Jayme Abreu

The desire to accelerate economic, social and cultural progress is today a common denominator of the underdeveloped countries.

In the same way, it is a generally accepted notion that the world is divided into highly developed industrialized regions on the one hand, and underdeveloped regions on the other. The consolidation or widening of the gap between them is a source of strain and tension between nations and continents. It is also a matter of serious concern in the realm of international politics, where the problem must be solved on a basis of international cooperation.

All of this seems simple and clear, almost axiomatic, but many serious difficulties, complexities, subtle and delicate points arise when an effort is made to put the ideal into practice.

## POLITICAL IDEOLOGIES AND DEVELOPMENT

Social scientists of both Europe and North America have attempted to analyse the political ideologies that arise in nations during the process of development, because without such knowledge and understanding international cooperation would be founded on fallacies.

Quite recently Professor Paul E. Sigmund Jr. of Princeton University, in a work entitled "The Ideologies of the Developing Nations" (New York, Praeger, 1963), demonstrated the essential conflict between these new ideologies of development and the traditional occidental categories. He emphasized the distinctive character of the values of this development and the resultant need to interpret them in their total context, using a frame of reference congruent with reality.

Not only Professor Sigmund but other students of the subject, such as N.H. Kautsky in "Political Change in Underdeveloped Countries" (New York, John Wiley and Sons, 1962), recognize the necessity of new classifications. They realize that the archaic character of traditional agrarian structures has been fossilized by the impact of industrialization. This has liberated new forces that propose to redefine man and society, without enslavement to traditional models.

It is evident that any international cooperation, any aid from developed countries to those in the process of development, must pay particular attention to these fundamental aspects of the political ideologies of development. Otherwise such cooperation will inevitably fail.

It is well-known, for example -- and the authors mentioned as well as others of equal standing underline the point -- that profound reservations are voiced in many of these developing countries as to the efficacy and appropriateness of adopting the capitalist system in their case. It is condemned as being slow, ineffective and inapplicable to their conditions. It is accused of being contrary to social justice and of being linked to colonialism and to predatory, exploiting international economic power.

It is well-known that there is resistance in these countries to relations involving excessive dependence on the great powers, whatever their political ideology. The developing countries fear the disastrous results of being converted into mere satellites or fringe areas of such powers, and this leads to an ever-growing nationalism. They resolve to solve their great internal problems by themselves and to accept foreign aid only under the most careful control, so as not to become pawns of interests foreign to their own aims and objectives.

All these problems of political economy of development show that if international cooperation, in the form of aid from the developed to the underdeveloped, is necessary, it is at the same time delicate and difficult, particularly in explosive areas such as Latin America. The Rev. Richard Shaull, Professor of Christian Ethics at the University of Princeton, in an article entitled "Politics in Underdeveloped Countries", maintains that the ancient structures of privilege and inequality in Latin America are so strongly protected and, in addition, sustained in many cases by political, military and ecclesiastical power, that the movements seeking to change these structures may have to become more and more radical. They may even be obliged on occasion to resort to violence.

#### EDUCATION AND DEVELOPMENT

Economics, science and technology are the keys to the question of development sought by underdeveloped countries. This process is, in many respects, a true revolution. It is well-known that long before Lenin, Rousseau had already pointed out that a revolution can be won only by education.

In an article entitled "Science, Planning and Economic Development", Professor Oskar Lange emphasizes that all economic development implies a technological and cultural revolution. Development of the productive forces of the economy requires development of industry (which is usually little developed), as well as modernization of agricultural production (since farming methods are primitive and backward).

All this, emphasizes Professor Lange, presupposes substantial qualitative development of the population, and this involves significant cultural changes.



The importance of education in the process of economic development, with its mobilization of human resources, is practically taken for granted today.

Thus we seek to understand, and to maximize, the economic, political and cultural aspects emerging from the process of Brazilian industrialization and development. Thus, the question arises: how can this process be accelerated by education through foreign aid? That is what we shall now attempt to outline.

#### CRITERIA FOR AID

As a starting point, the first question to be answered is: what should be the point of view of the foreign organization, national or multilateral, which provides the aid?

It seems perfectly legitimate to us, in fact, indispensable, that such foreign organizations should establish preliminary criteria to guarantee maximum efficacy and productivity of the aid to be granted. We see no "threat" to national sovereignty in this.

In our view the most important of these preliminary criteria would be the following:

1) Agreements with international organizations should only be processed through an agency authorized to speak for the national government on the question in hand. It seems highly inadvisable, and even dangerous, that foreign agreements should be made directly with states, municipalities or private individuals, without approval by the central government. This could well lead, at the very least, to an unplanned scattering of resources and to interruption in the hierarchy of power.

