

# INTERNATIONAL YEARBOOK OF EDUCATION

VOL. XXV, 1963

AFGHANISTAN, ALBANIA, ALGERIA, ARGENTINA, AUSTRALIA,  
AUSTRIA, BELGIUM, BOLIVIA, BRAZIL, BULGARIA, BURMA, BYELO-  
RUSSIA, CAMBODIA, CAMEROUN, CANADA, CENTRAL AFRICAN  
REPUBLIC, CEYLON, CHAD, CHILE, CHINA (REPUBLIC OF), COLOM-  
BIA, CONGO (BRAZZAVILLE), CONGO (LEOPOLDVILLE), COSTA RICA,  
CUBA, CZECHOSLOVAKIA, DAHOMEY, DENMARK, DOMINICAN  
REPUBLIC, ECUADOR, FINLAND, FRANCE, GERMANY (FEDERAL  
REPUBLIC OF), GHANA, GREECE, GUATEMALA, GUINEA, HAITI,  
HUNGARY, ICELAND, INDIA, IRAN, IRAQ, IRELAND, ISRAEL, ITALY,  
JAPAN, JORDAN, KOREA (REPUBLIC OF), KUWAIT, LAOS, LEBANON,  
LIBERIA, LUXEMBOURG, MADAGASCAR, MALAYA, MALI, MAURI-  
TANIA, MEXICO, MONACO, MOROCCO, NETHERLANDS, NEW-  
ZEALAND, NIGER, NIGERIA, NORWAY, PAKISTAN, PARAGUAY,  
PERU, PHILIPPINES, POLAND, PORTUGAL, QATAR, RUANDA, RUMANIA,  
SAUDI ARABIA, SENEGAL, SIERRA LEONE, SOMALIA, SPAIN, SUDAN,  
SWEDEN, SWITZERLAND, SYRIAN ARAB REPUBLIC, THAILAND, TOGO,  
TUNISIA, TURKEY, UGANDA, UKRAINE, USSR, UNITED ARAB REPU-  
BLIC, UNITED KINGDOM, UNITED STATES, UPPER VOLTA, VENEZUELA,  
VIETNAM, YUGOSLAVIA

INTERNATIONAL  
BUREAU OF EDUCATION  
GENEVA

UNESCO  
PLACE DE FONTENROY  
PARIS

PUBLICATION No. 262

## INTRODUCTION

The XXVth volume of the International Yearbook of Education, together with the comparative study of educational developments which appears at the beginning of it, is far more complete than in previous years; it contains the individual national reports of 98 countries and an analysis of the educational trends which have influenced the progress of education in these countries in 1962-1963.

In accordance with tradition, we have thought it useful to mention here, in a very condensed form, some of the main characteristics revealed by an examination of the annual reports sent in by the Ministries of Education :

(1) In the first place it is evident from the comparative study undertaken by the International Bureau of Education that in the 98 countries taken as a whole changes have been fewer than in the previous year. The number of trends examined here which show a tendency to rise is far smaller than last year, whereas in 1961-1962 the opposite phenomenon occurred.

(2) In the field of educational administration the predominant trends were the reorganization of existing administrative services and the setting up of new departments.

(3) The fact that the principle of educational planning has already been accepted by many countries would perhaps explain why the number of countries referring to it is lower than last year.

(4) A new rise has been recorded in the average rate of increase in sums allocated to education (15.58 % instead of 14.61 %). It should be pointed out, however, that in 9 countries allocations have been reduced and that the number of countries reporting a decrease in the rate of increase is higher (34 countries) than the number of those (28) where this rate has shown a tendency to rise.

(5) Contrary to the situation last year, there has been a decrease in the average rate of increase of the number of primary school pupils: 6.91 % instead of 8.12 %. On the other hand, the opposite phenomenon has occurred in secondary education, where the rate of increase has risen from 10.57 % to 13.72 %.

(6) With the usual reservations, since the number of countries supplying comparable figures is fairly limited, we report a tendency to rise in the rate of increase of vocational school enrolments (12.31 % in 1962-1963 against 11.54 % last year). The same may be said for higher education: 11.62 % instead of 10.69 %.

(7) Considerable activity continues to be shown in the field of secondary school curriculum reform (37%), although the percentage is smaller than last year's figure of 44%. The same level (37%) was reached this year by primary school curriculum revision, whereas hitherto it was lower.

(8) There has been a fall also in the number of countries undertaking the revision of their primary and secondary school syllabuses. Those introducing reforms at primary level are, however, more numerous (34%) than those doing so in secondary education (30%).

(9) Once again, the list of new subjects introduced or of subjects which have been given greater emphasis is longer than that of subjects removed from the curriculum or given less emphasis.

(10) As regards the teaching staff, the trends which have become stronger are: the creation of new types of training establishment (37%) and changes in status (15%). The number of countries which have increased teachers' salaries has fallen from 37% to 28%.

In conclusion, let us remind readers that the table showing the number of countries influenced by the 40 trends analyzed offers a far more complete picture of this attempt to evaluate educational developments in 1962-1963.

