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## INTRODUCTION

The 91 national reports on educational development in 1965-1966 which are published in this XXVIIIth volume of the International Yearbook of Education make a new contribution to the annals of educational development since 1933, the date of the first volume of the Yearbook.

The more systematic presentation of the contents of the national reports submitted at the XXIXth session of the International Conference on Public Education has made comparison of some areas of educational development easier. These comparative studies appear, as in other years, at the beginning of the volume.

In addition to the quantitative tables referring to educational budgets and to the numbers of pupils and teachers in the different educational levels, the comparisons deal with changes introduced during the year in (a) Structure and Organization, (b) Curricula and Syllabuses, (c) Teaching Methods and Textbooks, (d) Teaching Staff (Recruiting, Training, and Further Training). These chapters give a bird's-eye view of the outstanding events which have taken place on the specifically scholastic side of educational development.

Each year, the various Ministries of Education are asked to devote a section of the annual report which is submitted to the International Conference on Public Education to the measures which have been taken to implement a Recommendation adopted at one of the previous sessions of the Conference. The international Yearbook of Education 1966 publishes for the first time the follow-up of one of these Recommendations, namely Recommendation No. 56 relating to the organization of school and vocational guidance, which was adopted in 1963 by the XXVIth session of the International Conference on Public Education. The synthesization of these accounts of the follow-up brings home clearly the main charges which different countries have introduced in this field since the publication of Recommendation No. 56.

The official list, brought up to date each year, of the most high-ranking public education authorities in the different countries is intended especially to facilitate contact between the leading officials in whose hands lies the responsibility for education throughout the world.

Moreover, the Yearbook contains a series of statistical tables furnished by the Statistics Department of Unesco and showing educational budgets and the numbers of teachers and pupils in the various levels of instruction. These tables do not duplicate the data given in the reports furnished by the countries. These latter deal, generally speaking, with the school year which has only just finished, and while they have therefore the merit of being very recent they have also, in some cases a, provisional element. The statistics of Unesco, on the contrary, dealing as they do with data already established for two or three years, may be considered as final; and, furthermore, they contain additional data, for instance, on the proportion of teachers and pupils of each sex, on capital and operational expenditure, etc.

The directors of the International Bureau of Education wish to express here their gratitude to all the Ministries of Education which have furnished the information from which this volume has been compiled, as well as to the members of the Secretariat and other assistants who have made possible the publication of this XXVIIIth volume of the International Yearbook of Education.

**Some Aspects  
of Educational Developments  
in 1965-1966**

## SOME ASPECTS OF EDUCATIONAL DEVELOPMENTS IN 1965-1966

### FINANCING EDUCATION

As in preceding years, expenses devoted to education are recorded in a comparative chart containing the replies sent in by 84 countries.

More countries than last year have reported not only the increase or decrease over the previous year (figures in brackets) but also the proportion of the State's budget which these figures represent, and finally, their proportion of the gross national income. The percentage of increase or decrease over the preceding year (as was published in the International Yearbook of Education, 1965) is indicated in square brackets.

*Afghanistan.* Budget of the Ministry of Education for 1966-1967: 850 million Afghanis (+16%) [+0.55%] ⊙ 11.5% of the general state expenditure ⊙ 2% of the gross national income.

*Albania.* Budget for education and culture for 1966: 342,010,000 leks ⊙ 10% of the state budget.

*Algeria.* Budget for national education for 1966: 630 million Algerian dinars (+27%) [−7.5%] ⊙ 19.8% of the state budget.

*Argentina.* Budget of the Ministry of Education and Justice for 1965: 75,337 million pesos (+56.2%) [+33.75%].

*Australia.* State expenditure on education in 1964-1965: £32.8 million (+13.8%) [+10.9%]

*Austria.* Public expenditure on education in 1965: 5,154,404,163 schillings (+14.96%) [+14.38%] ⊙ 8.81% of the state budget.

*Belgium.* Budget of the Ministry of Education for 1966: 41,770,418,000 Belgian francs (+18.81%) [+6.75%].

*Brazil.* Budget of the Ministry of Education and Culture for 1966: 457,431,563,000 cruzeiros (+9.4%) [+100%].

*Burundi.* Budget of the Ministry of Education for 1966: Burundi Fr. 307,405,000 (+12%) [+28.2%] ⊙ 25% of state expenditure.

*Byelorussian S.S.R.* Budget for public education for 1966: 493,316,000 roubles (+3.5%) [+2.05%].

*Cambodia.* Budget for education for 1966: 1,343,964,800 riels (+9.2%) [+4.11%] ⊙ 19.2% of the national budget.

*Cameroon.* Amount spent on education in 1965-1966: 4,166,863,000 CFA francs (+17%) [+10.6%] ⊙ 12.1% of the Federal Republic expenditure ⊙ 2.45% of gross national income.

*Central African Republic.* Budget for education for 1965-1966: 1,399,088,000 CFA francs (+22.07%) [+8.62%] ⊙ 16.36% of the state budget.

*Ceylon.* Budget for education for 1965-1966: 378,455,016 rupees (+6.7%) [+2.6%] ⊙ 15.1% of the state expenditure ⊙ 5.1% of gross national income.

*Chad.* Budget for education for 1966: 937,136,000 CFA francs (+10.64%) [+1.4%].

*Colombia.* Budget for education for 1966: 1,011,602,539 pesos (+27.16%) ⊙ 14.4% of the general budget ⊙ 1.3% of the gross national income.

*Congo (Rep. of the).* Budget for education for 1966: 2,122,627,879 CFA francs (+26.98%) [+8.3%] ⊙ 19% of public expenditure.

*Congo (Democratic Rep. of).* Budget for education for 1966: 12,938,761,000 Congolese francs (+17%) [+20%] ⊙ 20% of the total budget of the Republic.

- Costa Rica.* Budget for 1965: 151,785,743 colons @ 25.81% of the national budget.
- Cuba.* Budget for education for 1966: 303,382,200 pesos (+2.9%) [+3.15%] @ 11.05% of the national budget.
- Denmark.* Budget of the Ministry of Education for 1965-1966: 1,977 million crowns (+11.5%) [+11.8%] @ 19.8% of the general state expenditure @ 3.5% of the national income.
- Ecuador.* Budget for education in 1966: 561,094 sucres (+8.29%) [+18.63%] @ 20.10% of the general budget.
- Ethiopia.* Budget for education for 1965-1966: 56,808,306 Ethiopian dollars (+14%) @ 12.3% of the total government expenditure @ 2.8% of the gross national income.
- Finland.* Expenditure of the Ministry of Public Education and of other ministries on teaching in 1964: 1,205,737,500 Finnish marks (+11%) [+16%] @ 20.9% of the total state expenditure @ 6.2% of the national income.
- France.* Budget for education for 1966: 17,438 million francs (+11.1%) [+14.33%] @ 17.85% of the state budget @ 4.84% of the gross national income.
- Gabon.* Budget of the Ministry of Education for 1966: 1,860,830,000 CFA francs @ 17.8% of the country's total budget.
- Germany (Federal Rep. of).* Cultural expenditure in 1965 (Federal, of the *Länder* and local authorities): 16,122.6 million DM (+0.9%) [+9.9%].
- Ghana.* Total expenditure on education in 1965-1966: 51,535,369 cedis (+4.3%) [+5%] @ 5% of the state expenditure @ 1.5% of the gross national income.
- Hungary.* Budget for teaching establishments administered by the Ministry of Cultural Affairs and by the City Councils in 1966: 8,094 million forints (+3.3%) [+15.2%] @ 8.5% of the state budget.
- India.* Budget for education for 1965-1966: 4,837.2 million rupees (+14.2%) [+21%] @ 21% of the total state budget @ 2.7% of gross national income.
- Iran.* Budget of the Ministry of Education for 1965-1966: 13,165 millions rials (+2.7%) @ 19% of the national budget @ 4.4% of gross national income.
- Iraq.* Budget for education for 1965-1966: 44 million dinars @ 24.5% of the state budget.
- Ireland.* Budget for education for 1966-1967: £37,344,572 (+10.1%) [+1.93%] @ 15.6% of State expenditure @ 4.4% of gross national income.
- Israel.* Budget for education for 1965-1966: 321 million Israel pounds (+25.8%) [29%] @ 8.4% of the total Government budget. @ 4% of the national income.
- Italy.* Budget of the Ministry of Public Education in 1966: 1,373,448.8 million lire (+12.7%).
- Japan.* Budget of the Ministry of Education for 1965-1966: 480,020 million yens (+15.7%) [+18.3%].
- Korea (Republic of).* Central government expenditure on education in 1965: 14,681 million wons (+20.07%) [+12%] @ 17.3% of the total government expenditure @ 2.3% of the gross national income.
- Kuwait.* Expenditure on teaching in 1965-1966: 16,711,084 Kuwaiti Dinars (+17.7%) [+19.79%] @ 11.85% of the state expenditure @ 6.9% of gross national income.
- Lebanon.* Budget of the Ministry of Education for 1966: 88,393,200 Lebanese pounds (+19%) [+17.08%] @ 14.9% of the general state expenditure @ 3.5% of the gross national income.
- Liberia.* Government expenditure on education in 1965: 6,352,566 dollars (+22.1%) [+14.6%] @ 13.1% of the general state expenditure @ 3.1% of gross national income.
- Libya.* Budget of the Ministry of Education for 1965-1966: 17,890,000 Libyan pounds (+50) [+91%] @ 21.5% of the general state expenditure @ 8% of the gross national income.
- Madagascar.* Budget for education for 1965-1966: 3,251,674 Malagasy francs.
- Malawi.* Budget for education for 1966: £2,127,303 (+37.3%) [+20%] @ 14.8% of the state budget.
- Mali.* Budget for education for 1964-1965: 4,308,927,542 Malian francs (+11%) [+10%] @ 18% of the state expenditure @ 4.2% of gross national income.
- Malta.* Budget for education for 1965-1966: £2,838,000 (+6.13%) @ 14.42% of the general state expenditure @ 5.76% of gross national income.

*Mauritius.* Total expenditure on education in 1965-1966: 33,859,140 rupees @ 12.5% of the state budget @ 3.5% of gross national income.

*Mexico.* Present budget for education: 7,079,215,000 pesos (+13.57%).

*Monaco.* Budget for education in 1966: 7,224,200 francs (+41.56%) [+19%] @ 6.1% of the total state expenditure @ 5.9% of gross national income.

*Morocco.* Budget of the Ministry of Education for 1966: 33,260,000 dirhams (—42%) [—38.8%].

*Nepal.* Expenditure on education in 1964-1965: 28.8 million rupees @ 7.9% of total state expenditure.

*Netherlands.* Budget of the Ministry of Education and Science for 1966: 3,611.1 million guilders (+25%) [+20%] @ 23% of national expenditure @ 6.73% of gross state income.

*New Zealand.* Total budget for education for 1965-1966: £71,420,000 (+11%) [+13.5%] @ 11% of state expenditure @ 4.4% of gross national income.

*Niger.* Budget for education for 1966: 9,462,018,000 CFA francs (+6.7%) @ 11.7% of total state expenditure.

*Nigeria.* Budget for education for 1965-1966: £28,213,715.

*Norway.* Budget for education for 1966: 1.528 million Norwegian crowns (+13.3%) [+12.7%] @ 13.9% of state budget @ 5.9% of gross national income.

*Pakistan.* Budget for education for 1965-1966: 784 million rupees (+8.5%) [+12%].

*Panama.* Budget for education for 1965: 21,226,770 balboas (+3.4%) [+7%] @ 24.5% of the national budget.

*Peru.* Budget for education for 1966: 5,136,020,000 sols (+20%) [+55.5%] @ 26.12% of the central government budget @ 6% of gross national income.

*Philippines.* Budget of the Education Department for 1965-1966: 595,995,624 pesos (+7.3%) [+9.35%] @ 28.6% of total government expenditure.

*Poland.* Budget for education for 1966: 22,106 million zlotys (+9.1%) [+6.41%].

*Qatar.* Budget of the Ministry of Education for 1965-1966: 32,536,250 rupees (+16%) [+7.7%].

*Romania.* Budget for education for 1966: 7,183 million leis (+10%) [+11.66%].

*Saudi Arabia.* Budget for education for 1965-1966: 539,076,835 riyals (+21.4%) [+14.49%].

*Senegal.* Budget for education for 1965-1966: 6,288,610,000 CFA francs (+17%) [+8.5%] @ 18% of general state expenditure.

*Sierra Leone.* Expenditure on education in 1965-1966: 7,363,221 le.

*Somalia.* Budget for education in 1965-1966: 16,794 million somalis @ 6.65% of the total state budget.

*Spain.* Budget of the Ministry of Education and Science for 1966: 21,520,500,000 pesetas.

*Sudan.* Total expenditure on education in 1965-1966: 10,462,723 Sudanese pounds @ 14.5% of state expenditure @ 2.3% of gross national income.

*Sweden.* Credits allocated for education in 1965-1966: 3,718 million crowns (+22%) [+13.5%] @ 15% of the general state expenditure.

*Switzerland.* Expenditure of the Cantons on education in 1965: 855,327,217 Swiss francs. Expenditure of the Confederation on education and culture: 148,716,790 Swiss francs (+43.1%) [+14.16%].

*Syrian Arab Republic.* Budget for education for 1966: 165,188,800 Syrian pounds (+30.2%) [—9%].

*Tanzania.* Budget for education for 1965-1966: £6,500,000.

*Thailand.* Budget for education for 1966: 2,426,800,000 bahts (+13.8%) [+10.23%].

*Togo.* Budget for education for 1965-1966: 886,662,000 CFA francs (+9%) [+14%] @ 20% of general state expenditure.

*Tunisia.* Budget of the Secretariat of State for Education for 1966: 24,600,000 dinars (+19.57%) [+17%] @ 24.47% of general state expenditure.

*Turkey.* Budget of the Ministry of Education for 1966: 2,593,568,549 Turkish pounds (+18.85%) [+9.8%] @ 15.4% of general state expenditure. @ 3.9% of the gross national income.

*Ukrainian S.S.R.* Budget credits allocated for teaching, culture and scientific development in 1966: 2,323,600,000 roubles.

*U.S.S.R.* Budget for public education, scientific development and culture for 1966: 18,700 million roubles.

*United Arab Republic.* Budget of the Ministry of Education for 1965-1966: 82,768,000 Egyptian pounds (+21.55%). Budget of the Ministry of higher education: 21,952,000 Egyptian pounds (-13.8%) [+5.1%].

*United Kingdom. England and Wales:* Expenditure of the local school authorities in 1964-1965: £956,000,000 (+7.2%). Budget of the Ministry of Education for 1965-1966: £321,000,000. *Scotland.* Expenditure on education in 1965-1966: £166,500,000 (+4.3%). *Northern Ireland.* Expenditure on public education in 1965-1966: £37,000,000.

*United States.* State expenditure on education in 1965-1966: 45,100 million dollars (+12.8%)  
 ◎ 17.3% of general expenditure of the state governments in 1964-1965 ◎ 6.7% of gross national income in 1965-1966.

*Venezuela.* Budget for education for 1965: 1,369,071,778 bolivars (+11.5%) [+23.4%]  
 ◎ 17.42% of the general budget ◎ 4.1% of the gross national income.

*Vietnam (Republic of).* Budget for education in 1966: 2,700 million Vietnamese dollars (+6%) [+68.6%].

*Yugoslavia.* Total expenditure on education in 1965: 338,110 million dinars (+28.3%) [+23.9%].

## NUMBER OF PUPILS AND TEACHERS

The following is a detailed table showing by country the number of pupils and teachers in the various types of education and the difference as compared with the previous year. The reader may make his own comparisons based on the figures given, while bearing in mind the necessary reservations due to differences in educational structure and interpretation from one country to another.

COMPARATIVE TABLE<sup>1</sup>

<i>Afghanistan — 1964-1965</i>		Number of Pupils		Number of Teachers	
Village . . . . .	84,500	+22%		1,258	+17%
Primary . . . . .	273,500	+14%		5,476	+21%
Secondary . . . . .	33,980	+30%		1,360	+4%
Vocational . . . . .	14,627	+20%		839	+15%
Higher . . . . .	3,450	+13%		—	
<i>Albania — 1965-1966</i>					
Pre-primary . . . . .	17,721	+ 3.4%	(+ 1.2%)	880	- 2.7% (+ 6.2%)
Primary . . . . .	239,982	+ 5.2%	(+ 4.1%)	7,713	+ 7.4% (+ 6.8%)
General secondary					
first course . . . . .	108,492	+ 6.9%	(+ 7.9%)	5,161	+ 6.5% (+12.2%)
second course . . . . .	21,635	+15.7%	(+19.9%)	1,078	+21.1% (+ 8.2%)
Technical and vocational .	9,132	+ 4.3%	(+ 7.4%)	502	+ 9.3% (+10 %)
Teacher training . . . . .	3,935	-24.7%	(+18.5%)	209	-22.8% (- 3.2%)
Advanced teacher training.	1,387	+19.6%	(- 0.6%)	66	- 9.6% (+ 8 %)
Higher . . . . .	5,630	+ 9.3%	(+ 4 %)	451	- 3.4% (+ 7.8%)

<sup>1</sup> The percentage given in the second column shows the rate of increase or decrease in the number of pupils and teachers as compared with the previous year. The percentage in parentheses shows the previous rate of increase or decrease.

<i>Algeria — 1965-1966</i>			Number of Pupils			Number of Teachers		
Pre-primary . . . . .	—				—			
Primary . . . . .	1,332,203	+ 6.52%	(+11%)		30,072	+ 2.85%	(+ 4%)	
Secondary . . . . .	85,005	+ 21.34%	(+25%)		4,128	+ 22.10%	(+15%)	
Technical . . . . .	31,686	+ 5.90%	(+14%)		1,988	+ 10.10%	(+57%)	
Teacher training . . . . .	3,725	+126.85%	(+43%)		290	+123 %	(+ 9%)	
Higher . . . . .	8,045	+ 16.79%	(+31%)		568	+ 13.37%	(+ 2%)	

<i>Argentina — 1965</i>			Number of Pupils			Number of Teachers		
Pre-primary . . . . .	133,811	+15 %			6,871	+11.3%		
Primary . . . . .	3,251,464	+ 4.2%			164,290	+ 5.6%		
Secondary . . . . .	756,827	+ 5.6%			105,339	+ 6.9%		
Higher . . . . .	51,978	+34.7%			7,004	+31.5%		
University . . . . .	194,469	+ 7.9%			9,750	+ 8.8%		
Complementary courses . . . . .	290,808	- 4.1%			8,191	- 4.4%		

<i>Australia — 1965</i>			Number of Pupils			Number of Teachers		
<i>Government Schools</i>								
Primary . . . . .	1,286,380	} +3.1%	( +2.6%)	}	75,012	+6.2%	( +6.4%)	
Secondary . . . . .	567,286							
Unallocated . . . . .	3,192							
<i>Non-Government Schools</i>								
Primary . . . . .	375,158	} + 2.7%	( +2.8%)	}	19,309	+3.8%	( +6.3%)	
Secondary . . . . .	203,498							
Unallocated . . . . .	1,901							
Universities . . . . .	82,788							

<i>Austria — 1965-1966</i>			Number of Pupils			Number of Teachers		
<i>State schools:</i>								
Lower primary . . . . .	—		(+ 1.81%)		—			
Upper primary . . . . .	—		(+ 3.04%)		—			
Special . . . . .	—		(+ 2.52%)		—			
General secondary . . . . .	75,312	+ 4 %	(+ 4.08%)		5,849	- 2.9%	(+ 5.48%)	
Training of teachers and instructors . . . . .	8,233	+18.2%	(+15.85%)		699	+ 5.6%	(+24.43%)	
Vocational (1964-1965) . . . . .	174,781	+ 1.4%	(+ 4.28%)		7,317	+ 2.5%	(+ 2.61%)	
Higher . . . . .	52,169	+ 1.5%	(+ 2.28%)		5,245	+12.2%	(+10.03%)	
<i>Private schools:</i>								
General secondary . . . . .	13,617	+ 2.6%	(+ 5.26%)		1,322			
Training of teachers and instructors . . . . .	4,446	+ 2.4%	(+ 3.92%)		573	0 %	(+ 5.66%)	
Vocational . . . . .	15,828	- 2.8%	(- 9.25%)		2,334	+ 5.2%	(+ 1.88%)	

<i>Belgium — 1965-1966</i>			Number of Pupils			Number of Teachers		
Nursery . . . . .	451,786	+ 2.08%	(+ 1.26%)					
Primary . . . . .	999,283	+ 0.89%	(+ 0.17%)					
State intermediate . . . . .	116,543	+ 2.63%	(+ 2.09%)					
<i>State teacher training:</i>								
Nursery teachers . . . . .	1,816	+ 2.19%	(+ 3.16%)					
Primary teachers . . . . .	5,727	+ 0.50%	(+ 3.55%)					
Intermediate teachers . . . . .	2,297	- 4.09%	(- 8.2 %)					
Technical . . . . .	416,550	+ 3.96%						
Higher . . . . .	48,800	+14.9 %	(+10.6 %)					

		Number of Pupils		Number of Teachers	
<i>Brazil — 1965</i>					
Primary . . . . .	9,877,811	+ 5.6%		289,865	
Secondary . . . . .	1,553,699	+13.5%	(+11 %)	81,230	
Commercial . . . . .	288,351	+ 6.7%		20,935	
Teacher training . . . . .	220,242	+25.5%	(+23.1%)	20,782	
Industrial . . . . .	79,230	+15.1%		7,771	
Agricultural . . . . .	12,878	+25 %		1,506	
Higher . . . . .	158,316	+11.1%	(+ 8.3%)	30,872	
<i>Bulgaria — 1965-1966</i>					
Pre-school . . . . .	362,093	+ 3.03%	(+ 1.81%)	16,393	+ 5.15% (+ 2.26%)
Primary day . . . . .	1,219,560	- 1.33%	(- 0.72%)	56,024	+ 1.10% (+ 0.11%)
Primary evening . . . . .	32,144	- 9.4 %	(+ 2.57%)	1,116	(+ 4.19%)
Special . . . . .	14,592	+16.27%	(+23.46%)	1,703	+23.40% (+ 7.44%)
Technical day . . . . .	111,322	- 7.06%	(+ 6.43%)	7,636	- 2.13% (+ 7.15%)
Technical evening . . . . .	36,376	+ 7.12%	(+25.66%)	768	+25.69% (+19.33%)
Vocational technical . . . . .	86,332	+15.79%	(+20.66%)	5,681	+14.05% (+20.28%)
Secondary art . . . . .	1,729	+ 1.09%	(+ 5.64%)	378	+ 1.34% (+10.35%)
Semi-higher . . . . .	10,881	-26.39%	(+ 9.3 %)	559	-23.85% (-12.41%)
Higher . . . . .	87,513	+ 2.92%	(+ 7.29%)	5,905	+ 8.74% (+ 1.32%)
<i>Burundi — 1965-1966</i>					
Primary . . . . .	145,200	+ 4.8%	(+16.66%)		
General Secondary . . . . .	2,469	+ 7.1%	(+ 8.19%)	217	+53.9%
Shorter teacher training . . . . .	1,348	- 3.1%		112	
Longer teacher training . . . . .	481	+ 22.7%		68	
Domestic . . . . .	496	- 15.3%		49	+11.3%
Social . . . . .	84	+200 %			
Higher . . . . .	162	+ 1.2%	(+53.84%)		
<i>Byelorussian S.S.R. — 1965-1966</i>					
General education :					
Classes I-VIII . . . . .	1,427,172				
Classes IX-XII . . . . .	218,466				
	1,645,638	+ 3.3%			
Boarding schools . . . . .	33,270	+30.7%			
Higher education . . . . .	103,994				
<i>Cambodia — 1965-1966</i>					
Primary: public . . . . .	756,713	+11.7%	(+ 5.43%)	14,471	
private . . . . .	42,826			1,179	
Secondary: public . . . . .	66,516	+17.5%	(+29.09%)	2,000	
private . . . . .	12,425			879	
<i>Cameroon — 1965-1966</i>					
<i>East Cameroon</i>					
Pre-school . . . . .	20,160	- 8.4%	(+ 4.4%)	11,601	+ 9.5% (+5.4%)
Primary . . . . .	589,303	+ 6.3%			
Secondary . . . . .	26,187	+21.1%	(+ 5.1%)	946	
Technical . . . . .	8,941	+33.3%	(+ 7.1%)	357	+48.1%
<i>West Cameroon</i>					
Primary . . . . .	124,300	+ 6.4%	(+10.2%)	4,118	+ 6.9% (+6.5%)
Secondary . . . . .	4,040	+33.2%	(+16.1%)	247	+15.9%
Technical . . . . .	160	+50.9%		—	
<i>Higher education</i>					
Federal university . . . . .	1,200	+13.6%	(+27.2%)	51	
School of administration . . . . .	97	-10.2%	(+21.3%)	20	
Students abroad . . . . .	905	- 2.7%	(+10 %)		

