

Report on the Regional Centre for Educational Planning and Administration for the Arab States

by
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Joint Inspection Unit

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Regional Centre for Educational Planning and
Administration in the Arab States
(ESC/REP)

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RECOMMENDATIONS

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FORWORD

1. This report has been prepared at the request of the Director-General of UNESCO to the Joint Inspection Unit for an inspection of a number of its Regional Centres and Institutes.
2. In preparation for the inspection of the Regional Centre for Educational Planning and Administration in the Arab States at Beirut a brief visit was made to UNESCO Headquarters and to the International Institute for Educational Planning (IIEP) in Paris at the end of February 1971 where the Inspector met a number of senior officials in the Departments concerned with educational planning and the activities of the Regional Centre at Beirut.
3. The Inspector spent a good deal of time at the Regional Centre with the Director and his staff in reviewing the activities of the Centre especially since the end of 1969 after the visit to the Centre by an Evaluation Committee set up by the Director-General.
4. The visit of the Inspector to Beirut had been timed to coincide with the meetings of the Permanent Committee and the Governing Board in mid-March. These two meetings gave the Inspector an opportunity to meet as many of the delegates as possible especially those from countries he could not visit.
5. In addition to the on-the-spot investigations, including meetings with the staff and students at the Centre, brief one-day visits were made to the Ministries of Education of the host government and in the neighbouring countries at Amman and Damascus, and later at Cairo and Tripoli (Libya). These visits proved very fruitful in ascertaining the views of at least a few Member States and in meeting former students now in the field, including those serving with UNRWA/UNESCO school programmes in Jordan.
6. The Inspector was greatly impressed by the interest shown in the Centre by Member States and by the co-operation and frank expression of views that he received everywhere. He wishes to thank all concerned for their co-operation.

7. Many of the Inspector's observations in this report are derived from the extensive discussions he had with those he met during the inspection. He was able in this way to see for himself the unanimity of Member States in their appreciation of the services that the Regional Centre is now making available to them, and their increased demands for these services in great contrast with the past. This trend augurs well for the future and the Inspector feels that in the final analysis the Centre will be judged by the speed and efficiency with which it can deliver the services that meet the real needs of the Member States.

I. INTRODUCTION

A. HISTORICAL BACKGROUND

8. UNESCO's policy and assistance in co-operation with the host States in the fifties that led to the setting up of Regional Centres in various parts of the developing world for teaching and research is well covered in UNESCO Document 16 C/4 on "Long-term outline Plan for 1971-76" and a good summary of this information appears in the Unit's Report on the Activities of UNESCO's Asian Institute for School Building Research (JIU/REP/71/5).

9. The Regional Centre at Beirut has benefited greatly throughout the entire period of its existence from a strong regional influence through a series of Regional Conferences of the Ministers of Education in the Arab States.

10. The first UNESCO Regional Conference of Ministers and Directors of Education of the Arab States, which was held at Beirut from 9 to 13 February 1960, gave priority to educational planning and recommended UNESCO assistance in the establishment of a regional institute for such training.

11. The above recommendation was approved by the General Conference of UNESCO at its Eleventh Session in December 1960 (Resolution 1.2331) and, following the Agreement signed by UNESCO and the Lebanese Government, in agreement with the Arab States, on 9 June 1961, "the Arab States Centre for Advanced Training of Educational Personnel" (ASCATEP) was established at Beirut late in 1961 and the first training course started at the Centre in February 1962.

12. The Centre was later renamed "The Regional Centre for Educational Planning and Administration in the Arab States" to reflect the main function of the Centre which is related to educational planning as an integral part of overall economic and social planning. But the abbreviated form of the original name has remained the same - ASCATEP. The Agreement, renewed in January 1967 and amended in March 1969, expires on 31 December 1972.

13. The second Conference (also known as the Tripoli Conference) took place at Tripoli, Libya, in 1966. It was attended by the Ministers of Education and Ministers responsible for economic planning in the Arab States. The Conference adopted a general resolution which called for increased efforts in the planning of education; compulsory primary education by 1980; diversified secondary and higher education; incorporation of adult literary plans and programmes in educational plans within the next 15 years; and promotion of education for women and for the handicapped.

14. The Tripoli Conference then recommended specific steps that should be taken by Member States and by international and regional organizations in order to achieve the desired objectives. These were:

- "(a) To provide teachers with suitable academic and professional training adapted to the needs of each country and to give them material and moral incentives;
- (b) To develop curricula and textbooks, including vocational and practical training;
- (c) To select efficient and able educational personnel for the educational administration;
- (d) To evaluate carefully the effectiveness of the educational system, to develop educational testing and guidance methods and to undertake and conduct educational research in every Arab country;
- (e) To request UNESCO's assistance, particularly in the field of planning and administration and in providing more opportunities for training and education in both secondary and higher schools for the children of Palestine refugees."

15. Towards the end of 1969 UNESCO set up an Evaluation Committee composed of four eminent educationists familiar with the Arab world under the Chairmanship of Mr. Jacques Berque of the Collège de France. The Committee inspected three of UNESCO's five regional centres in the Arab States, two of which had already been inspected in 1967. The Regional Centre at Beirut was one of the Centres inspected in 1969 and one of the recommendations that the Committee made to UNESCO was that international assistance should be continued beyond the end of 1972, when the current Agreement comes to an end, provided the Centre and UNESCO can fulfil certain conditions for the improvement of the programmes of the Centre.

16. The Third Regional Conference of Ministers of Education and Ministers responsible for Economic Planning in the Arab States met in January 1970 at Marrakesh, Morocco. This Conference was organized by UNESCO in collaboration with the League of Arab States and was attended by 16 Member States and Associate Members of UNESCO and by many observers from the United Nations Organizations and some other international organizations. The Conference reviewed the main trends in education in the Arab Member States and considered future educational policies relating to the expansion of education for economic and social development and the development of human resources.