We are very much in favor of the recommendation approved at the Santiago conference in March, 1962, sponsored by UNESCO: that a national agency be set up and be made responsible for "promoting and coordinating foreign aid to education".

2) It should be a precondition, in order to obtain international aid, that the receiving country should spend at least 4% of its gross national product on education. (This minimum was established by the conferences of Santiago, Karachi and Addis Ababa). Education is above all a national effort. Any country that does not understand this has no just right to ask for foreign aid, which in such a case would be ineffective in any event. Aid is merely a subsidiary and complementary form of cooperation, designed to stimulate the basic national effort.

3) There should be integration of the educational plans and overall national economic planning (Addis Ababa and Santiago Conferences).

As recommended by the conferences of Addis Ababa (1961) and Santiago (1962), it is indispensable today not only that educational projects be planned to form an articulated pedagogic whole, consistent and integrated, but also that they be integral components of a national development plan.

These are the true leitmotifs of up-to-date educational planning. No economic and social development can be achieved without the human resources supplied by education. No expansion of education is viable unless it takes into account the absorptive capacity of the country's economy, which in the short run at least is not infinitely elastic. Close articulation is therefore essential between economic and educational development. This is really the new factor in the second half of the 20th century, something that is far from the accidental growth of education, without articulation or integration, which occurred during the 19th century, even in developed countries. It demands competence not only in education but in various related sectors of knowledge. Thus educational projects not fitted into this framework -- for example, projects diffusely orientated toward development of contemplative individual activities that are socially inoperative, projects aiming at formal knowledge instead of being directed toward concrete, real-life positions such as those provided by scientific and technological training -- do not deserve any priority for international educational assistance. There are plans, such as those of SUDENE in our case, to which all possible international aid should be granted on a priority basis, since they represent a confluence of programming for economic and educational development.

#### THE CASE OF BRAZIL

Now that we have examined the problem in the light of certain criteria, which we consider basic, to be established by foreign organizations before granting aid in the educational field to underdeveloped countries, let us take a brief look at the case of Brazil, and see what appropriate priorities might be for foreign aid to education. We shall consider separately the various levels of education.

#### PRIMARY EDUCATION

In the field of primary education, such cooperation does not seem easy to us, or even very desirable.

Our opinion is based, first of all, on the disproportion between the size of the task to be undertaken and the amount of resources available through international aid. It would be the same situation as that of "UNESCO'S number one project" for Latin America in the field of primary schools, where the efforts made are scarcely perceptible, a drop of water in the ocean. In



addition, elementary instruction underlies and forms national citizenship and demands above all an effort on the national level. With the exception of aid in terms of certain teaching techniques, cooperation in the primary field is not functional. <sup>1</sup>/<sub>4</sub> Even didactic techniques cannot be transferred, purely and simply, from highly-developed countries to underdeveloped countries, but must go through a difficult process of adaptation to specific cultural conditions, such as those of Latin America, Asia or Africa.

It is possible that in the field of school buildings, through long-term financing, a more substantial cooperation at this level might be desirable.

### SECONDARY EDUCATION

When it comes to second-level or secondary schools the situation is not the same at all.

Even though the first cycle is essentially a continuation of primary school, and as such suffers from the same restrictions as regards foreign aid, it must not be forgotten that in the second cycle the situation is quite different. Here is the training ground of middle-level skilled workers, of which Brazil stands in such need, as to both number and variety. Here also is the stepping stone to university and the professions.

The position of secondary instruction is therefore strategic, and any expansion of improvement is reflected not only at its own level but also in primary education through training of teachers, and in higher education, for which it provides the raw material.

Thus international aid may function at this level in the following ways:

- a) in the improvement of science teaching; for example, in reinforcing local initiative, such as the project of the IBEC<sup>(+)</sup> to manufacture small science laboratories for use in the schools;
- b) in advanced training of science and modern language teachers;
- c) in cooperation in creating schools of "know-how" techniques, which should be set up to train new skilled workers so necessary to Brazilian industrialization (foremen, topographers etc.);
- d) in assistance in the field of instruction in schools of the type of SENAI and SENAC (trade schools);
- e) in cooperation in the installation of Training Centers for Elementary School Supervisors; here there is a broad multiplier effect in relation to the quantitative and qualitative needs of primary education.

As a matter of fact, Brazil presented to the Santiago conference a project for creation of forty National Centers where projects of this type, formulated

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(+) Brazilian Institute for Education and Culture

in modern terms, would be carried out. This is a type of project which, in view of its pedagogical planning and implications for national economic development, would deserve high priority as regards international aid to education.