<i>Canada — 1965-1966</i>				Number of Pupils		Number of Teachers	
British Columbia . . . . .	414,600	+3.7 %	(+6.4 %)	16,200	+ 6.2 %	(+5.8 %)	
Alberta . . . . .	362,159	+3.2 %	(+4.46 %)	15,995	+ 6.18 %	(+5.63 %)	
Saskatchewan . . . . .	238,175	+3 %		10,199	+ 4 %		
Manitoba . . . . .	223,104	+2 %	(+ 2.97 %)	9,442	+ 5 %	(+4.11 %)	
Ontario . . . . .	1,738,781	+3.9 %	(+4.28 %)	66,626	+ 7.5 %	(+3.07 %)	
Quebec . . . . .	1,351,227	+3.8 %	(+3.9 %)	62,234	+10.7 %	(+6.5 %)	
Nova Scotia . . . . .	199,856	+1.04 %	(+1.7 %)	7,932	+ 3.5 %	(+3.2 %)	
New Brunswick . . . . .	156,756	+1.8 %	(+1.7 %)	6,828	+ 2.8 %	(+0.8 %)	
Prince Edward Island . . . . .	27,787	+1.8 %	(+0.89 %)	1,175	+ 5 %	(+4.2 %)	
Newfoundland (1964-1965)	144,129	+2.5 %	(+2.2 %)	5,351	+ 5.9 %	(+7 %)	

<i>Central African Republic — 1966</i>			
Primary . . . . .	128,456	+ 7.4 %	(+ 9.35 %)
Secondary . . . . .	3,866	+ 5.6 %	(+25 %)
Vocational and technical . . . . .	920	+21.2 %	(+54 %)
Teacher training . . . . .	465	+ 2.7 %	
Higher . . . . .	74	+ 1.3 %	(+27 %)

<i>Ceylon — 1965</i>						
Primary . . . . .	1,880,000	+3.8 %	(+6.9 %)	92,681	+1 %	( +14 %)
Secondary . . . . .	823,600	+1.6 %	(+2.6 %)			

<i>Chad — 1965-1966</i>				
Pre-school . . . . .	2,400			41
Primary . . . . .	150,000			2,430
Secondary . . . . .	4,783			308
Technical and vocational . . . . .	512			28
Higher (university level) . . . . .	46			7
Teacher training . . . . .	946			22

<i>China ( Republic of ) — 1964-1965</i>			
Pre-school . . . . .	74,807	- 0.55 %	(- 0.53 %)
Primary . . . . .	2,189,127	+ 2.5 %	(+ 2.52 %)
Secondary . . . . .	593,109	+13.1 %	(+14.16 %)
Higher . . . . .	64,010	+23.7 %	(+23.79 %)

<i>Colombia — 1964 (public and private)</i>					
Pre-school . . . . .	45,190	+ 4 %		2,456	+13.3 %
Primary . . . . .	2,213,423	+ 5.6 %		62,158	+ 7.5 %
Secondary . . . . .	228,646	+14.5 %		16,358	+ 5.1 %
Industrial . . . . .	15,524	+ 2.9 %		1,325	+ 8.6 %
Agricultural . . . . .	2,639	+15 %		319	+19.9 %
Commercial . . . . .	50,395	- 3.7 %		4,315	- 1.8 %
Teacher training . . . . .	52,319	+ 9.6 %		4,303	+ 2 %
Higher (non-university) . . . . .	37,462	+10 %		6,049	+ 0.4 %

<i>Congo ( Democratic Republic of ) — 1965-1966</i>				
Primary . . . . .	1,884,544	- 5.5 %	(+ 5 %)	52,283
Secondary . . . . .	101,800	+10.3 %	(+25.9 %)	5,046
Higher . . . . .	4,373	+39.4 %	(+15.1 %)	405

	Number of Pupils			Number of Teachers	
<i>Congo (Republic of) — 1966</i>					
Primary . . . . .	187,190	+ 9.13 %	(+ 9.6 %)	3,101	+24.7 %
Secondary . . . . .	12,771	+16.41 %	(+18 %)	314	-22.9 %
Elementary technical . . . . .	1,012	- 6.73 %	(+15 %)	70	
Advanced technical . . . . .	1,743	+13.55 %	(+12.2 %)	128	+ 7.6 %
Teacher training . . . . .	256	- 6.5 %	(+ 8.3 %)	15	+50 %
Advanced teacher training . . . . .	205	+12.8 %		14	+16.7 %
Higher . . . . .	331	+26.8 %	(+12 %)	—	
Various vocational training schools . . . . .	358	—		—	
<i>Costa Rica — 1965</i>					
Primary . . . . .	283,210	+ 7.32 %	(+6.7 %)		
Secondary . . . . .	42,035	+15 %			
Vocational:					
Agricultural . . . . .	1,482	+13.9 %			
Industrial . . . . .	2,103	+38.3 %			
Teacher training . . . . .	1,224	-16.4 %	(-4.2 %)		
<i>Cuba — 1965-1966</i>					
Primary . . . . .	1,321,768	- 0.1 %	(+ 3.3 %)	43,122	+ 8.8 %
Intermediate (general) . . . . .	148,991	+ 9.2 %	(- 1.6 %)	9,552	+12.8 %
Intermediate (technical and vocational) . . . . .	38,976	-25.9 %	(+ 0.1 %)	3,258	+ 3.3 %
Intermediate (teacher training) . . . . .	38,898	+44.2 %	(+ 0.9 %)	1,361	+ 7.8 %
Differentiated . . . . .	4,378	+39.6 %	(+74 %)	598	+35.9 %
Adult education . . . . .	434,757	-48.2 %	(+75.19 %)	21,170	-40.6 %
Higher . . . . .	30,054	+26.2 %	(+21.7 %)	3,032	+ 6.9 %
Others schools . . . . .	4,521			357	
<i>Czechoslovakia — 1965-1966</i>					
Pre-school . . . . .	330,084	+3.89 %	(+ 0.16 %)	—	
Primary . . . . .	2,221,160	-0.8 %	(- 0.83 %)	95,950	+2.4 %
General secondary . . . . .	100,402	-1.3 %	(+15.46 %)	5,820	+7.1 %
Skilled workers' training . . . . .	342,017	-6.7 %	(+12.15 %)	—	
Vocational secondary . . . . .	194,370	+3.37 %	(+ 6.48 %)	—	
Higher . . . . .	91,720	+2.4 %	(- 2.15 %)	—	
<i>Ecuador — 1965-1966</i>					
Pre-school . . . . .	12,836	- 6.5 %		379	+ 2.15 %
Primary . . . . .	796,856	+ 3.92 %		21,522	+ 5.62 %
Secondary:					
general . . . . .	62,956	+10.6 %		6,004	+ 6.7 %
technical . . . . .	40,588	+14.7 %		2,446	+12.2 %
teacher training . . . . .	13,724	+15.1 %		780	+ 9 %
Higher . . . . .	117,268	+12.5 %		9,230	+ 8.3 %
	15,395	+23.2 %		1,756	+ 9 %
<i>El Salvador — 1965</i>					
Primary . . . . .	360,810			12,185	
Secondary . . . . .	36,431			—	
Teacher training . . . . .	6,293			472	
Higher . . . . .	3,324			598	
Higher teacher training . . . . .	317			—	

		Number of Pupils		Number of Teachers	
<i>Ethiopia — 1965-1966</i>					
Primary . . . . .	378,750	+ 9 %		9,137	+ 9.8 %
Secondary . . . . .	42,965	+19 %		1,180	+19 %
Technical and vocational . . . . .	2,574	+10 %		183	+ 4.5 %
Higher . . . . .	2,256	+27.1 %			
<i>Finland — 1st September, 1965</i>					
Primary . . . . .	543,170	-3.52 %	(- 2.5 %)	23,800	-0.79 %
Municipal intermediate . . . . .	270,698	+3.8 %	(+20.1 %)	13,800	+9.5 %
State secondary . . . . .	90,529	+1 %	(- 0.39 %)		
Private secondary . . . . .	159,168	+4.6 %			
Foreign language secondary . . . . .	648	-0.1 %			
Vocational (1.6.1966) . . . . .	35,125	+8 %		3,742	+6 %
Commercial (1.6.1966) . . . . .	16,105	+8 %		842	+8 %
Technical . . . . .	11,622	+6 %		1,176	+4 %
<i>France — 1965</i>					
Pre-school . . . . .	1,692,000	+ 5.9 %	(+ 3.67 %)	31,095	+ 4.5 %
Primary . . . . .	5,714,000	+ 0.8 %	(- 1.49 %)	191,053	+ 0.5 %
Secondary:					
Lycées . . . . .	1,667,000	+ 6.8 %	(+ 7.17 %)	63,005	+ 5 %
General schools . . . . .	929,000	-10.1 %	(+10.42 %)	38,670	+10.1 %
Technical:					
whole-time . . . . .	469,000	+ 9 %	(+10.55 %)	19,621	+11 %
part-time . . . . .	74,000	+16.5 %	(+13.79 %)		
Teacher training . . . . .	36,000	+24.1 %		1,902	+ 6.3 %
Higher education:					
Universities . . . . .	373,000				
Higher schools . . . . .	39,000				
<i>Gabon — 1966</i>					
Pre-school . . . . .	400	—		—	
Primary . . . . .	79,112	+ 8.36 %	(+ 9.4 %)	2,083	+14.1 % (+9.2 %)
Intermediate . . . . .	2,337	+13.2 %		122	+ 9.9 %
Secondary . . . . .	2,448			127	+11.4 % (+2 %)
Teacher training . . . . .	418			27	
Technical . . . . .	1,441	+16.6 %	(+22 %)	98	
<i>Ghana — 1965-1966</i>					
Primary and intermediate . . . . .	1,404,929	+ 9.2 %	(+11.8 %)	43,837	+ 6.9 %
Secondary . . . . .	42,228	+27.10 %	(+18.2 %)	2,134	+20.9 % (+21.2 %)
Teacher training . . . . .	14,328	+11 %	(+28.5 %)	937	+39.8 % (+ 6.3 %)
Technical . . . . .	6,671	+38 %	(+49.6 %)	333	+50 % (+ 5 %)
University . . . . .	4,286	+23.2 %		634	+16.8 %
<i>Greece — 1965-1966</i>					
Pre-primary:					
public	41,851	- 0.81 %		1,885	+ 9.92 %
private	8,200				
Primary:					
public	921,772	+ 0.59 %		27,872	+ 2.77 %
private	42,074				
General secondary:					
public	325,620	+ 5.23 %		14,140	+ 1.72 %
private	43,264				
Technical secondary:					
public	5,925	+ 5.09		no permanent staff	
private	47,327				
Higher . . . . .	5,622	+ 6.97 %		321	+23.67 %
University . . . . .	55,334	+12.53 %		1,826	+16.80 %

<i>Hungary — 1965-1966</i>			Number of Pupils			Number of Teachers		
Pre-primary . . . . .	189,372	+1 % (+1.6%)	10,319	+2.1%	(+1.03%)			
Primary . . . . .	1,413,512	-2.2% (-1.6%)	62,167	+0.1%	(+0.9%)			
Secondary . . . . .	231,308	+9.8% (+9.8%)	12,049	+1.3%	(+8.7%)			
Vocational . . . . .	172,383	+5.2%	—					
Continuation . . . . .	19,659	+5.6%	—					
Higher:								
day courses . . . . .	51,002	+4.5%	8,444	+6 %				
evening and correspon-								
dence courses . . . . .	42,955	-0.3%						

<i>India — 1963-1964</i>					
Pre-school . . . . .	230,000	+ 9.5% (+ 5.3 %)	5,564	-45.6%	(+4.9%)
Primary . . . . .	42,280,000	+ 4.4% (+ 5.7 %)	863,248	+ 3.7%	(+5.5%)
Intermediate . . . . .	9,630,000	+ 8.2% (+ 7.8 %)	440,759	+ 4.7%	(+8.3%)
Secondary and higher secondary . . . . .	4,940,000	+13.3% (+ 9.25%)	388,438	+ 5.6%	(+8.9%)
Schools for special education . . . . .	1,980,000	-12.8% (-15.9 %)	34,804	+13.1%	(-8 %)
Arts and science colleges .	1,010,000	+ 7.4% (+ 7 %)	45,040	+ 9.7%	(+6.2%)
Vocational colleges . . . .	350,000	+ 6.1% (+10.3 %)	23,991	+ 7.2%	(+1.2%)
Technical and vocational schools . . . . .	480,000	+ 4.3% (+ 2.2 %)	30,873	+ 3.8%	(+4.3%)
Teacher training colleges .	80,000	+33.3% —	—	—	—
Teacher training schools .	140,000	- 6.7% (+71.4 %)	9,477	- 1.1%	(+6.6%)

<i>Iran — 1965-1966</i>					
Pre-primary . . . . .	13,714	+ 0.7% (- 2.6%)	—		
Primary . . . . .	2,181,633	+ 7.4% (+ 12 %)	69,036	+3.7%	
Secondary . . . . .	493,735	+15.8% (+ 15.8%)	18,924	+9.7%	
Technical and vocational .	15,224	+17.8% (+ 29 %)	—		
Teacher training . . . . .	4,738	+ 6 % (+ 79.7%)	—		
Education corps . . . . .	365,813	+60.1% (+109.6%)	—		
Universities . . . . .	29,000	+18 % (+ 1.3%)	—		

<i>Iraq — 1965-1966</i>					
Pre-primary . . . . .	15,307	+13 % (+15.08%)	430	+16%	
Primary . . . . .	957,211	+ 0.4% (+10.44%)	42,312	+17%	
General secondary . . . . .	221,467	+ 2 % (+19 %)	6,976	+17%	
Technical and vocational .	7,512	+ 6 % —	668	+ 3%	
Primary teacher training .	5,563	-17 % —	317	- 8%	
Higher . . . . .	26,746	+12 % (+47 %)	1,125	+24%	

<i>Ireland — 1964-1965 and 1965-1966</i>					
Primary (1964-1965) . . . .	506,552	+0.86% (+ 0.02%)	14,469	+0.9%	(+0.81%)
Secondary (1965-1966) . . .	98,667	+6.1 % (+ 4 %)	6,795	+4.9%	(+5.67%)
Technical and vocational (1964-1965):					
whole-time . . . . .	34,756	+7.4 % (+ 9.02%)	2,112	+7.9%	(+7.22%)
part-time . . . . .	69,567	+2.9 %	2,103	+5.4%	
Higher (1964-1965) . . . .	16,599	+9.9 %			
Teacher training (1965- 1966) . . . . .	1,736	+6.1 % (+10.04%)			

		Number of Pupils			Number of Teachers		
<i>Israel — 1965-1966</i>							
Pre-school . . . . .	93,400	+ 0.3%	(+ 1.9%)	3,000	+ 5.2%		
Primary . . . . .	458,300	+ 0.7%	(+ 1.9%)	22,000	+ 6.6%	(+2.5%)	
Schools for handicapped children and young workers . . . . .	15,900	+ 2.5%	(- 2.5%)	1,500	+11.1%	(-3.7%)	
Secondary . . . . .	125,000	+ 3.3%	(+ 6.7%)	11,600	+13.7%	(+7.9%)	
Teacher training . . . . .	6,000	+ 26.9%	(-13.4%)				
Universities . . . . .	22,300	+ 21.2%	(+25.9%)				
Schools of art and music, surveying and nursing . . . . .	7,700	+250 %	(-21 %)				
<i>Italy — 1965-1966 (State schools)</i>							
Primary . . . . .	4,174,909	+ 1.1%	(+ 1.3%)	192,462	+ 0.4%	(+ 1.6%)	
Secondary:							
1st course . . . . .	1,677,341	+ 4.3%	(+ 2.8%)	138,189	+ 8.1%	(+ 1.9%)	
2nd course . . . . .	1,058,569	+ 9.6%	(+12.9%)	77,493	+ 7.1%	(+11.5%)	
Technical . . . . .	491,709	+ 9.7%		35,352	+10.4%		
Vocational . . . . .	170,105	+ 1.3%		15,271	+ 0.6%		
Classical, scientific and teacher training . . . . .	395,525	+13.1%		26,756	+ 6.3%		
<i>Japon — 1965-1966</i>							
Pre-school . . . . .	1,132,434	+ 6.8%	(+13 %)	50,320	+9.7%	(+ 0.8%)	
Primary . . . . .	9,775,531	- 2.5%	(- 4.3%)	347,302	-2.5%	(+ 0.8%)	
Lower secondary . . . . .	5,956,641	- 8 %	(- 7.1%)	247,966	-1.9%	(- 1.7%)	
Upper secondary:							
full-time . . . . .	4,559,757	+ 9.8%	(+20.9%)	196,741	+8.6%	(+14.9%)	
part-time . . . . .	514,302	+ 6.7%	(+ 4.2%)	27,892	+2.9%	(- 1 %)	
Special . . . . .	44,319	+ 3.4%	(+ 5.7%)	8,992	+3.4%	(+ 7.9%)	
Higher education:							
Universities . . . . .	937,556	+ 9.9%	(+ 7.3%)	83,204	+7.8%	(+ 6.3%)	
University colleges . . . . .	147,563	+15.4%	(+ 4.5%)	20,451	+8.3%	(+ 9.4%)	
<i>Korea (Republic of) — 1st April, 1965</i>							
Pre-school . . . . .	19,566	+12.7 %	(- 6.99%)	1,402	+ 8.6%	(- 8.7 %)	
Primary . . . . .	4,941,345	+ 4.55%	(+ 6.89%)	79,164	+ 4.9%	(+ 4.63%)	
Intermediate . . . . .	751,341	+12.8 %	(+ 0.13%)	19,067	+ 9.9%	(+ 2.34%)	
Academic secondary . . . . .	254,095	+ 7.2 %	(+ 10.76%)	7,894	+ 9.4%	(+ 8.6 %)	
Vocational secondary . . . . .	172,436	+ 6 %	(+ 8.17%)	6,214	+ 6.7%	(+ 7.02%)	
Junior technical college . . . . .	7,623	+74.3 %	(+518.67%)	436	+123.6%	(+550 %)	
Junior college . . . . .	15,536	+ 4.5 %	(+ 3.11%)	454	- 2.8%	(- 17.93%)	
Teacher training . . . . .	5,920	+49.8 %	(+ 3.29%)	305	+ 33.2%	(+ 11.17%)	
College and university . . . . .	105,643	- 5.5 %	(+ 7.34%)	5,305	+ 26.5%	(+ 36.57%)	
Graduate school . . . . .	3,842	+20 %	(+ 18.95%)	165			
Technical school . . . . .	10,511	+15.9 %	(- 5.75%)	569	+ 18.5%	(+ 18.81%)	
Higher technical school . . . . .	12,824	+30.5 %	(+ 10.35%)	616	+ 29.1%	(+ 25.2 %)	
Civic school . . . . .	13,759	-30.9 %	(- 36.28%)	449	- 41.3%	(- 23.8 %)	
Higher civic school . . . . .	56,881	+14.2 %	(- 8.09%)	2,504	+ 21.5%	(+ 15.53%)	
Special school . . . . .	2,537	+17.5 %	(+ 8.87%)	234	+ 14.7%	(+ 6.81%)	
Miscellaneous . . . . .	3,072	- 6.1 %	(-33 .17%)	301	+ 13.2%	(- 54.92%)	
<i>Kuwait — 1965-1966</i>							
Pre-school . . . . .	9,759	+10.8%		544	+20.8%		
Primary . . . . .	49,562	+12.3%		2,515	+16.8%		
Middle . . . . .	23,610	+24.2%		1,360	+13.8%		
Secondary . . . . .	5,884	+21.9%		521	+31.6%		
Vocational and technical . . . . .	1,033	+10.9%		163	+28.3%		
Teacher training . . . . .	1,444	+68.2%		170	+63.4%		

<i>Laos — 1965-1966</i>		Number of Pupils		Number of Teachers	
Primary . . . . .	146,188	+12 %	(+ 7.82%)	4,084	+ 13.9% (+10.23%)
Secondary . . . . .	3,601	+17.2%	(+28.33%)	182	+ 10.3% (+15.38%)
Technical . . . . .	874	+29.6%	(+13.1 %)	91	+121.9% (-33.87%)
Teacher training . . . . .	1,664	+32.1%	(+32.16%)	102	+ 7.3% (+ 7.95%)
Higher . . . . .	131	+ 1.5%	(+ 1.57%)	—	

*Lebanon — 1965-1966*

Primary: public . . . . .	149,240	+ 6.3%	(+ 3.99%)	9,762	+12.5% (+ 6.36%)
private . . . . .	205,030	+ 5.3%	(+10.76%)		
Secondary: public . . . . .	31,945	+20.1%	(+23.09%)	773	+13.5% (+ 4.01%)
private . . . . .	20,418	-60 %	(+45.81%)		
Technical: public . . . . .	1,394	+10.9%	(+ 7.62%)	317	+47.4% (+20.25%)
Higher: public . . . . .	6,225	+29.7%	(-21.09%)	348	+41.4% (+10.31%)
private . . . . .	15,684	+35.3%	(+18.03%)	1,073	- 2.2% (+ 6.71%)
Teacher training:					
Primary teacher training schools . . . . .	1,709	+16.5%	(+22.86%)	275	+10.8% (+15.34%)
Physical education teacher training schools . . . . .	87		(- 8.42%)	17	+41.6% (+33.33%)

*Liberia — 1964-1965*

Pre-school and primary . . . . .	83,171	+ 6%		2,628	+ 9%
General secondary . . . . .	8,406	+ 41%	(+ 6.96%)	379	- 4% (+6.4%)
Technical . . . . .	732	+ 29%	(- 6.12%)	39	+11%
Teacher training . . . . .	307	+144%	(+108.1 %)	42	+75%
Higher . . . . .	685	+ 15%	(- 2.76%)	108	+ 8%

