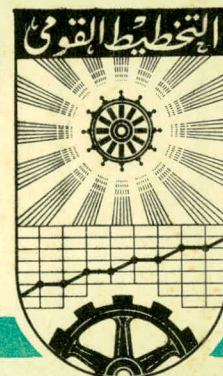


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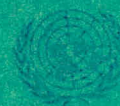
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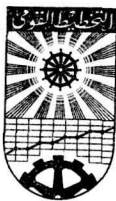
GENERAL CONSIDERATION ON EDUCA-  
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by  
A. Zaky

August 1964.

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A. Zaki

GENERAL CONSIDERATION ON EDUCATIONAL PLANNING

## IDEP/CAIRO/IX

In this subject we may talk about planning in the Educative process, that is to say, this process as the State deals with it, needs planning or not. If it does, how this planning can be. We will thus be dealing with the educative process and what it entails: from school-buildings, lab's, teachers, syllabi, books, examinations, stages and others of the subjects which can be planned for. Do we leave education to go in a haphazard way or to have a plan with known objectives and definite means?

We may also treat this subject to denote the role of education and learning in the general planning of the State. It is known that the State does not or should not act blindly in any walk of life. The State should have its definite objectives. If its plan embraces all the activities of individuals; bodies and governments; agricultural, commercial or technological and transport and hygiene etc., - does education have its role in this general plan?

Treating the subject from both angles we find that education is planned for as being education: thus we may ask what is the function of the education plan in the general plan of the State: What is the role which education can play in the community to which it belongs. Education must be a part of the general plan of the State. It also must derive its quality from the whole it belongs to; i.e. the State. Education in a colony has the qualities of weakness, meekness, and belonging to the stronger country; Education in a Communist country, tends to be communistic and so on.

Education then, in spite of wearing a tinge from the State has a principal function towards the general plan of the State. This is only natural because Education directs or should direct the minds; abilities and capacities in the direction which serves the common goal. This means that education is affected by the State and at the same time it affects it and strengthens its directions.

Long ago thinkers noticed the important influence of education. When Plato designed his ideal republic, he skilfully divided it into philosophers, soldiers and workers. He worked a scheme by which he trained the philosophers to rule; he trained the soldiers for defence, the workers for manual labour and services. Plato seemed to draw a picture of his own dreams.

It was said lately that "Education is too important to be left in the hands of the educators alone. This means that the high policy of the state and the high policy of Education must go hand in hand. We notice from above three phenomena:

- (a) Education and teaching are subjects that can be planned for.
- (b) Education and teaching are integral part of the general plan of the State.
- (c) The role which education plays in the life of the State.

But it is difficult to say which is responsible: is it society? is it education? or is it the relation between both?

Some light can be thrown on the problem if we look into the reasons of the backwardness of any nation. Is its underdevelopment because of ignorance of its people or their poverty or their slavery or their laziness, or their unemployment, or their bad conditions of life - - - - Perhaps because of all of these!

It is known that poverty causes hunger, and ignorance brings with it feeble-mindedness, and sickness breeds weakness of body, slavery makes a broken soul, fear of **despotism** creates cowardice. Any of these five mentioned diseases inhibits the natural human power and curtails it and prevents its creative energy. But which of those diseases is responsible for underdevelopment in a wide field of research.

Without going into details of planning and Statistics we may say that the State Plan means utilizing all the powers, material, human or scientific or technological in all phases of life, agricultural, vocational or commercial and walks of public services to realize one aim devised by public opinion.

The General planning idea has become a necessity after World War II.

Russia was the first State to build a plan for itself. Probably this is the reason why planning was unconsciously opposed by many. Whatever bad qualities are attributed to planning it is no more than a scientific stable procedure for investigation, thinking and designed labour.

At the same time we notice the great movement towards liberation in Asia and Africa: We note that independence calls for social and Economic development - which should go very rapidly. It will face several factors intermingling or interfering or flexible: This makes planning imperative.

The aim of planning is to raise the standard of living. This is the concern of the individual and the State and friend States. Standard of living however, varies from one

decade to another.

(Compare the needs of the individual now and hundred years ago).

Our aim then is:

- (1) to raise the standard of living at least to the limit which ensures respectable human life. (That is of course, changeable with place and time).
- (2) To raise the standard of living so as to minimize the unnecessary differences between human beings or zones or societies or families.

This is vital because wider differences between bodies kill the self-regard and create bitterness and curtail the incentives towards zestful energies.

Nevertheless we believe in differences of responsibility and achievement. If these two aims are realised we would have made a great leap to remove grudge and tension among individuals and nations. We would have stabilised the rules of security and peace.

Now to attempt to reach our aims!

Raising the standard of living of the individual pushes him to work to increase his income.

Increase of income demands the increase of the output.

Increase of the output demands the increase of efficiency.

Increase of efficiency is achieved through education, learning and training in their widest sense.