#### HIGHER EDUCATION

As regards higher education (university), this educational level, in the case of Brazil, deserves high priority treatment in the field of international aid to education.

In the first place, it is a sector much freer of certain cultural problems which occur at the primary and secondary levels. In the second place, it is a field particularly propitious for the introduction of new technologies and scientific procedures, which are more or less unknown to countries in the process of development and are capable of markedly accelerating this development, to the degree that they are effectively assimilated.

A broad area of cooperation could be established here, both in the sense of personnel (scholarships) and in that of adequate equipment for development and mastery of the new techniques, as they emerge in scientific and technological progress.

A special place should be reserved in this program of international cooperation for the needs of research, particularly such research as aims at precise objectives and leads to practical action.

#### BASIC PREREQUISITES

All these forms of international aid to development of underdeveloped countries by means of education must, nevertheless, take into consideration certain basic prerequisites, which are essential to success.

One of them is that forms reminiscent of cultural imperialism should not prevail. It should not be a question of simply transferring models emanating from cultural centers, models which in many cases no longer even correspond to the changed needs of the very countries of origin.

Schools that are conceived as perfect replicas of the traditional Sorbonne, Columbia, Heidelberg or Oxford are not functional, nor adaptable to the cultural conditions of the less developed countries. Here they can be no more than an inspiration, and require profound adaptations and modifications; their universal essence must be restudied in the light of national circumstance.

It is also necessary, as Oskar Lange emphasizes in "Science, Planning and Economic Development", that foreign aid to underdeveloped countries should



not aim to maintain new and subtle forms of economic dependence and political influence, which were defeated when colonialism disintegrated.

It is fundamental that those receiving this aid should feel that it is really conceived and organized in their true interests, for the authentic needs of their development.

However great the value of foreign experts, they should always work side by side with local economists, scientists and educators. The aim must always be understood to be the development of the beneficiary country and its economic, political and cultural emancipation.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

First seminar at Unesco House, Paris,  
from 6 April to 8 May 1964, on

"Problems and Strategies of Educational Planning in Latin America"

Practical Information for Participants

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1. Registration of participants

Participants are invited to register on Sunday afternoon, the 5th of April, from 5 p.m. to 7.30 p.m., and on Monday morning the 6th of April, from 9 a.m. to 11 a.m. in the Reception room situated in the Conference Foyer of Unesco, on the right when entering by 125 Avenue de Suffren, beyond Room II. (Please see map appended)

Passes and badges will be issued by the Registration and Documents Service to the participants once they have completed the registration card which they will be handed on arrival.

2. Participants' addresses in Paris

A provisional list of participants' addresses in Paris will be distributed as soon as the necessary information is to hand.

3. Mail Service

Participants may have mail addressed to them c/o the International Institute for Educational Planning, 7 rue Eugène Delacroix, Paris XVI. The Registration and Documents Service will distribute participants' mail, including messages and official invitations.

The nearest post office is situated almost opposite the main entrance to the Secretariat building of Unesco, at 5, avenue de Saxe. This post office is open for all normal postal business, from Monday to Friday, from 9 a.m. to 7 p.m., and on Saturday, from 9 a.m. to 4 p.m.

A letter box will be found in the hall of the Unesco Secretariat building, immediately to the left of the main entrance when coming into the building, Place de Fontenoy.

4. Telephones

The telephone numbers of the International Institute for Educational Planning, 7 rue Eugène Delacroix, are TRO.85.10 and TRO.80.26. The telephone numbers of Unesco are SUF.86.00, SUF.98.70 and SOL. 99.48.

Unesco extensions may be dialled direct from the internal telephones in the main hall. For city calls, two 20 centimes coins must be inserted in the slot before dialling a Paris number.

Participants wishing to make long distance calls should either apply to the Post Office or to the Registration and Documents Service who will have the call put through by Unesco operators, and indicate the cost of the call.



5. Bank

A branch office of the Société Générale will be found on the ground floor of the Unesco Secretariat building, near the Salle des Pas Perdus. This office transacts exchange and all other normal banking business. It is open from Monday to Friday from 10 a.m. to 12 noon and 2 p.m. to 4 p.m.

6. Restaurant, Bar

The restaurant on the seventh floor of the Unesco Secretariat building is open to participants. Fixed-price lunches and dinners à la carte are provided. As the restaurant facilities are somewhat limited, participants are advised to telephone for the reservation of tables (ext. 38.01). The restaurant is open from Monday to Friday for lunch (12 noon to 2.30 p.m.) and for dinner (7 p.m. to 10 p.m.) and on Saturdays for lunch only.

On presentation of their passes, participants will also be admitted to the Cafeteria reserved for the staff of Unesco, also located on the seventh floor.