*Libya — 1964-1965*

Pre-school . . . . .	739	+ 1.23%	(+14 %)	17	-19.05% (+10.4%)
Primary . . . . .	187,022	+ 9.89%	(+10.5%)	6,198	+ 9.60% (+11.7%)
Preparatory . . . . .	19,559	+10.43%	(+ 7 %)	1,009	- 6.92% (+11 %)
Secondary . . . . .	3,880	+ 3.19%	(+21.6%)	383	-10.93% (+26.4%)
Teacher training . . . . .	3,502	+45.86%	(- 0.2%)	314	+61.03% (- 7 %)
Vocational . . . . .	1,341	+31.99%	(-14.6%)	132	-10.81% (-14.4%)

*Madagascar, 1st January, 1965 — public and private*

Primary . . . . .	632,888	+6.2%		8,867	+7.8%
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*Malawi — 1965*

Primary . . . . .	256,216	+ 8 %	(+ 5.5 %)	5,215	+ 2.9% (+10%)
Secondary . . . . .	7,858	+30 %	(+ 98 %)	381	+22.5% (+83%)
Technical and vocational . . . . .	1,129	+12 %	(- 5.7%)	55	-44.2% (- 5%)
Primary teacher training . . . . .	1,319	+ 1.5%	(+ 3 %)	120	— (+10%)
Secondary teacher training . . . . .	110	+59.4%	(+110 %)	14	+75 % (+14%)
Higher . . . . .	—			30	

*Mali — 1965-1966*

Fundamental:					
lower . . . . .	140,331				
upper . . . . .	21,274	+42%			
General secondary . . . . .	1,101		(+21.5%)		
Technical . . . . .	1,417		—		
Higher (in Mali) . . . . .	129		(+28.8%)		

		Number of Pupils		Number of Teachers		
<i>Malta — 1965-1966</i>						
Primary . . . . .	47,000	- 2 %		2,016		
Secondary . . . . .	7,222	+ 8 %		468	+ 8 %	
Technical . . . . .	1,430	+21.3 %		120		
Industrial apprenticeship centre . . . . .	250	+33 %		30	-	
Higher . . . . .	600	+13.3 %		59	+15 %	
Teacher training . . . . .	387			23	(full time)	
<i>Mauritius — October, 1965</i>						
Primary . . . . .	134,534	+ 1.86 %	(+ 1.54 %)	4,015	+ 7.07 %	(+ 2.97 %)
Central . . . . .	234	+47.18 %	(- 2.45 %)	19	+58.33 %	(+20 %)
Secondary . . . . .	34,021	+ 6.95 %	(+13.02 %)	1,513	+12.24 %	(+11.34 %)
Technical institute . . . . .	495		(-18.39 %)	—		
Teacher training college . . . . .	424	-14.51 %	(-12.52 %)	26	+13.04 %	(-13.33 %)
College of agriculture . . . . .	63	+31.25 %	(+ 2.13 %)	32	+23.08 %	(- 7.14 %)
<i>Mexico — 1965</i>						
Pre-school . . . . .	336,863			8,782		
Primary . . . . .	6,916,204	+ 4.7 %		148,273		
Secondary: lower . . . . .	704,053	+15.87 %		—		
higher . . . . .	187,337	+11.54 %		—		
Higher . . . . .	133,374	+14.36 %		17,170		
<i>Monaco — 1965-1966</i>						
Total . . . . .	2,976	+2.16 %		167	+11.33 %	
<i>Morocco — 1965-1966 (public)</i>						
Primary . . . . .	1,044,641	+ 1.8 %	(+ 1.1 %)			
Secondary: general . . . . .	170,890	+36.8 %	(+42 %)			
technical . . . . .	9,448	-37 %	(+ 1.58 %)			
Higher . . . . .	8,535	+13 %	(+16.88 %)			
<i>Nepal — 1965</i>						
Primary . . . . .	361,000			12,500		
Secondary . . . . .	58,900			3,150		
Vocational . . . . .	2,750			85		
Higher . . . . .	1,591			84		
<i>Netherlands — 1964-1965</i>						
Pre-school . . . . .	446,782	+ 2.6 %	(+ 3.1 %)	13,101	+3.1 %	(+3.1 %)
Primary . . . . .	1,397,795	+ 0.1 %	(+ 0.02 %)	43,585	+1.2 %	(+2.5 %)
Secondary . . . . .	514,672	+ 1.5 %	(+ 1.5 %)	25,931	+2.8 %	(+1.8 %)
Vocational and technical . . . . .	579,456	+ 2.9 %	(- 0.4 %)	—		
Teacher training . . . . .	58,386	+10.6 %	(+ 6.9 %)	—		
Higher . . . . .	58,361	+11.5 %	(+10.5 %)	—		
Special . . . . .	60,788	+ 2.7 %		4,550	+4.4 %	(+3.4 %)
<i>New Zealand — 1965</i>						
Pre-school . . . . .	18,829	+ 3.5 %	(+0.86 %)			
Primary . . . . .	473,785	+ 2.5 %	(+2.77 %)			
Secondary . . . . .	157,633	+ 2.6 %	(+3.07 %)			
Technical . . . . .	81,046	+ 8.8 %				
Teacher training . . . . .	4,790	+ 2.1 %	(+9.76 %)			
Higher . . . . .	22,154	+12.1 %	(+1.84 %)			

	Number of Pupils		Number of Teachers	
<i>Niger — 1966</i>				
Primary . . . . .	61,948	+12.33%	—	
Secondary . . . . .	—		172	+11.68%
Higher . . . . .	146	+ 5.03%	—	
Technical . . . . .	139	+19.82%	15	+25 %
<i>Nigeria — 1965</i>				
Primary . . . . .	2,911,423	+ 2.5%	87,074	+ 1.9%
Secondary: general . . . . .	132,977	+33.4%	7,333	+31.6%
commercial . . . . .	9,964	+ 7.7%	543	+ 9.2%
modern . . . . .	47,040	-17.1%	2,159	-26.3%
* "Trade centres" . . . . .	5,770	+37.2%	473	+32.1%
Technical institutes . . . . .	3,352	- 1.8%	148	+15.6%
Teacher training . . . . .	26,555	- 4.9%	1,746	-10.2%
<i>Norway — 1965-1966</i>				
Primary and comprehensive	456,688	+ 2.3% (+ 0.97%)	25,299	+ 3.7% (+ 2.93%)
Secondary . . . . .	106,918	0 % —	7,690	+ 2.7% (+ 2.49%)
Adult (Folk) high schools.	5,946	- 2.6% (- 5 %)	736	+ 3.7% (+ 5.34%)
Teacher training . . . . .	7,787	+ 8.6% (+14.57%)	876	- 0.6% (+ 7.7 %)
Agricultural . . . . .	2,995	+ 1.2% (+ 2.92%)	537	+ 2.9% (- 0.76%)
Vocational . . . . .	28,694	+ 9.7% (+11.06%)	3,648	+11.2% (+ 7.86%)
Navigation . . . . .	4,485	- 1.1% (+ 3.56%)	753	+ 3.7% (+ 4.31%)
Commercial . . . . .	19,476	- 3.7% (+ 7.68%)	1,335	+ 4.5% (+22.2 %)
Social work . . . . .	5,700	+19.8% (+ 8.7 %)	1,981	+13.4% (+ 8.31%)
Home economics. . . . .	2,284	+ 3 % (+ 3.64%)	674	+ 4.1% (- 0.3 %)
Special . . . . .	2,723	+10.9%	471	- 1.7%
Others . . . . .	1,395	- 9.1%	—	
Higher and University	19,637	+14.1%	3,444	
<i>Pakistan — 1964-1965</i>				
Primary . . . . .	6,521,330	+ 6 % (+ 8.43%)	171,973	+ 5.9% (+ 8.63%)
Secondary . . . . .	2,279,908	+14.2% (+16.64%)	82,555	+ 6.9% (+13.3 %)
Secondary vocational . . . . .	19,591	+12.1% (+19.61%)	—	
University colleges, arts and science:				
Higher secondary . . . . .	40,760	+25.8% (+ 5.99%)	2,197	+27.6% (+16.4 %)
Degree . . . . .	199,117	+10.7% (+27.92%)	6,252	+ 9.7% (+12.88%)
Professional colleges . . . . .	21,102	+ 4.1% (+ 6.81%)	1,415	+17.9%
Teacher training:				
Secondary school teacher training units . . . . .	2,429	(+ 7.44%)	—	
Teacher training schools	12,403	+ 0.7% (+15.02%)	1,008	- 7.7% (+12.09%)
Higher teacher training schools . . . . .	3,087	+ 6.5% (+18.29%)	218	+ 0.4% (+ 7.69%)
University institutes of education . . . . .	794	+46.5%	83	+25.7%
Universities . . . . .	18,937	+10.1% (+ 6.85%)	1,877	+12.3%
Miscellaneous . . . . .	476,396	+ 5.2% (+23.63%)	—	
<i>Panama — 1965</i>				
<i>Public</i>				
Pre-school . . . . .	1,948	+ 2.5% (+0.6%)	55	+ 6 % (+ 2 %)
Primary . . . . .	193,037	+ 3.7% (+5.3%)	6,661	+ 5 % (+ 2.3%)
Secondary . . . . .	31,531	+ 6.2% (+9.3%)	1,460	+ 2.2% (+10.5%)
Special . . . . .	382	+18.1% (+6.1%)	41	(+20.6%)

	Number of Pupils		Number of Teachers	
<i>Private</i>				
Pre-school . . . . .	2,877	+17.4%	99	+11.2%
Primary . . . . .	10,392	- 0.6%	484	+ 4 %
Secondary . . . . .	23,258	+ 9.4%	1,168	+ 7.5%
Special . . . . .	68	+16.2%	10	+25 %
<i>Peru — 1966</i>				
Primary . . . . .	2,157,246	+ 5 % (+ 5.9%)		
General secondary . . . . .	362,551	+16.6% (+ 9.4%)		
Technical secondary . . . . .	72,718	+ 5.8%		
Teacher training . . . . .	16,464	+11.8% (+30 %)		
<i>Philippines — 1963-1964 (public)</i>				
Primary . . . . .	3,923,422	+ 8.9 % (+ 8.25%)	102,213	+ 9.68% (+ 9.87%)
Intermediate . . . . .	1,068,959	+ 7.09% (+10.77%)	46,474	+12.17% (+15.17%)
Secondary:				
general . . . . .	269,654	+18.8 % (+10.27%)	12,708	+ 5.56% (+ 9.94%)
technical and vocational. . . . .	69,537	+ 7.4 % (+13.73%)		
Higher:				
teacher training . . . . .	10,521	+32.9 % (+14.04%)	408	- 3.18% (- 5.11%)
technical, vocational and naval . . . . .	9,079	+11.34% (+39.36%)		
<i>Poland — 1965-1966</i>				
Pre-school . . . . .	602,629	+ 4.1% (+ 3.4 %)	25,375	+ 6 % (+5.13%)
Primary . . . . .	5,176,588	- 0.6% (+ 0.5 %)	171,745	+ 3.8% (+1.5 %)
General secondary . . . . .	426,846	+ 5.3% (+ 7.06%)	15,848	+ 2.8% (-0.47%)
Special . . . . .	84,227	+ 6.1% (+13.71%)	—	
Vocational . . . . .	1,670,442	+ 8.9% (+ 5.3 %)	53,842	+ 8.2% (+3.3 %)
Higher . . . . .	251,864	+ 8.9%	22,960	+ 6.5%
Teacher training . . . . .	46,612	+11.4%	1,667	+13.5%
<i>Qatar — 1965-1966</i>				
Primary . . . . .	11,188	+16.9% (+ 10 %)	613	+ 8.6% (- 1.3%)
Secondary . . . . .	1,236	+35.3% (+ 49.4%)	109	+21.1% (+73 %)
Institute of religious studies	92	+17.9% (+ 14.7%)	19	+ 5.5% (+ 5.9%)
Teacher training . . . . .	169	+36.2% (+100 %)	6	— (+50 %)
Technical . . . . .	43	+43.3% (+ 61 %)	28	+ 3.7% (+22.7%)
<i>Romania — 1965-1966</i>				
Pre-school . . . . .	353,721			
Compulsory . . . . .	2,931,758	(+11.66%)		
Day lycées . . . . .	218,299	+8.5% (-20.24%)		
Lycées with special syllabus	20,380			
Evening and correspondence courses . . . . .	197,000	+7.6%		
Teacher training:				
Schools . . . . .	9,282	+7.9%		
Institutes . . . . .	946			
Vocational and technical:				
Vocational . . . . .	182,391			
Agricultural and co- operative technical . . . . .	31,057			
Technical skilled workers'	26,395			
Technical foremen's . . . . .	13,657			
Higher . . . . .	130,416	+5.7% (+ 9.47%)		

<i>Senegal — 1965-1966</i>				Number of Pupils			Number of Teachers		
Primary . . . . .	218,795	+ 5.9%	(+11.1%)	5,404	+11.2%	(+ 8.9%)			
Secondary . . . . .	25,400	+17.2%	(+16.6%)	842	+27.9%	(+17.4%)			
Higher . . . . .	2,758	+ 8.3%	(+11.1%)	230	+ 6.9%	(+26 %)			
Technical . . . . .	6,865	+29.1%	(+ 7.8%)	384	+ 5.5%	(+ 4 %)			

*Sierra Leone — 1964-1965*

Primary . . . . .	123,287		(+13.08%)	3,729		(+ 4.84%)
Secondary . . . . .	12,942		(+13.54%)	662		(+ 24.11%)
Technical and vocational . . . . .	1,081		(+30.02%)	92		(+142.1 %)
Teacher training . . . . .	895		(+ 4.94%)	40		(+ 26 %)
Higher . . . . .	649		(+15.09%)	158		(+ 31.08%)

*Somalia — 1965-1966*

Primary . . . . .	23,308	+12.6%	(-0.71%)	914	+13.4%	
Intermediate . . . . .	3,729	- 9.6%		205	-19.9%	
General secondary . . . . .	787	+26.9%		70	+18.6%	
Technical and vocational intermediate . . . . .	1,959	+ 6.7%		94	-16.8%	
Technical and vocational secondary . . . . .	668	+31.4%		41	-18 %	
Teacher training . . . . .	453	+26.1%		52	- 7.1%	

*Spain — 1964-1965*

Primary . . . . .	3,762,729	+ 7%	(+ 1%)	107,627	+ 8%	(+ 2%)
Secondary:						
General baccalaureate . . . . .	745,617	+ 3%		5,979		
Vocational baccalaureate . . . . .	41,195	+17%		4,409	+13%	
Vocational training . . . . .	110,347	+15%		3,100	—	
Commercial schools . . . . .	19,285	+ 1%		885	- 7%	
Teacher training schools . . . . .	46,827	- 4%		1,093	- 8%	
Technical (secondary) . . . . .	67,739	+11%	(+17%)	3,277	+ 5%	(+15%)
Art . . . . .	40,576	+ 3%	(-11%)	1,773	+12%	—
Higher . . . . .	109,091	+ 6%	(+16%)	5,508	+14%	(+ 3%)

*Sudan — 1965-1966*

Primary . . . . .	481,785	+ 3.2%	(+20.3%)	10,575	+5.5%	(+ 8.16%)
Secondary . . . . .	60,699	+ 6.4%	(+10.3%)	3,291	+6.5%	(+10 %)
Higher . . . . .	4,106	+26.8%	(+ 7 %)	562	+4 %	(- 9.15%)
Teacher training . . . . .	2,341	+ 1.3%	(+18.8%)	266	+0.7%	(+15.78%)

*Sweden — 1965*

Primary comprehensive . . . . .	877,889	+ 1.2%	(+ 1.32%)
Secondary . . . . .	198,084	- 4.6%	(- 5.83%)
Vocational . . . . .	187,020	+ 3.8%	(+ 3.83%)
Higher . . . . .	70,380	+14.9%	(+22.16%)
Teacher training . . . . .	7,013	+ 3.6%	(+ 2.81%)
Adult education . . . . .	11,329	- 0.5%	(- 4.76%)

<i>Switzerland — 1964-1965</i>		Number of Pupils		Number of Teachers	
Pre-school	approx. 120,000	0 %	(+ 9.09%)		
Lower primary	468,664	+ 1.2 %	(-16.17%)		
Upper primary and lower secondary	211,659	- 6.9 %	(+77.61%)		
Upper secondary	30,590	+12.3 %	(+ 9.59%)		
Teacher training	10,410	- 0.2 %			
Technical	7,525	+ 2.1 %	(- 4.05%)		
Higher:					
Universities: students	24,002	+10.1 %	(+24.97%)		
listeners	3,895	+35.3 %	(+21.23%)		
School of advanced economic studies and social:					
students	1,281	+15 %	(+17.13%)		
listeners	1,340	- 0.3 %	(+47.8 %)		
Federal polytechnic:					
students	5,154	+ 6.2 %	(+ 7.84%)		
listeners	2,525	+ 6.3 %	(+11.5 %)		

*Syrian Arab Republic — 1965-1966*

<i>Public Education</i>					
Primary	633,966	+ 6.8 %		16,324	+ 7.7 %
Intermediate	79,618	+18.7 %			
Secondary	29,728	+28 %		4,625	+12.6 %
Teacher training	7,038	+35.4 %		572	+66.3 %
Intermediate industrial and girls' schools	1,406	-40.6 %		—	
Secondary industrial and girls' schools	3,078	+13.4 %		562	-13.3 %
Secondary commercial	1,272	- 3.1 %		89	- 2.2 %
Moslem canon law	1,423	-28.7 %		215	+64.1 %
Secondary agricultural	246	-60.6 %		37	-58.9 %
<i>Private Education</i>					
Pre-school	29,331	- 5.4 %		—	
Primary	54,199	- 0.3 %		2,706	- 1.4 %
Intermediate	50,759	+14.5 %		—	
Secondary	17,068	+26.4 %		2,701	+ 5.1 %
Intermediate industrial and secondary	605	+52.4 %		42	+10.5 %
University of Damascus	27,575	- 3.2 %		642	+18.2 %
University of Alep	4,418	- 5.6 %		197	- 7.9 %

*Tanzania — 1965*

Primary	710,200	+12 %	(+ 7.02%)	13,576	+12.7 %
Secondary	21,915	+10.1 %	(+15.84%)	1,064	+24 %
Teacher training	1,145	- 2.9 %		240	+ 4.3 %
University of East Africa	451	+ 8.6 %		—	

*Thailand — 1964*

Pre-school	21,269	+74.52 %	(+ 6.8%)	628	+17.38 %	(+2.3%)
Primary	3,824,288	+ 1.6 %	(+ 7.2%)	104,342	+ 5.09 %	(+5.2%)
Secondary	159,136	+ 2.9 %	(- 9.6%)	9,301	+ 3.83 %	(-2.3%)
Vocational	44,494	+ 2.64 %	(- 7.6%)	5,261	+ 3.79 %	(+2.9%)
Teacher training	21,645	+31.05 %	(-17.2%)	2,104	+12.57 %	(+2.5%)
Higher	37,022	-11.2 %		1,770	+13.75 %	
Private	871,746	+12.81 %	(+ 1 %)	35,092	+ 2.77 %	(+4.1%)

	Number of Pupils			Number of Teachers		
<i>Togo — 1965-1966</i>						
Pre-school . . . . .	2,595	+12 %		23	+27 %	
Primary . . . . .	155,880	+ 3.7 %	(+ 5.07%)	2,860	+ 6.31 %	
Secondary . . . . .	11,381	+10.11 %	(+22.52%)	480	+ 9.5 %	
Technical and professional	1,681	+58.8 %		70	+ 9.37%	
Higher . . . . .	30			5		
Teacher training . . . . .	66	- 0.34%		13	0 %	
<i>Tunisia — 1965-1966</i>						
Primary . . . . .	717,093	+ 8.8 %	(+11 %)	12,868	+11.28 %	(+ 9.5%)
Intermediate . . . . .	23,315	+20.8 %	(+19.4%)	1,293	+ 5.12 %	( +17.8%)
Vocational . . . . .	2,093	- 2 %	(-17.5%)			
Secondary . . . . .	57,344	+22.4 %	(+16.4%)	2,454	+10.34 %	
Teacher training . . . . .	3,971	+22.56 %	(+20.2%)	—		
Higher: students in Tunis .	6,230	+20.78 %	(+32.8%)	225	+20.96 %	
students abroad .	3,092	-12.05 %	(+14.7%)	—		
<i>Turkey — 1965-1966</i>						
Primary . . . . .	4,030,000	+ 3.9%	(+5.6%)	90,000	+ 5.7%	(+ 5.7%)
General secondary . . . . .	514,338	+12.3%	(-0.1%)	11,780	+15.4%	(+11.7%)
Technical and vocational . .	121,320	+ 5.3%		7,361	+ 3.7%	
Primary teacher training . .	48,110	+12.9%	(+3.2%)	1,560	+17.5%	(+10.4%)
Higher (excluding univer- sities) . . . . .	27,969	+ 5 %		1,190	+13.3 %	
<i>U.S.S.R. — 1965-1966</i>						
General . . . . .	48,245,000					
Higher . . . . .	3,858,800					
Specialized secondary . . . .	3,659,900					
<i>United Arab Republic — 1965-1966</i>						
Primary . . . . .	3,416,914	+ 3.6%	(+ 5.27%)	86,291	+ 6.6%	(+ 3.95%)
General preparatory . . . . .	573,747	+20.9%	(+16.8 %)	21,621	+16.8%	(+ 7.44%)
Technical preparatory . . . .	26,530	-36.1%	(- 7.68 %)	2,010	-47.8%	(- 0.28%)
General secondary . . . . .	209,195	+14.1%	(+23.33%)	10,992	+ 6.9%	(+ 2.07%)
Technical secondary . . . . .	101,204	+10.9%	(+ 9.45%)	7,965	+34.7%	(+ 5.73%)
Primary teacher training . . .	49,368	+19.6%	(+18.65%)	4,531	+21.4%	(+18.17%)
<i>United Kingdom — 1965</i>						
<i>England and Wales</i>						
State primary and second- ary . . . . .	7,092,155	+0.83%	(+15.64%)			
Special . . . . .	74,299					
<i>United States — Autumn 1965</i>						
Kindergartens and primary schools (to grade 8):						
public . . . . .	30,526,000	+ 1.7%	(+ 2.46%)	968,000	+2.8%	
private . . . . .	5,400,000	+ 1.9%	(+ 1.85%)	155,000	+3.3%	
Secondary schools (9th to 12th year)						
public . . . . .	11,618,000	+ 2 %	(+ 4.66%)	749,000	+5.6%	
private . . . . .	1,400,000	0 %	(+ 7.69%)	80,000	0 %	
Higher: Universities, colleges, junior colleges, teacher training schools	5,526,000	+11.6%	(+10.12%)	415,000	+8.1%	

	Number of Pupils			Number of Teachers		
<i>Venezuela — 1965-1966</i>						
Pre-school and primary	1,481,333	+ 4.17%	(+ 3.7%)	43,368	+ 4.77%	(+ 4.6%)
Secondary	189,583	+ 9.31%	(+11.7%)	9,141	+20.41%	(+10.1%)
Teacher training	12,831	-25.9%	(-21.9%)	1,424	-18.62%	(-11.3%)
Technical	93,120	+13.42%	(+16.8%)	4,539	+ 8.87%	(+11.5%)
Higher:						
Institutes of education	2,848	+ 7.83%	(- 5.5%)	270	+ 8.87%	(+ 9.8%)
Universities	43,977	+13.57%	(+ 9.8%)	4,466	+ 8.87%	(+ 7.4%)
<i>Vietnam ( Republic of ) — 1965</i>						
Primary	1,662,000	+ 4.9%	(- 2.2%)			
Secondary	360,830	+ 9.6%	(+ 9.3%)			
Technical and agricultural	8,513	+ 8.7%	(+ 8.3%)			
Higher	23,662	+16.2%	(+11%)			
<i>Yugoslavia — 1965-1966</i>						
Primary	2,984,233	+ 0.4%	(+ 0.6%)	100,881	+ 0.3%	(+ 1.4%)
Secondary	184,621	+ 2.2%	(+19%)	8,688	+ 5.7%	(+ 5.4%)
Teacher training	29,120	+ 0.6%	(+ 1.1%)	1,430	-13%	(- 9.8%)
Technical and vocational	208,752	+ 9.8%	(+14.8%)	10,110	- 1.9%	(- 0.2%)
Schools for skilled workers	183,018	+ 0.3%	(+ 8.5%)	5,467	- 7.1%	(- 5%)
Other vocational schools	3,002	- 0.7%	(+ 4.5%)	220	-11.6%	(-29.5%)
Art schools	5,699	+12%	(+10.9%)	1,154	- 3.3%	(+ 2.9%)
Special schools	16,644	+ 7.1%	(+ 4.1%)	1,688	+ 1.8%	(+ 2.9%)
Adult education	56,642	- 3.9%	(- 3.5%)	3,534	-21.1%	(- 5.8%)
Additional training	24,060	+ 4.6%	(+ 9.2%)	1,389	+ 0.8%	(- 6.4%)
Advanced schools	68,650	+ 8.8%	(+18.1%)	3,884	+ 1.6%	(+ 6.4%)
Colleges and faculties	116,273	+ 8.2%	(+ 0.2%)	11,786	- 1.1%	(+ 4.4%)

## STRUCTURE AND ORGANIZATION

### COMPULSORY SCHOOLING

Few details are given about this fundamental aspect of national education, which indicates that the existing state of affairs has not been radically changed.