P. ROSSELLÓ

*Assistant Director of the  
International Bureau of Education*

# COMPARATIVE STUDY OF EDUCATIONAL DEVELOPMENTS IN 1962-1963

PRELIMINARY CONSIDERATIONS — ADMINISTRATION — *Administrative Measures — Inspection — Financing Education — School Building* — QUANTITATIVE DEVELOPMENT OF EDUCATION — FREE COMPULSORY EDUCATION — PRIMARY EDUCATION — *Structural Changes — Curricula and Syllabuses* — SECONDARY EDUCATION — *Structural Changes — Curricula and Syllabuses* — VOCATIONAL EDUCATION — HIGHER EDUCATION — TEACHING STAFF — *Shortage of Teachers — Training — Conditions of Service* — CONCLUSION

## PRELIMINARY CONSIDERATIONS

It may be useful to mention once again, at the beginning of this study in dynamic comparative education, the main objections—there are many others—which can be put forward as to the way in which this study has been conducted.

One of the questions the reader will not fail to ask, and which we are constantly asking ourselves, is this : how far is it possible to establish a kind of balance sheet, and to evaluate the achievements of the year in certain fields of education? In other words, can one claim to make a sketch, to outline the silhouette, of evolutionary trends in some sectors of the educational panorama? Is it advisable to launch into so delicate an operation when the only available material is the collection of annual reports on educational developments sent by the Ministries of Education for the International Conference on Public Education? The very fact that we persist in undertaking what some might call a wager shows that we are convinced the attempt is possible. This conviction is, however, hedged in by all kinds of reservations : reservations, first of all, as regards the purely relative significance of the results obtained ; reservations, too, as to the deficiencies of the technique used in this kind of research. We shall return to this point later.

It may be as well to state first of all the aim pursued in this comparative study. Our primary concern was to discover if the number of facts and events of an educational nature in any given category is greater or smaller this year than last. For that, we have sought to find out how many countries have reported these facts or events and have compared this figure with that of last year. This comparison is aimed at enabling us to determine whether the trends studied (we have called trends the various elements which compose the evolution of education) show a tendency to rise, to fall or to remain stable. By counting the number of countries affected by any given trend it is possible to estimate the breadth or intensity of this trend. There is, for example, no relation between a trend which may be seen in more than half the countries considered and one which affects only a small part of the countries covered



by our samplings. However, one has only to imagine the number of "categories of educational events" of all kinds to which this technique of evaluation could be applied to realize that an appraisal covering only forty or so elements is purely relative in significance.

In view of the necessarily incomplete nature of this study of educational evolution, care must be taken to avoid all hasty generalizations and the drawing of conclusions which by their breadth exceed the range of deductions one may consider legitimate.

The reservations which can be made concerning the technique used in this research are no less serious than those set out above. We are taking the liberty of repeating here what has already been said on this point in previous Yearbooks.

The tendency to rise, to fall or to remain stable which appears in some trends is relatively easy to appreciate when the changes recorded may be expressed in figures. This is the case for the trend concerning the increase in sums allocated to education, for example, or for the quantitative development of the school population at the various levels of education.

Even here, however, it may be objected that we give the same theoretical value to political units whose importance—economic, demographic or other—is extremely varied. Until a scale of co-efficients has been evolved, the only reply one can give to this observation is that for the time being we are concerned with comparison between what may be termed "individual efforts" made by independent political units.

In the second place, it might be objected that we do not take into account differences of degree in events placed in the same category. For example, in comparisons regarding the revision of syllabuses, a country which has revised only one syllabus is placed on the same plane as one which has revised the content of all school subjects. The same consideration also holds for such items as increases in teachers' salaries, where the rise may be very slight or quite considerable, concern all categories of teacher or only some of them.

A further objection is that the data compared do not relate to all the existing political units, and that furthermore we cannot be certain that the information for each country is complete and includes all the categories of events which have taken place during the year. These shortcomings are obvious. We are therefore finally reduced to employing a system of samplings, with all the limitations and disadvantages which this technique presents. The consistency of the results obtained over successive years seems nevertheless to show that, even though the evaluations made cannot be mathematically exact, they do however express the relative magnitude of the phenomena studied.

Even if, geographically speaking, every area was represented in this comparative study, it would still be only partial and incomplete. This is due to the fact that in reality "educational developments" comprise very much more than the forty or so elements that we have isolated and studied separately. One has only to glance at the list of these "criteria" and "indications" to obtain an idea of the size of the undertaking and the means of research which will have to be employed when this study aims at becoming exhaustive and when trends can be analyzed in all their complexity.

If, in spite of all the reservations we have made, we continue in this endeavour, it is because we believe that it has not only theoretical interest but also practical value, particularly for the authorities concerned and for educational planners.

A descriptive comparative study of educational developments can help us make diagnoses. Moreover, in education as in other fields, the relative position held by each country can be appreciated only by resorting to comparison.

It is only by drawing a parallel between the rate of increase of the school population in any one country and that of other countries that we can evaluate the relative importance of the quantitative development of its education.

