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REPORT ON THE FACILITIES AVAILABLE FOR THE TRAINING  
OF AFRICANS IN ECONOMICS, STATISTICS AND RELATED FIELDS OF STUDY

Prepared by UNESCO for the United Nations  
Economic Commission for Africa at the request  
of the Executive Secretary

The attached report is submitted by the UNESCO Secretariat to the United Nations Economic Commission for Africa in pursuance of a recommendation adopted by the latter at its first session (29 December 1958 - 6 January 1959, E/3201, E/CN.14/18, p.8).

Attached to the report proper are the following documents:

- (i) Appendix I consisting of the text of the questionnaire on the recruitment and employment of economists, statisticians and related specialists, circulated by the Secretariat to the Member States of the Economic Commission for Africa. 1/
- (ii) Appendix II The Universities in Africa: A historical survey, giving brief information with historical background on each of the existing African universities.
- (iii) Appendix III Teaching and research in the social sciences in Africa, giving information on requirements for entry to the universities mentioned above, on the courses provided and the degrees awarded, with notes on

1/ A summary of the replies now reaching UNESCO will be sent to the Commission as soon as possible, as an addendum to the present document.

research activities, where available.

(iv) Appendix IV Study abroad in the social sciences for Africans, giving an outline of the fellowship schemes at present available to African students for further study in the social sciences outside their native continent, and providing some statistical details in this domain.

(v) Appendix V containing bibliography of sources used in the report and its appendices.

It is hoped that Member States will find that these appendices usefully supplement the information and ideas contained in the report itself.

Nevertheless the Secretariat is well aware of the gaps in the report's coverage, mentioned in its opening pages. These were unavoidable in view of the short time allowed for completing this preliminary survey. Supplementary studies would therefore seem to be necessary.

Even at this stage, however, it seems possible to draw certain conclusions, which are given on pages 39 to 41 of the report. The most important of these, even though negative, must be specially mentioned: the Secretariat of UNESCO does not feel it necessary to suggest the establishment of new permanent regional institutions for the training of economists and statisticians. The reasons which are felt to justify this view are given in the report and are submitted for the Commission's consideration.

The Secretariat also feels it desirable to inform the Commission that, in its opinion, a supplementary enquiry should be carried out as a matter of urgency on the facilities for civil service and professional training available, or to be made available, to young African officials, prospective and serving, of the higher grades.

The UNESCO Secretariat offers its warmest thanks to the International African Institute for its assistance and co-operation. It also wishes to express its gratitude to Professor Sune Carlson of the University of Uppsala (Sweden), the special consultant for the project, who, in addition to carrying out a fact-finding tour in September and October last in various African countries, has given invaluable assistance in the actual drafting of the report.

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I. INTRODUCTION

1. Terms of Reference.

The present report has been prepared by the UNESCO Secretariat at the request of the United Nations Regional Economic Commission for Africa.

In the programme of work<sup>1/</sup> submitted to the first session of the Commission, the Executive Secretary pointed out that the presence of the Commission in Africa should render possible the training of an increasing number of Africans either at the Commission's headquarters at Addis Ababa or at other centres on the continent. "Such training", he said, "might be in general fields such as economic administration aimed at providing for African governments a nucleus of trained economists in their civil service, or in more specific fields such as the training of statisticians and finance officers, or in social fields directly related to economic development. Short-period training projects might also be provided on subjects such as the classification and economic uses of government financial accounts"<sup>2/</sup>. As suitable means for carrying out this scheme the Executive Secretary mentioned the possibility of establishing a special centre in Addis Ababa where statistical training would be linked with tuition in the allied fields of economics and social research, the organization of seminars and working parties on selected topics, and the sending out of expert teams which among other duties would advise governments on the teaching of statistics, and on-the-job training in local commercial firms and foreign public and semi-public corporations.

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<sup>1/</sup> Programme of Work and Priorities. Memorandum by the Executive Secretary.  
E/CN.14/4

<sup>2/</sup> Ibid., p.7.