17. Having also reviewed the activities of the Regional Centre at Beirut, the Conference^{1/} commended the efforts being made by the Centre and its achievement in training a large number of senior officials of the Ministries of Education of the various Arab Countries and recommended that UNESCO should continue to support the Regional Centre for a further period of at least five years after 1972 in accordance with the recommendations of the Evaluation Committee mentioned above.

18. The Director-General of UNESCO took into account the conclusions of the Evaluation Committee as well as the wishes expressed at the Conference of the Ministers of Education of the Arab States held at Marrakesh in January 1970 when he made provisional proposals to the General Conference in his "Long-term outline plan"^{2/} that UNESCO assistance to the Centre be continued at roughly the same level until 1978 provided that the changes now being implemented prove effective."

^{1/} UNESCO Document ED/MD/11, Paris, April 1970.

^{2/} UNESCO Document 16 C/4 Paris, September 1970.

3. MANAGEMENT AND CONTROL OF THE CENTRE

19. The Regional Centre at Beirut is an autonomous regional institution administered by a Governing Board composed of representatives of the Ministries of Education of the Arab States, and a representative of the Director-General of UNESCO with the Lebanese Minister of Education as Chairman. The Governing Board meets once a year.

20. There is a Permanent Committee composed of the Chairman of the Governing Board and an elected representative of the Governing Board, a representative of the Director-General and the Director of the Centre. The Committee's powers are delegated to it by the Governing Board and it meets at least twice a year.

21. The general day-to-day administration and programmes of the Centre are the responsibility of the Director, who is supported in this work by a team composed of an Assistant Director, an Administrator and other staff in the Finance and Library Sections.

C. FUNCTIONS

22. The principal functions of the Centre are:

- (a) the training of personnel to hold responsible posts in educational planning and administration,
- (b) the up-dating of high and middle-level educational planning and administration officers in the Arab States;
- (c) the promotion of studies and research in educational planning and administration;
- (d) the organization of regional seminars on problems relating to educational planning and administration;
- (e) providing assistance to those Arab countries which request the co-operation of teaching staff of the Centre in the organization of courses on educational planning and administration.

The original objectives have remained in force throughout the past ten years with only minor changes in the original text by the omission of general problems related to education in the regional seminars - in section (d) above.

D. RESPECTIVE RESPONSIBILITIES OF UNESCO, THE HOST GOVERNMENT AND OTHER MEMBER STATES

23. According to the Agreement the Lebanese Government is responsible for the premises, the furniture and the services necessary for running the Centre and for the salaries of all the local staff and part of the salaries of all the international staff.

24. UNESCO is responsible for the following:

- (a) The appointment of six international staff including the Director and Assistant Director and four teachers;
- (b) Subvention to cover the difference between the local and international rates of salary of the international staff;
- (c) Provision of fellowships;
- (d) Other financial contributions to the Centre to cover the costs of teaching and office equipment and other expenses.

25. All the international staff at the Centre are recruited on UNESCO/PAS terms under which the host government pays the equivalent of the local salary portion of the staff emoluments and UNESCO makes up the difference. This is a practice which was in common use early in the last decade.

26. Article XIII of Annex I of the Agreement envisaged that the resources of the Centre would be composed of allocations, both specific and in kind received from UNESCO, from the Government of the Lebanese Republic and eventually from other Arab Governments. The Centre was also empowered to receive donations and bequests.

27. So far, the regular contributions to the Centre have come mainly from the host government, from UNESCO's regular programme and from UNDP/TA for regional activities, and in kind from one other government outside the Arab world. But Member States and other institutions participating in the Centre's programme are expected to make their contributions under the Agreement whereby each beneficiary country or institution is obliged to provide a number of fellowships in addition to those provided for by UNESCO.

28. However, with the completion of the new spacious building, now housing the Centre, from generous voluntary contributions, amounting to some 396,281 Lebanese pounds, made by several Member States, it is clear that at least seven Member States so far are helping to meet some of the local costs in rents which in the past were met by the host government. And in this connexion I was informed that more Member States were in the process of adding their contributions to the above building's funds.

(See Annex I).

E. FINANCIAL CONTRIBUTIONS TO THE CENTRE

29. UNESCO's contribution to the Centre from 1961 to 1970 amounted to the equivalent of US\$ 1,356,000 and that of the Lebanese Government to the equivalent of US\$ 509,000 in the same period. And as for the biennium 1971-72 the UNESCO Budget shows that it will contribute some \$ 330,000, to which must be added a further sum of \$ 220,000 from UNDP/TA for regional activities. The contribution from the Lebanese Government for the 1971-72 biennium will be the equivalent of \$ 150,000. The final figures for the contributions from UNESCO and the host government in the biennium will have to be adjusted when all the changes now taking place at the Centre have been completed.
30. Sweden has assisted the Centre by providing an associate expert in Educational Planning who now fills the post of statistician. Her salary is paid by her government.

II. OPERATIONS

A. THE AREA

31. Under the terms of the Agreement the Regional Centre is responsible for training, research and seminars on educational planning and administration in the Arab States. The Arab States are spread out over an enormous area covering the whole of North Africa and a good portion of the rest of the Middle East.

32. Within this vast area the Arab States are separated from one another, not only by the long distances, deserts, slow and expensive means of communication, but also by historical and cultural affinities to other external groupings, factors that must be reckoned with in implementing a regional project in such a large area. Moreover development has not been uniform either generally or in education in particular.

B. THE LANGUAGES

33. While Arabic is spoken in all Arab Member States the oral forms are by no means uniform; I was assured, however, that the written form, especially classic Arabic, presents no problem to students or staff. For historical reasons at least five countries have French as a second language and the rest have English, depending on which part of the Arab world the student comes from. The Centre from the very beginning had to have the services of two interpreters, one for English-Arabic translation and the other for French-Arabic translation. This arrangement was made in order to facilitate communication between the students and the teaching staff who also use three languages as a medium of instruction - English, French and Arabic. To some of the teaching staff English or French may be an acquired second language.