It might even be claimed that by knowing the intensity of the trend towards educational reform we can judge to what extent we are keeping up with it or are, on the contrary, remaining on the fringe of the movement. Nor can one ignore the fact that studies of this kind can also be useful in making forecasts and provisions for the future.

Finally, we should like to point out that the comparative tables printed in small type in each chapter of this comparative study may be used as an index. In the national reports more detailed information may be found on the events given briefly in these tables.

## ADMINISTRATION

### ADMINISTRATIVE MEASURES

(1) *General impression.* If a parallel is drawn between the percentage of countries which made administrative reforms in 1962-1963 and the percentage for last year, it may be seen that there has been a decrease in this trend. If, instead of taking administration as a whole, we examine the main components of this broad trend, we see that only two of these components—the reorganization of administrative departments and the creation of new administrative organs—show a tendency to rise, whereas four others—educational planning, setting up advisory bodies, transfer of administrative responsibility, and education as a private service—present a more or less marked tendency to fall. The trend concerning centralization or decentralization also shows a slight trend in the same direction.

(2) *Reorganization of administrative departments.* As may be seen from the comparative table given below, it is unavoidable to include under this general heading changes of varying importance covering a larger or smaller sector of the administrative machinery. The word “reorganization” may be applied, too, to modifications the intensity of which is far from being the same in all cases. The rising tendency of this trend has become stronger again this year, and concerns 25% instead of 20% of the countries studied (two years ago the Yearbook recorded only 13%). The countries which mention having reorganized their services are as

follows: Algeria, Belgium, Burma, Byelorussia, Congo (Brazzaville), Denmark, Dominican Republic, France, Guinea, Hungary, Iran, Italy, Laos, Madagascar, Mauretania, Morocco, Philippines, Qatar, Ruanda, Somalia, Spain, Sudan, Sweden, Tunisia and Yugoslavia. Once again, it is in Europe and Africa that transformations of an administrative nature predominate.

(3) *Trend relating to educational planning.* How can one explain the fact that references to educational planning are less frequent in the reports on educational developments for 1962-1963 than in those for the previous year? This trend, which in 1961-1962 was mentioned by 28% of the countries (against 16% in 1960-1961) concerns only 23% this time. This regression is probably due to the fact that conceptions of educational planning vary, and is perhaps in any case only temporary. The countries concerned are: Afghanistan, Albania, Argentina, Bolivia, Cambodia, Chile, China, Congo (Brazzaville), Dominican Republic, Germany, Guatemala, Haiti, Italy, Lebanon, Mauretania, Morocco, Nigeria, Paraguay, Poland, Ruanda, Saudi Arabia, Turkey and the USSR. This trend is predominantly American; in the other continents its intensity is about equal.

(4) *Establishment of new administrative departments.* The completely opposite phenomenon may be observed as regards the development of administrative bodies for education. The figure is 28% of the countries considered, against 23% last year, but it still remains below the level reached in the 1961 Yearbook (36%). This trend is revealed in the reports of the following countries: Argentina, Canada, Central African Republic, Congo (Brazzaville), Congo (Leopoldville), Finland, France, Hungary, Iran, Italy, Japan, Kuwait, Laos, Mauretania, Niger, Nigeria, Norway, Pakistan, Peru, Philippines, Qatar, Saudi Arabia, Sudan, Turkey, Uganda, Ukraine, USSR and Upper Volta. This trend is about equal in African, Asiatic and European countries.

(5) *Creation of advisory bodies.* There has been a very marked retreat as regards the setting up of councils, commissions, etc. without executive powers but with advisory functions. The percentage of countries affected by innovations of this type was only 10% in 1962-1963 as compared with 18% last year. It will be remembered that in 1960-1961 the percentage was 14%. The trend was apparent in the following ten countries: Afghanistan, Brazil, Cameroon, Central African Republic, Czechoslovakia, Dominican Republic, India, Luxembourg, Malaya and Pakistan. The continent most directly influenced was Asia.

(6) *Transfer of administrative responsibility.* The same phenomenon reappears when we consider the percentage of countries which have transferred powers or activities from one organ to another. This trend, which still concerned 12% of the countries last year (9% in 1960-1961), is seen this year in only 5%: Czechoslovakia, Germany, Israel, Norway and Uganda. It is easy to see that these transfers have taken place mainly in Europe.

(7) *Trend towards centralization or decentralization.* There is a slight fall in the percentage of countries which have taken steps to achieve centralization or, on the contrary, decentralization: 15% this year against 17% in 1961-1962 and 11% in 1960-1961. As before, the trend towards decentralization is by far the stronger, and is evident in 12 countries: Australia, Brazil, Ceylon, Cuba, France, Hungary, Morocco, Pakistan, Peru, Sweden, Uganda and the United Arab Republic. Steps towards centralization, on the other hand, have been taken in Norway, Somalia and Togo.

(8) *Trend towards unification or diversification.* Although this trend is even weaker this year than last (3 countries instead of 6), it appears as a movement towards unity (Cameroon, Central African Republic, Ceylon). Decentralization leads in the long run to diversification. It seems that, as regards unification, we have here a trend which, although of a different nature, is parallel in effect to centralization.