During the debate on these proposals at the first session of the Commission, the Executive Secretary said that, in his opinion, any resources that could be devoted to the training of statisticians and economists in institutions in Africa or to the provision of training facilities abroad for senior administrative and managerial staff would be well spent. He proposed as a start to establish eight training posts at the Commission Headquarters in Addis Ababa, in the hope that the Commission's training activities could be expanded later, thus making a sizeable contribution towards meeting present needs. 3/

During the debate<sup>4/</sup> it was also pointed out that while scholarships and fellowships for study in foreign countries were of undoubted value to the African student, they were not the most effective means of forming the nucleus of trained personnel which the African economy so badly needs. It would be preferable to strengthen existing institutions so that they could serve as on-the-spot training centres for a large number of students. The provision of training was a responsibility which could be appropriately undertaken by governments and national bodies. If a training institute was needed, it might reasonably be linked with a University in Africa or elsewhere. The real difficulty lies, however, not in the shortage of training facilities but in the absence of candidates who could take advantage of existing opportunities. International organizations should resist the temptation to create new institutions. They should rather endeavour to work closely with Universities and research and training centres already established. It was not, however, clear from the debates whether existing facilities in Africa for training in the field of economics and statistics were sufficient to provide trained personnel. A recommendation was therefore made to the effect that:

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3/ Summary Records. E/CN.14/19, E/CN.14/S.R. 1-13, p. 103.

4/ Cf. the statements of the delegates of Liberia, Ghana and France. 1 bid. p. 56, 105 and 134.

"The Executive Secretary should request Unesco to survey the facilities available for the training of Africans in economics, statistics and related fields of study. The Executive Secretary should take such action as is necessary to ensure the fullest use of existing facilities. Should the Unesco survey indicate the need for a new institute, the Executive Secretary should consult Governments and other interested bodies with a view to putting the matter before the Commission at its next session." 5/

When the draft of these recommendations was discussed at the plenary meeting a member of the programme committee suggested that it would be of interest to the African countries if, among other things the survey would consider the skills of which the African countries stand in such vital need. Particular emphasis, he said, should be placed upon the type of training needed for acquiring specific skills in economic planning, programme development and the preparation and execution of projects concerned with agriculture, mining, industry and transport. 6/

## 2. Limitations of the present study.

Since the survey requested by the Commission had to be ready at an early date in order to enable the Executive Secretary to consult Governments prior to the following session of the Commission, the Secretariat had very little time at its disposal. Consequently, it was necessary, in agreement with the Executive Secretary of the Commission, to limit the scope of this survey.

While the Secretariat was asked to survey "the training of Africans in economics, statistics and related fields of study", the present report deals primarily with economics and statistics, which are the main subjects of interest to the Commission. Some information is however given in

5/ Economic and Social Council, Twenty-eighth Session:  
The Economic Commission for Africa. Report of the First Session E/3201,  
E/CN.14/18, p.81.

6/ Summary Records, op. cit., p. 153.

Appendix III with regard to the teaching and research of other social science subjects. Geographically the study covers the African continent - with the exception of the Union of South Africa, which has indicated that it does not wish to participate in the activities of the Economic Commission for Africa - and the Northern region of the United Arab Republic. The term African trainee or student refers to residents in this area, of whatever ethnic origin, engaged in academic studies in the field of economics and statistics or who, while already dealing in government departments or private firms with economic and statistical materials, would be interested in further training. Such studies or training may take place in Africa or abroad.

The study is also limited in respect of the type of data used. Besides already published material on the teaching of economics, statistics and related subjects in African universities, further information has been collected by using two sets of questionnaires. The first, which is related to African universities and research institutes, was sent to the countries and territories south of the Sahara through the International African Institute and the second to the North African countries by the UNESCO Secretariat. The latter, dealing with the recruitment and employment of economists and statisticians in government departments, was addressed to the African member states by the Director-General of UNESCO. Information has also been received through direct contacts in Brussels, London and Paris with Universities and official bodies concerned with African education and training. In addition, during a study tour to Ethiopia, the United Arab Republic, Uganda, the Sudan, Nigeria, Ghana, Senegal and Morocco, a UNESCO consultant had the opportunity of collecting further information through interviews and direct observations, and of discussing training needs and training facilities with representatives of governments, private industry, universities and research institutions.

On account of the limited time which the Secretariat had at its disposal and of the limitations of the data collected, it has in most cases been impossible to give quantitative answers to the problems raised. Thus the present report deals with the nature of present needs for the training of

economists and statisticians, the problems facing existing training institutions, the solutions envisaged and the type of assistance required (strengthening of existing institutions or creation of new ones) rather than with the statistical survey of present "facilities available for the training of Africans in economics, statistics and related fields of study". Besides, even if more time and resources had been available for such a statistical survey, it would have been premature to attempt it at the present stage. As will be seen from the next chapter, it is far from easy to define exactly what constitutes an economist or a statistician in the African setting and to express the supply and demand of economists and statisticians in quantitative terms.