The Delegates' Bar in the Foyer of the Conference building is open from Monday to Friday from 10 a.m. to 2.30 p.m. and from 3.30 p.m. to 7 p.m.

The Unesco Staff Members' Bar on the seventh floor of the main building is also open to participants for drinks and light refreshments from 12 noon to 14.30 p.m. and from 6 p.m. to 10 p.m.

7. Library

The Unesco Library, on the ground floor of the Secretariat building, will be open to those participants wishing to consult reference works, on presentation of their passes. Participants may also consult the material already collected in the Institute's library, at 7 rue Eugène Delacroix.

8. Unesco Bookshop

The Unesco bookshop in the Secretariat Hall, where Unesco publications and certain publications of the United Nations and other specialized agencies can be purchased, is open from 9 a.m. to 12.30 p.m. and from 2 p.m. to 6 p.m. from Monday to Friday.

9. Newspaper stand

At the newspaper stand in the hall, newspapers, periodicals and magazines in different languages are on sale.

10. Tours of Unesco Headquarters

Multilingual guides of the Visitors' Service are available for conducted tours of Unesco Headquarters. For information please apply to the Visitors' Service which is open from 10 a.m. to 12 noon and from 2.30 p.m. to 5 p.m., Monday to Friday, near the main entrance in the Place de Fontenoy.

11. Gift shop

This gift shop located at the Place de Fontenoy entrance, near the Visitors' Service, offers postcards for sale as well as slides and albums of the Unesco building. It has a special stamp counter of interest to philatelists. It also sells slides of works of art reproduced in the Unesco World Art Series.

## 12. Transport

### Underground :

Stations (in order of distance from Unesco Headquarters) :

Séгур (Line 10 = Porte d'Auteuil - Gare d'Austerlitz)  
Cambronne (Line 6 = Etoile - Nation)  
Ecole militaire (Line 8 = Charenton - Place Balard)  
St. François Xavier (Line 14 = Invalides - Porte de Vanves)

The last trains leave around 12.30 a.m.

The station nearest to the Institute, rue Eugène Delacroix, is :  
Rue de la Pompe.

### Buses :

Line 28 = Gare St. Lazare - Porte d'Orléans  
Line 49 = Gare du Nord - Porte de Versailles  
Line 80 = Mairie du XVème - Mairie du XVIIIème  
Line 86 = Champ de Mars - Saint Mandé  
Line 92 = Gare Montparnasse - Porte de Champerret

The time of departure of the last buses is around 9.30 p.m. except for Lines 80 and 92, which run until midnight.

### Taxis :

There are taxi ranks in Place Fontenoy, Avenue de Lowendal and Avenue de Suffren.

Taxis may also be ordered by telephoning ALEsia 94.00, PORt-Royal 89.89, BOLivar 77.77, RIChelieu 28.30, or PELLEport 22.22.

## 13. Travel

Thos. Cook & Son, Unesco's accredited travel agency, operates a branch office in the hall of the Secretariat building. The office is open from 9 a.m. to 6 p.m., Monday to Friday, and will arrange hotel and travel reservations, provide information on travel, tours and excursions in Paris and France, and secure theatre and concert tickets.

Should participants require visas for their return journey, they may request the services of Unesco's visa service, upon presentation of their pass, or apply to their respective consular services in Paris.



Unesco House - Ground Floor

- A - Secretariat Building
  - B - Conference Building
  - C - Third Building (Delegations, etc)
  - D - Temporary prefabricated buildings (P-5 and P-6)
  - E - Temporary prefabricated buildings (P-1, P-2 and P-3)
  - F - Entrance 125 Avenue de Suffren
  - G - Main entrance to Unesco House, Place de Fontenoy
  - H - Entrance to Third Building, Avenue de Ségur
  - I - Japanese Gardens
  - J - Site of future building
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- 1 - Reception of participants
  - 2 - Documents distribution
  - 3 - Conference Room III
  - 4 - Staircase leading to basement and Rooms 373, 374
  - 5 - Cloakrooms
  - 6 - Lifts (to Unesco restaurant and cafeteria on 7th floor)
  - 7 - Unesco bookshop
  - 8 - Newspaper stand
  - 9 - Travel and Hotels (Cook's)
  - 10 - Bank (Société Générale)
  - 11 - Unesco library
  - 12 - Visitors' Service
  - 13 - Letter box
  - 14 - Delegates' Bar
  - 15 - Telephone booths
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FRENCH POST OFFICE