(9) *Education as a private service.* The curve representing the number of countries which have taken steps in connection with private education continues to fall: 8% of the countries this year, 12% last year and 16% two years ago. More detailed information is given in the reports of Argentina, Austria, Belgium, Brazil, Ceylon, Germany, Ruanda and Syria. In most cases, these steps relate to new regulations which are often favourable to the teaching staff in private schools.

#### *Comparative Table*

*Afghanistan.* Improvements have been made and some officials have been able to take special courses. A consultative council has been set up to help solve inspectors' problems. The second five-year plan came into force in 1962. The aims for 1962-1963 have been achieved.

*Albania.* A new assistant minister of education has been appointed; the Department of higher and vocational education has become a directorate; the Department of planning and finance has been split into two.

*Algeria.* At the beginning of the school year in 1962, the newly-created Ministry of Education immediately set about organizing its departments and transforming into educational districts the three existing sub-districts. Six consultative commissions were set up.

*Argentina.* Newly set up: a school health and psychopedagogy department in the province of Córdoba and a general directorate of religious instruction in the province of Catamarca. New standards have been fixed for the incorporation of private establishments into the state educational system. The draft educational planning regulations for the province of Salta have been revised.

*Australia.* Further steps have been taken towards decentralization in Tasmania.

*Austria.* New regulations have been made concerning the whole of Austrian school legislation. A treaty has been signed with the Holy See regarding educational matters.

*Belgium.* The central administration now consists of two main departments: national education on the one hand and cultural affairs on the other. The permanent commission for the education pact, which ensures coordination between state and private education, has published a declaration on the application of neutrality in State education.

*Bolivia.* The Ministry of Education has set up the national educational planning committee. A plan for the gradual reorganization of the school system has been prepared.

*Brazil.* The new law favours greater decentralization among federated States. The federal council for education has been set up, as have a certain number of corresponding councils for education in the States. National funds for primary, secondary and higher education have been constituted. Private secondary establishments may opt, for purposes of recognition and inspection, between the cantonal and federal authorities.

*Byelorussia.* The regional education authority has been replaced by two new bodies, one dealing with rural schools and the other with schools in towns and workers' settlements. At the same time the Ministry of Education has set up a department for rural schools and a department for town schools.

*Cambodia.* A start has been made on educational planning.

*Cameroon.* A move has been made towards the harmonization of education by setting up study commissions.

*Canada.* It is planned to set up a new provincial ministry of education grouping several other departments. A section for technical and vocational education has been set up within the Ontario Ministry of Education. The reorganization of school districts in Manitoba and Alberta has been planned. Regional school boards are being formed in Quebec.

*Central African Republic.* One legislative text has unified education and another has fixed the general organization of the education service. The newly-formed National Education Commission is a consultative body. An audio-visual education service has been set up.

*Ceylon.* In accordance with the decentralization policy, twelve regional offices have been established. Up to September 30th, 1962, no less than 1,779 private schools were State-controlled, which equalizes the status of State and private teaching staff and facilitates the establishment of a unified national education system.

*Chile.* An integral planning commission for education has been set up.

*China.* An examination of labour requirements to complete the 1961-1964 four-year plan raised the problem of training qualified staff by 1965.

*Congo (Brazzaville).* Departments formed: school planning and organization department, elementary technical education office, higher council for education, technical cabinet. The Directorate of youth and sports is being reorganized.

*Congo (Leopoldville).* The new provincial administrations (twenty-one instead of six) have been set up. A foreign staff office has been opened at the Ministry of Education.

*Cuba.* The main business has been the reorganization of school administration on the basis of experience acquired. While the technical administration was centralized, the executive tended to be decentralized. "Technical collectives" and "popular organs of education" were formed.

*Czechoslovakia.* The central commission of education councils was formed as a consultative body within the Ministry of Education and Culture. The administration of technical secondary agricultural and forestry schools and of vocational schools of the same type was transferred from the Ministry of Agriculture, Forestry and Water to the Ministry of Education and Culture and to the national committees.

*Denmark.* Three sections (primary and teachers' training schools, secondary schools, education of youth) have been transformed into general directorates.

*Dominican Republic.* The former Secretariat for education, fine-arts and culture has been transformed into a Ministry bearing the same name. A national Council for education and the national Commission for the national

educational project have been set up. A seven-year national education plan has been prepared.

*Finland.* At the General Directorate of schools there will in future be a post of secretary of information in charge of international questions. A State committee has been set up to prepare a model syllabus for primary schools.

*France.* The central administration has been reorganized, the three traditional directorates being replaced by a Directorate of school organization and a Directorate of studies. The responsibilities of educational district heads have been increased with a view to decentralization. Three new educational districts have been added to the seventeen existing ones.

*Germany.* The relative needs of education have been estimated and a plan prepared up to 1967 and 1970. The new law passed in the Saar provides for recognized private schools to receive State grants, as in other *Länder*. Provision has been made for the possible transfer to the State of vocational schools which hitherto came under local government.

