

The authors have not, however, really come to grips with the possible immediate and long range solutions. Nothing has been said about what to do with the unemployed and underemployed persons. Just as population cannot increase indefinitely in finite space, there are also limits to how many persons can receive higher education and still expect to be accommodated by the labor market. What is this proportion? This is an empirical question, but it has a highly normative basis, for it raises such basic questions as, what is university education all about and for whom? It can be predicted that questions of this sort will be increasingly debated. Perhaps the greatest value of these works is that they have provided valuable data for this debate.

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CANADIAN WRITINGS ON EDUCATION AND DEVELOPMENT: A BIBLIOGRAPHICAL REVIEW

International development has claimed universal focus since the onset of the First Development Decade. With the Second Development Decade well on its way attention is more than ever focused on the entire development effort as an endeavour consistent with the concept of the "educative society". Education as a component of development underlies the defined and emerging social and economic needs of a nation through formal, nonformal and informal educational activities. Accordingly, the increasing amount of literature deals with several aspects of education and development.

It is significant to note that official Canadian participation in international development assistance, which is often dated from the start of the Colombo Plan, began with a focus on educational assistance. The bilateral educational assistance program along with the efforts of non-governmental organizations (NGOs) has grown considerably since then but this has not been accompanied by a parallel interest on research in education and development. It must be pointed out, however, that this essay deals primarily with literature written in English and it is realized that considerable work is being done in French, especially since Canada's association with French speaking ex-colonies is widening and several universities and organizations conduct their affairs in French.

On the whole, Canadian publications on the role of education in development are fairly recent and a review of relevant literature exposes a variety of sources. First, books — unfortunately, Canadian scholarly volumes focusing on education and development are extremely sparse. Second, journal articles — there are several Canadian journals which publish articles on this topic. Among them *Convergence*, *Canadian and International Education*, *Continuous Learning*, *Interchange*, and *McGill Journal of Education* contain such articles more often. *Newstatements*, published for Canadian University Service Overseas (CUSO), *Informadev* by the Canadian Council of International Cooperation (CCIC), and *Echange Canada Exchange* by the Canadian Bureau of International Education, which carried writings on education and development have now ceased publication. This essay focuses on Canadian journals only and many excellent articles have been passed over having been printed in foreign journals and as such difficult to identify as Canadian. Third, reports by governmental and non-governmental organizations. The Canadian

International Development Agency (CIDA) implements the Government's educational assistance for development program. The International Development Research Centre (IDRC) conducts research on problems of developing regions and education comes under its Social Science and Human Resources Division. It supports educational research projects and an example is the Innotech program in S.E. Asia on a delivery system for mass primary education. Both CIDA and IDRC award fellowships for research on developing countries. There are several NGOs, such as CUSO, involved in education and development. Fourth, staff studies and graduate work at universities and institutes the bulk of which can be traced to a handful, namely, the universities of McGill, Calgary, Alberta, Ottawa, Toronto, British Columbia, and the Ontario Institute of Studies in Education (OISE) in Toronto, and the Institute of International Co-operation in Ottawa. Fifth, additional material on this topic such as bibliographies, guides, kits and films.

The above literature, which deals with a variety of issues in relating education to development, may be broadly classified into: a) discussions on broad and specific issues of education for development; b) area studies; c) educational innovations and alternatives, and d) international co-operation in education for development and Canada's role in it.

a) Education for development:

The challenge of global development after World War II was first taken up by economists. However, it soon became evident that development was much more than economic growth and "extra-economic" factors gained importance. The development process involves a contemporary effort to build the economic, social, political and technical knowledge necessary to meet the defined goals and emerging social and economic needs of a nation. Development in its varied aspects is inconsistent with illiteracy and ignorance because it implies an intellectual improvement in human beings and education is an instrument in that growth. Although historic examples do not show for certain that an educated labor force is an essential ingredient for economic progress increasing recognition that acceleration of the growth rate requires factors such as skills put an emphasis on education as a kind of investment that pays a high dividend.

Perhaps the most comprehensive Canadian coverage of the role of education in development is Roby Kidd's *Whilst Time is Burning: a report on education for development*, published in 1974 by IDRC. Pointing to policy change regarding the support for educational projects with World Bank recognition in 1964 of education as an important factor in development, Kidd examines educational development in Third World countries in the 1960s and 70s. He discusses educational needs in relation to educational planning, expenditure and opportunity and considers several alternative ideas, innovations and educational media to improve, adapt and reform rather than replace the existing educational systems.