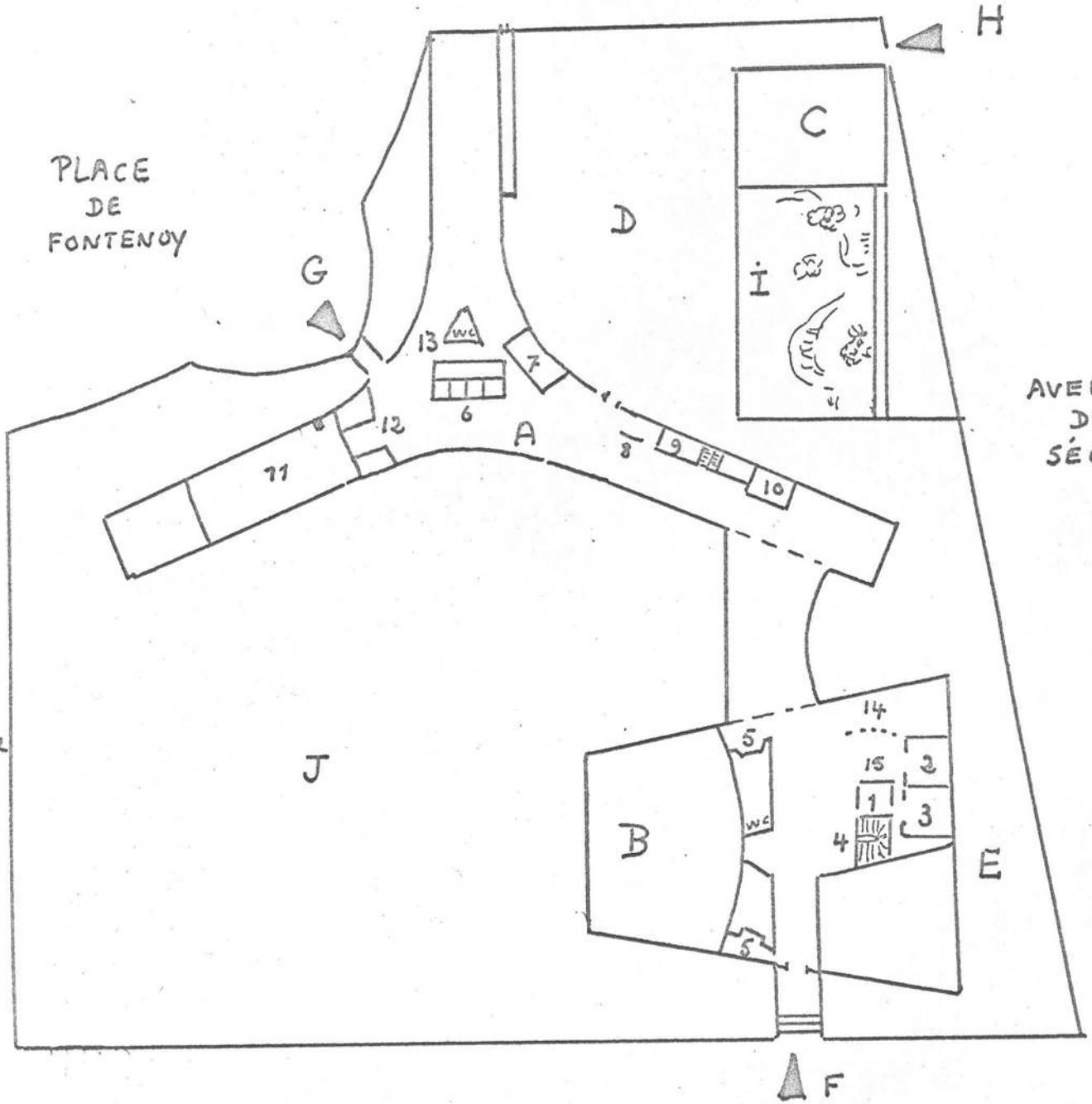
AVENUE DE SAXE

PLACE  
DE  
FONTENOY

AVENUE  
DE  
SÉGUR

AVENUE  
DE  
LOWENDAL

AVENUE DE SUFFREN





SI/Programme  
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CODI

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

First seminar at UNESCO Headquarters,  
Paris from 6 April to 8 May 1964 on

"PROBLEMS AND STRATEGIES OF EDUCATIONAL PLANNING IN LATIN AMERICA"

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PROGRAMME

WS/0364.88/IIEP

## THE CONTENT AND CONDUCT OF THE SEMINAR

The chief aim of this seminar is to bring into sharper focus a variety of key problems which confront educational planners in virtually all developing countries and to break new ground in seeking solutions to these problems. It is hoped that the seminar will generate useful information and ideas that can be published and made available to educational planners throughout the world. The seminar will also provide an opportunity for a number of leading educators and economists who hold responsible positions regarding educational development in Latin America to gain new insights which will increase the effectiveness of their work.