*Guatemala.* An integral educational planning bureau has been set up. The organic regulations of education upon which agreement has been reached affects several aspects of the existing structure.

*Guinea.* The Ministry of Youth, Arts and Culture has been integrated with the Ministry of Education. The technical branches of the Ministry of Education have been redistributed and reorganized.

*Haiti.* An educational planning bureau has been set up.

*Hungary.* The primary and secondary education departments have amalgamated. A new department of school administration has been set up. The principle of decentralization has developed.

*India.* The consultative Council has formed four permanent committees and a coordinating Committee. A central Education Council is empowered to decide among other things which secondary schools are to be recognized.

*Iran.* The structure and responsibilities of the general syllabuses and research department have been defined and altered. A special body known as the "Army of Knowledge" is responsible for diffusing primary education for children of school age and adults in rural areas. A coordinating council has been set up for the various universities, together with a Department of cultural relations and international cooperation and a school inspection Department.

*Israel.* Adults' courses have been transferred from the cultural Department to the adults' education Section.

*Italy.* The staff of the Ministry of Education central offices has been increased and divided into thirteen general directorates and five departments and autonomous inspectorates. The Bureau of studies, information and school syllabuses has been set up, together with the school inquiry Commission. The law on the unified junior high school has been passed, as has the three-year plan (small plan) which serves as an introduction to the 1965-1970 five-year plan.

*Japan.* The people's education equipment section has been closed down and a young people's education section set up.

*Kuwait.* Three posts of assistant under-secretaries have been created and an extra-mural activities section and a student affairs section set up.

*Laos.* The Ministry of Education has been reorganized and a directorate of technical education set up.

*Lebanon.* A planning commission has been appointed.

*Luxembourg.* A national education Council has been set up, as well as a commission to study school equipment and furniture.

*Malaya.* The State Consultative Council and the National Consultative Council (both for education) have been set up.

*Mauretania.* A proposal for reorganization has been submitted to the Council of ministers. A post of head of the accounting department has been created. A planning commission is completing work on a school attendance plan.

*Morocco.* The central departments have been grouped around the General Directorate of education, the Directorate of administrative affairs and the Directorate of cultural affairs. Administrative decentralization has been effected by setting up ten provincial delegations. The Ministry of Education planning and school distribution department has developed.

*Niger.* A service has been started to promote literacy among adults.

*Nigeria.* Statistical and planning departments have been set up within the federal Ministry of Education.

*Norway.* The administration of most secondary and vocational schools will be transferred from local to regional authorities. A consultative council for special schools has been formed.

*Pakistan.* Educational administration has been further decentralized in both provinces: in eastern Pakistan, four subdirectorates of education have been set up in the four regions; in western Pakistan, the provincial Directorate of Education has been closed down and the powers of the regional directorates increased. District school committees have been formed in rural areas.

*Paraguay.* The educational planning Department has been set up.

*Peru.* Decentralization of educational administration came into operation in April 1963. The country has been divided into six regions, each comprising a certain number of departments and headed by a regional director.

*Philippines.* The syllabuses and studies Division has been split into three divisions. A technical education office has been set up.

*Poland.* A long term educational development plan (1962-1980) has been established. Alterations have been made in the working of education sections of district councils.

*Qatar.* The educational administration has been transformed into a Ministry of Education. Four new sections have been formed.

*Ruanda.* The Ministry of Education has been reorganized. To implement the development plan a statistical bureau has been opened and inspector-planners trained. A new convention has been established with representatives of church schools.

*Saudi Arabia.* A general directorate has been put in charge of special education. The third year of the five-year plan has been implemented and the aims exceeded in some fields.

*Sierra Leone.* A new law which does not contain any essential alterations will come into force in 1963.

*Somalia.* The reorganization and centralization of the two education systems (north and south) are progressing.

*Spain.* The general Directorate of secondary education has been reorganized.

*Sudan.* The director of the Ministry of Education has been promoted to the rank of Under-secretary of State for Education and the heads of the various departments will take the title of assistant Under-secretaries of State. The examinations section has been transformed into a special department while the examinations Council has been replaced by an examinations Commission. A technical education department has been set up in connection with the economic development plans.

*Sweden.* A plan to reorganize the central directorate of education has just been put forward; this reorganization will be accompanied by a decentralization of the schools directorate.

*Switzerland.* Laws concerning schools have been passed in several cantons.



*Syria.* Steps have been taken in favour of teachers in independent schools.

*Togo.* The work of administrative decentralization continues.

*Tunisia.* The cultural and social Department has been replaced by four autonomous offices controlled directly by the Secretary of State for education. The administration of educational districts has been strengthened.

*Turkey.* The following departments have been set up : general Directorate of educational equipment and technical cooperation, Directorate of religious education, model teachers' training schools office, primary syllabuses office. The first five-year organizational plan took education into account.