34. While the arrangements made to meet the language problem have worked well, the problem remains, despite elaborate improvements in the system developed so far to lessen the strain - and tedium - since the students have to wait for the speaker to finish his talk before the interpreters translate into the language they are familiar with or have to hear the same talk twice - either in English or French and then in Arabic. There is no perfect or easy solution to this problem but the provision of equipment for simultaneous translation - designed to be placed in the Conference Hall - will be a major breakthrough. The Centre was anxiously awaiting this very essential piece of equipment from UNESCO. I hope that there will be no delay in supplying it.

C. INITIAL TRAINING PROGRAMMES

35. Everybody to whom I talked about the programmes of the Centre in the past admitted that the Centre first went through an experimental phase when there were no clearly defined objectives or methods of work in educational planning. The staff of the Centre spent the first few years trying to form a firm basis for work. They recall that there were no textbooks or manuals on the subject in existence then and they received little help from outside the Centre. They also had to develop such tools as they needed for teaching themselves. In the initial stage the staff devoted their time to research on educational planning and to the teaching of the subject. The second stage started after 1969, when several changes took place at the Centre.

36. During the first seven years the Regional Centre was nevertheless able to carry out one of its main obligations to Member States, that is the training of educational personnel. Every year the Centre was able to organize one long course (originally of seven and later nine months) and one short course of one month, up to the end of 1969.

Selection of Students

37. One fairly wide-spread criticism that I came across during my discussions with various officials was the poor selection of students attending the early long courses. There was no control at all also from the nominating Ministries, some of which used the fellowship as a kind of reward for good behaviour. The Centre was unable or unwilling to refuse to accept government-sponsored candidates, no matter how ill-equipped for the course these were. The figures obtained from following up the former students' employment picture after training at Beirut show a high incidence of old age. In one country several of these officers are already on retirement lists: thus they must have been quite old when admitted to the Centre.

38. Indeed the whole exercise must have been a rather frustrating experience to the students with an inadequate academic background who were forced to follow difficult specialized studies which they could not easily comprehend. And for the better-qualified students it was a dull and slow operation. Then there were the teachers whose work had to be as elementary as possible because of the great differences in qualification of their students. This, I was informed, was one of the major reasons why the Maghreb countries were not able to participate fully in the activities of the Centre. The representatives of several other Member States assured me that this was a significant handicap in the past history of the Centre.

39. Nevertheless the courses organized by the Centre have benefited all Member States. The degree of participation of these countries varies greatly. Effective contact and participation appears to be confined to a maximum radius of some 1,500 miles from the Centre. Beyond that limit we find the Maghreb countries of Tunisia, Algeria and Morocco and on the other side of the map, the countries at the southern tip of the Arabian Peninsula -- Yemen, South Yemen and Qatar, some of which have only recently acceded to independence and whose resources are also very limited.

40. The achievements of the Centre can be summarized as follows:

- (a) Ten Member States and UNRWA have each had more than 25 officials trained at the Centre in its long courses. Five others have each had between five and 15 officials trained;
- (b) For the whole region between 1962 and the end of 1971 some 408 officials have been trained in the long or advanced courses and 120 officials in the short courses. This brings the total number of officials from all Arab States trained at the Centre to 528, to which must be added the list of participants in the recent Regional and National Seminars organized by the Centre. This is no mean achievement, especially when one considers that most developing countries are only just beginning to train their first educational planners;
- (c) Whereas ten years ago the value of educational planning was little known to Member States, today it is not only appreciated by most but, what is more, those countries which are beginning to plan their economic and social development are finding the training given to their officials at the Centre very useful.

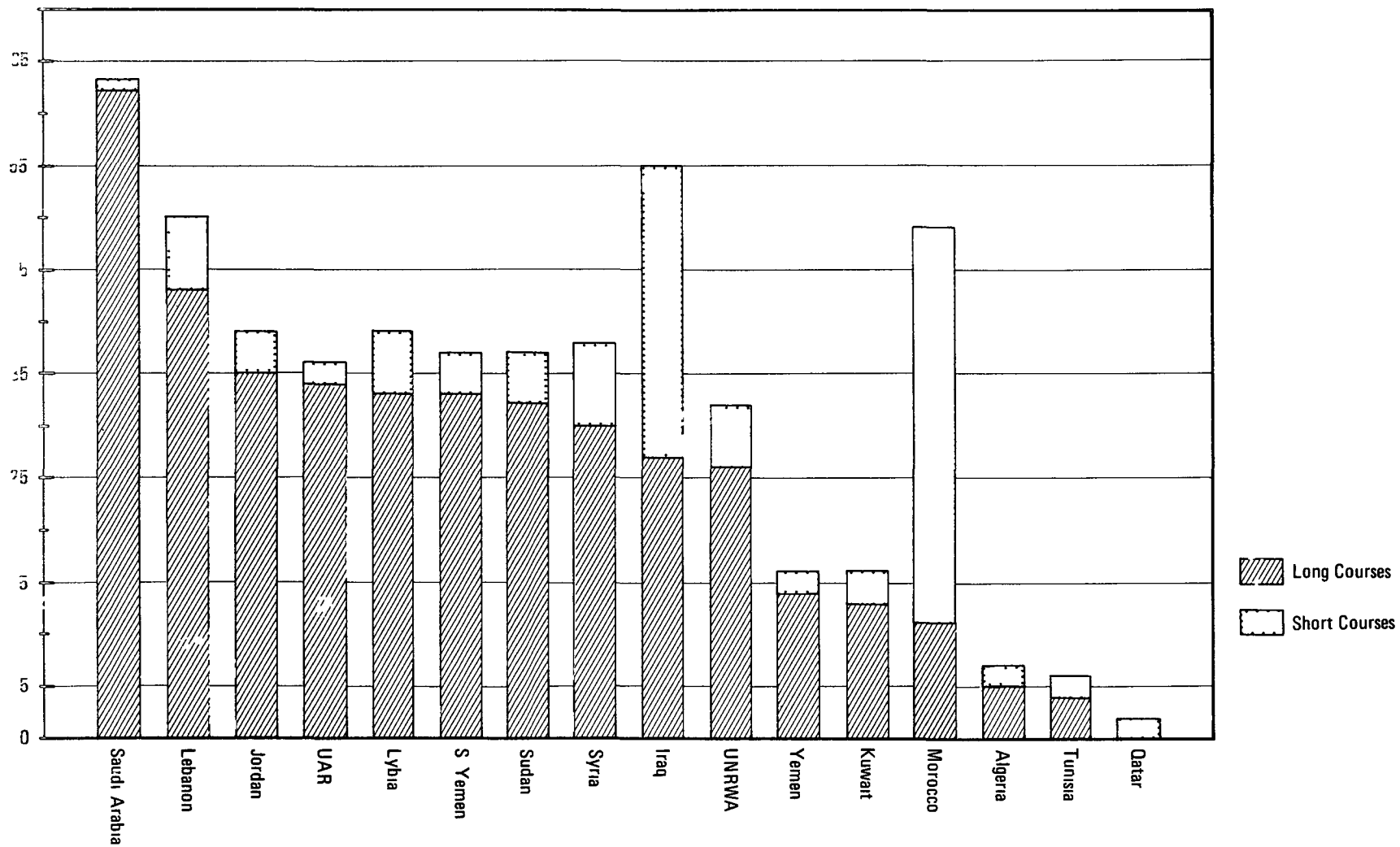
TABLE I
DISTRIBUTION OF STUDENTS WHO HAVE ATTENDED
THE LONG OR ADVANCED AND SHORT COURSES AT THE CENTRE
1962 - 1971