### THE CENTRAL PROBLEMS

The topics scheduled for discussion were selected after consultation with Latin American educators and economists to ensure that the seminar would best serve the practical needs of those directly engaged in planning, policy-making and other development activities.

The first week will be devoted to a critical appraisal of educational planning to date in Latin America and to identifying key problems and new developments of prime significance to Latin American educational planners.

The second week will deal with the question: what does it mean, as a practical matter, to integrate educational planning with economic and social development plan objectives? Here the focus will be upon the external linkages between education and the rest of the society and economy - such as manpower requirements, fiscal resources for education, and the special educational needs created by social development objectives.

During the third week attention will turn to problems involved in planning the internal arrangements of the educational system - such as needed improvements of structure, content and instructional techniques, all of which affect the quality, cost and efficiency of education and thus must be kept in view by educational planners. In this connection a few specific problems will be explored, such as: how to improve Latin American universities, how to increase education's contribution to rural development, and how to improve the content, quality and efficiency of education through innovations in curriculum and instructional methods.

The fourth week will be devoted to considering the perplexing question of how foreign aid can best be fitted into the educational development plans of recipient nations so as to reinforce such plans and



and have maximum effectiveness. The seminar will provide an unusual opportunity for a candid dialogue between the donors and recipients of educational aid, designed to clarify their respective problems and to suggest possible approaches to meeting these problems most effectively.

The fifth week will deal with the question of how the whole process of planning can best be organized to ensure the greatest practical results. In this context study will be given to a variety of problems of implementation, drawn from the actual experience of a diversity of countries, in Latin America and elsewhere.

#### PROCEDURE

The seminar will be kept informal and, sufficiently flexible to permit departures from the prepared schedule if this appears desirable.

To ensure maximum time for group discussion, background papers should be read by all participants prior to each day's session. Authors will NOT read their papers to the seminar. They are requested to confine themselves to a brief oral summary. In most cases discussion of a paper will be initiated by a brief commentary by one of the other participants selected in advance. Where a basic paper has not been prepared on a major topic, a more extensive oral presentation will be made by an appropriate expert, but the number of such presentations will be kept to a minimum so that all members of the seminar will have maximum opportunity to participate in discussions. No distinction will be made between "faculty" and "students" because it is assumed that all participants are qualified to contribute importantly to the seminar.

The scheduled programme is a heavy one, but every effort will be made to provide ample free time for participants to read, write and engage in informal discussion. Appropriate documentation will be available for this purpose. It is hoped that some of the authors will take time to edit and strengthen their papers, in the light of the seminar discussions, to prepare them for possible publication.

Most participants will remain for the entire period of the seminar. A few, however, and several expert consultants on particular topics, will attend only a portion of the seminar. It is hoped that the latter participants, will plan their schedules so as to be available throughout the full week, since each major subject will be treated as a one week unit.

FIRST WEEK APRIL 6-10

A DIAGNOSIS OF LATIN AMERICAN EXPERIENCE

(Chairman for the week: Philip H. Coombs)

Monday, April 6th      THE ECONOMIC, SOCIAL AND POLITICAL CONTEXT

11 a.m.

Inauguration of seminar

Opening address by: R. Maheu, Director General of Unesco

S. Hessel, Director of  
Foreign Relations,  
French Ministry of  
Education

P. H. Coombs "Objectives of the seminar"

3 p.m.

J. Mayobre "Implications of the economic and social  
outlook of Latin America for education"

Discussion

Tuesday, April 7th      THE EDUCATIONAL SCENE IN LATIN AMERICA

9.30 a.m.

G. Betancur "Priorities for action"

G. Lourié "Structure and problems of educational  
development in Latin America"

Discussion

3 p.m.

CASE STUDIES (plenary or group discussions)

Brazil:            G. Dutra Fonseca  
                         A. de Cerqueira Branco

Venezuela:        R. Fernández Heres  
                         E. Rivas Casado  
                         Clinto Camacho



FIRST WEEK (CONTINUED)

Wednesday, April 8th CASE STUDIES (plenary or group discussions)

Chile O. Vera  
E. Hasche

Colombia: J. Vélez garcía

Peru: C. Malpica Faustor  
C. Salazar Romero

3 p.m.

CASE STUDIES

Cuba: Dra. R. Chacón-Nardi

Ecuador: E. Carbo  
G. Mantilla

Thursday, April 9th

A CRITICAL APPRAISAL OF CURRENT EDUCATIONAL  
PLANNING IN LATIN AMERICA

M. Halty "Experience and problems of planning  
education in Latin America in relation  
to economic and social needs"

Discussion

H. Correa "Has economic planning paid enough  
attention to education?"

3 p.m.