*Uganda.* In accordance with the decentralization policy, the directorate of primary and intermediate secondary education has been transferred to district administrations and municipal councils. Taking into account the federal statute, the administration of secondary and teachers' training schools has been transferred to H. H. the Kabaka. A planning and statistical bureau has been set up. A commission is to formulate recommendations concerning the reform of education.

*Ukraine.* A department for town schools and a department for rural schools have been formed in the Ministry of Education. Other departments newly created : the special syllabuses and methodology office, the boarding-schools department, the further education department, the external relations department.

*United Arab Republic.* The powers of directorates of education have been extended.

*USSR.* In the ministries of the federated and autonomous republics the administration of education in towns is differentiated from that in country areas. Planning organizations are working with the Ministry of Education on a development plan for the present decade.

*Upper Volta.* The Directorate of primary education which was actually functioning previously, has been officially instituted by decree.

*Yugoslavia.* One of the essential changes is reflected in the structure of the Federal Assembly and of the assemblies of the federated republics which form the councils for education and culture. The federal executive Council and each federated republic include a Secretariat for education and culture which is comparable to the ministries of other countries.

## INSPECTION

(1) *General impression.* A scarcely perceptible increase, a fall by almost half, and complete stability, that is a summary of the three trends relating to the inspection of education. The trend concerning new measures for the training and further training of inspectors is more or less inexistent this year. This result is far less positive than last year. As the tendency to increase the number of inspectors has reached only slightly more than half last year's percentage, this trend no longer appears at the head of those in the fourth quartile of educational developments.

(2) *New categories of inspectors.* Whereas last year 11% of the countries studied appeared under this heading, this year the figure is 12%. The changes recorded appear in the following countries : Algeria, Argentina, Belgium, Bulgaria, Congo (Brazzaville), Dahomey, Morocco, Philippines, Tunisia, Turkey, Ukraine and the USSR. This trend appears in the same number of countries in Europe and in Africa.



(3) *Increase in the number of inspectors.* Whereas in 1961-1962 a slight advance was recorded, in 1962-1963 we note a very marked retreat. Instead of 40% of the countries examined as last year, and of 37% two years ago, this trend affects only 22% this year. The following is the list of countries mentioning an increase in the number of inspectors: Burma, Byelorussia, Cambodia, Chad, Finland, Greece, Guinea, India, Italy, Japan, Kuwait, Mauretania, Mexico, Netherlands, Nigeria, Senegal, Sierra Leone, Togo, Tunisia, Turkey, Uganda and Upper Volta. It is particularly in Africa that this increase has been reported.

(4) *Changes in the system and technique of inspection.* There is complete stability (24% this year as last) as regards the percentage of countries having made changes in the organization of school inspection and in the nature of inspectors' visits. These countries are: Afghanistan, Algeria, Austria, Byelorussia, Colombia, Congo (Brazzaville), Congo (Leopoldville), Cuba, Ecuador, France, Haiti, Hungary, Israel, Korea, Kuwait, Malaya, Netherlands, Niger, Philippines, Somalia, Spain, Switzerland, Uganda and Venezuela. It is not possible to state a difference between the continents as regards the activity recorded in this field.

#### *Comparative Table*

*Afghanistan.* The school inspection department now includes a consultative committee consisting of representatives of primary, secondary and vocational education.

*Algeria.* A quantitative and qualitative change has taken place in the field of inspection. A body of pedagogical counsellors has been formed to assist teachers.

*Argentina.* Assistant inspectors of kindergartens and special subjects have been appointed by the National Education Council. The authorities in Córdoba have set up the general inspectorate of religious instruction and appointed inspectors and pedagogical counsellors for private education. The inspectorate of private higher education establishments has been formed.

*Austria.* State inspection of kindergartens is now the responsibility of the provinces.

*Belgium.* Seven primary inspectors have been appointed for the non-denominational teaching of ethics. A half post of inspector of Jewish religion has been created in secondary education. Two inspectors of ethics and five of general and technical courses have been appointed in vocational education.

*Bulgaria.* Specialist inspectors for vocational education have been appointed.

*Burma.* It has been proposed to increase the number of inspectors in order to reduce the number of schools each inspector has to visit.

*Byelorussia.* The number of inspectors and didactic counsellors has been considerably increased. The Council of ministers of education has discussed steps to be taken to improve inspection.

*Cambodia.* Steps have been taken to increase the number of primary inspectors.

*Chad.* Two new primary inspectors have been appointed.

*Chile.* Decisions have been taken concerning the appointment of inspectors of nursery schools.

*Colombia.* The country has been divided into six inspection zones.

*Congo (Brazzaville).* The new inspection districts now numbering fifteen, coincide with the new prefectural districts. Technical education is now inspected.

*Congo (Leopoldville).* The general inspectorate of education has been re-established. Primary and secondary inspectorates are being organized at provincial level.

*Costa Rica.* Courses on school organization have been arranged at the university.

*Cuba.* Technical collectives are responsible for stimulating and directing the inspection of work in schools.

*Dahomey.* Two posts of assistant inspector have been created.

*Ecuador.* The inspectorate of secondary education will be known as the "General regional supervision"; the first is in charge of administrative inspection and the second in charge of pedagogical inspection.