*Algeria.* Proposes to lower the schoolleaving age from 14 to 12 years.

*Austria.* The 9th year of compulsory schooling, known as the polytechnical year, preparatory to vocational life, will be compulsory throughout the country as from 1966.

*Brazil.* A 6th year of primary education has been introduced in certain States.

*Bulgaria.* Schooling is compulsory for children and adolescents between the ages of 7 and 16, and this is also the case in the *Democratic Republic of the Congo*.

It should also be pointed out that in the *Federal Republic of Germany* an optional 10th year's schooling has been successfully tried out and that in *Switzerland*, too, an optional 8th year has been instituted in Oberwald, a 9th at St. Gallen and a 10th in Basle and Basle-Campagne.

*Cameroon.* Compulsory schooling is limited to 8 years (6 to 14 years) and no pupil can take more than two classes twice.

*Central African Republic.* The duration of compulsory schooling has not been laid down, but the primary schools are open to children and adolescents between the ages of 6 and 17.

*Congo (Democratic Republic of).* A law, at present before Parliament, provides that primary teaching shall be free and compulsory. Secondary education is also free and will also become compulsory.

*Costa Rica.* Great efforts are being made to introduce six year primary education. Building schools in the isolated areas of 7 provinces has made it possible to make primary education available to almost all children in the country.

In the Saarland (*Federal Republic of Germany*) a 9th year of compulsory education has been introduced for children whose parents are foreigners. These pupils are also obliged to undergo part-time vocational education until they reach the end of their 21st year.

*Greece.* Specially gifted children receive special assistance from the Government, education being free at all levels.

*Mauritius.* There is as yet no compulsory schooling, primary education is free.

*Nepal.* Measures have been taken to render primary schooling compulsory and free.

*Netherlands.* The second phase in the process of reducing the maximum number of pupils in each class began in September, 1965. It involved great expense and about 2,900 additional teachers had to be engaged.

*Panama.* The length of the school year has been reduced. It begins in early May and ends at the end of January.

*Poland.* As from September, 1966, the 7-year primary schools will be transformed into 8-year compulsory schools.

*Romania.* Compulsory 8-year schooling is enforced throughout the country.

*Spain.* Compulsory schooling has been prolonged until the age of 14.

*Sudan.* Education is now free at all levels in official establishments.

*United States.* Lengthening the period of compulsory schooling at both the beginning and the end, has been suggested.

*Vietnam (Republic of).* Compulsory schooling will be prolonged to the age of 14 when it is possible to make primary education entirely free.

*Yugoslavia.* Although compulsory education, from the age of 6 has not yet been adopted, it is becoming more and more frequent for children to be admitted at that age. In the towns, the children remain in school throughout the day in most of the establishments.

#### PRE-SCHOOL EDUCATION

While in *Ecuador* the first two kindergarten years (3 to 5 years) have been abolished and in *Algeria* optional pre-school education has also been discontinued, in several *Länder* of the *German Federal Republic* specialized Kindergartens have been instituted for mentally backward children of school age.

In the *United States* a programme known as "Operation Headstart" has been launched. This is intended to improve the physical condition, self-confidence and verbal and conceptual skills of culturally deprived children.

In *France* a special educational broadcast for kindergartens has been instituted as an experiment. It lasts for fifteen minutes once a week.

*Denmark.* An amendment to the law on primary education makes it possible to open pre-school classes.

*Mexico.* Measures have been taken which will make it possible to open kindergartens in the poorer areas.

*Poland.* Children who do not go to a kindergarten or are not sufficiently mature to attend school are sent to institutes which have been specially organized for them. During the last few years a foreign language has been taught in the kindergartens.

*Tunisia.* Pre-school education organized by private establishments is supervised by national organizations.

*United Arab Republic.* The work of standardizing the preparatory course is being continued, the aim being to ensure that it is modernized.

#### PRIMARY EDUCATION

Whether it be a question of the structure of this education, of the curricula and syllabuses imposed or of the methods and procedures applied, it can be seen that in many countries there is an accelerating tendency to adapt education to child psychology, experimental education and the practical organization of the work.

The traditional primary education, in which the classes consisted of children of the same age, who received collective instruction through the teacher's lessons, is being replaced by new organizational structures and modern practices which are making a new thing of education. These are: grouping the children according to their capacity and adapting the work to their mental level; letting the children work individually, for instance; on the other hand at the organizational level, measures have been taken to lessen the effects of one-class schools in the villages; combining several schools or providing alternate lessons; introducing the five-day week; setting up boarding schools; organizing the school year better, etc.

*Argentina.* The National Council for the Protection of Minors has adapted primary teaching to the pupils' mental level and developed practical teaching.

*Belgium.* New regulations concerning school holidays came into force on 1st September, 1965, they ensure a better distribution of relaxation and school work.

*Cameroon.* Education has been organized in a more practical way, children at different levels being placed in the same class.

*Cuba.* It is the policy of the Ministry of Education to eliminate the single multi-level class. The work of rural teachers has been facilitated by adjusting the programmes and providing materials adapted to the various educational levels. In addition, the children in the 6th class in rural schools are concentrated in boarding schools.

*Czechoslovakia.* The contents and methods of school work in the nine-year schools are being modernized and methodical differentiation applied in order to take the children's interests and abilities into account, as well as the teachers' capacities, semi-vocational education being introduced in the 4th and 8th classes. Certain schools have been chosen for testing differentiation in the 9th specialized classes.

*El Salvador.* In order to facilitate the primary teacher's work, the 1st year pupils attend school in the mornings and those in the 2nd and 3rd years in the afternoons. The central school system is being introduced.

*Ethiopia.* The 7th and 8th primary school classes have been transferred to the secondary schools which will henceforth consist of 6 classes.

*Germany (Federal Republic of).* Experiments in allocating children to different courses according to their capacity, after the 5th year, have been conclusive and the system of a common course for all the pupils, completed by an optional course, is becoming standard practice. One-class schools are being abolished and replaced by schools attended by children from several villages. Experiments with the 5-day week have been continued with success in primary and intermediate schools as well as in general education secondary schools in West Berlin and Hesse. In North Rhine-Westphalia four schools, two of them primary schools, one intermediate school and one secondary school, have as an experiment been transformed into semi-boarding schools to give the children a chance to acquire a sense of their social responsibilities.

*Israel.* Reinforced instruction in reading, writing and arithmetic is given in classes 2-5. Culturally-deprived children are taught in special centres.

*Mexico.* A plan to standardize progressively the school calendar is being considered, following a national inquiry on the subject. Holidays will take place during the hot weather.

*Netherlands.* Under what is known as the experimental law (*Experimentenwet*) experiments in new educational structures have been instituted: a trial class, which makes it possible to test the children's abilities, has been introduced in the last primary school year.

*Pakistan.* Efforts to prevent school drop-outs continue. As an emergency measure, a certain number of itinerant schools have been created in Western Pakistan to provide instruction for the nomads.

*Panama.* The length of the school year has been reduced by one month.

*Romania.* Experiments in teaching each subject separately, as from the first class in the primary school, are continuing, the aim being to improve this type of education.

*Sierra Leone.* The number of lower primary schools is decreasing; they are being transformed into four-year primary schools.

*Spain.* A school record giving an account of each child's performance has been established for each pupil. In future the certificate of primary education will be awarded on completion of the 8th class.

*Thailand.* Itinerant classes have been instituted for children in isolated villages.

*Vietnam.* Since the experimental stage can now be considered as at an end, it has been decided to re-convert ordinary primary schools into community schools.

### EDUCATING HANDICAPPED CHILDREN

(Physically or mentally handicapped, maladjusted children)

The education and treatment of children falling within these categories is being studied by the authorities, who are doing everything in their power to demonstrate their concern for these children. This is evident from the information contained in some of the reports.

*Afghanistan.* There are no special schools for physically or mentally handicapped children. They receive special attention and suitable teaching in the ordinary schools.

*Byelorussian S.S.R.* Blind or partially blind children and those who are deaf, dumb, mentally deficient and suffering from speech disorders are taught in special schools, where attendance is compulsory and entirely free. Their curricula and syllabuses provide them with practical and theoretical knowledge so that they will be enabled to play an active part in society and in production.

*Brazil.* An institute has been opened to draw up courses for teachers of sub-normal children. Itinerant teachers have been planned for them.

*Bulgaria.* The network of special schools has been extended.

*Canada.* Teachers receive special training for teaching the following types of handicapped children: educable mentally retarded, cerebral palsied, orthopedically handicapped, weak sighted, defective speech or hearing, emotionally disturbed.

*Ecuador.* A plan to organize a department of special education is being studied. The social welfare authorities run several special schools.

*France.* Study has revealed that children in any age group include 3.3% who are slightly handicapped, 0.35% more seriously handicapped and 0.2% who suffer from motory infirmities. A ministerial decree stresses the importance of physical education for mentally defective children.

*Germany (Federal Republic of).* The system of special schools has considerably expanded and improved in most Länder. In West Berlin, the first congenitally physically handicapped children entered ordinary schools during the 1965 school year, since it has been decided that they should not be isolated in special schools.

*Ghana.* The Ministries of Labour and Social Welfare and of Education collaborate in providing education for handicapped children of school age.

*Greece.* Special schools for mentally handicapped children are needed. At present there are 4 special schools.

*Hungary.* A programme of therapeutic exercises has been added to that for the physical education of children suffering from motory disorders or internal troubles. Technical accessories are available to teachers who give instruction to deaf and blind children.

*Israel.* New classes have been opened for disturbed children as well as a school for the blind. Two schools of education have inaugurated sections for special education.

*Kuwait.* Handicapped children have been examined once more to see whether or not they should remain in special schools.

*Liberia.* The opening of a school for deaf children is the first step taken in favour of physically and mentally handicapped children.

*Malawi.* There are two boarding schools and seven primary schools for blind children.

*Malta.* A school for small maladjusted children has been opened.

*Mexico.* Children with physical or mental handicaps are dealt with in special schools (deficiencies of speech or hearing or of the motory system; mental deficiency, blind or delinquent children).

*Nigeria.* A guidance clinic for difficult or handicapped children has been opened. Children with physical handicaps are admitted there for the treatment appropriate to their case.

*New Zealand.* A course of physical education has been introduced as a test in the centres for mentally deficient children. Inquiries have been undertaken in primary and secondary schools with a view to helping the teachers to deal with certain categories of children: slow, backward, maladjusted or specially gifted.

*Peru.* Specially adapted curricula are used for educating handicapped children, together with educational and medical treatment. Mentally deficient children are educated in special schools.

*Poland.* The number of primary schools with special classes for handicapped children is increasing as is the number of places in boarding schools for children suffering from various deficiencies. Special vocational training schools for handicapped adolescents make it possible to train them in 43 different skills.

*Spain.* The great impetus given to special education (setting up institutions, training teachers, granting scholarships to children whose education must be adapted to their condition) has involved modernizing the administration and technical structure of special education.

*Sweden.* New arrangements have been made for children who are deaf or hard of hearing, blind or weak-sighted, physically handicapped or mentally retarded. In the schools which they attend the numbers of medical experts, psychologists and welfare workers have been increased. The question of adapting school buildings to these children's needs is being studied. Training staff to care for these children in boarding schools for the handicapped continues.

*Turkey.* The number of special classes has been increased. Some classes have been opened for specially gifted children.

*U.S.S.R.* Children suffering from ill-health, physical defects or backwardness are the object of special care. A wide network of sanatorium schools in the forests has been created for them, as have special schools for sick children and for those with defective sight or hearing.

*United Kingdom.* A new school for educable mentally deficient children has been opened in Northern Ireland. Itinerant teachers are responsible for these children as well as those suffering from deficient hearing. They teach them individually or in small groups.

## SECONDARY EDUCATION

If we accept this very evocative symbol, we can say that under the pressure of various factors, the importance of which is undeniable, secondary education has become the melting pot of the national education systems. Among these pressures are: the population explosion, the desire to create more social justice in education, the vital necessity—in every country—greatly to increase the number of people who, having completed their secondary education, are able to supply the need for skilled administrative workers and researchers of all kinds. Governments are, therefore, obliged to find effective ways of seeking out their prospective elites. The structure of secondary education is, therefore, being changed by the creation of new internal organizations, as well as of new types of institution to fill educational, economic, social and cultural needs.

The same can be said of technical and vocational education.

*Afghanistan.* A new school of administration at secondary level has been set up to train rural administrative officers.

*Albania.* A 4-year secondary school for foreign languages was opened in September, 1965, with departments of English, French, Russian and Latin.

*Algeria.* A certificate of general education has replaced the certificate of elementary education granted after completion of studies in primary education, in general secondary schools and lycées.

*Australia.* The Federal Government has inaugurated a conservatory of music in Canberra.

*Austria.* A lycée of arts and education has been created to train future teachers in schools of art and teachers taking artistic subjects.

*Belgium.* The law of 8th June, 1964, altered the conditions for access to universities and the validity of upper secondary certificates and diplomas. State correspondence courses, started as an experiment in 1959, now enjoy legal status as laid down in a law of 5th March, 1965.

*Cameroon.* An attempt is being made to bring the structures of the two federated states into line with one another: a first stage covering the first to the fifth year and a second consisting of the sixth year and the final class. A certificate of general education will be given at the end of the first stage and a certificate of secondary education at the end of the second.

*Central African Republic.* The examination for entrance to the final class has been abolished and replaced by the staff council's decision, based on the results obtained by the pupils.

*Ceylon.* The length of pre-university studies has been increased from 12 to 13 years.

*Congo (Democratic Republic of).* Revision of secondary education structures and syllabuses, begun in 1961, will soon be completed. The six-year course (two years in the guidance stage followed by four in the diversified upper school) will be departmentalized as follows: letters, science, education, agriculture, commerce and administration, technical industrial, artistic, social.

*Congo (Republic of).* Consular classes have been opened for the children of foreign technical assistance representatives. Their syllabuses differ from those of Congolese schools.

Public or "popular" secondary schools have been introduced.

*El Salvador.* The first baccalaureates in industry and arts have been awarded.

*Ethiopia.* A comprehensive system of secondary education has been introduced in a number of schools, to run parallel with general secondary courses.

*France.* New structures have gradually been set up by creating secondary schools bringing together in the same building the lower secondary lycée classes and the general secondary school classes, which facilitates guidance from the end of the 6th to the end of the 3rd class. This latter class represents the critical guidance stage after which children are directed either to the long upper-secondary course in classical, modern or technical lycées or to the short secondary course. The decree of 5th June, 1965, provided for five sections: A. directed to literary, linguistic and philosophical studies and comprising an arts option; B. directed to economic and social sciences and comprising an introduction to the pure and applied mathematics, necessary for the study of these sciences; C. directed to mathematics and the physical sciences; D. directed to the natural sciences and mathematics studied from the point of view of their applications; E. associating scientific with industrial and technological teaching.

The relative specialization of each section will grow gradually stronger at the level of the second class (10th year of studies) thus enabling changes in the original specialization to be made. A certificate of secondary education, which is distinct from the baccalaureate and does not give access to higher studies, will be granted to students who have not obtained sufficient marks for the baccalaureate.

*Germany (Federal Republic of).* Almost all the *Länder* have established special secondary schools so that gifted youngsters with only primary or intermediate school education can pursue studies after completing their vocational education. Uniform regulations have been adopted for admission to this type of education for young people in employment and to adapt the course content and method of instruction to their particular circumstances. New types of secondary school have been introduced: schools with the stress on the arts, social studies, or economics. These enable the students to follow certain courses at the university level.

*Hungary.* The organization of classes with a special curriculum went on in accordance with the demands of society and the pupils' varied interests.

*Iran.* The reform and new organization of the educational system will cover: five years of compulsory and general education, a 3-year exploratory course, which will be free but not compulsory. At secondary level, there will be either a three-year course followed by one year's specialization or a vocational course lasting two years or a four-year technical one.

This plan will be implemented in two stages.

*Lebanon.* The fusion of the two intermediate courses in one exploratory course is being studied.

*Madagascar.* A two-year "transition cycle" between the 6th and 5th classes constitutes a kind of intermediate stage between primary and secondary education. This facilitates the pupils' adaptation to secondary education and gives them a sufficient command of the French language.

*Morocco.* The "observation" class has become the first class at secondary level. Together with the following class it constitutes a two-year course in general culture and is followed by specialized instruction in either general culture or technical education.

*Nepal.* It is the Government's policy to convert secondary schools into vocational schools.

*Netherlands.* A commission has been set up to regulate the teaching of modern languages. The examinations taken on completion of secondary schooling have been changed. A new type of secondary education—known as HAVO (secondary education for higher general training)—has been instituted on an experimental basis.

*Pakistan.* Increasing importance is given to general education in secondary schools. Religion and ethics will probably become compulsory subjects in preparatory classes for the university. The lower secondary course will become compulsory and its curriculum will cover technological, agricultural and commercial subjects, priority being given to the teaching of science and mathematics.

*Peru.* New types of school have been created, especially the bilingual schools in the Sierra, which give elementary instruction in the vernacular, gradually introducing the use of Spanish.

*Romania.* Competitive examinations for admission to secondary schools have been improved in order to avoid fatigue and overwork.

*Spain.* Pupils holding a certificate of primary education will be admitted to the baccalaureate course after the third year, which will involve an increase in the number of pupils of rural areas taking secondary education. The number of baccalaureate classes by radio has been increased to 210.

*Sudan.* The educational planning commission has decided to introduce diversified secondary education in order to meet the requirements of the national economy: technical, agricultural and domestic economy.

*Czechoslovakia.* Stress should be laid on the tendency towards differentiation in general education secondary schools, applied with due consideration for the pupils' interests and abilities. An example of this is the fact that the timetable provides for four hours of free activities per week. Pupils can choose between: letters, mathematics, physics, biology, chemistry, languages, geography, economy. General education secondary schools now have two departments: science and letters, divided into social science, natural science and mathematics. The number of hours allowed for laboratory work has been increased.

*Ukrainian S.S.R.* The process of transforming eleven-year general education schools into ten-year schools came to an end in 1965-1966.

*United Kingdom.* It is the Government's declared objective to end selection at eleven-plus and alter the structure of secondary education. Six main comprehensive systems have been proposed. The Secretary of State for Scotland has asked all education authorities to consider methods of reorganizing the provision of secondary education in their areas on comprehensive lines in order the better to ensure that the pupils receive the right guidance.

*United States.* A certain number of "junior colleges", using experimental curricula of various kinds, have been instituted.

*Yugoslavia.* Specialized lycées have been created: general education lycées, lycées for science and mathematics, and lycées for the teaching of modern languages.

## TECHNICAL AND VOCATIONAL EDUCATION

*Afghanistan.* Technical and crafts vocational school curricula were extended from three to four years. A pre-vocational school has been added to the number of technical and crafts schools.

*Algeria.* Technical schools are being reformed in order to standardize the legal and administrative status of secondary technical schools. Specialized studies are being simplified in favour of diversified training in vocational groups.

*Argentina.* The curricular structures of technical education have been completely changed so as to meet the requirements of the labour market and enable pupils to change their specialization during their courses.

*Belgium.* An observation and guidance stage has been instituted in some lower secondary technical establishments and several technical linguistic departments have been opened at upper secondary level in these establishments. A diploma course in the arts and techniques of diffusion has been organized.

*Cambodia.* Institutions and apprenticeship centres have been amalgamated to form a popular university which provides training for technical monitors and instructors, as well as for skilled workers.

*Central African Republic.* New departments have been added to the technical lycée.

*China (Republic of).* A certain number of schools of industrial art are now serving as pilot schools which enables them to provide courses in various building techniques. Five-year junior colleges have been set up to stimulate the training of the technicians which the country needs and to reduce the pressure on colleges and universities.

*Colombia.* The agricultural technical baccalaureate has received new regulations and now comprises a basic four-year stage in the agricultural schools and a second three-year stage in agricultural technical institutes.

*Congo (Republic of).* A training section has been added to the Brazzaville technical school to train teachers of technical education and working instructors; there is also an agricultural section where agricultural instructors are trained.

*Cuba.* A technical office and an education office have been set up in each one of the 29 industrial training centres in order to organize education in production.

*Czechoslovakia.* Apprenticeship training has undergone certain changes which were called for owing to changes in production. Capable apprentices can follow courses which enable them to complete their secondary education and even to study in an institute of higher education.

*Germany (Federal Republic of).* Considerable efforts have been made to increase the capacity of colleges of engineering in order to meet future needs for trained engineers. A clear distinction has been established between technicians, technical assistants and laboratory staff.

*Greece.* A junior technical school has been set up, as well as a secondary school specializing in watch-making and jewellery and a course for motor mechanics.

*Hungary.* Secondary technical and vocational schools will be transformed gradually into comprehensive vocational secondary schools. Economic vocational schools will have new sections in administration and foreign trade.

*Israel.* There is a constant increase in the number of vocational schools. Pre-vocational training has been introduced in Arab primary schools and vocational sections have been created in Arab secondary schools. A new agricultural school trains specialists in citrus fruit growing and in irrigation. A new maritime school has been opened.

*Italy.* A vast plan for re-organizing technical education is being drawn up. Under the law of 13th July, 1965, a new department has been set up in technical institutes for administrative secretaries and foreign correspondents. Academies of fine arts, artistic lycées and conservatories of music are also being re-organized.

*Korea (Republic of).* 42 schools for pre-vocational training have been set up.

*Lebanon.* Aviation mechanics have been added to the course which leads to the technical baccalaureate.

*Liberia.* A pre-vocational syllabus has been added at the technical secondary school to enable new pupils who are backward to catch up with their comrades. Two pre-vocational schools have begun to operate.

*Libya.* Commercial education has been strengthened so as to meet economic needs.

