

C.F.

MA! DIVE 2

UNESCO

REPUBLIC OF MALDIVES

EXPLORATORY MISSION

By

(N. Bodart, Division of Policy and Planning)

1 - 14 May 1973.

EPP/1730/260673

LIST OF PERSONALITIES MET

Mr. Adnan Hussein - Minister of Education
Mr. Mohammed Zahir Hussein - Under-secretary, Ministry of Education
Mr. Fathulla Jameel - Under-secretary, UN Division, Ministry of External Affairs
Mr. John Hausley - Principal, Boys' Secondary School, Male
Mrs. de Silva - Director, Girls' Secondary School, Male
Mrs. L.M. van Cuylenburg, Director, Montessori School, Male
Mr. A.G. Ahemed - Director, Private School, Male
Mr. M. Thowfeeq Kalegefana - Atoll Chief, Male

UNDP Colombo

Mr. Priestly - Deputy Resident Representative in charge of CP in Maldives
Mr. Amarasinha

UNICEF Colombo

Mr. Collins - UNICEF Representative

British Council Colombo

Mr. McAlpine

I TWO MAJOR CONSTRAINTS

Maldivian education problems are linked to two very important factors: a) the geography, implying difficulties of communication and b) the existence of a dual educational system: one in English as a medium and the other in the Maldivian language.

a) The coral archipelago forming the Maldives covers an area in the Indian Ocean of some 475 miles in length, north to south, and some 80 miles east to west at the widest part. There are 1,973 islands divided among 19 atolls - 191 islands are inhabited. The northern-most atoll is about 370 miles from the Indian sub-continent and Male, the capital and the seat of government, is about 400 miles south-west of Sri Lanka. Sea transport, mainly by sailing-vessel, is the principal method of communication. This means that the central administration of education is not really able to monitor and control the educational system in most of the islands and that any kind of inspectorate is not possible for the moment. Furthermore, the rare printed material produced in Male is generally not available in the other islands. It also means that educational statistics on the situation in the islands are very poor and very difficult to assemble in due time.

b) There are two quite distinct educational systems:

i) the system with the English language as a medium, which is located in Male only. This medium has been chosen because it is one of the world languages prevailing in the region, and presents the widest scope for Maldivian youth to proceed to higher studies or training. This system is very well run, with modern facilities and trained staff (about 70 foreign teachers are engaged on contract), under the direct control of the Ministry of Education. The total enrolment in this system is 1,934 children (1973) from the Kindergarten (Montessori) School to the GCE Ordinary-level. It means two years of kindergarten, five years of primary and six years of secondary school. The system is a decade old (1961) but already has a good tradition of efficiency and order, comparable with leading schools in other parts of the world. The whole system is divided among three schools: Majeediyya Boys' School, Annihiya Girls' School and Hameediyya Montessori School. Students pay low fees (2 rupees per month), but the Government subscribes a large part of the budget of these schools.

ii) The so-called "Maldivian system" is somewhat different in the capital, Male, and in the islands: in Male, the system is composed only of private schools, generally with a primary cycle of five years and one of them with secondary level. The Maldivian language, Divehi, is the medium, while English is a subject,

except in one private school. The Ministry of Education has had no inspectorate unit until now, but approves the creation of a school in accordance with certain standards and, for each teacher, after a test, gives a certificate of teaching capacity. There is no teacher training as such. These schools are fee-paying, more expensive (10 rupees per month) than the Government schools with English medium, and without any public financial aid. Forty-three private schools are registered in Male.

In the islands, the Maldivian primary schools are administered by local councils, the Atoll Committees. There are 71 elementary schools and nine primary schools in the atolls. There are no statistics on enrolment, but an exploratory survey revealed that this system gives good results as far as literacy in the Maldivian language, and even in Arabic, are concerned. The schools are community centres where children are grouped, not according to their grade and age, but according to their degree of knowledge in writing, reading, arithmetic and religion. The inspectorate is, in fact, the duty of the Atoll Chief, the Atoll Committee and the Island Chief.

Conclusion

These two major constraints (communication and dual system) will oblige the authorities and planners to look for ways and means of integration and equal access to education for all under very difficult circumstances.

