

**A Handbook for Planners: Design for Change, Higher Education in the Service of Developing Countries.**—By Barbara R. Fogel. New York: International Council for Educational Development. pp. 71.

This concise handbook entitled "Design for Change, Higher Education in the service of Developing Countries" by Barbara R. Fogel is a brief report on a two year study sponsored by the International Council for Educational Development (ICED). The study which was completed in 1976, was presented in two volumes "Higher Education and Social Change" by K. W. Thomson and Barbara R. Fogel and a second volume comprising of twenty five case studies. The handbook under review contains extracts from the two volumes as well as highlights of the minutes of numerous meetings held to make recommendations to administrators, students, faculty, government agencies, and international and national donor agencies, on how higher education can best be used by developing countries. This booklet covers eight chapters in seventy one pages which include thirteen pages of appendices listing the questionnaire on which this study was based.

The pressing social and economic problems like health, unemployment and food have distracted the attention of the developing countries as well as the international donor agencies from education. This handbook attempts to emphasise the innovative capacity of institutions of learning, and the need for an educated and motivated population which is capable of recognizing a crises much before it arrives, and has some notion of how to handle it once it arrives. Without such an educated society it is not possible to turn the aspirations of development into reality.

The first section "Ingredients of Reform" is divided into five chapters "Freedom and Restraint", "Crises and Continuity", "Seed and Soil", "Theory and Practice", and "Performance and Audience". This section is very well ordered and precise. At the end of each chapter is a list of recommendations. The essential ingredient of reform according to the author is the reformer, who can be a university vice chancellor or a first year student. It is the spirit that seeks to change something, that is constantly restless and impatient with the status quo that marks such a reformer. The first step then to educational and social reform is to discover and encourage such reformers or innovators who have the courage, confidence, and keenness to try out new alternatives. The environment in which these innovators exist which can alternately nourish or hinder any change is another important ingredient of reform. This section discusses these essential ingredients and their interaction to create new educational programmes. "Real change must have strong leadership and be initiated at the top; it can be privately sponsored, led by faculty, or brought about through university cooperation, outside assistance can also be a powerful factor in innovation. "A sense of crises is the determining factor in creating

a climate for change that forces governments to act. The political cost of inaction must appear to exceed the cost of action", it is the social stimulus coupled with the appreciation of the values underlying the change that guarantee continuous innovation.

These chapters deal mainly with the infrastructure necessary for change, they outline the hinderances to a conducive climate and how these obstacles can be tackled, before moving on to the most important part of the booklet, that is the role of higher education in encouraging and nurturing change. The author maintains and quite correctly that institutions of higher education must generally reach a point of maturity before they can encourage innovation and personal initiative. The author mentions the assertion of Frank H. Bowles a former planning officer of the Haile Selassie University in Ethiopia that educational growth in all developing nations on all continents pass through five successive stages, from the formation of a national system of education (stage 1) to the arrival at university maturity (stage 5). Higher education must be able to draw upon a reservoir of students prepared for it by the lower schools (stage 2). In stage three according to this hypothesis Governments augment new and shaky formal systems with nonformal programmes designed to combat illiteracy and improve rural life. In stage four the governments attempt to raise the general level of educational opportunity *i.e.*, the formal system of education before moving on to the fifth stage of maturity. It is only in this stage that institutions begin to show hospitality to new projects and ideas. The major reason why higher education seems unable to innovate in most developing countries is the way university professors are educated; their education is generally based upon imitation and thus they imitate traditional methods rather than searching for newer ones. Research teaching and service depend on, and enrich one another. Unless the institutions bring field research and experience into the classroom and encourage the putting of theory into practice in villages and cities, higher education for development projects will be "only drops of water in a sea of need". The booklet repeatedly emphasises the need for higher education to build a sense of responsibility for identifying development needs and for meeting them. The importance of research is also stressed again and again. Innovation most often arises in institutions of higher education that have developed research focused on development problems. Links with the community inform research, enliven teaching, and produce graduates more aware of social needs and better able to solve social problems.

Considerable emphasis has been placed on the evaluation of a project. The author states that ways to judge the performance of an educational programme should be built into the project itself. Educators should be trained in evaluation techniques, and be able to make valid comparisons. The larger the dissemination of knowledge about the project the greater will be the support to it. So the initiators of innovation must keep in mind their audience and what various people will want to know.

A further briefing of the handbook is under taken in the chapter entitled "A project checklist". It sets out the detailed planning of the project; (a) how the administration should be structured, (b) the overall attitudes that the administrators and staff members should adopt, (c) the incentives that would encourage, and (d) the role of students and community in the project. Another valuable recommendation set down by this handbook is decreased dependance

on foreign assistance, and reliance on cooperative financing in which both local and foreign sponsors contribute, which would solve the dual purpose of finance as well as dissemination of knowledge. It also ensures greater accumulation of ideas and hence greater innovation.

The handbook is so much to the point that one gets the feeling of reading a precis. It would have helped if certain points were elaborated especially in the section that sets out the stages of development in the education process.

Nevertheless, it is of immense value to developing countries like Pakistan, where the education system is producing thousands of very frustrated young people who have been conditioned by their system to immitate, rather than innovate, and to expect only white collar jobs while the demands of this developing country are for educated technicians, agriculturists and builders who are fired with a desire to use their mind and their knowledge to find out newer and better ways of doing things.