S. Romero Lozano "Has educational planning taken a  
wide enough view of education itself?"

S. Ferrer Martin "Has educational planning paid enough  
attention to economic factors?"

Marshall Wolfe "Has enough attention been paid to  
social and political factors?"

Friday, April 10th

9.30 a.m.

Summing up of week

WHAT IS EDUCATIONAL PLANNING? -

A round table discussion, with special reference to  
Latin America, including:

P. H. Coombs  
R. Poignant  
C. Ewers  
S. Romero Lozano  
H. Correa

SECOND WEEK APRIL 13-17

HOW CAN EDUCATIONAL PLANNING BE INTEGRATED WITH  
SOCIAL AND ECONOMIC DEVELOPMENT?

(Chairman for the week: Lic. M. Bravo)

Monday, April 13th

EDUCATION AND ECONOMIC GROWTH

9.30 a.m.

J. Vaizey

"The marriage of Education and Economics"

Discussion

3 p.m.

M. Bravo

"The changing rôle of education at  
different levels of economic development"

Discussion

Tuesday, April 14th

THE MANPOWER AND FISCAL LINKAGES

9.30 a.m.

F. H. Harbison

"Can demand for education, output  
of education and manpower needs  
be balanced?"

Discussion

J. Hilliard

"Policy issues in planning human  
resource development"

Discussion

3 p.m.

F. de Escondrillas

"Can the financial bottleneck to  
educational development in Latin  
America be broken?"

Discussion

Wednesday, April 15th

EDUCATION AND SOCIAL DEVELOPMENT

3 p.m.

Round table including: E. de Vries  
P. Rossello  
J. Medina Echavarría  
J. Agustín Silva

to discuss the following papers:

J. Agustín Silva

"How can educational development  
targets be geared to social  
development needs?"

P. Rossello

"What major non-economic objectives  
of education should be included in  
educational planning?"



SECOND WEEK (CONTINUED)

Thursday, April 16th    A CASE STUDY: THE OECD MEDITERRANEAN REGIONAL PROJECT

Chairman: F. H. Harbison

9.30 a.m.

J. R. Gass        "The Origins and objectives of the  
Mediterranean project"

H. S. Parnes     "The methodological framework"

Discussion

3 p.m.

J. Tena Artigas  
(Spanish National Team)        }  
M. Rubio  
(OECD Secretariat)                }    "The Mediterranean Regional  
Project in practice:  
The case of Spain"

B. Sefer  
(Yugoslav National Team)        }  
L. Emmerij  
(OECD Secretariat)                }    "The Mediterranean Regional  
Project in practice:  
The case of Yugoslavia"

Friday, April 17th

9.30 a.m.

S. C. Kelley        "The Mediterranean Regional Project  
experience: a technical evaluation"

R. F. Lyons        "The Mediterranean Regional Project  
experience: the policy implications"

Comments by: J. Tena Artigas and B. Sefer

Discussion

3 p.m.

S. E. Chernick     "The Mediterranean Regional Project  
experience: its relevance and  
adaptability to Latin America"

Comments by: Two participants from Latin America  
(to be selected)

Discussion

Summing up of week

THIRD WEEK APRIL 20-24

THE INTERNAL PLANNING OF EDUCATION

(Chairman for the week: His Excellency Rodolfo Barón Castro)

Monday, April 20th

REFORM RELATED TO PLANNING

- 9.30 a.m.      P. H. Coombs      "Educational planning and educational reform"
- G. Betancur      "How can changes in the structure and content of Latin American education be incorporated into the planning process?"
- 3 p.m.          H. Correa        "The problem of balance and priorities in Latin American educational planning"

Tuesday, April 21st

A PRACTICAL PLANNING PROBLEM: MODERNIZING HIGHER EDUCATION

- 9.30 a.m.      J. Medina Echavarría      "Why changes in Latin American universities are essential but difficult"
- 3 p.m.          J. Tünnermann Bernheim      "Innovation in regional cooperation"
- E. Arias Osorio      "Comparative planning of Higher Education in Colombia"

Wednesday, April 22nd

- 9.30 a.m.      Discussion, summary and conclusions
- APPROACHES TO THE INTERNAL PLANNING OF EDUCATION
- 3 p.m.          R. F. Lyons        "The Strategic Rôle of Cost Analysis"
- G. Benveniste      "Planning educational innovation"

Thursday, April 23rd

A SECOND PRACTICAL PLANNING PROBLEM: PLANNING CURRICULUM REFORM AND TECHNICAL INNOVATION

- 9.30 a.m.      Panel on educational experiments of significance to planners
- Chairman: J. McDougall (Unesco)
- H. Dieuzeide      "New applications of television to education"
- A. Baez            "New approaches to science education in Latin America"
- H. Cassirer        "Planning of communications media as part of educational planning"

Cont.