II OVERALL VIEW OF THE SYSTEMS

1. Elements of the systems

a) Population - According to the 1963 census, the population was 94,527. The last census (1972) gives the total population throughout the archipelago as 122,673 (see Table I). The annual growth rate would thus be around 3.5%, which is a fairly high rate, implying certain consequences for education and employment in the future.

It is important to mention that the population is widely distributed throughout the inhabited islands of the archipelago. Male, the capital, where we find the government schools, represents only about 13% of the total population (17,740). Concentrations of population are found in the following islands: Seem (12,000), Haa-Daal (9,000), Haa-Alig (8,000), Raa (7,000), Gaag-Daal (7,000) and Thaa (6,000).

Breakdown by age is not available.

The population is 100% Muslim.

The literacy rate in Divehi, the Maldivian language, is fairly high in Male and even in some islands, but no figures are available. A long

.../...

tradition of education for reading religious books has given to the Maldivians, despite the scarcity of printed material, some capacity in reading and writing. According to the UNDP background paper for Country Programming Proposals, literacy in the younger generation can be placed at a little over 50%, as an average for the whole country.

The School attendance rate in Male is also high (at least 80% of the school-age population is in school). In the islands where schools are established this rate is high but it is impossible to have aggregate figures even at the level of the atolls. Some examples are given in the following chapters.

b) Economy and employment - The principal occupation is fishing, while in Male a good percentage of the population is employed in the administrative services and a smaller number in trade. A little over 90% of the country's earnings are derived from the fishing industry. Increased production through mechanization and development of overseas markets are the first steps the Government has in mind for developing these activities. Agriculture is limited; not much of the land is under cultivation due to the high salinity of the soil. Rice has to be imported. Coconut is in abundance throughout the islands. The Government wants to develop agriculture, thus breaking the country's reliance on fishing.

Tourism is one of the Government's priorities and large investments have already been made in this field.

As far as industry is concerned, considering the very limited financial resources available and the desire to confine expenditure within the budget, the Government does not anticipate the establishment of any industrial activity in the foreseeable future.

Handicrafts will be developed for earning foreign exchange.

Education needs in relation to the economy are at different levels:

- middle-level technicians specialized in electricity, mechanical repairs and other technical branches; auxiliary health personnel;
- teachers for primary and secondary levels;
- high-level personnel for administration, health, commerce and tourism;
- general basic education extended to the islands for literacy and adoption of modern techniques in fishing and agriculture.

Owing to the absence of national statistics by sectors and branches and of manpower forecasts based on trends in the labour market due to invest-

ment or other reasons, it is impossible to make any reasonable quantitative prediction of needs.

It must be stated from the beginning, however, that there are no vocational or technical training facilities in the Maldives and hitherto all such training has had to be conducted overseas, usually under bi-lateral or multi-lateral fellowship schemes.

The danger of over-producing middle-level clerks is a real one. Students from O-level or below (drop-outs) without any specialization will find, before long, few job opportunities.

c) Educational financing and foreign aid

The Government finances only the English-medium system in Male. All other schools are private or administered by the Atoll Committees and do not receive any government subsidy.

The fees vary:

- private schools: 10 rupees per month;
- island schools: 2 rupees per month;
- government English-medium schools:
 - 2 rupees per month
 - 4 rupees per month in higher classes (grade V)
 - repeaters pay 25 rupees per month.

Government expenditure on education in 1972 was \$266,671 (1,058,020 rupees), of which about 80% was spent on the salaries of expatriate teachers. Figures on the total national budget and GNP are not available.

External aid for education consists mainly of fellowships for A-level and university studies abroad. The British Council gives some aid in equipment and textbooks to the government schools. All expatriate teachers are recruited under direct contract by the Government. Scholarships for Maldivians to study abroad are received from Australia, New Zealand, Soviet Union, Britain, Ceylon, India, Pakistan, Italy, Canada, Japan and France. The United States, Federal Republic of Germany and Israel are also in consultation with the Government with a view to offering some assistance. At present there are 76 Maldivians studying abroad under these various external aid schemes but mainly under Colombo Plan and WHO auspices.