	Long Courses ^{1/}	Short Courses	Total
1. Saudi Arabia	62	1	63
2. Lebanon	43	7	50
3. Jordan	35	4	39
4. United Arab Republic	34	2	36
5. Libya	33	6	39
6. South Yemen	33	4	37
7. Sudan	32	5	37
8. Syria	30	8	38
9. Iraq	27	28	55
10. UNRWA	26	6	32
11. Yemen	14	2	16
12. Kuwait	13	3	16
13. Morocco	11	38	49
14. Algeria	5	2	7
15. Tunisia	4	2	6
16. Qatar	-	2	2
17. Arab League and Others	4	-	4
TOTAL	406	120	526

^{1/} Includes Advanced Courses

Table II

DISTRIBUTION OF STUDENTS IN LONG OR ADVANCED AND SHORT COURSES PER COUNTRY 1962 1971



D. REVIEW OF THE ACTIVITIES OF THE CENTRE

41. The Committee on Evaluation that visited the Regional Centre in October-November 1969 produced an excellent report on its major operations. As this report came out in January last, only a summary of the main observations it contains will be given here.

42. Some Member States had been critical of a number of issues relating to the efficiency of the programmes conducted at the Centre, especially those bearing on the curriculum, which was stated to be rather too general and theoretical and lacking in depth or seriousness, as well as on the calibre of some of the students which was judged to be rather low. Moreover the staff of the Centre had not paid sufficiently frequent and long visits to the Ministries of Education of some Member Countries.

43. On the other hand, the Committee noted the limited resources of the Centre. With only four teachers on hand it was clearly impossible for them to adequately handle their heavy work-load, do research and engage in protracted visits to each Member Country as well. They also noted the other problems faced by the staff of the Centre, including the lack in some States of national plans incorporating educational planning, the non-participation or indifference of other Member States in the Centre's activities, the poor selection of students and the problems of foreign languages.

44. The main recommendations made by the Committee were:

- (i) The strengthening of the teaching staff with an additional post for a teacher of sociology or anthropology;
- (ii) A more careful selection of students;
- (iii) The use in the national Ministries of Education of personnel trained in educational planning,
- (iv) Improvement in the methods of work and the curriculum.

45. This first review of the activities of the Centre, which was conducted after seven years of operation, came at an opportune moment and the changes recommended by the Committee were readily supported by UNESCO, the Centre and the Member States.

(a) New courses and new approach

46. (i) Advanced courses

The old long course, which was an elementary course, was discontinued at the end of 1969 and replaced by an Advanced Course of 12 months. Admission to this new course is on a highly selective basis. The students are university graduates and serving

officers drawn from the Planning or Administration Divisions of the National Ministries of Education. The first advanced course was held in 1970 and the second course, now in session, in 1971. The students must have the mastery of a second language besides Arabic - either English or French. The results of the first advanced course were considered by the Centre to be good.

(11) Specialized courses

47. From the beginning of 1971 the Centre offers two short specialized courses annually. The first course, held between 4 January and 3 February this year, was on "Financing of Education and Improvement of its Output". The second course, planned to take place in October, will be on "The Preparation of an Educational Plan". These courses last only four weeks. The first was reported to have been very successful, though some of the students who attended it felt that four weeks were a bit short. For instance, students reported that their work was slowed down when they ran short of translators, especially when they met in more than two or three groups. They suggested that one or two additional weeks would give them a greater chance for preparation and for getting acquainted with group members from other countries. The Centre should study more carefully the length of the course, bearing in mind both the needs of the students and the resources at the Centre.

48. In addition to the above short specialized courses, the Centre has also instituted a High Level Seminar on a major topic to be held every year. The first of these was held from 14 to 23 September 1970 on "Educational Statistics". This one-week Seminar was very successful and a report on it has now appeared in the Journal of the Centre, the "Revue de Planification de l'Education dans les Pays arabes" No. 23 and 24, 1970. In my view such discussions with Member States with a view to seeking a practical solution through joint decisions and encouragement can be extremely useful in obtaining the answer that Member States expect the Centre to be in a position to provide. For example, nowhere in the voluminous documentation from the Centre that I have studied did I find any suggested solutions to the basic problems that had come to light, for instance the lack of statistics on pupil enrolment, on their sex, their age, etc. On the other hand, the Seminar, after reviewing this problem, suggested certain concrete steps to be taken by each Member State which until then neither the Centre, nor UNESCO, had been successful in suggesting to the Member States (see annex III).