*Madagascar.* Agricultural training centres for men and women accept pupils between 15 and 20 years of age and train them in agricultural and household techniques.

*Malta.* Courses intended for children who are incapable of undergoing secondary education make it possible for them to have three years of vocational training in various skills. At the college of fine arts, science and technology diploma courses for technicians in mechanics and electricity have been set up and also courses leading to the higher national diploma in commerce.

*Mauritius.* The first apprenticeship centre is being set up.

*Morocco.* A new technical agricultural section has been introduced into the second course. Four junior agricultural schools will be transformed into agricultural lycées.

*Nepal.* A technical institute will be opened in 1966, which will help to convert general secondary schools into vocational schools.

*Netherlands.* Correspondence courses are of interest to commercial enterprises and government services. Their development will lead to the creation of an official inspection service.

*New Zealand.* New higher technical schools have been opened.

*Niger.* A new section for electro-mechanics and one for book-keeping have been added to the technical school.

*Norway.* A new theoretical course has been introduced in schools of navigation. A proposal to establish a new type of vocational school has been accepted. This will mean that the three existing types of vocational school will be combined. A school of journalism was opened in 1965.

*Pakistan.* Ten vocational schools and four polytechnic schools have been opened. Agricultural education has been greatly improved.

*Panama.* A school for handicrafts and a special agricultural school have been set up.

*Peru.* Thirty-four new technical schools were opened in 1966. Plans to establish regional polytechnics are being studied.

*Philippines.* Secondary schools in villages (*barrios*) set up with the aim of improving health conditions in the community, production and agricultural production, have given good results.

*Poland.* The progress of mechanization involves the rapid development of basic vocational schools and technical schools for mechanics and electricians. Technicums and vocational lycées prepare specialists for the various types of professional skill. The number of laboratory classrooms

increases every year. Training in the form of practical work and courses in industrial enterprises has been introduced in the vocational schools. More than three-quarters of the pupils with primary school leaving certificates continue their studies in vocational schools.

*Romania.* In order to simplify vocational training, the work formerly carried out in craft and technical schools, which are being abolished, will now take place in vocational schools.

*Saudi Arabia.* The Royal Vocational Institute in Riyadh is being built. It will comprise a vocational division, where 30 different skills can be taught; a technical department with four sections: mechanics, electricity, industrial chemistry, architecture; an institute of advanced technology; an institute of industrial education. It will be able to train 1,000 students and there will be accommodation for 800 boarders. The Ministry is specially interested in training instructors for technical schools.

*Spain.* Titles and rights of holders of diplomas from technical schools have been laid down. A pupil can become an engineer or an architect after five years' study. A further two-year course confers the title of doctor in engineering, architecture or sidero-metallurgy.

*Turkey.* The lower course in boys' technical institutes has been abolished. Certain technicums have been transformed into higher technical schools.

*Yugoslavia.* In order to ensure that vocational training and further training is available, as well as courses in vocational re-adaptation and advanced specialized training, the development of vocational schools has been accelerated.

## HIGHER EDUCATION

If institutes of higher learning are to keep pace with the present extraordinary rate of progress and with scientific research and the requirements of present-day society, it is just as necessary for them to modernize their structures and teaching as it is for the basic educational institutions which precede them. New universities are springing up, the number of institutes of higher education, as well as that of faculties, is increasing. Courses, curricula and examination procedures are being changed and, faced with the growing desire for university education, the measures to be taken to ensure that only those students who offer the necessary guarantees of intelligence and intellectual vitality are considered.

*Algeria.* The faculty of medicine and pharmacy, which had been attached to the Ministry of Health, has now returned to the authority of the university, and the normal seven-year medical course has been re-instated. A higher institute of linguistics and phonetics has been set up to co-ordinate research and provide instruction in this field. A bachelor's degree in Arab philosophy has been instituted in the faculty of arts and humanities. A course for educational and vocational guidance advisers was held at the Institute of Biometry and Psychometrics.

*Argentina.* An experimental school for agronomists and for training instructors in agriculture has been organized.

*Australia.* At the suggestion of a study committee, the Government has increased the number of scholarships available for students at universities and colleges of advanced technology. It has made grants to universities and to institutes of colleges offering tertiary courses and has set up an Australian National Research Foundation.

*Austria.* In 1965, 37 new professional chairs and 6 extraordinary chairs were created.

*Belgium.* Under the law of 9th April, 1965, increased financial resources were made available to universities and two State university centres were set up at Mons and Antwerp. A chair of physiology and biometrics applied to physical education and a chair of human physiology were created at the State University of Ghent, as was also a chair of musicology.

*Cambodia.* The Royal University of Fine Arts opened in January, 1965, as did also two provincial universities.

*Central African Republic.* Higher agricultural education has been reorganized; in future there will be a national school of agriculture and a university institute of agricultural technology (training engineers).

*Czechoslovakia.* The National Assembly has approved a new law relating to higher education.

*Ecuador.* The National Council for Higher Education was set up to standardize the work of institutes of higher education and universities.

*France.* The new structures in higher education are characterized by the abolition of "propaedeutical" training and a division into three study courses. The first, lasting two years, is intended for the acquisition of fundamental knowledge. This leads to an examination, the DUES (university diploma of scientific studies), or a DUEL (university diploma of literary studies). The second course consists of more specialized studies. After one year it leads to a "licence" and in two to a "maîtrise", both being awarded for a variety of subjects. The third stage is reserved for research.

*Gabon.* A polytechnic institute has been set up training intermediate and higher grade staff for industry.

*Hungary.* A new higher technical school of mechanics and construction has been opened at Debrecen. This brings the number of higher schools to 92.

*Italy.* During 1965-1966, the university system was increased by the addition of new faculties, new courses and of a school of statistics at the Faculty of Economics and Trade at the University of Messina.

*Japan.* The increase in the number of young people wishing to study in universities has created considerable social problems. The Educational Test Research Institute helps to improve the system of selection for university entrance. It conducts aptitude and achievement tests for pupils in secondary schools and vocational aptitude tests. Some universities are beginning to take an interest in this work.

*Lebanon.* An Institute of Fine Arts has been set up at the University of Lebanon. It comprises the following sections: architecture, decorative arts, painting, engraving, drama, artistic research.

*Mauritius.* The first university is being built and its rector is already active.

*Netherlands.* A school of tourism and one of journalism have been set up.

*New Zealand.* The University of Canterbury now has a faculty of forestry and a faculty of medicine has been opened in Auckland University.

*Pakistan.* The board of directors at the Department of Research and Consultative Services has set up a technical information service to promote research and special studies. A school of marine biology has been opened at Karachi University, while a department of fine arts and another for the Turkish language have opened at Peshwar.

*Romania.* New faculties, departments and institutes have been set up, e.g. in higher economic education there are departments of economics and socialist industry, socialist agriculture, mechanization and automation and accountancy. The new university in Craiova will be opened in 1966.

*Saudi Arabia.* The faculty of education at Riyadh will begin operating at the beginning of the 1966 academic year. The Higher Institute of Law will open its doors at the same time.

*Sierra Leone.* A university will be created in 1966. Several of its colleges are already in operation. An Institute of African Studies has already been opened to carry out research.

*Spain.* Two important research services have been created; that of educational research and experimentation which will work in close co-operation with the higher council for scientific research and that of school psychology and vocational guidance. Specialized schools have been opened in various universities; they lead to diplomas in psychology, pharmacology, rheumatology, medico-surgical dermatology and venerology, obstetrics and gynaecology, and legal practice, etc.

*Tunisia.* The academic year has been marked by the creation of the second year medical course, a certificate for the third stage in the course on nuclear physics and of a certificate for agricultural Mediterranean ecology.

*United States.* The 1965 law on higher education provides for increased aid to help to build and equip university colleges and universities.

*Yugoslavia.* Universities have carried out inquiries into their work with a view to adapting it to the requirements of the national economy and make the teaching more practical and effective. New faculties have been created and existing ones transformed. Special care has been devoted to devising a procedure for selecting candidates for university education.

## CURRICULA, SYLLABUSES AND METHODS

### CURRICULA AND SYLLABUSES

Sixty-nine countries out of the 91 who presented a report indicated changes in curricula in various types of instruction, either to ensure a better co-ordination between sequent institutions or to unify these in parallel cycles of instruction. It is noteworthy that two

only of these reports acknowledge slight reduction in the demands of the syllabuses. On the contrary, the number of new subjects which are being added to those already taught is very striking: in particular, modern mathematics, foreign languages, sciences, geography, history. In these last subjects, several recently independent states indicate that their curricula and textbooks have been modified in order to adapt them better to the condition and material problems of the countries concerned. The fact that several reports speak of trying out new syllabuses and even of full-scale experiments with them can only be a source of satisfaction to all who are actively engaged in teaching for they note with ever-deepening concern that they are obliged to make demands which are increasingly beyond their pupils' powers of assimilation and comprehension. The result of this ill-advised pressure is evident in the alarming increase in the number of pupils who fall behind in their studies, which seriously impairs the effort being made to give a more advanced intellectual education to a constantly increasing number of children. Intergovernmental research should be made jointly on educational experiments so that a better balance may be achieved between the demands made by adults and the mental and emotional capacities of children and of adolescents.

#### COMPARATIVE TABLE

*Afghanistan.* The curricula of the commercial schools have been improved so that they are more closely linked to the syllabuses of higher commercial education. Social studies have been introduced into the syllabus of the pre-vocational year which has been added to technical and craft school education.

*Albania.* The new syllabuses have been introduced in class VII.

*Algeria.* The syllabuses of the junior classes of the secondary and grammar schools have been standardized to avoid a too early channeling of pupils in a particular direction and forcing them to make prematurely a choice of subjects.

*Argentina.* To stimulate the pupils' interest and to bring them into contact with the community a further 60 hours have been allocated to be spent on educational activities outside the school. A new three-year curriculum has been introduced in the technical schools for girls (housecraft, commercial art, secretarial training, beauty culture). The experiment of teaching modern mathematics continues.

*Australia.* Research is being made on the teaching of foreign languages in the primary school to determine at what stage this teaching should be begun. New mathematics have been introduced into the syllabuses of the primary schools. Courses have been organized to help teachers to become familiar with them.

*Austria.* Working groups have been set up to formulate plans for syllabuses for the upper cycle of bilingual education. These plans have been published, as also has the projected syllabus of the polytechnical courses.

*Belgium.* Committees are working on the alteration of the following syllabuses: activities in the pre-school years; history, geography and road-safety in the primary school; the curriculum of intermediate education. The experiment of teaching a syllabus of modern mathematics continues. A recently adopted Greek and Latin syllabus is based on new educational principles.

*Brazil.* Experimental syllabuses for teaching the first stages of languages and mathematics aim at improving at the same time the syllabuses, the teaching methods and the textbooks. The curriculum for the teaching of history in secondary schools has been revised and that of the intermediate course of agriculture has been definitely settled.

*Bulgaria.* A new syllabus is being tried out in general education in primary and secondary schools.

*Burundi.* The syllabuses of the secondary classes are being finalized.

*Byelorussian S.S.R.* Changes have been made in the teaching of the history of the U.S.S.R. (classes 7 to 9).

*Cameroon.* New syllabuses have been drawn up in history, geography, science, French and English so that they may be better adapted to national and African problems. The teaching of civics has been made compulsory at all levels of secondary education.

*Canada.* In all the provinces efforts are being made to review and change syllabuses. New curricula have been prepared for primary schools in reading, mathematics, social studies, and music.

At the lower secondary school level the syllabuses of mathematics, languages, social studies, sciences, art, music and hygiene are being revised. New subjects have been added: new mathematics, chemistry, English, French, technical and vocational subjects, world politics, etc. In Nova Scotia, a televised programme of new mathematics has been introduced in the 9th grades and a science programme in the 5th grades.

*Ceylon.* An educational research committee has been set up to revise the syllabuses. In the secondary classes instruction in agriculture (one hour per day) will be compulsory. In the 7th grade a new syllabus has been introduced in mathematics.

*China (Republic of).* Intensive research is being made on the teaching of science. The personnel and equipment of research centres are being increased.

*Congo (Republic of).* The teaching of French, English and the sciences is being developed. Music and civics have been made compulsory subjects in the first cycle of secondary education, as has housecraft in girls' schools. French and English are taught in the first cycle of secondary education.

*Congo (Democratic Republic of).* Important changes have taken place in the following subjects: mathematics (introduction of new mathematics); science; history and geography (adaptation to the Congolese and African milieu).

*Cuba.* Changes based on the principles of polytechnical education have been made in the primary school syllabus, which now includes the teaching of the mother tongue, mathematics, geography, history and science.

*Czechoslovakia.* A new syllabus is being tried out in the 8th and 9th classes. The subjects are now taught in greater depth than before; and there is a much closer link with the sciences.

*Denmark.* The technical school curricula have been modified.

*Ecuador.* The curriculum of primary schools has been changed because of the new division into 3 cycles of 2 years, introduced to avoid pupils repeating classes and dropping out of school. A basic cycle common to all the baccalaureate examinations has been set up. To further the child's social development, the curriculum provides for working in groups; and for the linking of classes. Health education has been made a separate subject.

*Ethiopia.* Televised educational programmes have been started as an experiment and, in some schools, an experimental mathematics course is being taught.

*Finland.* Foreign language instruction has been intensified in both primary and secondary schools. A new section of mathematics has been experimentally introduced into the secondary schools.

*France.* Changes have been made in the teaching of drawing and plastic arts in primary and secondary schools: there is more freedom of expression and the pupils are given some knowledge of works of art.

*Gabon.* New syllabuses of history and of geography have been in use since the opening of schools in 1965.

*Germany (Federal Republic of).* English has been made a compulsory subject after the 5th class in primary schools in North Rhine-Westphalia and an optional one in the 5th and 6th classes in Rhineland-Palatinate.

*Greece.* In the new syllabus for the junior section of primary schools three types of instruction will be given: study of environment based on centres of interest; the mother tongue; mathematics.

*Hungary.* As a result of the experiments which have, so far, been carried out the number of classes with specialized curricula has been increased (singing, music, foreign languages; — Russian, English, French, German).

In the pre-school classes, more time is given to play, to activities and to aesthetic education. The following subjects have been introduced into the primary school: Russian (from class 6); Hungarian language and literature; geography; physics; chemistry; singing and music in class 9; and biology in class 8. The new syllabuses for the grammar schools follow the same trend.

*Iran.* A general revision is being made of the curricula of primary, intermediate and secondary (general and technical) schools; part of the curricula is being made optional to enable teachers to take cognizance of regional conditions and requirements.

*Iraq.* Work has been begun on the drawing up of new curricula and new textbooks for the general education in secondary schools.

*Ireland.* Primary school syllabuses are in process of being revised. Those of the intermediate classes will come into operation in 1966-1967.

*Israel.* The Standing Committee for Secondary Education has begun to revise the syllabuses of most subjects. Special attention has been given to the natural sciences, biology, physics and mathematics.

*Italy.* Changes are under consideration for the syllabuses of technical, trade and commercial institutions, including those of technical institutes for girls.

*Japan.* An investigation is being made to ensure better co-ordination between the primary school curriculum and that of the secondary school, which follows it.

*Kuwait.* More time has been allocated in secondary schools to religious instruction. Solid geometry, analytical geometry, integral and differential calculus have been added to the curriculum of the science stream of class 4.

*Lebanon.* The syllabus for the Lebanese baccalaureate has been reorganized.

*Liberia.* The syllabuses are being revised to bring them more into line with the requirements and the aims of the nation.

*Madagascar.* The school's twofold task (to determine aptitudes and to give guidance) has made it necessary to draw up a syllabus adapted to the needs and to the social and economic conditions of the country.

*Malawi.* Science and family education have been introduced into the primary school syllabus.

*Mali.* Curricula have been drawn up for the various sections of the Rural Polytechnical Institute: agronomy; water and forests; stock-breeding and veterinary training; rural engineering; co-operatives.

*Malta.* New subjects have been added to the syllabuses for vocational training, particularly those for agriculture and hotel work.

*Morocco.* Arithmetic continues to be taught in Arabic. The history and geography syllabuses have been reduced. A second foreign language will be introduced in the first year of intermediate education instead of in the last year of primary education.

*Niger.* In primary and secondary schools, history and geography teaching has been adapted to fit local, national, African and world conditions.

*Nigeria.* It is proposed that curricula be revised in order to make them fit the conditions and requirements of the country.

*Norway.* A curriculum for the apprenticeship schools is being tried out: emphasis is laid on civic education and on the laws and regulations pertaining to working conditions. In the commercial schools, special courses are given on the fixing of prices and on office work.

*New Zealand.* Intensive work has been done on the teaching of arithmetic to ensure a better understanding of mathematical concepts. The science syllabuses for secondary schools have been revised: biology, physics and modern mathematics. Audio-visual courses have been worked out for language teaching.

*Panama.* It has been decided to try, on an experimental basis, a new and reduced curriculum in the first school year.

*Peru.* New syllabuses have been drawn up for primary schools. In order to make them more functional, the syllabuses in technical, agricultural, trade, industrial and craft institutions have been changed in some respects.

*Poland.* The new syllabuses in the general secondary schools and in the vocational schools of the first and second levels take into consideration, from the scientific and didactic point of view, the modernization of teaching equipment, contemporary problems, as well as the aptitudes and interests of the pupils.

*Romania.* A new curriculum has been introduced in the first class of general and art secondary schools. The mathematics and physics syllabuses have been modified and completed; those of vocational schools are in the process of being drawn up. The new syllabuses take into account the progress made in science and technology as well as the pupils' powers of comprehension.

*Saudi Arabia.* A course of technical drawing has been introduced into intermediate schools from the first year. In secondary schools, after a trial period, changes have been made in the following subjects: Arabic, humanities, psychology, social sciences, education, physics, science. A course in geology has been introduced.

*Sierra Leone.* New primary school curricula have been published.

*Somalia.* The standardization of primary school curricula is completed. From now on Somali culture will be taught along with the teaching of the mother tongue. The new curriculum emphasizes, for each subject, the benefit to be derived from the constant use of visual aids.

*Sudan.* The number of hours weekly devoted to religious instruction has been changed from 4 to 6 in primary schools and to 2 at the secondary level. Civic education is taught from a new syllabus.

*Spain.* The new curricula which have been published for primary schools provide, among other things, for the teaching of English in classes 7 and 8. An extensive reform of the curricula of university faculties has been carried out, bringing with it a greater degree of specialization in each university.

*Sweden.* General curricula have been drawn up to replace the individual curricula which the vocational schools formerly followed.

*Switzerland.* Optional courses have been introduced: Russian and Spanish in the upper section of the secondary schools in Geneva; pre-vocational guidance in the 3rd year of secondary education in Zurich; and other optional courses at the teacher training school in Berne. New curricula in mathematics and science have been put into practice in primary schools in the cantons of Berne and of Tessin and in the girls' secondary school at Fribourg.

*Syrian Arab Republic.* The curriculum for technical industrial teaching has been modified.

*Tanzania.* The effort to adapt syllabuses to local conditions is still continuing, the main emphasis being placed on a practical trend in education, in keeping with the economic development of the country.

*Thailand.* A committee is considering the revision of the curricula of primary and secondary schools and of primary teacher training colleges. The Department of Primary and Adult Education together with the Bangkok Institute of Child Study is examining the effectiveness of the primary school curricula. New syllabuses have been introduced to improve moral education: more time is given to religious ceremonies, and centres for moral instruction have been set up in 100 schools.

*Togo.* Togo is going through the stage of experimental projects; changes made aim at the better adaptation of primary education to the needs of rural communities.

*Turkey.* Changes have recently been made in the syllabuses of the following: the higher training college of trade and tourism; intermediate technical education; and the girls' technical schools. New science and mathematics syllabuses are now in use.

*Ukrainian S.S.R.* The history courses have been remodelled, as has manual instruction in the senior classes in order to ensure a better polytechnical orientation.

*United Arab Republic.* New syllabuses better adapted to the various local communities will come into operation in 1966-1967. Education for girls is, at the present moment, undergoing important changes.

*United Kingdom.* The Schools Council for Curricula and Examinations has published its first report. It has concentrated on developing the teaching of English, mathematics, modern languages, classics, technical sciences and science in the secondary schools.

*Venezuela.* Educational television programmes have been developed for pre-school and primary levels.

*Vietnam (Republic of).* Educational radio programmes include music, foreign languages, history, geography and civics.

*Yugoslavia.* Compulsory hours of practical work have been put into the primary school syllabuses. In secondary education more time is allotted to mathematics, biology, modern languages and to the introduction of the pupils to the fine arts.

#### METHODS AND TEXTBOOKS

Curricula, methods and textbooks govern the work of teachers and pupils. The problems which their adaptation to requirements and possibilities present are similar, but the changes made in them proceed from concepts which are astonishingly different. The changes made in the syllabuses of all types of education: primary, secondary, technical, vocational and even university are conditioned by the inescapable requirements of learning, requirements, which, in most cases, are determined with no regard for objectivity or reality; from whence arise the mistakes mentioned above and their regrettable results.

In the methods and techniques of teaching, however, the same thing does not apply: these are either effective or they are not; and once they are found to be inadequate they are changed; for, as a normal process and in their own spheres of activity, the individual

teacher and the education authorities concerned will seek to improve them. For this reason, what the reports have to say about these matters is more gratifying than what we learn from them of the changes effected in syllabuses. Research in teaching methods is, indeed, mentioned by 26 countries. It probes ever more deeply and becomes more specialized, whether it deals with the fundamental revision of the concepts of teaching a subject (in this connexion, modern mathematics is revolutionizing the teaching of a subject hitherto considered to be, above all others, the one least susceptible to change); or whether new media, such as language laboratories, programmed instruction or audio-visual aids, appear which cause teachers to change both in outlook and habits.

In the realm of methods, also, two phrases more and more frequently being used, reflect another educational revolution now in progress: "educational experiments" and "experimental schools". Some forty countries employ them already. Faced with problems which traditional teaching methods are unable to solve, and, possibly, also influenced—and that to its advantage—by the present impetus toward research in all spheres of human activity, education turns likewise to objective research, a method which has been extolled by the upholders of experimental education for the last half century.

Audio-visual aids, television, programmed instruction—methods based on the contributions made to education by genetic psychology—none of these has any history behind it. In using these media, one starts from scratch on an untrodden path leading one knows not where, and one must continually check their techniques and the results obtained from their use. How can conclusions be reached except by meticulous and sustained experiments which show the advantages, the inconveniences of the media and the results they give? Hence, the number of experimental schools devoted to this task is constantly increasing. They have been set up in twelve countries.

In putting Educational Research on its agenda for the XXIXth session, the International Conference on Public Education 1966 showed it to be both necessary and important. A new era is dawning in education for both pupils and teachers: the era of research, of experiments scientifically carried out, of objective checking—which, to the infinite benefit of the progress of education and of the intellectual and moral training of the pupils, will put an end to subjective and traditional ways of teaching.

The following extracts from the reports are in themselves a sign which heralds this evolution.

#### COMPARATIVE TABLE

*Afghanistan.* Experiments are being made on new methods of teaching mathematics, science, social studies and foreign languages.

*Algeria.* Trial is being made in the 4th class of secondary schools of programmed instruction in mathematics by television. The educational services of the Ministry have perfected a new method of teaching language and reading.

*Argentina.* Methods in use in the primary schools are to be modernized. In the secondary schools cognizance has been taken of the need to apply methods founded on observation, experiment, thought, and a critical approach. Group work has been introduced in some subjects.

