

## FOREWORD

One of the interesting events in the second half of this century has been the development of the concept of the "Third World". It seems to have come without any previous clear identification of First or Second Worlds, the boundaries of which remain both undifferentiated and unchallenged. While the Third World has in part been self-identifying, like the other two, its boundaries are ill-defined and, probably more than the others, the range of its social, economic, geographic and philosophic orientations considerably larger. Oil-rich nations jostle with some of the most poverty stricken on earth; nations with populations so small as to be able to maintain no more than one or two high schools and no higher education institutions whatsoever, are thrown together with nations of many millions and with long traditions of higher learning. It therefore seems invidious to prepare a book directed at such a diffuse clientele. Nevertheless an attempt will be made to isolate some common elements and to ensure that the materials presented are appropriate in a wide range of situations in Third World countries.

There are some similarities among the countries, though the first of these is shared by the other world groups as well. This is that though there are significant differences, the higher education institutions of the nations have an international function as a two-way communication channel between a nation and the rest of the world; the link for exchanging knowledge, technologies and skills between them. There is therefore much in common among the universities of the world and indeed of colleges as well. Hence, many of the issues addressed in case studies here are of this general kind even though they have been prepared, with one exception, by Third World administrators.

There appears to be one major identifying characteristic separating Third World higher education institutions from those in the rest of the world. This relates to political philosophies expressed by many Third World nations and which is reflected in the literature about Third World higher education institutions emanating from UNESCO, the International Institute for Educational Planning and other United Nations agencies. While the institutions of the older world are undoubtedly products of a technological society, most of what they do is regarded as inappropriate by the newer nations who, along with their nationhood, want to have institutions reflecting their own particular values. While this in itself might imply that the universities and colleges of a nation will reflect particular attitudes and values of that nation, there does appear a cluster of common characteristics relating to manpower planning, community service and relationships with government. Hence, it has been possible to prepare cases which reflect this orientation, particularly in relation to admissions, personnel, research and community service policies, though even with these cases the material would not be lost if it were used in training administrators in other nations. If the Third World orientation has made one important impact on the Western world, it has been that of causing its universities and colleges to look hard at their own values and objectives.

Case studies as a method of staff development should also have particular appeal in this Third World context since they provide that much sought nexus of practice and theory. Their effective utilisation as a training tool produces conceptual and analytic skills; skills which are much required by our administrators in a world where educational institutions are under constant scrutiny, both as institutions in the forefront of national development and as a symbol of the aspirations of new nations. Today's colleges and universities are in themselves complex institutions and they operate in an environment which is full of conflicting and competing demands on the educational organisation. They are seen as expensive, though a thorough cost-benefit analysis would probably deny this in view of the multiplicity of national services they provide. They are seen as institutions often not in harmony with the society they serve and this is usually so. Universities which remain unchallenged by their community are probably falling short of what is expected of them since their task is to be at the forefront of new developments, not their handmaiden. Universities have a function of not just walking side by side with community and government but of being in front in a leadership position. It is not easy to convince taxpayers of this. It requires considerable skills on the part of the institution leaders to maintain the balance between serving the wants of society and serving its needs. Hence, analytical and conceptual ability, clarity in communication and debate, a wisdom based on understanding complex issues are attributes required of such leaders. While too much can be expected of the case study approach, of the non-formal training methods available to the busy administrator they do have considerable advantage over other methods in achieving the result. Much depends on the skills of the study group leader in bringing the case to life and in creating the situation where effective analysis can take place.

Part I of this book is set out largely as a guide to the case study group leader. It provides background information on the case study approach, refers to types of cases and methods of classroom implementation.

Part II presents a number of cases, all of which have been drawn from real situations faced by administrators. Most have been written by students from many countries proceeding to postgraduate studies at the Centre for Administrative and Higher Education Studies at the University of New England, Armidale, Australia. Most have already been tested in classroom simulations, particularly as exercises in analysing policy and decision-making processes in higher education. It is therefore considered that the cases will have wide application, given the caveat stated earlier of the great diversity in Third World nations. Comments from the users of this book would be much appreciated.

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