THIRD WEEK (CONTINUED)

Thursday, April 23rd (Continued)

3 p.m.

O. Vera "Examples of curriculum reform in Latin America"

Friday, April 24th

A THIRD PRACTICAL PLANNING PROBLEM: EDUCATION AND RURAL DEVELOPMENT

9.30 a.m.

T. Balogh "How can rural areas be brought rapidly into the development stream?"

E. Nicholson "What can be done to improve rural education and development?"

Summing up of week

FOURTH WEEK APRIL 27-MAY 1

FITTING FOREIGN AID INTO EDUCATIONAL PLANS

(Chairman for the week: Dr. Willard Thorp)

<u>Monday, April 27th</u>	<u>STRATEGIES AND PROBLEMS OF INTERNATIONAL AID AGENCIES</u>
9.30 a.m. and 3 p.m.	<u>W. Thorp</u> "Central issues in foreign aid for educational development"  Discussion  <u>Panel</u> to examine strategies and problems of international aid agencies  P. Hoffman (UN Special Fund) M. Adiseshiah (Unesco) D. Owen (UNTAB) R. Diez Hochleitner (IBRD)
<u>Tuesday, April 28th</u>	<u>STRATEGIES AND PROBLEMS OF BILATERAL AID AGENCIES</u>
9.30 a.m. and 3 p.m.	<u>Panel</u> to examine strategies of bilateral aid giving agencies. Representatives of France, Germany, UK, USA, USSR  Discussion
<u>Wednesday, April 29th</u>	<u>STRATEGIES AND PROBLEMS OF RECEIVING AND INTEGRATING AID INTO EDUCATIONAL PLANS</u>
9.30 a.m. and 3 p.m.	Discussion  <u>Panel</u> to examine strategies and problems of receiving countries  N. Santos O. Vera J. Vélez García
<u>Thursday, April 30th</u>	
9.30 a.m.	<u>C. Ewers</u> (Unesco): "Problems of preparing projects for educational aid"  <u>R. Diez Hochleitner</u> : "How to prepare requests for aid"
	Discussion
3 p.m.	<u>Clinic</u> during which officials will confer with participants on policy and procedures for granting aid



FOURTH WEEK (CONTINUED)

Friday, May 1st

GUIDE LINES FOR PLANNING THE MOST EFFECTIVE USE OF  
FOREIGN AID

9.30 a.m.  
and  
3 p.m.

L. Cerych

"Possible criteria for international aid"

G. Benveniste

"Current problems and issues in external  
aid for education"

Summing up of week

FIFTH WEEK MAY 4-8

CONVERTING EDUCATIONAL PLANS INTO ACTION

(Chairman for the week: Roger Grégoire)

- Monday, May 4th      THE INSTITUTIONAL FRAMEWORK IN LATIN AMERICA
- 9.30 a.m.      R. Grégoire "Basic principles of organization for effective educational planning"
- Discussion
- 3 p.m.      Panel to examine organizational problems concerning the preparation and execution of educational plans in Latin America
- J. Abreu  
F. McGregor  
J. Moreira  
and one other participant to be named
- Tuesday, May 5th      PROBLEMS OF ORGANIZATION AND IMPLEMENTATION OF EDUCATIONAL PLANNING IN FRANCE
- 9.30 a.m.      R. Poignant "Institutional arrangements for French educational planning"
- 11.15 a.m.      R. Poignant "Selection of priorities for action in carrying out the educational plan"
- 3 p.m.      M. Ferrez "The policy of school location in implementing the plan"
- M. Petit "The policy for teacher recruitment in implementing the plan"
- Panel to examine institutional problems in implementing the French educational plan
- R. Grégoire  
J. Capelle  
M. Debeauvais  
M. Ferrez  
R. Poignant
- Wednesday, May 6th      OTHER SELECTED EXPERIENCES
- 3 p.m.      G. Skorov "Administrative aspects of educational planning in the USSR"



FIFTH WEEK (CONTINUED)

Thursday, May 7th

9.30 a.m.

S. M. Sharif "Problems of implementing educational planning in Pakistan"

3 p.m.

R. Poignant "Implications of the seminar for educational planning in Latin America - An outsider's view"

Friday, May 8th

9.30 a.m.

"Implications of the seminar for educational planning in Latin America - Insiders' Views"

3 p.m.

Evaluation of the seminar: (To be prepared by selected Latin American participants)

P. H. Coombs "Ground that has been broken and the problems that remain"

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