*Australia.* The experiment in individual learning, begun in 1964, is being continued. It allows each child to progress at his own pace; the traditional method of class teaching is replaced by a much more flexible system. Extensive use is made of television in Tasmania; all primary and secondary schools have sets.

*Austria.* The courses for teachers in vocational schools have dealt especially with programmed teaching. Language laboratories have been provided for pupils in vocational schools. A study group of headmasters of secondary schools devoted its time to the subject of international co-operation. In accordance with Recommendation No. 48 of the International Conference on Public Education, 294 new textbooks have been officially approved during the course of the year.

*Belgium.* Educational research has been especially concerned with audio-visual aids. Some textbooks adapted to the new syllabus of secondary teaching have been published and are particularly noteworthy for their outstanding quality from a technical point of view, especially in the sciences.

*Byelorussian S.S.R.* Headmasters and professors of education and of psychology are striving to find new and more effective teaching methods.

*Cambodia.* A textbook promoting the teaching and the practice of co-operation has been published. Twenty experimental schools have been provided with equipment for practical work in agriculture and in domestic science.

*Canada.* Teachers are being encouraged to use new methods in science classes—activity, inquiry, laboratory work—and more time is given to experiments. Continuing interest is shown in teaching by television.

*Central African Republic.* Methods of teaching language and arithmetic have been introduced on an experimental basis as have summarized sheets on the teaching of French in class 6 and of arithmetic in the first preparatory class.

*China (Republic of).* Some schools have been designated as experimental and demonstration centres for the new methods.

*Colombia.* Teaching handbooks have been drawn up following the global method.

*Congo (Democratic Republic of).* Special guide-lines have been laid down for the teaching of modern mathematics. In future, the only officially recognized textbooks will be those approved by the Commission of School Textbooks.

*Congo (Republic of the).* A new method of teaching reading has been brought in on an experimental basis and, in history and geography, new textbooks adapted to conditions prevailing in Africa are being prepared.

*Cuba.* Polytechnical education has been introduced at all levels to make closer the link between education and the main branches of agricultural production. The country school allows pupils of general secondary schools, accompanied by their teachers, to become acquainted with agricultural work while, at the same time, continuing their studies. The National Council for the Publications of the Ministry of Education is responsible for all school publications: books, handbooks, workbooks, journals, etc.

*El Salvador.* The directorates of experimental work in education render the greatest service to primary education by research on methods, systems and work processes. There are 17 centres of experimental work in education.

*Ethiopia.* Experimental teaching in mathematics is being given in some schools.

*Finland.* Experimental work in the methods of teaching, among other subjects, mathematics, physics, chemistry, national and foreign languages is going on in several schools which are grouped round a co-educational experimental school. The pupils of a growing number of secondary schools are gaining, through self-government, practical knowledge of civic affairs. The experimental teaching of civics in the only public secondary school which has the official status of an experimental school has been extremely lively.

*Ghana.* New methods of teaching mathematics have been introduced, on an experimental basis into the primary schools. Textbooks are being prepared, the contents of which will be in harmony with the conditions prevailing in Ghana.

*Greece.* New methods have been introduced on an experimental basis in the first two classes of primary school. New textbooks have been brought out to stimulate the pupils' interest and to develop a spirit of inquiry in them.

*Hungary.* The number of language laboratories continues to increase in secondary schools, teacher training colleges and universities. The experiment begun in 1963 to improve the teaching of mathematics is still going on and will be extended to the twelve years of primary and intermediate education. Much is left to the initiative of the pupils and to their personal discoveries, each working at his own pace. Some textbooks are supplemented by tape-recordings. Teaching machines are being used in three institutions of higher education.

*India.* The National Council of Educational Research and Training is considering the compilation of textbooks promoting national integration.

*Iran.* Very special attention is being paid to the implementation of new teaching methods adapted to the child's development, and to the use of audio-visual equipment.

*Iraq.* Within the framework of an experimental project new methods are being tried out.

*Ireland.* The modernization of methods of teaching science is proceeding in pilot classes in secondary schools and in teacher training colleges.

*Israel.* New methods are being applied in 130 classes to the teaching of mathematics, physics and biology. A centre responsible for planning the teaching of English is working on the drawing

up of syllabuses, the setting up of new teaching equipment and the trying out of new methods. After an experimental year, four lessons of 20-25 minutes are now broadcast every week in history, geography, civics, nature study and Hebrew.

*Italy.* The modernization of methods on teaching science continues in pilot classes of secondary schools and teacher training colleges.

*Japan.* To improve teaching methods about 60 primary and secondary schools have been designated as experimental schools.

*Korea (Republic of).* The methods which have been introduced since 1960 are being tried out in some schools.

*Kuwait.* A language laboratory has been set up in a secondary school.

*Lebanon.* The teaching of French is taking a new trend, the methods having been reviewed in the light of work done in structural linguistics. A conclusive experiment in programmed instruction has been carried out by the technical and vocational school authorities.

*Liberia.* New methods of teaching mathematics are being experimented with in primary and secondary schools. Liberian authors have been encouraged to prepare textbooks which take into consideration the experience of the child and the conditions prevailing in Liberia.

*Malawi.* Several primary schools and two secondary schools are, as an experiment, teaching modern mathematics.

*Mauritius.* New methods are being adopted, at the primary school level, in the teaching of languages, geography and arithmetic. New French and geography textbooks have been written specifically for Mauritian pupils. The French textbooks have already been used in pilot classes. The teacher training school now possesses a language laboratory.

*Mexico.* The National Institute of Education which has at its disposal an education laboratory and an experimental school, supervises experiments which are being carried out on the teaching of modern mathematics and of language in the secondary schools; and on methods of teaching by group work and directed studies. It is carrying out research on the causes of failure in the primary school and on ways of assessing school work. Additional introductory vocational instruction is being given in order to discover aptitudes and to develop skill.

*Nepal.* The National Planning Commission has laid down standards for the selection, preparation, publication and distribution of textbooks.

*Netherlands.* Under the guidance of the educational centres, and on an experimental basis, some grammar and secondary schools have installed language laboratories. The Ministry is also following closely the development of programmed instruction but does not at the moment envisage using it on a big scale.

*New Zealand.* Audio-lingual and audio-visual courses have been set up for language teaching.

*Niger.* New methods have been introduced, experimentally, into the primary schools, and pilot classes have been opened for putting these methods into practice. The new history and geography textbooks begin with the study of environment which is then extended to the study first of Africa and then of the world.

*Pakistan.* In 1965-1966, a number of pilot schools which will have a diversified curriculum were being set up. There are regular broadcasts of school and educational programmes.

*Peru.* In all branches of technical education experimental schools have been set up in which new methods requiring the more active participation of the pupils are being used. New primary school textbooks have been prepared which follow the ideas of the active school: the child learns better by doing and experimenting.

*Qatar.* The Arabic textbooks now in use will be replaced by textbooks prepared by Qatari teachers.

*Saudi Arabia.* New textbooks have replaced in secondary schools those which were borrowed from neighbouring Arab countries. They are better suited to the state of the country and to environmental needs.

*Sierra Leone.* The use of projection and illustration teaching aids has been made easier by a centre of audio-visual aids. A pilot project in television will be launched in 1966.

*Somalia.* New methods, based on the constant use of audio-visual aids, have been introduced.

*Sweden.* Experiments in teaching methods are continually being carried out.

*Switzerland.* Experiments are being made in Lucerne and in Basle-City on language teaching with audio-visual aids. Experimental television programmes are being broadcast for schools in French-speaking Switzerland.

*Syrian Arab Republic.* New reading, arithmetic and geography textbooks have been drawn up on the basis of the interests and the experiences of the children and of their environment.

*Thailand.* New methods are gradually being introduced in the teaching of most subjects.

*Togo.* In the primary classes, new reading books, produced by the African and Malagasy Educational Institute are gradually being adopted. They are extremely useful for teachers in African countries.

*Tunisia.* The experimental use of the new methods of teaching French according to the principles formulated by the *Bureau d'études et de liaison pour l'enseignement du français dans le monde (BEL)* continues. Satisfactory results have been obtained during the two years of experimental work, but improvements (more suitable choice of vocabulary and constructions) are still being made in the content of the lessons. Along with new reading books, sheets of programmed exercises in mathematics have been finalized for the 4th and 5th years. Similar sheets have been compiled and tried out in the same classes for general knowledge and for practical work. Others are in preparation for other levels. Arithmetic textbooks have been prepared for the secondary schools.

*Ukrainian S.S.R.* In the eight-year secondary schools, special attention is given to setting up and equipping rooms for laboratory and practical work in physics, chemistry, biology, the study of electronic equipment and technical drawing. Teachers endeavour to use whichever methods are the most effective: for example, personal and independent work by the pupils; experiments; research; the use of historical documents; programmed instruction. The Institute of the Science of Education has studied the question of programmed instruction and the ways of improving educational and teaching methods.

*U.S.S.R.* The improvement of methods is being actively pursued. An outstanding characteristic of school development in the U.S.S.R. is the cognizance it takes of the avant-garde in education.

*United Arab Republic.* The experiment in the use of television as a teaching aid has been extended to six other types of education.

*United Kingdom.* In Scotland, tape-recorders are being more and more widely used. In Glasgow, a system of closed-circuit television links 300 schools and institutions for adult education to a central studio, for the broadcasting of French and mathematics lessons. Programmed instruction has been experimentally introduced by 16 governing boards of private schools and colleges. Language laboratories have been installed in several schools in Northern Ireland.

*United States.* A significant reform has been carried out at all levels in the teaching of mathematics. It was formulated by a group of experts and, previous to general use, had been tried out in the classroom. Programmed textbooks, teachers' handbooks and pamphlets for the pupils have been issued. The reader will find a very detailed account of this reform in the report submitted by the United States.

*Vietnam (Republic of).* At a congress held in 1965, educational methods as well as the subjects taught in primary and secondary schools were discussed in the light of the needs and interests of children. Examinations have been abolished up to the baccalaureate, the promotion of pupils depending on results obtained during the year.

## TEACHING STAFF

### RECRUITING

The problem of the shortage of teachers having been the object of a special survey in the *International Yearbook of Education 1965*, we shall not here take it up again as a whole. We give here only the most important observations made in the reports. First of all, we note that in 34 countries there is still a shortage, more or less acute, of teachers in primary schools; and that in 44 there is a shortage of secondary teachers for some subjects. On the other hand, there is a surplus of teaching staff for primary schools in Argentina, Ecuador, Italy, Spain and Venezuela; in Belgium at the pre-school level; and in Morocco for secondary schools.

*Afghanistan.* Adults plying a craft or carrying on a profession are encouraged to take up full-time or part-time teaching. An accelerated training programme has been worked out for them.

*Algeria.* The Government continues its policy of recruiting teachers locally (*moniteurs*) and abroad (*coopérateurs*).

*Central African Republic.* The shortage of teachers in primary schools is due, not the lack of candidates but to insufficient budgetary resources.

*Colombia.* The plan LASPAU (Latin-American Scholarship Program of American Universities) is trying to remedy the teacher shortage by setting up a system of scholarships to train post-graduates in American universities.

*Congo (Democratic Republic of).* New teacher training schools are being established. Almost all secondary school teachers are foreigners.

*Ecuador.* There is a surplus of primary teachers in the central province and a shortage elsewhere. To meet the shortage of secondary teachers, salary increases have been agreed to and a special allowance is granted to those who teach in the less favoured areas.

*Ethiopia.* A great number of foreigners and volunteers are teaching in the secondary schools.

*Germany (Federal Republic of).* Salary scales have been raised in nearly all the *Länder* but the recruiting of auxiliary teachers continues. Various measures have been taken to combat the shortage. In Bremen, technicians, foremen, and engineers are brought into the trade schools as teachers after a two-year educational training. In Saxony, centres of adult education prepare for the entrance examination to teacher training college. In the Saarland, also, an accelerated training course for primary teachers working on contract was begun in 1966 and lasts twelve to eighteen months. There are similar courses in Rhineland-Palatinate.

*Iraq.* Qualified primary teachers are being called upon to meet the shortage of secondary school teachers.

*Italy.* There is a surplus of primary teachers but a shortage in general and vocational secondary schools, with the exception of technical institutes for girls.

*Monaco.* There is a definite decline in the shortage of teachers and in some subjects there are more candidates than posts available.

*New Zealand.* A part-time system is being tried out in the primary schools; two teachers take charge alternately of the same class. The results are satisfactory.

*Panama.* There is a surplus of secondary school teachers in some subjects and a shortage in others, such as mathematics, science, and English.

*Qatar.* Teachers of Qatari nationality constitute only 6.3% of the teaching body.

*Spain.* The situation in the primary schools is very satisfactory: a qualifying examination for 4,400 posts attracted more than 15,000 candidates; on the other hand, however, there are still not enough secondary school teachers.

*Venezuela.* The number of students in teacher training colleges has been reduced because the supply of teachers already exceeds the demand.

## TEACHER TRAINING

The measures taken or envisaged to ensure the efficient training of the various categories of teaching personnel are dictated, in some cases, by the necessity to remedy as rapidly as possible, the shortage still existing in numerous countries; in others by the determination to raise the standard of teacher training so that the teaching world may meet more satisfactorily the new challenges which face it at all levels.\* There is a tendency towards lengthening the period of preparation for primary teachers and towards a greater degree of specialization for secondary teachers. One should note, too, the effort being made by several African groups to ensure that the training received by their primary teachers will enable them better to carry out the specific responsibilities with which they will be faced.

\* Clause 20 of the Recommendation concerning the status of teachers adopted by the Special Intergovernmental Conference held in Paris from 21st September to 5th October, 1966, states that: Fundamentally, a teacher-preparation programme should include: (a) general studies; (b) study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects; (c) studies related to the students' intended field of teaching; (d) practice in teaching and in conducting extra-curricular activities under the guidance of fully qualified teachers.

*Afghanistan.* There are various types of establishment for the training of teachers for the various school levels: (a) the Academy for the training of teachers for work in training colleges; (b) the various faculties of Kabul University where teachers are trained for classes 10-12, the senior division of intermediate schools; (c) the advanced teacher training college for those working in intermediate schools (classes 7 to 9); (d) the Institute for training teachers for technical schools—this works jointly with the university; (e) the training schools for primary teachers whose course of study finishes at the end of the 12th year or in the 10th in the case of emergency training courses.

*Algeria.* There are two types of training for primary teachers, men and women: (a) teacher training schools recruit their students from those who have reached the final school year: the course consists of four years of study followed by a year of teacher training; (b) monitors receive training to enable them to become instructors; this training is accelerated by means of suitable cultural courses.

*Austria.* The setting up, as an experimental basis, of educational academies has continued. Admission procedure: the regulations for study courses and for examinations will be published as will the syllabus, in 1966.

*Belgium.* The number of teacher training schools which, in so-called experimental classes, train, in a one-year course, students who have completed their general secondary education is constantly increasing. It has been suggested that the intermediate demonstration schools attached to teacher training schools adopt the guidance stage.

*Brazil.* The teacher training schools of the State of Rio de Janeiro include a second stage consisting of three classes. Three types of diploma requiring three-year courses have been approved to train general subjects teachers in the basic subjects of the lower secondary school: languages, social sciences and social studies. An advanced teacher training course has been set up in the State of Minas Gerais so that more research in primary education may be undertaken.

*Byelorussian S.S.R.* Teachers are trained at the State University, in educational institutes, in teacher training schools and in schools of education (in these last, for teaching in pre-school classes).

*Cameroon.* The advanced teacher training school trains teachers for general secondary work. For primary teaching professional competitive tests are organized at all levels.

*Canada.* Important changes have taken place in teacher training. In Manitoba, teacher training has been transferred to the university. In Alberta, an internship course of six to eight weeks follows the university courses. A report submitted to the Ministry of Education recommended that all primary teachers should hold university degrees.

*Central African Republic.* Instruction in agriculture has been introduced into the teacher training programme to prepare primary teachers of rural classes.

*Ceylon.* A special experimental course has been started for the training of teachers of English.

*Chad.* A school has been opened for the training of teachers in primary and general secondary schools.

*Colombia.* General education has been unified so that one type of teacher only will be trained whether for rural or for urban schools: the training consists of a basic four years followed by two years of professional training in education.

*Congo (Republic of).* The establishments which were to train teachers holding the baccalaureate have been abolished. The present syllabuses lay great stress on co-operative farming and house-craft; elementary economics; and on adult literacy so that the teachers may be the better able to play their parts as leaders in several areas. Secondary school teachers are no longer trained abroad but in the advanced teacher training school.

*Congo (Democratic Republic of).* The training course for primary teachers is given in elementary teacher training schools called schools of general education; the structure of which has just been finalized. It is a seven-year course: two years of guidance; four years of general education; and one year of school practice. Secondary school teachers are trained in advanced schools of education where they spend two years on academic subjects and one year on training in education.

*Costa Rica.* The Teacher Training Institute, in co-operation with the university, organizes the courses for those wishing to teach in secondary and in vocational schools.

*Cuba.* New teachers are trained in intensive five-year courses three years of which they spend as boarders doing practical teaching.

*Denmark.* All students in teacher training schools must choose a particular type of teaching (in junior, senior, or special classes) so that they may receive special training for it. The only compulsory subjects are the teaching of Danish, writing, arithmetic, religious instruction, plus two optional subjects.

*El Salvador.* The training for science teachers at the intermediate level has been evolved according to a "central laboratory plan", putting into practice new methods for practical and experimental teaching.

*Ethiopia.* The training of primary school teachers (classes 1 to 6) has been extended to two years after the tenth school year. Secondary school teachers are trained in the university, a two-year course being required to teach in classes 7 and 8; and a four-year course for classes 9 to 12. These are diploma courses.

*Finland.* On an experimental basis, the educational training of probationary teachers has been co-ordinated and strengthened in the two national secondary schools.

*France.* A new training for teachers of transition and practical terminal classes of the first cycle is under consideration. It will ensure a better understanding of adolescents and of social and economic backgrounds. This training, which will be a two-year course will be open to primary teachers of either sex who have at least five years' teaching experience.

*Ghana.* Thirty-five new teacher training schools have been opened as well as a school for the training of technical teachers. Teachers may not leave their posts without the consent of the Ministry.

*Greece.* The syllabus of teacher training academies has been revised. Training schools for teachers of pre-school classes have opened one-year courses in some sections of teacher training.

*Hungary.* A closed-circuit television system which has been installed in a secondary school attached to the university allows pupil-teachers to observe the lessons given in classes without distracting the pupils.

*Iran.* Primary teachers in several areas are trained in a two-year course at a teacher training school after they have completed junior secondary school.

*Korea (Republic of).* High qualifications are now required for teaching in secondary schools.

*Lebanon.* A project is being prepared to reorganize teacher training institutions.

*Liberia.* The rural institutes for the training of primary school teachers have continued to evolve but admission standards have had to be lowered because of the shortage of candidates with high school certificates. The training period for secondary school teachers has been extended from four to five years in view of the fact that the majority of students are already teaching. No attempt has been made to meet the teacher shortage which is felt at all levels by trying to attract adults in other walks of life into teaching. Considering the relatively low salaries of teachers there is little that such measures would be successful.

*Madagascar.* The Advanced National Institute of Research and Training is responsible for the training of teachers in grammar and in teacher training schools; in general and technical secondary schools; and for the training of primary school inspectors. The teacher training schools prepare holders of the baccalaureate as teachers for the middle primary classes; while the training colleges prepare certificated teachers.

*Malawi.* The courses in teacher training schools have been cut down from three to two years.

*Mexico.* Reforms are envisaged in the training of primary and secondary teachers. A training school for teachers in centres for industrial activity and two training schools for teachers in centres for rural activities are already in operation.

*Nepal.* Itinerant training schools offer teacher training courses at different centres in the country.

*Netherlands.* The consultative commission on the organization of primary teacher training has undertaken a study, in depth, of problems connected with the training and the efficiency of producing teachers.

*New Zealand.* A training course will open in 1966 for teachers of general subjects in secondary schools.

*Nigeria.* The advanced educational colleges open to students who have completed secondary education train primary teachers in a three-year course. The universities give teaching diplomas which are valid for all types of school.

*Peru.* The period of training has been increased from three to four years and a new curriculum introduced which includes a programme of "the development of the human being and apprenticeship" as well as a course in the interpretation of curricula and syllabuses.

*Poland.* Teachers specialized in physical education for primary schools are trained in educational research centres which have doubled in number.

*Saudi Arabia.* The teacher training schools have been turned into intermediate schools and new institutions for training new teachers for primary schools have been opened: it is a three year training course; the students receive an allowance. The training for women teachers in primary schools is in process of being completely reorganized. Middle school teachers follow a four-year course in advanced teacher training schools. This training will later be given at the university in the faculty of education.

*Siera Leone.* A new teacher training school for women has been opened.

*Somalia.* The three-year course has been standardized in the three teacher training establishments.

*Spain.* The training of primary teachers has been changed. Students must have the advanced baccalaureate to be admitted to a teacher training school, in which two years of study are followed by a practical course during which the student is paid. Primary school teachers may be admitted into a university faculty or into an advanced technical school. The school for the training of secondary teachers and the Institute for training teachers for workers' centres are in process of being developed.

*Switzerland.* In Tessin, the period of teacher training has been prolonged by a year.

*Sweden.* Closed-circuit television, which is being experimentally used in teacher training institutions, permits students to observe lessons without being actually in the classes.

Television becomes thus a regularly employed aid in the training of teachers.

*Thailand.* Four education subjects have been added to the advanced one-year course which follows the B.A. Closed-circuit television has been introduced to allow students to observe class teaching.

*Tunisia.* After a two-year theoretical and practical course, teachers must present a thesis on an educational subject; their appointment depends on the success achieved during their course and on the quality of the work presented.

*Turkey.* The advanced training school for commercial teachers has become an advanced school for training teachers for schools of commerce and tourism.

*United Arab Republic.* There are two systems for training primary teachers. The first, a five-year training period, is for students having the preparatory school certificate and the second, a two-year course, is for holders of the general secondary school certificate.

*United Kingdom.* An initial training course of one term has been organized for those intending to teach foreign children.

*Vietnam (Republic of).* The education department of Saigon University is going to open a section for training teachers for teacher training schools. These last will become community schools.

*Yugoslavia.* From now on, primary teachers will be trained in two-year courses in special sections of the educational academies.

## FURTHER TRAINING

The facts previously recorded about the changes being made in syllabuses and curricula as well as in teaching methods and procedures coupled with the necessity to improve the general cultural standards and the educational training of teachers who have been inadequately or too hastily prepared explains the uneasiness of the authorities and their concern to provide or even to insist on additional professional training for teachers. Not only in the fields of crafts and industry does one talk of refresher courses; the term is already applied also to teaching. One can only welcome the end of a period in the history of Education when it was accepted—without comment or criticism—that, over a span of 30 years, pupils could be taught and managed with no change in methods or approach.

Now, education too must bow to the inexorable law which compels the acceptance, willingly or otherwise, of new professional methods; just as any workers, in whatever fields, must adopt methods dictated by the aims of their particular callings if they are to survive in a competitive world. New processes and changes in their equipment whether it be commercial, industrial or agricultural make such flexibility a necessity.

Most of the reports attach considerable importance to the steps being taken to provide further training for teachers. In some fifteen countries it is organized by national or regional institutes or centres.

The following are some of the widely different means being used to put further training into effect: seminars; education weeks; lectures and conferences; courses; "Workshops"; mobile teams; special broadcasts by radio or by closed-circuit television; correspondence courses; sending of teachers abroad; sabbatical years; financial aid; bonuses.