As far as UNDP is concerned, the approved Country Programme (1972-1976) in the field of education and training incorporated the following projects:

UNESCO: Educational planning mission to conduct an in-depth study and

.../...

to advise the Government on future educational policy-- \$5,000.

ILO : Preparatory mission to investigate the possibilities of establishing a small vocational training centre in Male. If such a centre is considered feasible, the necessary finances will be requested from outside the Country Programme.

WHO : Training of auxiliary health personnel - \$210,000. Fellowships of eight years for medical training in India for three Maldivian fellows - \$87,900, of which \$36,300 will be chargeable to the present IPF.

Estimated technical assistance resources for the Programme period, 1972-1976, are shown in Table II and proposals for UNDP assistance in Table III (\$980,000, excluding an unprogrammed reserve of \$20,000).

A special allocation for the Least Developed Countries' Programme is expected.

d) Teachers

Sixty-nine expatriate teachers are in charge of the government English-medium schools. Most of them are Ceylonese.

The private schools are staffed by Maldivians in Male and in the islands.

There is a general need for teacher training at all levels, but the school system does not afford any opportunity for such training, nor for an inspectorate, nor for re-training courses.

The lack of textbooks and reading material is a very serious handicap for the development of private schools and atoll schools.

e) Administration - At the level of the Ministry of Education, the first impression is one of discipline and order. This young administration is already based on a strong sense of dedication to public affairs. Nevertheless, the lack of statistical services and of elementary information on enrolment and costs, as far as the "Maldivian system" is concerned, does not permit a real management of this system.

2. Examples

a) Example of the functioning of an island school

In spite of the absence of statistics, it is possible to have a picture of the situation in the islands by an example:

The Male Atoll - (nine inhabited islands; 100 uninhabited islands).

.../...

The population of the Atoll (the capital, Male, excluded) is approximately 5,800, with about 2,800 children, of whom about 2,000 go to school (between the ages of five and 15). The school attendance rate is high. Some drop-outs occur at the age of ten when boys go fishing with their parents.

The adult population, with some exceptions, is literate in the Maldivian language, Divehi. The literature consists of religious books and some newspapers from Male. Some books are distributed by the Atoll Committee, but there is a great need for more printed material.

The Atoll Committee is an elected body. All Maldivians who are over 21 years of age and are residents of the Atoll have the right to vote for the election of this Committee.

The duty of the Atoll Committee (six members), which meets once a month, is to work for the promotion and betterment of the welfare of the Atoll people, in consultation with the Ministry of Home Affairs.

The chairman of the Atoll Committee is appointed by the President every two years. The choice of candidates is based on the results of an election conducted in every atoll.

For each island, an Island Chief is appointed by the Ministry of Home Affairs. He is to supervise and represent the law and authority of the Government and is instructed by the chief of the Atoll Committee in matters concerning the state.

The Atoll Committee takes care of providing schools with furniture.

In the Male Atoll the income (from all the islands) deriving from taxes, mainly on coconut trees, is 15,000 to 20,000 rupees per year, from which the Atoll Committee devotes 5,000 rupees to education. The Committee also helps some poorer children by buying textbooks and paying school fees. All elementary and primary schooling in the Atoll is in the Maldivian language-medium, Divehi, but in six islands, English has been introduced as a subject.

Himmafushi Island (Male Atoll) - The school in the Island was built by the community. It is one large, undivided room which is used as a community centre for religious and social activities. Local materials (except for the roofing) have been used for the building, which was designed by an architect from Male. The furniture is of poor quality.

The two teachers' salaries come from the fees paid by the children (one to two rupees a month). The Headman of the Island collects the fees, pays the teachers and inspects the school. The teachers receive on average 50 rupees a month each. (The salary of a clerk in Male is about 130 rupees per month. A fisherman, in a good season, can earn 90 rupees a month.)

The teacher we met had received an official certificate to teach

.../...

after an examination on religion, arithmetic, reading and writing in Divehi, organized by the Ministry of Education in Male. He had had five years' primary schooling in Male and no teacher training.