(iii) National Seminars

49. Another innovation that has had a great impact in the region is the organization of short national seminars such as the three that took place in Iraq and the one in Yemen in 1970. Judging by the number of requests from Member States for such specialized field courses, this seems to be one area which the Centre can usefully develop in giving direct assistance where it is most needed - in the Ministries of Education.

50. In the 1971 programme two such seminars were planned for Sudan and Iraq. The Khartoum Seminar was on the Diversification of Secondary Education and the Fourth Iraq Seminar will be on Educational Planning. South Yemen has also requested a national seminar.

(b) Staffing of the Centre

51. The excessive rigidity of the courses given at the Centre in the past has been attributed largely to the small size of the teaching staff which for the past ten years has remained at four posts. These have covered the following subjects:

Educational Planning and Administration

Economics of Education

Educational Statistics

Curriculum Development

52. As a result of the recommendation of the Committee on Evaluation the post for Curriculum Development has since last year been abolished and that for Educational Planning and Administration split into two. UNESCO has not been very successful in filling the new posts but an additional post for School Building was filled in March this year by transferring Mr. Bussat from the Khartoum Regional Centre.

53. When I visited the Centre the staffing position was as follows:

Administration:

Dr. Abdel Aziz El-Koussy

Director (now retired)

Mr. Joseph Antoun

Assistant Director

Teaching staff

Dr. Jean-Pierre Gern

Professor in Educational Economics

Dr. Abdallah Abdel Dayem

Professor in Educational Planning

Dr. I. Werdelin

Professor in Educational Statistics

Dr. Mohamed El-Ghannam

Educational Administration

Mr. P. Bussat

School Building Architect

54. Additional posts for which UNESCO was seeking to recruit qualified staff are:

- (a) A management specialist to teach new methods in the administration of education;
- (b) A sociologist or anthropologist;
- (c) Three associate experts in innovation in education, pedagogy and documentation;
- (d) A consultant in demography,
- (e) An economist (jointly with UNESOB).

55. While these changes will be very much welcomed by the Centre and by Member States, much will depend on the speed with which the recruitment process can be completed. It is most important at this critical moment in the life of the Centre that every effort should be made to staff the Centre with qualified specialists. Since the teaching team at the Centre is now virtually a task force, the momentum gained over the past two years should not be lost for lack of resources.

III. APPRAISAL OF THE PRESENT PROGRAMME

56. The planning and management of education represents rightly an important part of UNESCO's programme and the increasing international resources now being devoted to improving the management of the national education services reflect the global vision now held of the role of education as the common base for all national economic and social development, particularly for the developing nations. A glance at UNESCO's budget for the 1971-72 biennium shows that an amount of \$8,197,965 (of which nearly half comes from its own regular programme and more than half from UNDP/Technical Assistance and Special Fund) will be spent on activities under this item of the Budget. Moreover the above figure is 15% higher than it was in the 1969-70 biennium.

57. The Regional Centre, as the executive arm of UNESCO, is well placed geographically to provide the required services in this field to the Member States in the region and I was pleased to observe the close links and shared interest between UNESCO Headquarters and the Centre on the one hand and between UNESCO and the Member States on the other. The Centre has undoubtedly acquired a great wealth of knowledge and skills in the field of educational development in this region. These skills, as well as the goodwill and confidence between the staff of the Centre and the Ministries of Education can now be expected to begin to pay handsome dividends.

(a) A Lesson from the Past

58. The assistance given to Arab Member States in the field of Educational Planning and Administration has been certainly marked by the fact that the Centre was created long before most Member States had set up the necessary planning machinery. As a result, the training given at the Centre was not related to any existing national programmes. Other developing areas took in the early sixties a different approach in meeting the same need. There, first Planning Units were set up, staffed with officers who had shown proof of their ability in the administration of their respective national educational Services. The training had thus to be directly relevant to the job to be done. This approach was partly the result of a shortage of trained manpower and partly due to the absence at the time of any other specialized training institution.

59. When I visited some of the countries in the region that had participated in the training programmes at Beirut I was naturally interested in following-up the former students - especially those that had attended the long courses. The position in the four countries where I was able to obtain sufficient information is shown in the tables below.

Sample summaries of employment of students after training at Beirut -

Period: 1962-1969

Country A

No. of graduates reviewed	39
(a) No. employed at Headquarters of Ministry of Education (Heads of Departments)	8
(b) Inspection duties	10
(c) Headmasters - secondary schools	10
(d) Principals - teachers colleges	5
(e) University teachers	4
(f) Teaching at secondary school	2

Country B

No. of graduates reviewed	35
(a) No. employed at Headquarters of Ministry of Education, Heads of major departments (Planning, Examination, General Education) 3)	
Divisional Heads 5)	11
Other Officers 3)	
(b) Directors of Education (District Administration)	10
Assistants	4
(c) On scholarship overseas	2
(d) On pension	3
(e) On secondment to other Member States	5
(f) Dead	2

Country C

No. of graduates reviewed	42
(a) At the Ministry of Education - Administration 7)	
- Inspection 4)	16
- Others 5)	
(b) District Administration Directors	7
(c) School Administration Headmaster	7
(d) Transfers to other occupations	6
(e) Retired	5
(f) Dead	1

Country D

No. of graduates reviewed	<u>35</u>
(a) Employed at Ministry of Education - Administration	26
(b) University teaching	4
(c) Secondment transfers	3
(d) Secondary School Headmaster	1
(e) Retired	1

60. The summaries above have been compiled from information supplied by the Centre, which is not necessarily an up-to-date picture of the deployment of former graduates - especially in the case of Countries A and D - but the figures for countries B and C have been recently reviewed by officials of the Ministries concerned.

61. It is obvious that the different countries have found different uses for the officials trained mainly in educational planning. Country D, for instance, had made careful selection of its officials, who on their return from Beirut have been absorbed in the Ministry's key positions to assist in the planning and execution of its development programmes. Country A has found room in its administration and planning sections for only 25% of the graduates; the rest are to be found in the administration of individual schools or colleges. Countries B and C have recently made great strides in strengthening the administration of their Ministries of Education and the planning units through the greater use of those specially trained in planning.