## II. THE NEEDS FOR ECONOMISTS AND STATISTICIANS.

### 1. The skills of the economists.

The purpose of academic studies in economics may be classified schematically in the following way:

- i. They may aim at a general education and like studies in history, Latin or any other subject, help in the training of the mind and the acquisition of a general knowledge of the world.
- ii. They may prepare to a professional career in public service or private business. That is, they may aim at the acquisition of basic knowledge in economic theory, economic facts and economic institutions, and of certain skills like accountancy and statistical techniques which are considered useful in such a career. In the course of the report such studies will be referred to as basic training in economics.
- iii. They may provide such an all round knowledge in economics and related fields, and such skills as will enable the student to carry out fundamental or applied research, to give policy

advice to government agencies, business firms, trade associations, etc. and to teach economics. These studies will be referred to as professional training in economics.

In practice it may be difficult to draw any clear-cut distinction between these various aims, but it is useful to distinguish between them in an analysis of training facilities.

Although a discussion of economics as a suitable subject for general education may be most stimulating, it will not be attempted in the present report. What the Executive Secretary of the Economic Commission for Africa had in mind when he spoke of providing African governments with a "nucleus of trained economists" seems to refer to what has been called here basic and professional training. The ensuing discussion will be limited to these two types of training.

With regard to basic training it can be said that education is a lifelong process. The same is to a large extent also true of training for a professional career. Academic studies are just a beginning. The main body of knowledge and the perfection of most of the skills needed is obtained later in life. What should be included in the basic training and what should be left for future studies becomes therefore a question of judgement, where the main consideration is how suitable a particular subject is for academic studies, and how necessary it is to acquire a certain knowledge or skill at an early date. One of the goals of academic education is to teach the students those subjects which will improve their ability to learn from life.

At the conference on the teaching of Economics, which the International Economic Association organized with the help of UNESCO at Talloires in 1951, the participants, who came from some of the leading economic faculties of the world, expressed the unanimous opinion that a thorough grounding in

economic theory and in the handling of the tools of economic analysis must form the basis of sound economic training. 7/ Economic theory is a subject which is difficult to learn without the aid of a teacher, and the sooner the student understands the main principles of how the economic system works the better can he improve on his knowledge of special aspects of this system through further studies and practical observations. But economic theory cannot be studied in a vacuum. For their future practical career students must learn to understand how theory can be applied to the types of problems they will later meet in life. That is, they must simultaneously with their studies of economic theory, acquire some basic facts - statistical and institutional - concerning the economic system of the part of the world in which they are going to work. This system is constantly undergoing change. In order to understand it, and in order to see in its historical perspective the development of economic institutions in relation to one another and in relation to social and political change in general, the student must at an early stage acquire some knowledge of economic history.

At the Talloires Conference there was also general agreement on the principle that some knowledge of statistical sources and methods is an indispensable part of the equipment of economists. 8/ Like economic theory, statistical techniques form a subject eminently suitable for academic class-room training, and the sooner a student acquires some skill in handling quantitative material the better. In his future professional career in government or business he will certainly one day be faced with statistical problems. Among the statistical data he will have to deal with, accounting data will always be among the most abundant. He will therefore need at least some skill in the evaluation and analysis of such data, and some knowledge of accountancy should be acquired during the basic training period.

7/ The University Teaching of Social Sciences. Economics. UNESCO 1954, p.15.

8/ Ibid., p.20.

While the purpose of basic training is to pave the way for future practical studies in government departments, trade association offices, banks or industrial firms, the purpose of professional training in economics is to turn out full-fledged economists. What then is a professional economist? In other fields such as medicine, law engineering and even statistics, there is more or less universal agreement on what constitutes a profession, and the qualifications for entry are often codified. Not so in economics. Outside the realm of academic teaching which has its own standards, there is seldom any prescribed qualifications for the posts where economists are employed, whether in research and planning organizations, government offices or private firms. In many posts where one would expect people with a thorough training in economics, incumbents with quite different backgrounds are often found. That is why it is so difficult to collect statistical information on the employment of or on the needs for economists. Counting cannot start until what is being counted has been clearly defined.

Still, if one examines the kind of problems economists are dealing with when they work in public offices or in private industry one may obtain some idea as to the knowledge they particularly need, and the specific skills they should possess. What is common to them all is that it is not enough to have an all round knowledge in economic fields, they must also be able to do things. It is their duty to give concrete answers to limited problems where they can show their usefulness: what will happen to the export of cotton if the price of rayon drops by ten per cent, what will be the effect on the price level or on the balance of payments of a shift of so and so many thousands of people from the agricultural subsistence sector to home market industries, how will a five per cent annual increase in building construction affect the future demand and the marketing conditions for petrol, etc. To answer such problems a mere knowledge of economic theory and statistical analysis is not enough. One must be able to apply the theory, to define the problems analytically, to decide on the minimum of statistical

and other information which must be obtained, to know where this information can be found and, where no information is available, to organize the collection of new data and to understand the defects and limitation of the information received, to handle empirical material, to evaluate results obtained, and to arrive at action-oriented conclusions. These conclusions will always depend on certain assumptions and the making of assumptions means taking risks, and evaluating the risks of different alternatives.