There are 42 pupils in the school (25 girls and 17 boys), divided into two streams and four categories according to their ability to read and write. The teachers report monthly to the Headman of the village on progress in school (number of pupils, absence, admissions, etc.). During our visit, the classification of children in the teacher's book was as follows:

- good knowledge of the Coran, religion, arithmetic:	girls 12
	boys 8
- Maldivian and Arabic: read and write:	girls 16
	boys 16
: read and cannot write:	girls 4
	boys 6

Despite the lack of teacher training and textbooks, the general impression was a good one because of the dedication of the teachers and the sense of responsibility of the teachers, Headman and the Atoll authorities.

b) Example of the functioning of a private school in Male (Director, Mr. Ali Ahemed). The following information was gathered on one of the 16 private schools in Male, about which there are no statistics available. In this school there are approximately 300 students, boys and girls, divided into three cycles: elementary - two years; middle - five years; secondary - seven years. Of the 300 students, about 75 come from the atolls.

Fees: 10 rupees a month; no subsidy from the Government.

Teachers: 20 teachers, untrained, but having received a certificate after an examination organized by the Ministry of Education. The Director teaches Divehi and Arabic.

Language: Divehi as a medium; English as a subject.

Textbooks: only two textbooks in Divehi, written by the Director of the school and reproduced by stencil.

Job opportunities for school leavers: secretarial; clerks.

Transfer to government schools: six girls and six boys succeeded in transferring to the government schools.

II POTENTIAL FOR IMPLEMENTING NEW STRATEGIES

1. Radio programmes - Radio Maldives is an official broadcasting station with the following power:

frequency	4740	-	61	meter	band	-	16	Kw
"	9552	-	31	"	"	-	14	Kw
"	7225	-	41	"	"	-	12	Kw
"	6150	-	39	"	"	-	7	Kw
"	1507	-	200	"	"	-	10	Lw

The technicians are operating with rather old material and have difficulty in getting spare parts. They hope to be able to assemble a 150 Kw transmitter but still need power equipment, tubes and vacuum capacitors. Reception is reported to be good all day at a distance of 50 miles and elsewhere from 6 a.m. to 8 a.m. on the 200 meter band and from 12 noon to 2 p.m. on the 31 meter band. Technicians hope that in the near future reception will also be good from 8 p.m. to 10.30 p.m.

During the good reception periods, programmes are full.

Educational programmes are very scarce: one hour on Saturday and once a month a concert or a play.

The Director of the Department of Information and Broadcasting should be willing to devote one or two hours a day to educational programmes with the cooperation of the Ministry of Education.

From a preliminary, unqualified view, it seems that the present transmitters are not sufficient for educational programmes, especially for language teaching which needs very good reception. Other requirements seem to be a new transmitter, tape recorders and spare parts.

It is intended to improve the quality of the existing network and to give guidance on new installations planned (150 Kw transmitter).

2. Measures towards equality of access to education - A policy decision has already been taken by the Minister of Education to enable a small percentage of boys and girls from the islands to be transferred to the English-medium government schools in Male.

A system of selection is intended to be applied in 1973 or 1974. At least three members of the Atoll Committee will travel to the islands and test the pupils in order to select the best three of each island. By another selection process, three pupils from each atoll will be sent to Male to join the government school system. This means that about 60 pupils would be transferred each year to Male and thus have a chance to follow secondary schooling - after a period of training in English.

This policy indicates clearly that the Government intends to provide greater access to education. The difficulties of implementation will appear rapidly however: lack of experience in testing; the difficulty for the English-medium system of assimilating pupils without any knowledge of this language; increasing need for teachers and facilities in Male; lack of boarding accommodation, etc.

3. The community based educational system in the islands is an excellent foundation for future projects which will continue on the lines of environmental education. Local authorities and parents are already prepared for this quite modern type of participation process. In the absence of communications, this kind of community organization can be considered as an infra-structure for the future implementation of new techniques based on mass media.

PROPOSALS FOR LONG-TERM STRATEGIES

If bottle-necks are to be avoided and equality of access to education to be made available, then the long-term development of education in the Maldives has to be seen not only in terms of relation to employment and economic development, but also in terms of integration of the schools' systems.