#### COMPARATIVE TABLE

*Afghanistan.* The programme of further training whether general or specialized according to subject has been improved and there are plans for its extension. Accelerated courses, workshops and seminars have been organized for teachers in vocational schools. Furthermore, a number of teachers are sent abroad to complete their studies.

*Albania.* Courses of further training lasting fifteen to twenty days are attended by many teachers and headmasters of primary schools and instructions in method are issued to teachers to keep them up in the use of the new syllabuses.

*Argentina.* The Institute for Further Training of Teachers and Educational Research organizes many further training courses, such as: a course on technical information for inspectors; courses on literacy techniques and adult education; and courses for science teachers in secondary schools.

*Australia.* An extensive further training programme has been set up in Tasmania as a follow-up of the changes in the syllabuses of primary schools. A residential further training centre will be set up in Adelaide.

*Austria.* Further training courses have been organized and supported by work sessions, to serve as introductions to the practical side of life, to vocational guidance, and to methodology.

*Belgium.* Every year, educational conferences and an "education week" are held which deal with the effectiveness of the teaching in the primary schools. National and international courses are organized for secondary school teachers.

*Brazil.* Intensive programmes for the further training of in-service teachers are under consideration, to supplement the already existing courses. A one-year emergency course for social workers will provide teachers of subjects dealing with the social protection of the community.

*Bulgaria.* Three institutes for the further training of teachers organize conferences, courses, seminars and practical work in the various subjects. Courses for the teachers of foreign languages are given in various towns by specialists from the U.S.S.R., the Democratic Republic of Germany, France, and the United Kingdom. Every year, foreign language teachers are sent abroad for purposes of specialization.

*Burundi.* Again, several courses of further training have been held for teachers and head teachers of primary schools.

*Byelorussian S.S.R.* A particular feature of the raising of the professional level of teachers is the deepening of their knowledge of education, literature, techniques and of scientific and artistic matters. This is being achieved by such means as: conferences and seminars; practical work; films; radio; television; practical courses and seminars in painting and dramatic art; theatres and visits to museums.

In the towns, further training is carried on in the universities of science and education.

*Cambodia.* The further training courses have been extended in primary and secondary schools by the setting up of 20 pilot secondary schools.

*Cameroon.* Refresher courses in various subjects have been organized for teachers of junior secondary school classes.

*Canada.* In Quebec, primary teachers, in a course lasting two months, were initiated into the use of active methods and group dynamics. A first experimental trial of remote control teaching by means of an electric blackboard allowed 160 teachers in four different places to follow a course on modern mathematics.

*Central African Republic.* The further training of teachers is effected by a correspondence course which leads to an examination. There is a weekly radio programme especially for teachers. On an individual basis, teachers selected by mobile teacher-consultants are sent for courses in pilot classes.

*Ceylon.* Following the usual practice, further education courses have been organized for teachers of English in primary schools and week-end seminars have been held for teachers of post-primary classes. A new holiday course has been held for teachers of English in secondary schools.

*Chad.* Primary teachers are sent, each year, in groups of thirty per month, on refresher courses; in addition, further training courses are held during the long holiday.

*Congo (Democratic Republic of).* Further training classes, nationally organized, have been opened. At the end of a two years' course, monitors having already completed four years of study in education, become certificated teachers. The refresher courses for primary inspectors are organized by the National Institute of Education. The further training of teachers in service is carried out by mobile education teams who organize courses; by local education authorities who organize conferences, seminars and short holiday courses; and, finally, by the Ministry of Education. The setting up of two new centres of further education will make possible, from 1966, the retraining of 8,000 unqualified teachers. Special programmes are broadcasted for teachers.

*Congo (Republic of).* The re-orientation of primary teachers is carried out by courses in further training which are held during the Christmas, Easter and the long vacations.

*Cuba.* The further training of all teachers is carried out through the Institute of Further Education; the Schools of Further Education; correspondence courses; study commissions; the contribution of "educational activists" who work in teams or in regional groups according to their specialities. A programme for teachers entitled "Seminar and revolution" is televised each week.

*Czechoslovakia.* Many further training courses and seminars are organized by the regional educational institutes and by the educational research institutes.

*Ecuador.* Six-week courses in education and method have been given in the provincial capitals. In secondary teaching, six-week vacation courses have been given to acquaint teachers with new methods.

*Ethiopia.* A system for the further training of primary school teachers is in effect.

*Finland.* State subsidized courses organized by secondary school teachers give opportunities for further study. Travelling scholarships are granted. The National Board of Schools on its side, has arranged different courses: the use of a language laboratory, mathematics, chemistry. Exchanges have been made with teachers in Sweden, Denmark and Norway.

*Gabon.* A further training centre is connected with the Education Institute. It organizes refresher courses for teachers of junior classes.

*Greece.* The further training of in-service primary teachers has been resumed. Following a competitive examination, 120 of these are taking 2-year courses organized by the Institute of Education. A similar system exists for teachers in secondary schools.

*Hungary.* A further training programme has been worked out for the next three years. Summer courses are still being organized. The bi-monthly programme of school television broadcasts advice and answers questions sent in by teachers. Three times a year an exchange of experiences is organized in one type of teaching or another.

*India.* The Ministry of Education has set up correspondence courses for 400,000 primary teachers and for the 100,000 secondary teachers actually in service. Accelerated courses have been organized for research personnel. The four national university colleges provide further training for teachers and administrators.

*Iran.* Short courses are given for teachers on the part which audio-visual aids can play in education. The best methods and new teaching procedures are shown in experimental classes.

*Iraq.* Mobile teams have visited most of the teacher training institutions and have given conferences, model lessons and teaching demonstrations.

*Ireland.* Special courses have been organized to help teachers to cope with the changes in syllabuses.

*Israel.* Two-year training courses have begun for teachers of some subjects. "Weeks" have been held for unqualified, pre-school and primary teachers, as well as evening classes for uncertificated teachers. Evening broadcasts for teachers help them solve the problems of method and of education encountered in their work.

*Italy.* The ten national educational centres have continued their task of improving the professional standard of teachers and of experimenting with new methods and techniques of teaching. Many training and further training courses are organized by different bodies for teachers of various subjects.

*Japan.* Further training for teachers is given in the following ways: long-term courses for head teachers and teachers, consultant "workshops" on problems of syllabuses; the distribution

to teachers of handbooks and other documents; visits abroad for head teachers; financial aid for study groups formed by the teachers.

*Kuwait.* Some primary teachers have been sent to the United Kingdom for further training in teaching methods. Other courses have been organized on the spot.

*Liberia.* Further training courses are optional except for the holiday courses which are compulsory for everyone each year.

*Libya.* Holiday courses have proved very successful and have done much to improve teaching methods.

*Madagascar.* The work of teacher-consultants is supplemented by periodic courses organised during the holidays by the educational centres.

*Malawi.* Special courses are organized to help primary school teachers improve their teaching methods.

*Mali.* The further training of teachers is in the hands of mobile teams of teacher-consultants who continue the work begun in the courses which are organized each year. The Institute of National Education provides the teachers with educational documents and sheets so that they may complete their training.

*Mauritius.* Courses are organized for primary teachers to keep them informed on modern educational methods.

*Mexico.* The Federal Institute of Teacher Promotion keeps teachers up to date on new ideas by means of publications, conferences and seminars. Educational handbooks have been drawn up for primary teachers, on the teaching of reading and writing, on programmed instruction and on guided studies.

*Netherlands.* The further training courses for primary teachers are given in the educational centres. The Ministry subsidizes the courses organized by the Netherlands Society of History Teachers.

*New Zealand.* The national further training courses lay particular stress on the study of syllabuses and the preparation of textbooks and teaching aids.

*Niger.* The further training of primary teachers is in the hands of three inspectorial divisions. The number of teacher-consultants has been increased.

*Pakistan.* The education extension centres have organized accelerated courses of further training, which are open to secondary teachers.

*Panama.* The following ways of giving further education are being used: the organizing and directing of a guidance seminar on the production of teaching material and audio-visual aids, and on public health; a seminar for teachers in private schools and pre-school classes; seminars, courses and conferences on inspection and on the teaching of history, geography, physics, modern mathematics and home education; seminars on English, industrial arts and physical education.

*Peru.* The National Institute of Further Teacher Training organizes general culture courses for unqualified teachers; education courses for teachers who have completed their secondary studies; further education courses for uncertificated teachers who have finished their studies in education or who possess a university degree; and, finally, for all teachers, of whatever level, who have a diploma, courses leading to specialization. These courses consist of a year's correspondence course and a practical summer course.

*Philippines.* The twenty regional centres for the further training of inspectors, school administrators and primary teachers have organized, in addition to conferences, workshops where intensive practical work is done.

*Poland.* In their courses, the methodological centres have laid stress on the part the subjects taught play in carrying out the educational work in the school; on improving the results obtained from lessons and on the effects of the teaching and education given. One of their activities is the organization of competitions for educational memoranda.

*Romania.* Interregional and central further education courses have been organized for teachers of Romanian and of mathematics who teach in schools where Romanian is not the pupils' mother tongue. Others have been set up for teachers of foreign languages, for the headmasters of vocational technical schools and for inspections. Furthermore, an ever increasing number of teachers are taking part in the activities of the scientific societies.

*Saudi Arabia.* Advanced supplementary courses (2 years' studies in two eleven month periods) have been organized for the re-training of primary school teachers trained in the former teacher training schools. During the courses teachers are paid their normal salary plus an extra allowance amounting to 50% of it.

*Sierra Leone.* The publications section publishes compendiums of suggestions and handbooks for teachers; the further training courses are organized by the Ministry.

*Somalia.* An intensive training lasting one or two years will begin in 1966 and will continue for five years to give a better training to unqualified teachers.

*Spain.* Special further education courses are organized for teachers of pre-school classes; of vocational schools, and for permanently appointed teachers of the 7th and 8th years.

*Syrian Arab Republic.* The number of centres for further education has increased. It is probable that attendance at the courses they organize will become compulsory.

*Thailand.* Many handbooks for teachers have been published.

*Togo.* Two refresher courses are to be held for secretarial staff of the inspection service and for head teachers during the holidays.

*Tunisia.* Seminars for secondary teachers are held each year with help of inspectors, teacher-consultants and head teachers.

*Turkey.* According to the law regarding the further training of teachers, primary teachers will be granted two months' leave of absence on condition that they participate in the required activities and practical work. Seminars for inspectors will be organized. Handbooks are being prepared to help teachers in the use of the new textbooks.

*Ukrainian S.S.R.* The Central Institute and the regional institutes of further education, along with the educational schools and institutes, have organized correspondence courses, conferences, practical work, visits to firms, etc.

*U.S.S.R.* The system of further training is carried on to an increasing extent by instruction given on the spot and by correspondence courses. The output of instructional and educational publications for all types of teachers has increased.

*United Arab Republic.* Every year additional and further training courses are organized.

*United Kingdom.* A personal allowance is granted to those teachers who take further training courses and obtain additional qualifications.

*United States.* Various further training courses have been organized for secondary teachers of modern mathematics. A sabbatical year may be granted to teachers wishing to resume their studies at a university.

*Venezuela.* One hundred and fifteen further training courses have been held in 73 different places.

*Vietnam (Republic of).* The teacher training centre has organized further training courses for primary school and head teachers and inspectors of both primary and secondary schools. Seminars have been held for teachers of French and of English.

ORGANIZATION OF EDUCATIONAL  
AND VOCATIONAL GUIDANCE

Steps taken to implement  
RECOMMENDATION No. 56  
TO THE MINISTRIES OF EDUCATION  
concerning  
THE ORGANIZATION OF EDUCATIONAL  
AND VOCATIONAL GUIDANCE

adopted by the International Conference on Public Education at its  
XXVIth session (1963)

The International Conference on Public Education was jointly convened in Geneva for its XXVIth session by Unesco and the International Bureau of Education. The agenda for this session, held from 1st July, 1963, to 12th July, 1963, contained an examination of problems posed by the organization of educational and vocational guidance programmes. This was the first item on the agenda, and, as usual, a recommendation (No. 56) was drawn up for the use of the governments. It calls upon the governments to organize an educational and vocational guidance system that would ensure each child the full development of his aptitudes, the full exploitation of his capacities, and the broadening of his personality by a judicious choice of his school curriculum, and later, of his profession and trade.

There is indeed no doubt that educational and vocational guidance has become a necessity since the rational use of the whole of human potential can only be ensured if the choice of a profession or of a trade is compatible with the aptitudes, achievements and interests of the individual, on the one hand, and of the needs of the group, on the other. Educational and vocational guidance alone can fully co-ordinate the aspirations of the one with the needs of the other.

Thus, each country has an obligation to organize educational and vocational guidance programmes in an effort to help pupils and their parents solve the problem posed by the choice of a curriculum and trade, given the social and economic change of the country and present and future needs of society.

The recommendation specified as follows some suggested methods for its implementation:

- a study and observation of each student, including: aspects of his character, extent of his intellectual development, physical ruggedness, validity of the results of his secondary education, understanding of his social and family background;

- the keeping of an individual file to record the pupil's progress until the end of his formal education;

- personal interviews;

- general information on professions and trades;

- practical preparation for professional life, visits and training periods in firms, etc.

Thus, educational and vocational guidance programmes present to the governments difficult problems of educational reform, as much in its structures as in its methods, programmes and spirit.

The reports requested of the governments as well as the question put to them concerning the use they had made of the recommendation showed that most of them have organized educational and vocational guidance programmes, to varying degrees and following sharply different methods. This applies to 65 of the 73 states that answered the inquiry made by the International Bureau of Education.<sup>1</sup>

At the XXIXth session of the International Conference on Public Education, convened in Geneva in July, 1966, the questionnaire bearing upon item 3 of the agenda: "outline reports of the ministries of education on educational developments during the 1965-1966 school year" contained a complementary chapter inviting them to indicate, in an appendix, the measures taken to implement Recommendation No. 56 on educational and vocational guidance, since its adoption in 1963.

Of the 91 governments that submitted a report on the educational trends in 1965-1966, 32 answered this last question, while 19 of them had made allusion to it in their 1964-1965 report.

Bearing in mind that four of them (Belgium, India, Morocco and Thailand) included educational and vocational guidance in both reports, we have information on 47 states.

<sup>1</sup> Organization of Educational and Vocational Guidance. Publication No. 254 of the International Bureau of Education, Geneva, International Bureau of Education; Paris, Unesco, 1963.

## I. REPORTS FOR 1964-1965

*Argentina.* A vocational guidance centre for youth has been opened by the National Service for Private Education. Its goal is to offer the member-institutions information on various careers as well as on studies and necessary qualifications.

*Austria.* The educational psychology service has made a study, since September, 1964, on "reserves of mental abilities" within the framework of the OCDE project on the educational planning and on economic development, in co-operation with the Institute of Psychology of the University of Vienna and the Institute of Sociology in Graz. The problem is to find some means to discover the gifted pupils capable of following secondary education, to weigh the reasons why they are not in secondary school, to group them according to their aptitudes, to communicate the results of these discoveries to the regional school authorities and to all other interested bodies, and to propose measures to be taken to develop the reserves of talent.

The attainment of these objectives was sought in the following manner: during the year 1964-1965, the teacher completed a questionnaire for each pupil, giving such general information as his family background and achievements in school. This survey was made of children in the sixth year of a lower primary, upper primary, secondary, or special school, whose parents reside in the Burgenland (in all about 4,800 pupils).

All these pupils undergo a battery of tests to determine if they are sufficiently gifted to follow secondary education. From a representative sample of about 15% of the persons responsible for the education of these pupils, *i.e.* approximately 700 families, it should be possible to find, with yet another interview, what were the decisive reasons for which the sufficiently gifted children did not go on to secondary school.

*Congo (Democratic Republic of).* The National Centre for Information and Educational Research has broadened the field of its activities with the setting up of the Bureau of Psychology and Educational and Vocational Guidance. An expert from the French Bilateral Assistance has, since October, 1964, been in charge of the instituting of this service. During his first year in this post, he carried out the psychotechnical control of the experimental sixth classes and, at the request of the families, many individual guidance interviews. Funds at the disposition of this service are still limited and the staff will have to be reinforced. The training of Congolese specialists has not yet been ensured, but a Congolese statistician will come in 1966 to join the team, thus enabling it to devote more of its time to research.

*Cyprus.* An educational and vocational guidance programme has been introduced in the first year of most secondary institutions. Some teachers are undergoing special training for this purpose.

*Gabon.* A school psychology and vocational guidance service has been set up.

*Israel.* The number of educational advisers rose from 43 in 1963-1964 to 86 in 1964-1965, and 52 new advisers are now being trained. Ten study grants have been distributed to students who have committed themselves to study for four years wherever they will be appointed. Four new consultation centres, of which one is a regional centre, have been established. A model centre has been planned for Jerusalem, which will be available both to the school population of the city and to the students in psychology at the Hebrew University. At the end of the school year, several clinical psychologists will arrive from the United States to work either in already existing centres, or in new ones that are being built.

Foreign specialists have served as advisers this year. A three-month seminar was held for vocational guidance counsellors in 1964-1965. The National Institute of Vocational Guidance and the vocational guidance centre of the medical association "Hadassah" jointly published the description of 18 new trades, a new guide for pupils leaving primary schools, and a compilation of job opportunities. It has also published a series of psychotechnical tests and a revised textbook of the Wechsler test for children. The Israeli Institute for Applied Social Research has undertaken various projects.

*Korea (Republic of).* The following standardized tests were developed during the years 1955-1965 by the Central Institute of Educational Research: (1) an intelligence test for the pupils of lower and upper secondary schools; (2) aptitude tests for college-bound candidates; (3) a reading-comprehension test for the fourth to the sixth year; (4) a performance test in social studies for the pupils of the lower secondary schools; (5) a performance test in the natural sciences for the pupils of the same schools.

*Luxembourg.* The law of 16th August, 1965, on the creation of intermediate schooling, also brought innovation in respect of educational guidance. In accordance with Chapter IV of this law, a centre for psychology and educational guidance has been set up under the Ministry of National

Education. The task of this service will be to organize educational and vocational guidance; to spot children in need of special education; to examine and advise those children who are having difficulties in adjusting to their studies and to school life; to compile documentation and studies concerning the aims of its work.

*Mali.* A division of the National Education Institute functions as an educational and vocational guidance service. It is directed by a Malian with a diploma from the National Institute of Vocational Guidance in Paris, and is staffed with two French technical assistants and an American expert. As for educational and vocational guidance, the division has already produced two sets of examinations that have been used to test all the pupils in final classes, all the pupils of the 9th class and 1,230 of the fifth year pupils in Bamako. Recommendations issued by the division of educational and vocational guidance are used as a basis for further work by the National Guidance Committee. Furthermore, the division keeps Malian pupils informed on the various fields and opportunities open to them in Mali and abroad, and supplies them with all information that could be useful for continuing their studies locally or abroad.

*Mauritania.* The office of the Centre of Information and Educational and Vocational Guidance will be open at the beginning of the 1965-1966 school year. It will consist of three branches: BUS and BUIC) vocational organization and scientific work organization.

*Morocco.* Until last year, the guidance services devoted the greater part of their effort to two specific areas of guidance: (a) at the end of the 2nd year of middle school; (b) at the end of the 3rd year of secondary school. The pupils are guided into sections that lead to a specific diploma. The bureau of documentation and guidance of the Division of Planning and Budget has organized this year: (1) an information service extended over the entire second cycle to help pupils make a motivated choice at the end of their secondary studies; (2) an information campaign supported by a psychological examination in the second trimester of the finishing class of the second level, enabling the future student to make his choice of field, not by guess or out of prejudice, but from a broad knowledge of the opportunities offered by each type of degree. In addition, the regional and central guidance services keep a psychological file on each pupil who has received his diploma, and are thus in a position to counsel the future students should they ask for advice.

In the light of extended guidance, the work of the office of documentation and guidance will now be carried out on four levels: (a) in the second year of middle school; (b) at the end of the two-year programme of general education; (c) in the 3rd year of secondary school; (d) in the 6th year of secondary school.

*New Zealand.* 1964 was a year of progress in spite of many difficulties arising from an excessive movement of staff. Over the past ten years, 1954-1964, the work of the Vocational Guidance Service has practically doubled. Another regional conference attended by vocational guidance counsellors and Maori welfare officers was held in Auckland in May, 1964. The Department is grateful for the assistance given by Maori welfare officers in the guidance and employment of young Maoris.

*Poland.* Consultation centres form an integral part of the whole teaching and educational process. In view of the schools' essential function, the centres serve as specialized auxiliary centres with the following purposes: educational consultations, professional consultations, and the selection of children whose intellectual development is considered insufficient. It is hoped to set up an educational and vocational centre in each borough.

*Uganda.* In 1964, the Ministry of Education set up a vocational guidance service, headed by an educational official. Efforts are being made to instill in all the children the notion of the importance of carefully choosing a career, taking into consideration not only the aptitudes and personal preferences of the pupils, but also the needs of the country. The first results of this service have been very satisfying.

*Venezuela.* The division of educational and vocational guidance has trained several new guidance counsellors. At the present time, 22 centres are open in different secondary institutions, affecting 5,914 pupils in all.

## II. REPORTS FOR 1965-1966

*Afghanistan.* Pursuant to the Recommendation, the Ministry of Education has established a division of vocational guidance in the Department of Vocational Education. The programmes of the division are the following: (1) the organization of seminars to teach the principles of vocational guidance; (2) the training of teachers specialized in educational guidance (courses and seminars). These teachers are charged with helping the pupils to resolve problems concerning their professional future. The staff of each vocational school includes one of these specialists; (3) the establishment of necessary ties between the authorities responsible for the labour services and the industries; (4) the organization of lectures on careers; (5) the foundation of an advisory committee with representatives of government organizations and economic circles in order to be able to give information on the

tendencies of the labour market; (6) the guidance of pupils and parents by talks on careers and by visits to firms and work centres during the school vacations. Educational guidance already exists in the secondary schools. It is entrusted to the deans and headmasters. The Ministry of Education has also organized radio programmes for the parents.

*Belgium.* This country has been one of the innovators in educational and vocational guidance and has found in the Recommendation a number of ideas and suggestions that correspond to its achievements. On 1st April, 1965, the network of psycho-medico-social centres specializing in educational psychology and guidance will have completed the fourth year of its five-year plan. There are now 62 centres serving, in addition to their principal areas, 154 consultation offices.

In April, 1965, the National Employment Office and the Ministry of National Education formed a temporary committee in order to determine, before September, 1965, the most practical form of co-operation that could be worked out between the placement services of the Ministry of Labour and the guidance service of the Ministry of Education. In the 1964-1965 school year, 1,284 specialists in technical and university education examined or dealt with 691,000 cases.

*China (Republic of).* The competent department was requested to examine the Recommendation. The resulting resolutions will gradually be adopted in the near future.

*Colombia.* Six institutes of psychological studies and vocational guidance were opened in 1954. In 1960, a vocational guidance section was added to the Division of Technical Services to study the problems of vocational guidance: psychological investigation for educational purposes; working out of questionnaires for the guidance and selection of pupils; collaboration with the Division of Higher Education and Teacher Training to work out educational psychology syllabuses; selection and production of material such as intelligence tests, character tests, aptitude tests. Investigation and research are being carried on with a view to intensifying education in the field of vocational guidance with the help of educational advisers who will shortly be trained.