This is not all. The economist should also be able to impress those who are responsible for action with the results of his analysis and with his recommendations. One of the most common complaints heard from people employing economists in public offices and private industry is that economists seldom express themselves in understandable and effective language. It seems that students of economics do not get the same training as law students or medical students who are induced to write briefs on case histories, and to give an oral presentation of their cases.<sup>2/</sup> In Africa this problem of communication is complicated by the fact that while the working language of the economist is often English or French, the language of the people he has to deal with is either Arabic or one of the many African tongues. Some skill in translating at least the most common and important economic and statistical concepts may therefore be needed.

The type of economic theory applicable to concrete practical problems is often of the simplest kind: cost-price relations and the general relationships between income and expenditure and between investment and production. Nevertheless, the professional economist needs an all round knowledge of modern economic theory in order to keep abreast with developments in his science.

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<sup>2/</sup> Cf. Graduate Training in Economics, Yale University 1956, pp. 11-12.

Since economic writing uses often symbols, he must have some knowledge of mathematics. New analytical tools are constantly developed and old ones are improved. These developments may have a direct bearing on some of the problems he is concerned with. He should also know what is going on in other parts of the world, and he should be able to find relevant information from other countries when needed. Many of the questions he may be asked to advise upon, such as stabilization schemes for primary products, competition between road and rail, or investment incentives for foreign capital are being dealt with in many countries and the experience of some of these may be relevant to his own work. But in order to keep informed he must have at least a reading knowledge of the major languages. For an economist working in Africa this refers particularly to English and French.

As has already been mentioned, the training for a profession is to a large extent a life-long process. This also holds true for economics. Before anybody starts acting as an economic adviser or expert he should have acquired a certain amount of professional training in the form of advanced academic studies and, if possible, also of an in-service training in a research centre of some description. These questions will be examined further in this report.

What is here said about the skills of the economist holds true wherever he is employed, be it in economically highly developed or in underdeveloped countries. The qualifications of an economist working in Africa, however, should in some respects be higher than anywhere else, and for two reasons. He will have less statistical data and other information available than in most other places and he will be intellectually more isolated. The lack of information means that he has to know more of social field research and statistical sampling methods than his colleagues working under more favourable conditions and he needs more skill in evaluating data. If he requires new statistical or accounting data he should be able to instruct statistical clerks, accountants and cost accountants about his needs and to supervise them in their work. The intellectual isolation means that he has to trust his own knowledge, imagination and judgement in those situations, where in other circumstances he would have consulted colleagues or professionals of

other disciplines. Working more or less alone, no one will tell him what to read in scientific publications or will supplement his economic with the social, administrative or political aspects of the problems he is concerned with. He can never fall back on the convenient answer that the problem considered is not purely economic and therefore lies outside his terms of reference, but he should be able to go outside his own discipline in order to obtain complementary data. He should understand the administrative machinery not only of the office or firm he is working with, but of the country as a whole, what it can do and cannot do, its weaknesses and possibilities of improvement, and he should have a feeling of what is politically feasible. This is more important than the mere knowledge of legal institutions, since laws can always be changed. As a whole, his approach to a particular problem should be that of a general social scientist rather than that of a pure economist.

## 2. The skills of the statisticians.

It is not only the student of economics who needs at least some elementary statistics as part of his basic training. The same applies to the other social scientists. In fact, everybody who have to deal in his work with quantitative information should be able to make some statistical calculations, and should know when and how to ask for aid from a professional statistician.

As a profession, outside the field of academic teaching, statistics is much more widely recognized than economics. In many countries, for example, the civil service list places statisticians under the professional category while economists are included under general administration. As mentioned above, the requirements for entry to the profession are also much more specific and more standardized between different offices and countries than in the case of economists.