*Finland.* Funds have been allocated to open eight new primary inspection offices in the provinces. Competent staff will be attached to them to assist inspectors.

*France.* The general inspectorate has been reorganized so as to obtain greater cohesion between the various branches of education.

*Greece.* A new post of inspector general and three new posts of inspector have been created.

*Guinea.* The number of primary inspectors has been increased from thirteen to twenty-six.

*Haiti.* School missions in rural areas have lightened the task of inspectors.

*Hungary.* Inspectors' written reports have been replaced by oral reports.

*India.* Existing inspection arrangements have had to be reinforced.

*Israel.* New systems of inspection have been introduced in the field of primary and secondary education.

*Italy.* The number of first- and second-class central inspectors has been increased.

*Japan.* The number of pedagogical counsellors working in primary schools has been increased by 292.

*Korea.* Regulations have been provided for the inspection department.

*Kuwait.* The number of inspectors of some subjects has been increased. As an experiment, one inspector has been put in charge of all subjects taught in the first two primary years.

*Malaya.* The system of inspection has been altered.

*Mauretania.* The number of pedagogical counsellors has been increased.

*Mexico.* 150 new posts of federal inspectors of schools have been created.

*Morocco.* A new body of primary inspectors has been formed consisting of inspectors of Arabic education and inspectors of French education. Careful attention is paid to the training of school inspectors.

*Netherlands.* The number of inspectors and counsellors has been raised to 247 (+16). The inspection of secondary education will be divided into six regional inspectorates.

*Niger.* One school inspection district has been divided into two.

*Nigeria.* New inspectors have been appointed in various parts of the country.

*Norway.* A new district schools directorate has been set up.

*Philippines.* Inspection teams have been formed to reinforce the school inspectorate, primary and secondary school heads being faced with increasing responsibilities. The inspectorate has been improved both quantitatively and qualitatively.

*Senegal.* Six school inspectorates have been created.

*Sierra Leone.* New inspectors have been appointed.

*Somalia.* A centralized inspection department is planned, separate from the administration.

*Spain.* The specific tasks entrusted to inspectors have been defined. The inspection of secondary education has been revised.

*Switzerland.* Steps have been taken concerning school inspection in the cantons of Bâle-City and Grisons.

*Togo.* Two further school inspectors are to be appointed.

*Tunisia.* The number of primary inspectors has been strengthened and specialist inspectors have been appointed in secondary education.

*Turkey.* The number of primary inspectors has been increased. The inspectorate of regional teachers' training schools has been created.

*Uganda.* It is proposed to increase the number of district inspectorates, the staff of the central inspectorate having been increased. It has also been proposed to integrate the departments of the inspectorate of religious missions which control the majority of primary schools and intermediate secondary schools.

*Ukraine.* Special inspectors have been appointed for vocational, pre-school education, etc.

*USSR.* Groups of social inspectors have been formed, attached to local education departments and to ministries in federated republics.

*Upper Volta.* Four new primary education districts have been set up.

*Venezuela.* The school inspection system has been decentralized.

## FINANCING EDUCATION

*Trend in the financing of education.* The number of countries providing comparable data on the financing of education has increased this year: 89 instead of 74 last year. In 80 of these countries an increase is recorded, while in the other nine there has been a decrease. It should be noted that this is the first time for several years that the negative values have been so numerous in this field (only one last year). If the sampling takes into account, as hitherto, only those countries reporting an increase (80, minus two in which the exceptionally large increase risked distorting our calculations, i.e. 78 countries), the average for 1962-1963 is 15.58%, which is an advance of 0.97%. If, on the other hand, we take into account all 87 countries, the rate of increase is only 13.3% (1.31% less than last year).

The following are the rates of increase for the last five years as given in the Yearbooks of 1959 to 1963:

1959	1960	1961	1962	1963
16.12%	13.2%	15.9%	14.61%	15.58%

One may therefore repeat what was said last year, namely, that according to the samplings taken the rate of increase for the last few years fluctuates round about 15%.

It may be stated (albeit with the usual reservations, since the proportion of countries covered by the calculations is not the same for all the continents) that the average rate of increase is 18.83% for Asia

(17.25% last year), 14.95% for America (15.02%), 14.9% for Europe (12.37%) and 13.56% for Africa (16.03%).

It is also interesting to compare the countries in which the rate of increase given in this Yearbook is higher or lower than that for last year—in other words, to discover in which countries the trend towards an increase in allocations for education has become stronger or, on the other hand, weaker. Of the 62 countries providing comparable data for the last two years, 28 report a rise in the rate of increase and 34 a fall (last year 28 and 25 respectively).

It is increasingly evident that the practical value of these calculations is to enable each country to estimate its position in comparison with other countries as regards the effort made. For this reason, we have worked out, as in the last Yearbook, a curve based on the rates of increase recorded in 87 countries:

- First quartile:* countries whose rate of increase is lower than 9% ;
- Second quartile:* countries whose rate of increase lies between 9.2% and 12.86% (median) ;
- Third quartile:* countries whose rate of increase lies between 13.7% and 18.25% ;
- Fourth quartile:* countries whose rate of increase exceeds 18.25%.