1. Primary education - One solution, at first glance, would be to develop and extend to the whole population the English-medium system. However this solution is not recommended for the following reasons:

- about 80% to 90% of the population would remain in the traditional sector of the economy (fishing and agriculture). The Maldivian primary system has already succeeded in producing literacy in Divehi and Arabic and there is no doubt that a basic education given only in English would divide the population into two groups: those literate in Divehi only and those literate in English, and would thus create a sort of dual society;
- the social demand for secondary general education would increase greatly if English became the medium everywhere, but the secondary schools would still be limited for financial and employment reasons;
- the present Maldivian schools already play a beneficial role as community development centres which at the same time can serve the adult population and which do not cut off the young people from their environment;
- English-medium education may give to the school population the false hope of all becoming "white collar workers".

For these reasons, the alternative to the present system would be one primary system in Divehi, with English as a subject, bearing in mind the necessity of linking the curricula to the environment and active life. The primary schools in the islands should develop more and more as community centres with facilities for adult education (child care, agriculture, mechanics, etc.), religion, entertainment, youth clubs, library, etc. Divehi literature should be printed and distributed all over the country. Mass communication techniques (radio) are essential. The control of the private schools in Male should be undertaken by the Government (fees, textbooks, teachers, curricula, etc.). An inspectorate is essential. Post-primary vocational training should be developed for the training of low-level technicians.

2. Secondary schools - It is not recommended to extend the present system beyond certain limits, taking into account the limited absorptive capacity of the economy. An output of 20 A-level graduates per year would seem to be a reasonable target. A two-year A-level course should be created in Male.

The danger of producing too many O-level graduates without specialization and with only an academic training already exists.

The number of drop-outs before O-level is already high, and everybody wants to be a clerk, even without the necessary qualifications. For this

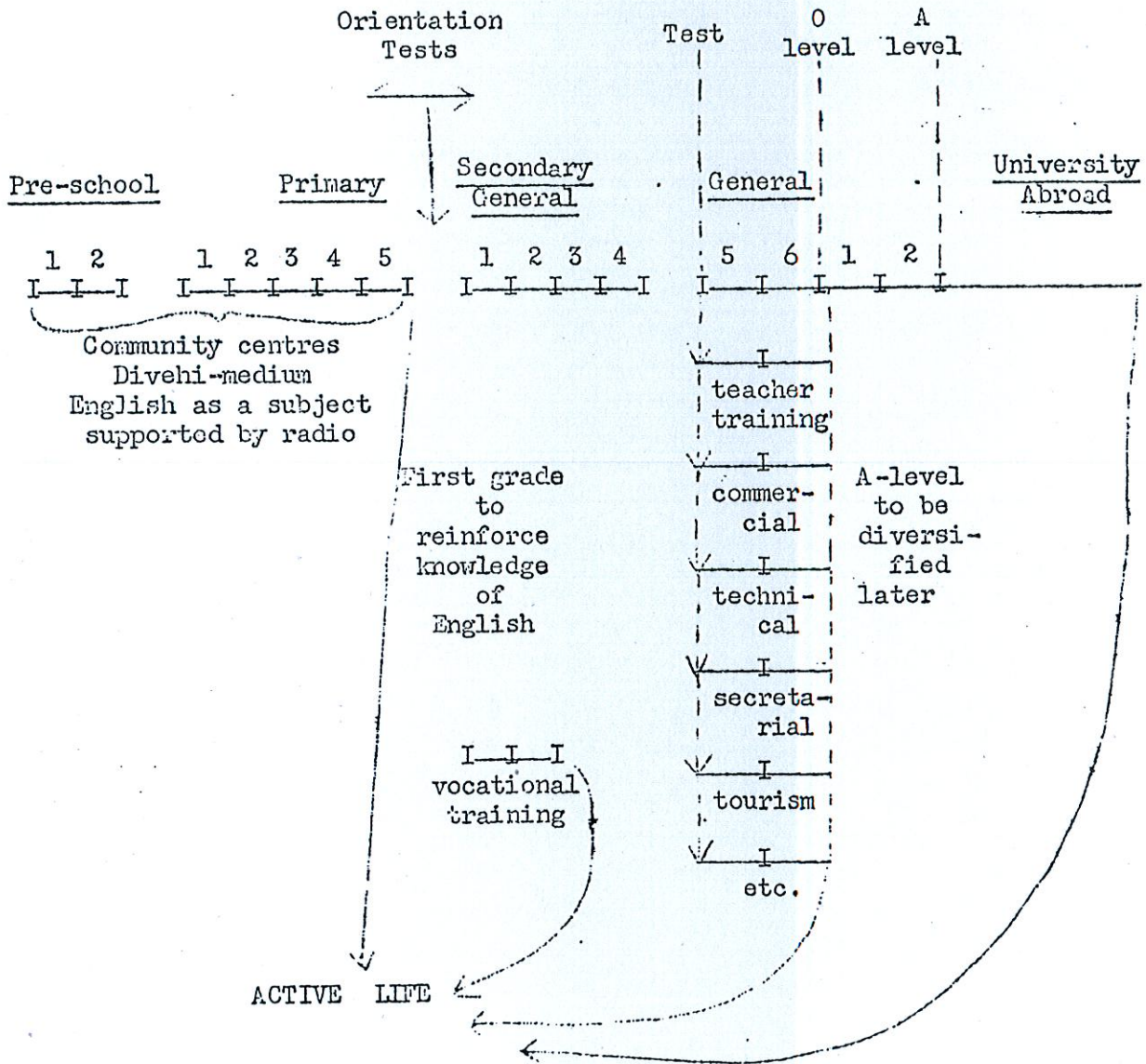
reason we recommend the creation of different technical streams, beginning at Grade 9 for two years, (commercial, secretarial, technical, teacher training, etc.), in a flexible system, according to the changing needs of the economy. The first grade of secondary school should be devoted to reinforcing knowledge of English.