This means that the corner-stone of any socio-economic development is education, training and raising people's efficiency.

As a result we may say that the raising of the standard of living from the socio-economic point of view depends first of all on education i.e., dealing with the natural latent treasures in human beings. Discover them, combine them, trim them, train them, and then direct them positively to build society and good citizenship.

(Note how Germany could be rebuilt after the War! Not by American Dollars but by German Human power)

Note also what Africa has in skins and metals.

You pay very little for the raw material but most of the price for manufacture, etc. ) .

These examples tell the prime-importance of the human efficiency in raising the income; and its vital value in reviving nations.

We conclude that we have a materialistic capital and a human capital: It is only the second which utilizes the first through education. We may say finally that education is bound by the social economic development very closely. Each affects the other. Therefore education is not to be considered as a service offered by the State to the individual: Expenditure on education is looked at as investment. Education as said before is a formative process; it is building up the human capital without which material capital cannot be utilized.

This is all providing that education turns out productive people, not mere beings who absorb money.

Education then is not merely an ornament for an individual to appear high in society.

Combating illiteracy is not merely to remove a stain from the face of the nation.

But education is an investment. The individual owes it to the State. It is his right to be given it by the State. Developed countries are always advancing because of Education and its utilization. This is the reason why they leap greatly. But it is also noticed that underdeveloped societies lag behind more and more. Rural societies grow poorer because cities enjoy health, education and well-fare conditions. Also jobs are more numerous than in the country and actually it draws from the country.

You will notice this phenomeon and you will notice that developed countries grow more developed whereas are underdeveloped countries connected with it grow more underdeveloped.

The former are the imperialists who planned to take the raw material (a task which does not call for skill)

England looked at Ceylon as her tea-farm. There it will go where it is packed and exported: England also looked at

Sudanese and Egyptians as peasants to grow cotton to be woven in its firm in Lankashire. Also Italy looked at Lybia as its farm for wheat and Olives. Note that farming does not need much training but vocations need education, training and art.

Imperialistic countries take raw materials to their home-towns. In return they send cheap products which cover their bare needs but no vocation rises. Thus slaved countries remain underdeveloped while the imperialists grow stronger and more developed. This also is noticed in the one country where unnecessary differences occur. Where people are graded according to their richness or poverty.

Planning is the only way to minimize these differences: (Only the right planning) because imperialists used to plan to deprive slaved countries from education i.e.; from training, progress, efficiency.

In Egypt it happened that peasants were deprived for a long time. From Education by feudal people in the parliament because they knew that Education will enlighten them and thus cannot be subordinated. It is only in 1942 when education was compulsory for people between 6-8 for 6 years. Now we turn up to explain the connection between human powers and demands of the people.

If we compare India and England in this respect we will find that there is a deficiency in India in higher human power. This does not mean that Indian human power is less in nature than its English sister. It means that education and proper training can achieve the desired aim.

It is also noticed that in these under-developed countries a great waste of energy. Doctor performs lower jobs as lab. worker; engineer acts as technician and so on.

Human Power is thus in need of training and organisation to be put where it belongs, as to have best results at minimum effort. This is the basis of the educational Planning in the service of the total socio-economic planning. This rests on five basic pillars.

- (a) Raising the standard of living for individuals and Societies.
- (b) Laying the principles of democratic life and its policy.
- (c) Laying in the principles of equal chances, equality and social justice.
- (d) Establishing what moves the self-regard and self-respect.
- (e) Security and Peace.

## IDEP/CAIRO/IX

These are aims that can be translated into programmes. For example education can be translated into syllabi, books as well as discipline and principles.

The general plan is designed by the kind of Government (social or capitalist) and policy of national income increase is decided. In this way Egypt has decided to double its national income in 10 years from 1400 million pounds in 1960 to 2800 million pounds in 1970. This decision of course entails a thorough study of all sectors of the country with aim of developing it to the utmost. This development demands evaluation of human power needed.

When this is studied we should know from what resources can we obtain the human Power. Some of them are taken from University colleges, others from higher institutes, others from training centres. We should also calculate the loss probable. Then comes the task of the Education Planning. The Educator Planner has to calculate the product of the schools or training centres so as to supply all the human Power needed in all sectors and of all grades.

When these numbers are calculated, then we can estimate the cost of Education for the need of the country. We should take into consideration that we are dealing with human beings: individuals should be studied to be directed where they fit most and make good citizens. Let the individual feel that he is happy and then you will get better output. In this way planning helps the Minister to ask for sufficient budget because it serves a definite plan. Taking into consideration the natural resources and the human power needed and the development a plan for Education in Addis Ababa has been drawn in the conference held there in 1961.

It decided that primary education will be six years over a period of 20 yrs. This is followed by Sec.: Education of six years for 30% of those who finished the primary.

This is followed by higher Education for 20% of those passing Secondary School.

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