*Congo (Democratic Republic of).* Since 1961, the Democratic Republic of the Congo has founded within the framework of secondary educational reform an educational guidance service to make use of the Recommendation by gradually carrying into effect its various proposals. Lower secondary education is at present a two-year guidance period following the sixth year of primary school; the shortage of places, however, necessitates a preliminary selection.

At the end of these two years, the pupils receive advice on how to continue their education. Upper secondary education is divided into several sections to which the pupils are assigned according to their aptitudes.

This organization has not yet been operating on a national level, owing to the difficulties with which the country is faced, especially the shortage of specialists in this field. The guidance system as now elaborated takes into account not only the capacities and interests of the pupils but also the needs of the economy.

Vocational selection takes place in the psychotechnical centres of large companies and in the state-organized vocational training centres for adults.

In principle, educational guidance is compulsory, but actually only a minority of pupils enjoy this service. The following techniques are used: intelligence and general knowledge tests; a file kept on the educational progress of each pupil; the publication of monographs and memorandum slips for the use of the guidance counsellors (labour market, information, advice); visits and periods of training in companies and administrative offices. The Ministry of Education is at present studying a new plan for the organization of the guidance service and proposes to provide this service with a qualified technical staff, so as to be better adapted to the real needs of the country. The implementation and further adaptation of the clauses of the Recommendation will thereby be facilitated. The educational press is taking steps to make the Recommendation known to the proper organizations and to the general public.

*Ethiopia.* A modest achievement in the realm of educational and vocational guidance was the publication of information brochures on various occupations. A project now under study would provide each secondary school with a specialist qualified to advise pupils on the opportunities available to them.

*Finland.* The Recommendation has been translated into Finnish and Swedish, and sent to the school authorities and to the General Directorate of Vocational Education. Measures taken in response to the Recommendation were the organization of "study days", with the co-operation of an expert from Unesco. The main objective was to determine the needs that must be met in an educational guidance programme. In secondary education, 33 hours per year are devoted to informing pupils about their later occupation; these are compulsory, whereas private interviews are optional. These activities are led by psychologists connected with the schools and by "class supervisors", as the teaching staff is not well qualified for this activity. Educational guidance is organized by the General Directorate of Schools, whereas vocational guidance is the responsibility of the Ministry of Business and Trade.

*Ghana.* The National Liberation Council has established a committee to revise the whole structure and programme of teaching. This committee will study the problem of educational and vocational guidance in the light of the Recommendation.

*Greece.* The organization of educational and vocational guidance programmes as suggested in the Recommendation has not been carried out, owing to a shortage of specialized personnel. Educational and vocational guidance has been introduced, however, in the syllabus of subjects taught in the third year of grammar school as well as in teacher training and in the courses of further training for primary and secondary teachers. In addition, the Model Centre of Vocational Guidance of the Ministry of Education and Religion is carrying on its work.

*Hungary.* Vocational guidance interviews have been organized since 1961. These interviews are now organized by the Ministry of Labour, the Ministry of Cultural Affairs, and the National Bureau of Planning in connexion with the National Council of Vocational Guidance. The authorities in charge of the training and placement of youth participate in the activities of the National Council of Vocational Guidance.

The guidance methods are basically educational; the preparation of the pupils for the choice of their career involves special projects worked into the syllabus and into the pupils' various activities, discussions of the general problems of vocational guidance, and information on the careers and trades, as well as the qualifications necessary to enter them. This information is given by the class leaders, who follow the pupils for four years. They thus have ample opportunity to know the capacities of each one; in addition to meetings with parents, factory visits, surveys and exhibitions are organized.

*India.* The Recommendation was issued to education authorities and institutions, with the request that they take steps to apply it. An official bureau of vocational guidance, with the full support of the Central Government, was opened in each State and important area of the Union. There are now 17 offices organizing guidance services in secondary education and training the required specialized personnel.

It is hoped that, in the near future, 13% of the secondary schools will have a guidance service run by qualified personnel: the "career teachers".

One-year courses for training guidance counsellors have been organized. Vocational guidance is now being given by "placement services" (168) and university placement offices (37). The National Placement Service of each of the States supplies the institutions of higher learning with brochures, posters, and periodicals on careers. A special quarterly publication gives information on the condition of the labour market and the openings available for work or vocational training. Psychological or psychiatric examinations may be given at the request of the schools. Since 1964, the school medical service has been giving physical aptitude tests which must be taken into consideration in the choice of an occupation.

The Ministry of Labour publishes brochures with information on the professions for teachers, pupils, and their parents. Short films and slides are also used in the schools. The press, radio and television co-operate for their part in informing public opinion. The class leaders and their assistants have all had university training in psychology and economics.

*Ireland.* The appointment of psychologists in the Department of Education was the first step taken in response to the demand for a school psychology service. The number of psychologists grows every year, in order that the pupils in school and those leaving school may benefit from personal, educational and vocational guidance.

*Italy.* Educational and vocational guidance centres, under the Ministry of Public Education, and centres for the psychology of labour, under the Ministry of Labour and Social Security, have been opened in past years. In addition, numerous private centres have been subsidized by companies. The National Educational Centre for School-Family Relations and Educational Guidance was set up by a decree of 8th April, 1963. Its purpose is to study, experiment with and co-ordinate all activities relevant to educational and vocational guidance, to the personal capacities of the young people, to the aspirations of the family, and to the collective needs. The objective is to succeed in spreading educational and vocational guidance with the help of: (1) more active participation of teachers, who will undergo specialized training; (2) the co-operation of a psychological and social service; (3) the guidance centre now being established; (4) the introduction of social workers in the schools.

*Japan.* The Ministry of Education has been organizing, each year since 1963, courses for educational counsellors and teaching staff charged with guidance in the middle and upper secondary schools.

The Ministry has been editing, since 1964, "guidance manuals" for the teaching staff. These are distributed free in all the schools as well as to the departmental and municipal education committees.

Pilot-schools are designated each year and subsidized to undertake research in educational and vocational guidance for two-year periods. In 1965, there were 108 of these schools (92 intermediate schools and 16 upper schools) and in 1966 there were 138 (92 and 46). Vocational guidance counsellors are now available in 70% of all secondary schools, public and private.

*Kuwait.* Unesco sent an expert in educational guidance who specified the steps that should be taken to ensure proper guidance to normal and retarded children: the determination of interests and aptitudes, diagnoses and performance tests, a personal file, special programmes of corrective teaching for the retarded and special education for deaf children.

Visits to companies are organized during secondary education and information is given on the choice of studies and the different professions.

The establishment of a division of educational guidance led by psychologists and social workers, a reform of the examination system, and the training of a specialized staff attached to each school would allow for the development and implementation of a programme of educational guidance. The Minister will consider, during the year 1966-1967, the possibility of applying the suggestions of the expert and of Recommendation No. 56.

*Lebanon.* In response to the Recommendation concerning the organization of an educational and vocational guidance system, a project to reform the structure of education was considered. This project calls for an intermediate school for observation and guidance.

*Liberia.* Limited resources in facilities and staff and limited funds have prevented the organization of educational guidance on the national level and the spreading of the new 6-3-3 educational system which is to replace the 8-4 system. The first secondary cycle (7th to 9th year) is to include a guidance programme to facilitate the later choice of studies.

A testing centre was opened in 1963. Its purposes are: (a) to distribute material on the evaluation and selection of the labour force; (b) to improve the standardization and validation of internationally recognized tests (aptitude and general knowledge tests) in order to adapt them better to the native population.

Certain schools have organized pilot-programmes of guidance which will serve as a basis for guidance programmes gradually extended to the whole country.

A textbook entitled *Vocational Guidance in Liberian Schools* has just been published. It is based on the results of an experimental guidance course given in several secondary schools in 1962.

*Malawi.* The vocational guidance system is still only in its early stages.

*Mexico.* The vocational guidance programme instituted by the Mexican educational authorities is based on the deep and rapid social and economic changes that the country is undergoing. For this reason the Secretariat of Public Education and the National University have begun various services and laboratories of educational psychology and psychometrics applied to education. The results of these services are co-ordinated with those of the professional guidance counsellors attached to the teaching establishments. The General Directorate of Social Educative Action establishes the necessary contacts and plays the role of primary co-ordinator of the various activities dependant upon educational and vocational guidance.

Information booklets are given to the pupils who leave primary school. An exercise book in the form of a personal diary, entitled "vocational", has been devised in which each pupil indicates his particular inclinations, his academic successes and failures, and expresses his desires and concerns. This book will be used during the three years of the intermediate cycle and will be periodically checked by the teachers or guidance counsellors designated by the pupil or his family. They will find spontaneous observations rich in indications of the intellectual and emotional evolution of the pupil, from which they will benefit for their guidance counselling.

An educational and vocational guidance campaign is also being organized; to give young people a better understanding of their intellectual and professional possibilities.

*Monaco.* The Directorate of Public Education has acquired the services of a psychologist-guidance counsellor, and the organization of educational guidance is functioning for the first time, during the year 1965-1966 in one of the establishments of the Principality. The results encourage the authorities to continue this experiment in the same establishment and to extend it to others as well during the next school year.

A special card-index of Monegasque students is being compiled to favour vocational guidance and the exploitation of the real opportunities offered by the country; this measure manifests the desire of the Government to implant a system for which need is particularly acute in view of the raising of the school-leaving age but which the small size of the territory makes it difficult to operate. The problem is not only to guide the pupils according to their intellectual and manual capacities and to what they have learned in school, but also to discover the methods likely to develop each kind of intelligence from the motivations and areas of interest of the pupil and to make the most of his aptitudes instead of always signalling his weak points.

Observation and psychological examinations will be extended to all the classes. In addition, the parents will be informed and consulted: their attention is drawn to the fact that their manner,

their attitude toward school and the learning acquired in school, are as important as their financial situation, their intellectual level, their understanding, or their family atmosphere. These remarks are useful to the teachers and incite them to do research on certain essential yet too superficially known notions: the rate of maturation, the thresholds of understanding, reasons for impediments, the relationship between intellectual and practical abilities, the character and moral attitudes toward scholastic learning and cultural life, etc.

*Netherlands.* The National Committee for Guidance in University Studies is publishing, with the Ministry of Education, a periodical to keep the youth informed on the possibilities and fields opened by the various certificates and degrees.

Deans are appointed in each school to inform and guide the pupils and their parents, this responsibility being an addition to their normal teaching load.

A "Centre for Contacts between Industry and Education" gives information on trades to the teaching staff and to pupils. Private municipal institutions also provide vocational guidance.

*Norway.* The various clauses of Recommendation No. 56 have already been implemented: an advisory service for vocational guidance, in which all the interested organizations are represented, has been set up on a national scale. In the schools, vocational guidance counsellors as well as the guidance personnel are in close relations with business companies. The system functions satisfactorily.

The law on nine-year compulsory education, in process of being ratified, will ensure vocational guidance for all the adolescents.

A publication entitled *Theoretical Vocational Guidance* was issued in 1965.

*Peru.* Educational and vocational guidance was introduced experimentally at the time of the 1957 reform. The Directorate of Secondary Education adopted a suitable programme in 1959. The fulfilment of the programme was hindered by the closing of the National Institute of Education, a division of the Ministry of Education, as a result of the shortage of qualified personnel and the lack of co-operation between the parties involved. To remedy this, a special training course for secondary school teachers was opened in six areas of the country; it was attended by 300 teachers. In addition, a department of guidance was opened by the Directorate of Secondary Education.

*Philippines.* A few schools have undertaken educational guidance since 1950, but it was in 1954 that a section for guidance was first organized under the Division of Guidance Research and Evaluation of the Bureau of Public Education. A guidance programme was established with the co-operation of Unesco and competent personnel. It is made up of "a combination of services likely to help the pupil or student analyze and evaluate his good qualities and weak points in respect to his physical, mental, emotional, and social condition, to put him in a better position to choose his occupation wisely and to adapt to life in society in a manner that follows his own interests and the collective needs". Guidance programmes were then set up in all the schools; they provide the following services:

- (a) a systematic and thorough study of each child;
- (b) consultations and advice on personal, educational and professional problems;
- (c) information to facilitate choice and adaptation;
- (d) group activities favourable to socializing and guidance. These meetings include, among other things, the reading of information on higher studies and the professions, followed by a discussion; the discussion for common personal problems and contemporary social problems; the elaboration and evaluation of projects aimed at improving the life of the school and of the community; the discussion of required or elective topics;
- (e) employment;
- (f) co-ordination activities between the services and agencies interested in guidance, and the analysis of the results;
- (g) special diagnosis and therapeutics services for the treatment of special cases.

In secondary education, guidance is centred on the scholastic and professional future; in the primary schools, stress is laid on the preventive aspects: aid for a better social adaptation; acquisition of basic techniques and instruments indispensable to any apprenticeship.

The proper running of the guidance services is ensured by guidance inspectors in all the districts able to find the necessary funds; in addition, there exist full-time or part-time positions as co-ordinators and counsellors. Seminars have been organized on the national or regional level to ensure the training of specialized personnel (inspectors, counsellors, teachers).

The guidance services are most highly developed in the large urban schools and devote special attention to the cases of maladjusted children suffering from emotional disorders, or children who run the risk, by their behaviour, of becoming delinquents or truants. Guidance counsellors and teachers enter into contact with the families of pupils showing difficulty in their school work and generally maintain a relation between the school and the family that contributes to the child's better understanding and strengthens his self-assurance.

In secondary education, each school has its own guidance programme. The guidance counsellors administer special tests with a view to vocational guidance (*Philippine Self-Administering Test of Mental Ability; Philippine Vocational Interest Rand and Philippine Personality*) and other American tests besides, in order to correlate and verify results. They also give questionnaires, and hold interviews with the pupils and the parents. Men engaged in the profession are invited to come to speak of their work to the classes; the classes are encouraged to visit industrial plants and institutions of higher learning. An information bulletin on the professions and labour possibilities is distributed in the colleges and universities. A placement service operates in the four years of secondary education and most intensively in the third year, at the end of which the pupils choose between carrying on with secondary studies in general subjects and entering vocational training.

During a special meeting, guidance counsellors and teachers examine individual files and job opportunities, with a view to finding the best match possible.

*Qatar.* All technical school pupils are informed on the various professions, that they may intelligently choose their future occupation. The guidance period, during which they receive all the relevant information, lasts one semester prior to their time for choice. The syllabuses of technical education are aimed at developing aptitudes and using capacities to meet the collective needs; practical training is given, based on the analysis of the skills required for each profession. In secondary education, teachers and inspectors counsel the pupils of the literary and scientific sections on the choice of their future career before entering a university.

*Somalia.* Owing to the shortage of specialized personnel, no implementation of the Recommendation has yet been projected.

*Sweden.* Vocational guidance has been compulsory in the comprehensive schools since 1962. Furthermore, a system of educational tutors was begun at the time of the 1966 grammar school reform. Their purpose is to secure the co-operation necessary between the schools and the counsellors and inspectors responsible for educational guidance. A similar system is planned for the vocational schools.

Side by side with a committee of vocational guidance grouping representatives from the Education Council and the Labour Market Council, established in 1966, exist the regional committees that deal with vocational training and practical guidance.

*Thailand.* The Ministry of Education has taken the following steps to fulfil the Recommendation: (1) the Teaching College has arranged a one-year guidance course for students with a degree in education. This course may form part of the curriculum leading to the master's degree; (2) a similar one-year course has been organized for the qualified teachers and inspectors, coming from all parts of the country, who wish to acquire the training necessary to direct an educational guidance service in a school or region; (3) an educational guidance programme has been tried in four pilot-schools of the capital and five provincial schools chosen as experimental schools for the introduction of this programme; (4) guidance textbooks have been published.

*Tunisia.* Educational guidance was introduced in the schools at the time of the 1958 educational reform.

On the theoretical plane, the Tunisian system of educational and vocational guidance is in perfect harmony with the general spirit of the Recommendation. Certain aspects of the Recommendation even seem to be direct translations of parts of the Tunisian system (article 1, paragraph (b) and (c); articles 5, 6, 7, 8, 9 and 10; articles 12, 15, 18, these last three measures having been carried out).

*Turkey.* The activities of the guidance centres in the provinces have been studied; more specifically, seminars have been organized for the benefit of primary inspectors.

*Ukrainian S.S.R.* A section for vocational guidance operates in conjunction with the Institute for Psychological Scientific Research. The vocational guidance takes place primarily in school during the teaching of science, of handwork, or during the extra-curricular activities with, for these last, the participation of business, institutions and organizations of Communist youth movements. The State Bureau of Planning informs the agencies of public education of immediate and future needs for skilled staff, as there are strict limits to the access to the chosen trades by adolescents who have completed the eight- or ten-year school programme.

During the year 1966, a series of measures were taken to increase the contingent of pupils accepted to further their education or to secure a vocational training previous to those who would enter active life. The predominant occupation is to foster the conditions necessary to discern aptitudes and capacities. Various methods are used: interviews with the teacher on the importance of the choice of an occupation; projections of films and telecasts; organization of special meetings; school colloquia on the subject: "How should one choose an occupation?"; visits to factories and industrial plants by instituting the "free entrance day" into these last; interviews with representatives of various occupations; participation of pupils in various work projects of public service

in and out of school. All these activities stimulate the pupils to examine their own capacities and increase their interest in vocational education. Furthermore, the teachers supervise the pupils during their studies and the parents intervene judiciously to ensure for the children the choice of vocational activity corresponding to their aptitudes. The parents help by participating in interviews or by themselves conducting the classes during visits or excursions.

The school physicians, for their part, are in contact with the teachers to inform them, where necessary, of any health restrictions which might have been established. Special regional offices of educational guidance, in which educators, physicians, and psychologists work together, organize consultations for the benefit of the pupils who come up against special difficulties. At the same time, they also carry on research on the methods of rendering guidance more effective by a better understanding of the peculiarities of the pupils, and on the compiling of books giving the characteristics of the various types of vocational work.

**Educational Developments  
in 91 Countries**

**National Reports**

## MALTA

*The island of Malta and its sister island Gozo form a unified constitutional monarchy within the British Commonwealth of Nations. It acquired independence on 21st September, 1964. The population in December, 1965, was estimated at 316,440, the most recent official census having been taken in November, 1957.*

*The Education Department of the Ministry of Education, Culture and Tourism is the central educational authority. It is responsible for all categories of education, except pre-school, which is only now being actively considered by the Ministry.*

*The University is autonomous but the closest relations are maintained between the Ministry of Education, the departments of higher education and the university.*

### EDUCATIONAL DEVELOPMENTS IN 1965-1966<sup>1</sup>

ADMINISTRATION — Budget — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils and Teachers — STRUCTURE AND ORGANIZATION — Secondary and Technical Education — CURRICULA, SYLLABUSES AND METHODS — Syllabuses — TEACHING STAFF — Recruiting — Training — AUXILIARY SERVICES — Health and Hygiene — Handicapped Children — School Psychology and Educational Guidance — Education for Adults

#### ADMINISTRATION

**Budget** The total budget for national education in the financial year 1965-1966 amounted to £2,838,000, representing a 6.13% increase over the preceding year.

Compared with general government expenditure this represents 14.42%, and compared with the gross national income of £49.3 million in 1965, 5.76%.

**School Building** The situation in respect of school building is good. Under the second five-year development plan (1964-1969) construction is being actively continued. Special measures have been taken for both primary and secondary education to ensure sufficient accommodation for all children of primary school age and much larger numbers of secondary school and college pupils.

#### QUANTITATIVE DEVELOPMENT

**Number of Pupils and Teachers** the previous year:

The following statistics show the number of pupils and teachers in 1965-1966 and the difference as compared with

	Pupils		Teachers	
	1965-1966	Difference	1965-1966	Difference
Primary . . . . .	47,000	— 2 %	2,016	—
Secondary . . . . .	7,222	+ 541 + 8 %	468	+ 8 %
Technical . . . . .	1,430	+ 21.3 %	120	—
Industrial apprenticeship centre . . . . .	250	+ 33 %	30	—
Higher . . . . .	600	+ 13.3 %	59	+ 15 %
Teacher training . . . . .	387	—	23	(full-time)

<sup>1</sup> From the report presented at the XXIXth session of the International Conference on Public Education by Mr. Paul BORG-OLIVIER, Delegate of the Government of Malta.

The decrease in the number of primary school pupils derives from increased emigration and the expansion of secondary education.

#### STRUCTURE AND ORGANIZATION

**Secondary and Technical Education** There were no marked structural changes during the year. Indirectly, however, the emphasis on secondary and technical and vocational education led to an increase in the number of pupils in these programmes, which in turn resulted in lengthening the education process and extending free education.

For example, in secondary education itself, a 6th form was organized in conjunction with the Royal University of Malta. Another significant change in connexion with this form was the grouping of 35 boys and 24 girls in the same classes at the Lyceum to take a supplementary lower sixth arts course.

#### CURRICULA, SYLLABUSES AND METHODS

**Curricula and Syllabuses** Changes in the primary school curricula and syllabuses were insignificant, during the year. Quite recently, however, extended courses were introduced in the state primary schools to cater for the needs of children who, though not suitable for actual secondary education, wish to pursue their studies after completing the primary school course. These extended courses last three years and, apart from the usual academic disciplines, include woodwork, metalwork designing, commercial subjects, arts and crafts, general science, civics and domestic science.

Also added this year to the Industrial Training Centre curriculum were a special agricultural course for farming trainees, a course for girls training for hotel work and a course for assistant waiters.

Higher up the scale, new courses were added in 1965-1966 to the curriculum of the College of Arts, Science and Technology. They include a course of preparation for the ordinary technician's certificate in mechanics and electrical engineering, two short courses on business management, a course of preparation for the Higher National Certificate in Business (City and Guild of London Institute), and preliminary courses in cookery and in hotel work.

#### TEACHING STAFF

**Recruiting** Owing to the shortage of trained teachers a number of untrained and uncertificated teachers are employed in both primary and secondary schools. This shortage is a relic of pre-teacher training school days, and as the number of graduates from these schools increases the lack progressively decreases. A number of part-time uncertificated teachers have also had to be put in charge of classes in vocational and technical secondary schools, once their basic qualifications are considered suitable.

With the growing intake of both men's and women's teacher training schools and the increasing number of first degree scholarships offered teachers in local and overseas universities, the dearth of qualified staff will be considerably reduced.

**Training** The lines laid down in previous years were followed in teacher training and no appreciable innovations have been introduced. A shift of emphasis in the teacher training school curriculum has stressed vocational subjects as distinct from purely academic ones.

#### AUXILIARY SERVICES

**Health and Hygiene** The present system for safeguarding students' health is satisfactory thanks to a well organized school medical service, which collaborates with

the school dental service and with the child welfare section of the Department of Education. The sports and physical education section ensures a healthy attitude of children towards sports and games in general.

**Handicapped Children** A day-school was opened this year for maladjusted boys. It consists of three classes and arts and crafts facilities, under the direction of teachers who have received special training in the United Kingdom.

**School Psychology and Vocational Guidance** A start was made this year to develop the school psychological services. A graduate teacher was sent on a one-year scholarship to the University of Birmingham for a diploma course in child psychology, while another was awarded a four-year scholarship at Queen's University in Canada, to obtain a degree in child psychology. In addition, one of the Labour Department officers, who received special training in the United Kingdom, helped school leavers and their parents this year by a series of talks on the choice of a career.

**Education for Adults** The Maltese authorities are well aware of the needs of young people and adults who may have lacked the necessary time or opportunity to acquire basic education. Although no real innovations were made during the year under review, the Department of Education took an active part in the work of a newly established National Council on Youth. Its representative on the Council maintains close liaison between the two bodies.