3. University level - The present system of fellowships, but only after A-level, may be continued. A guidance system should be created in the secondary schools in order to guide students according to their own capacities and motivations and in relation to the needs of the economy. Fellowships should be distributed in accordance with the high-level manpower needs, and subject to a forecast of at least ten years.

4. Vocational training - After primary school, a flexible system of vocational training centres should be organized, according to need, for agriculture, motor mechanics, carpentry, handicrafts, etc. Later on, this may become a normal post-primary activity.

.../...

PROPOSAL FOR A UNIFIED STRUCTURE



PROPOSALS FOR SHORT- AND MEDIUM-TERM PROGRAMMES

Taking into account the present bottle-necks in teacher training at all levels and the necessity for pupils of the islands to have access in some way to secondary and higher education, and keeping in mind the above-mentioned long-term objectives, we recommend that a series of actions be taken in the following fields:

- teacher training for the Maldivian system primary schools, with English as a subject;
- creation of an A-level section;
- school maps and school buildings for primary schools as community centres;
- educational radio or tape recorder programmes for the islands.

1. Comprehensive programme for improving the primary school system

A global approach is necessary, including teacher training, renovation of curriculum and of teaching methods, and technology.

Sub-programme 1

Teacher training in Male for primary teachers

We recommend the creation of a combined GCE O-level and primary teacher training course to commence in the present Grade 9, taking two years to complete; OR the replacement of the present O-level course by a more meaningful general education course, comprising English, mathematics, general science, social science, Divehi and Islam, the latter being most important in the structure of the primary school. These two alternatives will be studied in depth by the Unesco follow-up mission.

Requirements from external aid in this field would be basic teacher training, equipment and books; a teacher from the region, recruited from a teacher training college; a primary specialist, who must have English as first language.

In consequence of this proposal, 10 to 20 boys and girls a year would receive a certificate for teaching in primary schools. They would be employed at first in Male to replace the expatriate teachers; then in private primary schools in Male; then in the islands.

Boys and girls completing this course should be required to spend five years teaching, otherwise the danger is that this specialization will simply become another qualification for taking up the employment of clerk.