Education in Developing Countries: Five Lectures by Mathew Zachariah and published by the University of Calgary (1970) deals with broad issues of education and development, and education as an agent of change. Problems associated with educational expansion and improving the quality of education are examined in relation to India and the discussion of education for ideological and social reconstruction with reference to China. *Readings in Educa-*

tion issued and compiled by CUSO Development Education in 1974 is a good collection of writings, very few of them by Canadians, designed to familiarize the volunteer going overseas with issues of development and how education can facilitate or impede individual or national growth.

International Education Year, 1970, stirred up interest in international education with reference to the role of the universities, its effect on international understanding and development assistance. New objectives and strategies were suggested and directions identified. Surveys listed comparative and international education resources, facilities and research in English language academic institutions of Canada.¹

Papers and articles deal with other specific issues such as training for development, literacy, adult education, the education of women, political and socio-cultural impact on education and barriers to change in traditional educational systems. While a few articles explore philosophies and proposals of educators such as Nyerere and Gandhi from developing countries very little interest is seen in exploring issues from a Third World perspective.

Several organizations such as CUSO, CCIC, Oxfam of Canada and the Development Education Centre (DEC), among others, produce educational materials, bibliographies on developing countries which have sections on education, guides to resources for their study, kits and films on development education.

b) Area Studies:

The majority of area studies focus on countries in Africa and the West Indies. University research concentration appears to be on general and specific issues of education in Nigeria and Tanzania, the West Indian islands of Trinidad, Tobago, Barbados and Jamaica, and aspects of education in India.

Attention to education for development came with the end of the colonial relationship. Many independent nations which gained political freedom needed personnel and technology to change prevalent colonial systems, provide social facilities and gain economic independence. Research work has involved historical studies of colonial educational patterns, post independence aims and surveys of educational needs of individual countries in relation to their development and educational goals and plans. Among books, *Studies in Educational Change*, 1970, by Heyman, Lawson and Stamp devotes one of its three sections to models of educational change in Africa focusing on education in pre-independent Kenya and post-independent Tanzania.

Contemporary requirements for accelerated development call for an emphasis on education. Independence dawned on many African nations with a shocking absence of trained personnel while the complex technology and communications systems of modernization indicated the requirements for higher levels of education in all developing societies. Moreover, the United Nation's Declaration of Human Rights added a new momentum by acknowledging education as an inalienable right of every human being. Universal attention was attracted in the middle of this century to end illiteracy and ignorance of children and adults. Investigations in graduate work have focused on expansion of elementary, secondary and university education, teacher education and adult education in various countries. Specific subjects like the teaching of English,

¹See articles by Roger Magnusson in *Comparative and International Education* (1960).

math, science and art, in addition to general issues of technical education and environmental variables in schools have been studied. The 1960s saw tremendous increase in the quantity of educational facilities and budgets of developing countries. In this connection several university projects have focused on public expenditure, planning, organization and administration of educational policies of individual countries. Although it became clear by the 1970s that accomplishments had fallen short of targets on the whole school enrolments in the 1960s were remarkable. In the developing world only China's educational expansion may have been greater but education in Communist China has not often been the topic for research in Canadian Universities. Journal articles have given more attention to Chinese education, the effects of the cultural revolution and subsequent changes in education in Mao's China. On the whole there is little writing on education and development in revolutionary regimes such as Cuba and other Latin American countries. Some attention has been given to education in the political, economic, religious and cultural contexts in general, and to the equality of educational opportunity for ethnic groups and women in specific geographic areas. More thought could be applied to dysfunctional effects of improperly planned educational programs such as problems of the educated unemployed, migration to cities and brain-drain.

c) Innovations and Alternatives:

The growing problem of university and school leavers joining the unemployed ranks even in countries where there is trained manpower shortage together with the realization that no developing nation can afford greater investments on formal education so as to have all children in conventional schools within a reasonable time limit focuses attention on alternative educational patterns. Unfortunately, educational expansion in developing countries has not been accompanied by an improvement in the quality of education and this too suggests innovative practices.

The most radical Canadian critic to point to the failure of the present organized school system and urge "de-schooling of society" is Everett Reimer.³ The alternate method proposed by Reimer, and derived from his experiences in developing countries and his close association with Illich, outlines the redistribution of educational resources so that people can use them as they wish.

Certainly the need for relevance and better preparation for rapidly changing conditions provoke the search for alternatives and Kidd discusses a vast range of them in his book. The importance of offering new perspectives to developing countries to help them make their educational strategy choices is pointed out by CIDA's President Paul Gérin-ajoie in *Educational Innovation*, a booklet published in 1971 by Information Canada. In *No Room for Routine*, 1972, he explains why CIDA has supported a systematic inventory of educational innovations already in use throughout the world. Yet no systematic research is devoted to exploring alternative educational strategies or innovative patterns for developing areas in Canadian universities. Occasional studies and articles have discussed non-formal education, alternatives in education in Ghana, educational innovation in Tanzania and basic education in India.