62. While on the face of it one is tempted to conclude that the distribution pattern of the former students has been somewhat wasteful, it is interesting to hear what influence these students have had on recent trends to create planning units and to produce Educational Plans. The former Director of the Centre, Dr. El Koussy, put the argument this way:

"The Centre has thus been able to create a solid network of people interested in educational planning in the various parts of the Arab world There is evidence that it was through the influence of some of the Centre's alumni that planning units, or units auxiliary to planning have been created. Most of these units are administered by the Centre's graduates, such as those in Libya, Tunisia, Sudan, Saudi Arabia, Jordan, Lebanon and the Republic of South Yemen."^{1/}

^{1/} "Regional Centre for Educational Planning and Administration in Arab Countries", Beirut, Nov. 1968 (a publication of the Centre), p. 51.

63. In the Programme and Budget for 1971-72 the Director-General of UNESCO stated that training at the Centre "will be geared to specific problems besetting the individual country of the region" and that "candidates for the courses organized by the Centre either in Beirut or at the request of the governments concerned will be selected from government officials who are directly involved in educational planning". It is to be hoped that the Centre will assist Member States in ensuring that this policy is strictly followed.

(b) The New Advanced Courses

64. I was quite interested in these new courses, since they differ from the old long course. They include both a course on general theory, and field studies and individual project. But two questions seem to me to need an answer: (a) is the long course necessary? (b) where should it be held - in Beirut or at IIEP in Paris?

65. The first Advanced Course in 1969-70 had only eight candidates; the second course in 1971 has six candidates and an additional six candidates from one Member State for whom the latter bears all the cost of the course. It would appear possible to absorb the six students at IIEP, especially once the current shortage of accommodation is eased by the completion of the new building.

66. Some of the people I spoke to were undecided on the future of this course and I can only suggest that it be discussed frankly by the Member States, the Centre and UNESCO. There is no doubt on the part of the staff, however, that because of the better quality and type of students attending it, the new course has stimulated greater effort, interest and research in the region.

67. Training programmes at the Centre and at IIEP, as far as I was able to make out, need further co-ordination. Were present practice to continue there is the danger of wastefulness in resources. Several former graduates of Beirut were also anxious to be exposed to planning experiences outside the Arab world. This could be done at least for the more senior officials, by taking a course at IIEP.

(c) Staffing Needs

68. The past and present position regarding the staffing of the Centre was described earlier. In my view the proposed recruitment programme, while meeting the major teaching areas, does not fully satisfy the needs of the Centre for its present or expanded future programmes. For one thing, the present structure has produced imbalance between the administration and the teaching section. The former, thanks to the generous contribution of the Lebanese Government, comprises

The Director

The Assistant Director or Administrator

The Secretary-General

The Accountant

The Cashier

The teaching staff is composed of individual professors without assistants, except in the Department of Educational Statistics to which an Associate Expert and a local counterpart have been attached.

69. I have already said that the rigidity in staffing affects adversely the programmes of the Centre. At the moment, only the Statistical Department can function full time even when the professor is away on courses. The productive capacity of each department depends on the availability of supporting service. The greatest danger, at present, is the absence of counterpart training. As a result, once the present non-Arab specialists leave, there will be no-one left in the Arab world to replace them. Thus ten years have already been lost in the opportunity to train counterparts in the various skills now staffed in the Centre by outsiders.

70. It is suggested, therefore, that the staffing needs be reviewed carefully, both on the administration and the teaching sides. Once the urgent needs will have been clearly defined it is my hope that a rationalization of the present post distributive pattern will enable the Centre to have at no greater expense a more balanced organic structure. For the moment there is no doubt that the administration of the Centre is top-heavy, whilst the teaching staff carries an unduly heavy load.

71. In this connexion I would make a general suggestion that UNESCO, which is primarily responsible for the teaching staff, should make an effort to obtain more associate experts and counterparts from every Arab country willing and able to provide them, who might be attached to the various teaching departments at the Centre for an agreed length of time, preferably one or two years. At the moment only Lebanon is making use of this opportunity - in the statistics department, where a post of an assistant statistician has been created.

72. Each professor would need an assistant and some will need two, according to the requirements of the subject taught, the size of the teaching programme and the requests for that service by Member States. I know, for instance, that for the new post of

Educational Building Adviser assistance in sketching and drawing and assistance in technical consultation will be needed, and a full time draughtsman or associate expert, and temporary local consultant services in civil engineering and building costing, as well as an equipment and furniture specialist, will be required.

73. In rationalizing the staffing needs, consideration must be given to the language problem and the need for competent service in the production of documents for the Centre in Arabic, English and French. The possibility of sharing this service with IIEP should be considered.

(d) Programme of Work

74. The absence of a firm long-term programme of activities for the Centre accounts for some of the problems observed there. There is a great need for clear objectives both for the short-term and long-term plans of the Centre. UNESCO is certainly supplying whatever assistance is needed; it is now for the Member States to spell out clearly what these needs are, both in setting up the necessary administrative structures inside the Ministries, in solving the various other problems, and in training the necessary manpower within the framework of the resources available at the Centre or at IIEP. Moreover, these plans should be closely related to UNESCO's own Biennial Programmes and Budgets, as well as the Long-Term Outline Plan for 1971-76 and should be reviewed every two years.

75. One of the region's basic problems is that of educational statistics. There are not enough trained educational statisticians in the region and I understand that the region does not even have a centre where such educational statisticians could be trained. It would seem reasonable that such training should be undertaken at the Centre, provided, of course, that there are enough candidates to justify the existence of such a course.