In the long-term future, the present structure of most of the private and atoll primary schools would have to be altered, since at the moment most of them operate only outside the normal working hours.

.../...

Some difficulties will probably come from the fact that boys and girls may avoid joining this kind of course, since it might appear to them to be a "dead end" course leading to rather low salaries.

As a solution to the above, it might be possible to interest the academically less able boys and girls in such a course after a promotion and selection test. This system would avoid failures and repetition at the end of Grade 8.

Sub-programme 2 (in which UNICEF might be associated)

Improving the efficiency of primary schooling by educational radio programmes

This would include:

- a) improving the quality of the present radio transmitters and devoting half an hour or one hour per day during the good reception periods to educational programmes;
- b) preparing programmes and programmed instruction textbooks for teachers and pupils;
- c) having a pilot-centre in Male for testing and improving the system in one or two primary schools;
- d) forming an instructor team of three to four people to visit the islands and train the present teachers in these methods; also to inspect and control the system.

Requirements from external aid sources would be:

- an expert specialist in radio programmes;
- spare parts for transmitters; radio receivers for the island schools;
- tape recorders, textbooks and teaching equipment.

At the level of the Ministry of Education in Male, a special unit of three to four persons would have to be trained for planning the programmes and preparing and controlling the broadcasts. Also a team of island instructors, with transport facilities, would have to be constituted.

The utilization aspects need realistic counsel, especially in a situation where low quality teachers might be faced with centrally produced, relatively sophisticated teaching aids, such as radio programmes and programmed instruction textbooks.

We recommend the use of radio:

- for teacher training (upgrading of knowledge);
- for job-oriented pedagogical guidance for the teacher (as a palliative for the lack of a professional inspectorate);

.../...

- as a teaching medium for children;
- as a possible means for centralised testing.

Possible extension to a more integrated use of media should be foreseen.

The use of tape recorders in schools would certainly facilitate the utilization of radio programmes and help economize air time, but the problems of power supply (distribution of batteries, mains), maintenance and distribution of tapes (and storing) will have to be examined.

An adult education radio programme should be linked to this sub-programme, relating to fishing, agriculture and other practical matters as well as educational programmes for mothers and women on nutrition, health, etc., combined with the community centres' activities.

Sub-programme 3

Improvement of curricula for primary schools

This should be done by providing textbooks and by the radio programmes. The subjects to be taught by radio would be chosen according to the needs for curriculum renovation. The first priority seems to be English as a subject in order to enable a percentage of pupils who have received a primary school certificate in the atolls to come to Male for secondary schooling without being hindered by lack of knowledge of English.

This sub-programme needs some consultancy in accordance with the subjects chosen, and also a specialist in teaching English by radio.

As an alternative to this sub-programme, the teaching of English by radio should be limited to teachers as a first phase.

Intensive English language courses could then be held on the main island during the two years of transition classes, using efficient and controllable facilities such as language laboratory and ancillary visual or even audio-visual material.

Sub-programme 4

Building 19 primary pilot schools in the atolls (community centres)

These facilities should meet the requirements of the environment and of radio programmes. Use of local materials is necessary. We suggest that an architect from the Unesco Regional Office join the next mission to study these problems and prepare a costing list. This sub-programme should be financed by the Funds-in-Trust scheme.

.../...

Sub-programme 5

Production of textbooks and reading material

The present capacity of production (on stencils) is not at all sufficient to cover needs. A considerable amount of translation into Divehi has to be undertaken and incentives should be given for the production of textbooks in Maldivian script and adapted to local circumstances and environment.

Printing machines and paper should come from foreign aid. It may be possible to associate UNICEF with this effort.

2. Programme for training secondary school teachers and for increasing the capacity of the present secondary school system

a) We recommend either a combined A-level and teacher training course lasting two years immediately after O-level; or a three-subject A-level academic course of one year to which all suitable students may have access in their respective schools. At the end of the year, an examination should be held and those failing to qualify should be able to have a further year of study. Students who may have left school in the last five years with O-level qualifications and who have been practising teachers may perhaps be allowed to join such a course.