³*School is Dead* (Harmondsworth: Penguin Books, 1971).

d) International Co-operation and Canada's role:

With the initial need for filling manpower gaps in newly independent African countries and the subsequent need for training for the application of skills to new knowledge, techniques and equipment, attention was attracted to international co-operation of experts, educators and administrators to and from advanced and developing areas. Canadian writings tend to revolve around Canada's role in this endeavour. Aside from a few bibliographies on the general topic of international co-operation for education, education for international peace and co-operation, U.S. aid, the role of international advisers and their impact on the development of new nations have been topics for discussion.

Among the few books³ which appeared towards the latter part of the 1960s on Canadian involvement in development of the Third World countries education is treated in passing. There is not much about Canada in *Partners in Development*, the Report of the Commission on International Development which was chaired by a Canadian, Lester Pearson. The report suggests that Canada is gaining importance as an aid-giver and it has been criticised for the little importance given to education.

Man Deserves Man, 1968, by McWhinney and Godfrey consists of personal observations and experiences of CUSO volunteers, many of them educators, while on location in developing areas.

Systematic reports on Canada's bilateral educational programs and projects in the Third World countries are carried in *CIDA Annual Reviews, Taking Stock* — a review of four years of CIDA activity, and in their monthly news bulletin *Contact*.

Canada has played important roles in Commonwealth Education Conferences and their reports focus on analysis and suggestions on specific educational problems in developing areas.

Several Canadian NGOs publish reports and writings on their involvement in education and development. The Overseas Institute of Canada has sponsored workshops on Canada's participation in international development and papers on *Canada's Participation in Overseas Development* focus on education as a pervasive category of assistance.

Canadian educational assistance consists of three categories: 1) the sending of educational advisers, administrators, teachers (including volunteers) in addition to capital and materials for education from Canada to developing countries; 2) scholarships for students and trainees from developing areas who come to Canada; 3) and more recently third country training programs in which Canada helps finance students from developing countries to receive appropriate and relevant training in their own regions.

All these forms of educational activities pose many questions. There appears to be no systematic research on some of the basic issues of these programs

³A. A. Fatouros and Robert N. Kelson, *Canada's Overseas Aid* (Toronto: Canadian Institute of International Affairs, 1964); Clyde Sanger, *Half a Loaf: Canada's Semi-Role among Developing Countries* (Toronto: Ryerson Press, 1969); Keith Spicer, *A Samaritan State? External Aid in Canada's Foreign Policy* (Toronto: University of Toronto Press, 1966).

which are published. Important questions arise as to the effectiveness of education projects, their planning and operation if co-operative efforts are to have maximum impact on development under complex conditions. Further questions involve the relationship between Canada and the developing countries where the projects are carried out — is it one of co-operation? Significant questions revolve around the selection and training of Canadians working in very different cultural settings. Equally important are issues relating to the views of developing countries on co-operative efforts, their difficulties and assessments of the contribution to the development of their country. What do developing countries gain, what does Canada gain? These and many other fundamental questions have not been the topics of published research. Occasionally, studies of organizations, general descriptions of educational aid programs or projects and perceptions of returned experts and volunteers have been the subject of research and articles. Beyond these important reports include studies of Canadian capability to assist in world literacy programs⁴ and Canadian university involvement in international development.⁵

Some new methods of technical co-operation indicate immense possibilities and should be studied. The third country training program, into which CIDA is moving rapidly, counter-balances many of the problems — such as questions of relevance and the issue of brain-drain — inherent in scholarship and training programs of Third World nationals in advanced countries. Another possibility of mutual assistance is the recruiting of international development workers by Canadian agencies from other advanced countries or developing areas. A new element in the development situation in recent years has been the contribution of emerging nations. Assistance for development is usually thought of as transfers of skills from advanced to less advanced areas. The potential of developing countries pooling their knowledge, experience, co-operative efforts and particular insights to stimulate development among each other has been underrated. Also feasible may be tripartite arrangements of co-operation among major oil producing Arab countries, advanced countries and emerging nations. Countries such as Kuwait and organizations like the Arab Bank for Development of Africa have been seeking triangular co-operation with Canada “as a country with a great potential for development”⁶ to act as a bridge between Arab money and Western technology through proposals to CIDA in the joint financing of projects, exchange of information, ideas, skills and experience.

An examination of two decades of Canadian writings indicates increasing interest in education and development. Perhaps more attention could be given to analyses of broader issues of development, and innovative ideas in response to rapidly changing world situations.

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⁴J. R. Kidd, “Functional Literacy and International Development” (1968).

⁵Undertaken in 1970 for CIDA by the Association of Universities and Colleges of Canada.

⁶*Citizen* (Ottawa), May 6, 1975.