To discover in which quartile the effort accomplished in 1962-1963 by any given country falls, one has only to place on this curve of distribution the rate of increase given in the comparative table below.

#### *Comparative Table <sup>1</sup>*

*Afghanistan.* Ministry of Education budget (including higher education) for 1963-1964: 690 million afghanis (+39%) [+17%].

*Albania.* Budget for education and culture in 1962: 3,241,600,000 leks (+10.48%) [+13.9%].

*Algeria.* 1963 education budget: 500 million francs plus an extraordinary budget for opening extra classes.

*Argentina.* Budget of the Secretariat of State for education in 1961-1962: 9,208,111,499 pesos (+30.4%) [+17.2%].

*Australia.* Estimated expenditure for 1962-1963 covered by the State Fund for the six federated states: 167,764,234 Australian pounds. (+9%) [+14%].

*Austria.* Expenditure for education in 1962: 3,554,296,687 schillings (+10.7%) [+7.47%].

*Belgium.* Ministry of Education budget for 1963: 25,423,679,000 Belgian francs (+5.33%) [+7.77%].

*Bolivia.* Amount made available for education in 1963: 117,700 million bolivianos (—17.5%).

*Brazil.* Federal Ministry of Education expenditure in 1963: 96,003,947,970 cruzeiros.

*Bulgaria.* State expenditure for education in 1962-1963: 275,162,000 leva (+12.86%) [+9.1%].

*Burma.* Total expenditure for education in 1962-1963: 134 million kyats.

<sup>1</sup> The percentage in parentheses shows the increase or decrease as compared with the previous year whenever the data provided have enabled it to be calculated. The figures in square brackets show the increase or decrease per cent given in the 1962 Yearbook.

*Byelorussia.* Education budget for 1963: 381,348,000 roubles (+6.6%) [+7.8%].

*Cambodia.* Ministry of Education budget in 1963: 1,064,460,620 riels (+35.2%) [+1.3%].

*Cameroon.* Federal Republic education budget in 1962-1963: 1,343,125,000 C.F.A. francs (+6.4%) [+13%].

*Canada.* Total cost of education in 1962: \$1,865,400,000 (+15%).

*Central African Republic.* National education budget for 1963: 774,810,000 francs (+25.5%).

*Ceylon.* Amount devoted to education in 1961-1962: 285,969,015 rupees [+1.67%].

*Chad.* 1962 education budget: 642,472,000 C.F.A. francs (+10.14%) [0%].

*Chile.* Ministry of Education budget in 1962: 166,335,000 pesos (+12.43%).

*China.* Education budgets of central, provincial and local authorities for 1962-1963: 2,046,922,168 new Taiwan yen (+8.03%) [+28.88%].

*Colombia.* Ministry of Education budget for 1962: 534,749,059 pesos (+77.9%).

*Congo (Brazzaville).* 1963 education budget: 1,197 million C.F.A. francs (+6%) [+13%].

*Congo (Leopoldville).* Expenditure for education in 1963: 7,400 million Congolese francs (+7%).

*Costa Rica.* Expenditure for education in 1962: 109,526,191 colons (+6.17%) [+14.7%].

*Cuba.* Ministry of Education budget in 1963: 208,647,900 pesos (—7.8%) due to the separation of the National Council for Culture [+69%].

*Czechoslovakia.* Total sums allocated for education in 1962: 8,621,174,000 Czech. crowns (+8.3%) [+6.7%].

*Dahomey.* Ministry of Education budget for 1962-1963: 1,343,012,000 C.F.A. francs (—2.6%) [+12.03%].

*Denmark.* State allocation for education in 1962: 947,943,921 Danish crowns (+11.2%) [+30.4%].

*Dominican Republic.* Ministry of Education budget for 1962: 13,344,851 pesos.

*Ecuador.* 1963 education budget: 345,556,000 sucres (+24.7%).

*Finland.* Expenditure for education in 1961: 86,151,000,000 million marks (+21%) [10%].

*France.* Ministry of Education budget for 1963: 10,836 million francs (+19.7%) [15.2%].

*Germany.* Expenditure for education in schools and for cultural affairs undertaken by the *Länder*: 7,581 DM (+18%) [+9%].

*Ghana.* Allocation for education in 1962-1963: 22.8 million Ghana pounds (+30%).

*Greece.* Total Ministry of Education budget for 1963: 2,495,004,000 drachmas (+25.04%) [+9%].

*Guatemala.* Ministry of Education budget for 1962-1963: 16,921,244 quetzals (+4.96%).

*Guinea.* Ministry of Education budget for 1963: \$9,425,000 (+16.3%) [28.48%].

*Haiti.* Total expenditure for education for 1962-1963: 22,540,765 gourdes (+1.95%) [+29.5%].

*Hungary.* Provisions of the Ministry of Cultural Affairs 1963 budget: 5,731 million forints (+9.2%) [+8.6%].