This A-level course should be proposed to the British Council for bilateral aid in conjunction with its support for the existing secondary schools.

b) Fellowships for higher secondary school teachers who have to take a university degree abroad.

VI IMMEDIATE ACTION TO BE TAKEN

Within the framework of the educational planning missions foreseen in the Country Programme and as a follow-up to the exploratory mission, we recommend the undertaking by Unesco of a feasibility study of the sub-programmes enumerated above.

This second mission should be organized as follows: two or three weeks' duration, with three or four Unesco staff members or consultants and a UNICEF representative, preferably in September 1973 or January 1974:

- a specialist in teacher training;
- a school facilities architect (Mr. Vickery from the Unesco Regional Office, Bangkok);
- an expert in media utilization;
- an expert in communications (ITU engineer).

TABLE I

POPULATION

Year	Male	Female	Total	Annual Increase	%
1968	56,983	49,986	106,969	---	-
1969	58,897	51,873	110,770	3,801	3.6
1970	60,975	53,494	114,469	3,699	3.3
1971	63,188	55,630	118,818	4,349	3.8
1972	64,924	57,749	122,673	3,855	3.2
					3.5

Source: National Census

TABLE II

ESTIMATED TECHNICAL ASSISTANCE RESOURCES FOR THE
PROGRAMME PERIOD (1972 - 1976)
(In US \$ 000)

SOURCE	A M O U N T S				
	1972	1973	1974	1975	1976
Bilateral Programmes	(Fellowships on an ad hoc basis are provided by various bi-lateral programmes)				
Multilateral Programmes other than UNDP and UN Organizations	-	-	-	-	-
<u>UN Organizations</u> <u>Regular Programmes</u>					
UN	-	-	-	-	-
WHO	122.8	153.4	-	-	-
UNICEF	33.0	24.0	24.0	-	-
Sub-Total	155.8	177.4	24.0	-	-
UNDP (Sub-Total) : 980.0 and $\frac{1}{2}$	164.2	452.1	225.7	111.3	26.7
GRAND TOTAL:	320.0	629.5	249.7	111.3	26.7

1/ This amount based on the Indicative Planning Figures approved by the Governing Council for the period 1972-1976.

2/ Excluding unprogrammed reserve of US \$20.0 thousand.

COUNTRY PROGRAMME PROPOSALS FOR UNDP ASSISTANCE
(1972 - 1976 TECHNICAL ASSISTANCE)
SUMMARY BY SECTOR

TABLE III

SECTORS	TOTAL		1972		1973		1974		1975		1976	
	% of UNDP Costs by Sector		% of UNDP Costs by Sector		% of UNDP Costs by Sector		% of UNDP Costs by Sector		% of UNDP Costs by Sector		% of UNDP Costs by Sector	
INFRASTRUCTURE	40.0	391,400	23.3	38,300	57.5	258,400	21.2	47,900	27.8	30,900	59.5	15,900
AGRICULTURE	16.6	161,500	45.7	75,000	11.7	52,500	15.0	34,000	-	-	-	-
FISHERIES	9.8	100,000	-	-	11.1	50,000	22.2	50,000	-	-	-	-
HUMAN RESOURCES	33.3	324,600	30.9	50,900	19.7	88,700	41.6	93,800	72.2	80,400	40.5	10,800
NATURAL RESOURCES	0.30	2,500	0.1	2,500	-	-	-	-	-	-	-	-
INDUSTRY	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100.0	980,000	100.0	164,200	100.0	452,100	100.0	225,700	100.0	111,300	100.0	26,700

GCE O-LEVEL EXAMINATION JANUARY 1973

Number of children in Government schools 1973

Majeediyya school (boys)	727
Aminiya school (girls)	692
Nasiyya Montessori school	<u>515</u>
	1,934

ADMISSION EXAMINATION

<u>boys</u>	<u>girls</u>	<u>total</u>
36	18	54

RESULTS (BOYS' SCHOOL)

	<u>Presented</u>	<u>Passed</u>
Art	5	5
Biology	25	15
Chemistry	30	20
English	30	15
Mathematics	36	33
Physics	25	13
Economics	36	20
History	35	18
Geography	10	6
Technical drawing	27	12