(e) Co-ordination and co-operation

76. The Centre is in touch with many UN organizations in the region, including UNESOB and other related national and regional centres. Through the new posts proposed for the Centre the links between it and UNESOB will be further strengthened. I was surprised to find out, however, that this regional programme was almost unknown to most UNDP Resident Representatives that I met and in the case of Libya, UNESCO records did not include a list of fellows at the Centre. Surely the Resident Representatives should be made aware of the total UN efforts in their respective countries of

assignment; indeed their services might be requested in the selection process and in follow-up action. I feel also that UNESOB should be more directly involved in the programmes of the Centre by being made a full member of the Governing Board or by some other form of representation.

77. Continuing opportunities for greater co-ordinated efforts in the field of training programmes and research exist between IIEP and the various regional centres. With the strengthening of the Beirut Centre, research such as the series conducted by IIEP on Educational Development in Africa, should provide further possibilities of fruitful co-operation between the International Institute and the Centre, each benefiting from the other's local resources.

(f) Role of the Governing Board

78. After ten years the time seems to have come to take a fresh look at the Constitutional Instrument. For one thing, all Member States should now be more directly involved in and committed to the management of the Centre. The next agreement should take into account the future needs of the Centre assuming, of course, that it is to continue as a Regional Institution once current international assistance is withdrawn and is handed over to local regional staff. It would be much easier if the local costs now borne by the host government were shared, say, after 1976, so that only the UNFSCO share would represent an additional cost to Member States. Meanwhile Member States can start recruiting local staff, bearing in mind that their salary structure will have to be attuned to the economic realities of the region.

(g) Needs for assistance in Educational Planning and Administration

79. There is a great need for assistance in this field. Some Member States have only recently set up the necessary machinery for Administration and Educational Planning. Assistance will now be more meaningful in the training of statisticians, architects and generalist planners, as regards the collecting of raw data and the processing and interpretation of this information, with a view to making it a planning tool for the administrators. It is clear, however, that within the Arab world the needs of individual Member States vary: some are just at the beginning while others have already considerable experience in this field. The proposed issue of a statistical panorama by the Centre should go a long way to pinpoint the areas where assistance is most needed. But the available educational statistics can hardly serve as a basis for future projections, since these statistics are in most cases very incomplete.

(h) Library and documentation Centre

80. There is a need and a demand in the region for an up-to-date information bank on educational planning and administration, including general information on education. At the moment, information of this kind can only be collected from outside the region. In order to fulfil this objective the library should receive adequate financial resources. When I visited it in March there was no fixed programme of what to acquire or to produce. The allocation to the Library is a token sum; this situation should be remedied so as to provide the Library with a budget. Even so, the Library maintains a good circulation: 582 books and documents in 1967-68, 1,087 in 1968-69 and 2,800 in 1969-70; it has an acquisition rate of about 500 books a year and an equal number of other documents over the past three years. It is already a major centre in Beirut for reference work in Education.

RECOMMENDATIONS

For action by the General Conference of UNESCO

1. UNESCO and international assistance should be extended beyond the end of 1972.
2. (a) The Agreement between UNESCO and the Lebanese Government should be reviewed before the end of the next agreement period so as to include more direct participation in management and support of the Centre by all Member States;
(b) consideration should be given to the replacement of the present Permanent Committee by an Executive Committee with wider representation of the major areas of the region, by adding two more representatives of the Governing Board to the Committee.
3. The staffing needs should be examined afresh in the context of the recent changes in the Courses and the accent now being placed on field work.
4. The proposal to establish a Regional Information Bank at the Centre should be supported, since it can contribute to a faster dissemination of technical information which Ministries of Education require for their own countries.
5. (a) The fellowships and training programmes should be co-ordinated at the country level, together with all the other United Nations assistance to Member States, through the UNDP Resident Representative;
(b) Where the need arises, Member States, should tie in the training at Beirut and IIEP with the work of the Technical Assistance experts at the respective Ministries, as is now common practice in United Nations technical co-operation under the UNDP/S.F. and T.A. programmes.
6. The Director of the Centre should prepare for the Permanent Committee and the Governing Board a Programme of Activities and a Budget for each biennium, as well as a long-term plan of assistance by the Centre to the region, in collaboration with individual Ministries of Education.
7. Consideration should be given before the expiry of international assistance to staffing the Centre with local counterpart staff remunerated and serving according to a regional salary scale and regional conditions.
8. (a) The recent changes at the Centre should be reviewed every two years in order to ensure that the regional needs in training and research are being met;
(b) The Centre should go all out to determine what are the problems needing solution through planning and should help the Ministries to devise methods of solving such problems.

9. (a) All Member States should invite the Centre to look into their planning and administration requirements so as to enable the Centre to help them build up their work programmes and budgets.

(b) Requests from Member States for outside assistance in the field of educational planning and administration or surveys should be drawn up with the help of the specialists at the Centre in order to make the utmost use of available local resources.

B. For action by the Secretariat

10. The recruitment services of UNESCO should exert greater efforts to fill the vacant posts already approved by the Director-General for the Centre.

ANNEX I

Contributions of Member States for the new Buildings:

	<u>Lebanese pounds</u>
Kuwait	178,540
Iraq	88,480
United Arab Republic	36,929
Qatar	35,270
Abu Dhabi	32,451
Sudan	17,799
Bahrain	6,712
Total	<u>396,281</u>

The host government provided the land on which the new buildings have been erected as well as local services.

ANNEX II

PARTICIPATION IN THE CENTRE'S COURSES

Type of Course Year	L1 1962	L2 62/63	S1 Jul. 64	L3 63/64	S2 Aug. 64	L4 64/65	S3 Sept. 65	L5 65/66	S4 Sept. 66
Place of the Course	BT.	BT.	BT.	BT.	Rabat.	BT.	Baghdad	BT.	BT.
Participating Country/Number of Participants									
Jordan	4	4	1	4	1	4	1	4	1
Tunisia	2	-	-	2	2	-	-	-	-
Algeria	-	3	2	-	-	2	-	-	-
Saudi Arabia	6	6	-	4	1	6	-	7	-
Sudan	4	4	2	-	1	4	1	4	1
Syria	4	4	2	4	2	4	2	4	2
Iraq	-	-	2	-	2	4	24	4	-
Qatar	-	-	-	-	1	-	1	-	-
Kuwait	-	-	-	1	1	4	1	4	1
Lebanon	4	3	2	4	1	4	2	5	2
Libya	4	4	2	4	2	4	2	3	-
U.A.R.	6	4	-	4	2	4	-	4	-
Morocco	4	-	-	-	38	1	-	-	-
Yemen	-	-	1	2	-	2	-	2	1
Southern Yemen	-	-	2	2	2	4	-	8	-
UNRWA	3	4	1	4	2	4	1	2	2
Arab League	-	-	-	-	-	-	-	-	-
Non-Arab Auditors	-	-	-	-	-	-	-	2	-
TOTAL ATTENDANCE of each Course	41	36	17	35	58	51	35	53	10

L - Long Course - Total 386

S - Short Course - Total 120

U. - Advanced Course - Total 20

BT. - Beirut

ANNEX II

PARTICIPATION IN THE CENTRE'S COURSES (cont'd)

Type of Course Year	L6 66/67	L7 67/68	L8 68/69	L9 69/70	Ad. 69/70	Ad. 2 Whole of 71	Iraqian Advanced 71	Total
Place of the Course	BT.	BT.	BT.	BT.	BT.	BT.	BT.	
Participating Country/Number of Participants								
Jordan	4	4	2	4	1	-		39
Tunisia	-	-	-	-	-	-		6
Algeria	-	-	-	-	-	-		7
Saudi Arabia	10	9	7	7	-	-		63
Sudan	2	5	4	4	1	-		37
Syria	3	2	2	2	1	-	6	38
Iraq	2	3	3	4	-	1	6	55
Qatar	-	-	-	-	-	-	-	2
Kuwait	1	2	-	1	-	-		16
Lebanon	4	5	5	5	2	2		50
Libya	5	3	2	3	-	1		39
U.A.R.	3	2	4	2	1	-		36
Morocco	-	2	2	-	1	1		49
Yemen	2	2	2	2	-	-		16
Southern Yemen	6	8	2	2	-	1		37
UNRWA	2	2	2	2	1	-		32
Arab League	-	2	-	-	-	-		2
Non-Arab Auditors	-	-	-	-	-	-	-	2
TOTAL ATTENDANCE of each Course	44	51	37	38	8	6	6	526

L - Long Course - Total 386

S - Short Course - Total 120

Ad. - Advanced Course - Total 20

BT. - Beirut

ANNEX III

EDUCATIONAL STATISTICS TO BE COLLECTED IN ARAB STATES

A committee of five representatives made a recommendation to the Seminar on the essential statistical data required to be included in the questionnaire to be used by the Statistical Office of the Ministry of Education.^{1/}

The Seminar considered that adequate information should be collected on: the students, the teaching-staff, school-buildings, educational expenditures, school activities and others. The Seminar felt that the following data was already accepted as essential and should be agreed upon by the Arab States:

1. Data on Students:

- (a) Number of students;
- (b) Their distribution according to age, sex and grade;
- (c) Educational condition (such as repetition, promotion and dropping-out);
- (d) Type of study and specialization, particularly after First Level.

The Seminar considered that the school registers are of great value for the correction of the data in the statistical questionnaires, as well as for providing adequate information on the students' internal migration from and to various districts within the country, and the study of drop-outs, absence from classes, and repetition of grades.

2. Teaching-Staff:

The Seminar considered that the questionnaire on the teaching-staff should contain data on the following:

- (a) The subject or group of subjects the teacher had specialized in, to be distributed as: (i) Sciences; (ii) Mathematics; (iii) Languages; (iv) Humanities; (v) School activities.
- (b) Teacher's educational qualifications;
- (c) Date of birth;
- (d) Sex;

^{1/} Annex II. "Revue de Planification de l'education dans les pays Arabes" No. 23 and 24, 1970.

- (e) Whether he (or she) works full-time or part-time, attention being paid so as not to confuse the teacher who works part-time in one particular school with the teacher who works part-time also in another school;
- (f) Financial grade and salary;
- (g) Source of remuneration: salary only, or salary plus additional pay;
- (h) Teacher's load compared to the total number of class periods;
- (i) Marital status: married, or otherwise.

The Seminar classified the headmaster, the assistant and the librarian as part-time teachers, and it considered the possibility of drawing up a similar questionnaire for the administrative staff.

3. School Buildings:

It was unanimously agreed that school buildings are of great importance from both the economic and the educational viewpoints, and that they present great difficulties for some States whose financial resources are inadequate to meet the continuous increase in enrolment at the various educational levels, since school buildings account for most of the capital outlay in a country's educational plans.

The Seminar was agreed that the following points should figure in the questionnaires:

- (a) Number of classrooms;
- (b) Number of administration rooms;
- (c) Number of school activities rooms;
- (d) Number of laboratories and workshops;
- (e) Number of sanitary utilities;
- (f) School corridors;
- (g) Age of building;
- (h) Type of ownership and monthly rent (if any).

It was agreed to consider a two-shifts school as one school as regards school buildings; and also to consider the school which is used for a certain level in the morning and for another level in the evening as two schools as regards the number of schools, but as one school as regards school buildings.

4. Educational Expenditures:

The Seminar considered that education is no longer a mere service but that it has become a means of training manpower capital. Therefore, concern should be

ANNEX IV

STAFFING OF THE CENTRE

Administration

Secretaries

Director	1
Assistant Director	
Administrator	1
Chief Accountant	1
Cashier	

Teaching

Professor of Educational Economics	1
Professor of Educational Planning	1
Professor of Educational Administration	1
Professor of Educational Statistics	1
Adviser on Educational Building	1
1 Statistician (Associate Expert)	
1 Assistant Statistician (Counterpart)	

Interpretation

1 English-Arabic interpreter	1
1 French-Arabic interpreter	1

Library Service

1 Librarian	1
1 Library Assistant	1
2 Printing Services	