Although basic training in mathematics and statistical theory usually takes place in universities, responsibility for providing professional training in statistics is often left to government departments or specialized statistical institutions. "Employers often complain that they find it difficult to get any useful work from men fresh from the universities; and take the view that, statistics being essentially a professional subject like accountancy, engineering or medicine, university students should have some practical experience as well as knowledge of basic theory when they start their career." <sup>10/</sup> This fact is in most cases recognized by academic institutions, but they seldom have the material resources to do anything about it. Thus the training of skills in the design of work programmes; in the collection, the manual and mechanical handling, the evaluation, the analysis and the presentation of mass data generally takes place in statistical offices in government departments, trade organizations and private firms, under the supervision of senior officials who themselves have had a similar training. Often there is a close co-operation between these offices and a University institution. The advantage of such an in-service training is, of course, that the student while acquiring the necessary skills gets the feeling of a place where real work is continuously carried out, and becomes familiar with the day-to-day practical problems. The result of the training will, however, be determined by the teaching ability of the senior officials and the amount of time these can make available for training purposes.

What has been said above of the special requirements needed for the economist working under African conditions also obtains to a large extent for the professional statisticians. The need for an increasing volume of statistical information in practically every field will make him a key person in many planning projects. As regards his qualifications, it may be noted

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<sup>10/</sup> The University Teaching of Social Sciences. Statistics. UNESCO 1957, p.18.

that the rudimentary state of present information in combination with the speed with which new data are generally required makes it necessary that he develops a special knowledge of sampling techniques.

3. Present and future demand for economists and statisticians.

In order to get some idea of the number of trained economists and statisticians in the government departments of independent African states and to ascertain the present need for such personnel, a questionnaire was sent to the African member states of UNESCO by UNESCO's Director-General. A copy of this questionnaire will be found in Appendix I. But, as has been stated above, it is difficult to collect statistical information regarding the employment and need for economists as long as there exists no general agreement about what is meant by the term economist. During his interviews with people in African government offices, the UNESCO consultant often received different answers regarding actual needs, from different people in the same office. It is also difficult, when time is short, to reach with a questionnaire all offices that employ or need economists. The same applies with respect to the employment of, and need for, statisticians.

Because of the shortcomings in the statistical material, the analysis of the present and future demand for economists and statisticians must be based primarily on information received during interviews with representatives of government departments, semi-governmental offices and private industry in those countries and territories in Africa which the consultant to the UNESCO Secretariat was able to visit. Although such information is not truly representative in the statistical sense, and is even frequently subjective, it seems, however, that the impressions gathered of the conditions in the various countries and territories are so similar that a fairly clear picture can be formed both of the extent and the nature of the demand. The demand for highly trained economists and statisticians in government offices, state enterprises, private industry and trade associations of various kinds all

over the world is greater than the supply. In most African countries and territories the disparity between demand and supply is still greater. This is the result of the rapidly expanding economy, the almost revolutionary transfer of activities from expatriates to Africans, and the increasing importance of the public sector in national life. Many economic and statistical services which have previously been performed by various institutions in the metropolitan capitals are being transferred to the African arena. New demands for economic and statistical intelligence are developing with the creation of new states, new currencies and new diplomatic and commercial relations.

The Africanization of the civil services is speeded up not only by nationalist feeling, but by generous expatriation schemes and by the natural wish of the expatriate to take advantage of the booming labour market for professional economists and statisticians existing in other parts of the world. In the private sector the Africanization process is determined largely by purely business motives. Many tasks that hitherto have been performed by expatriates should be better performed by Africans with their superior local knowledge and better contacts with the native population, if - and this is an important qualification - trained persons are available. Firms paying the same salaries to expatriate and African personnel of the same grade find the total cost of the former considerably higher, because of the extra expenses for housing, medical services and home leaves, but many of the large firms are incorporated and have their head offices in Europe or the United States. When this changes, there will be a new demand for people with economic and statistical training for marketing and investment analysis, accounting services, etc.

In many cases, however, the demand for economists and statisticians has not so far become acute. At first the establishment of independent government offices and of new planning organizations, central banks and development corporations involves primarily political and administrative problems, and until these have been solved, there is not much need for

economists and statisticians. For some time a new office or organization can carry out its work with the help of information left over from an earlier administration or supplied ad hoc by visiting expert missions, but this is a temporary phenomenon. Sooner or later the need will be felt for new working material and new research, and it is then that the demand for economists and statisticians will suddenly become acute.

In the newly independent African countries or in the territories which will soon achieve independence, the expanding national civil service and the newly established development organizations and state enterprises will absorb for some year to come the available supply of persons with basic training in economics and statistics. The Department of Commerce at the University of Cairo graduates more than a thousand students each year, and still there seem to be no problems of employment. In the other countries and territories visited by the UNESCO consultant, the number of available graduates was much smaller, and the demand for people was also greater. In Ghana, for instance it is already possible to foresee the time when the saturation point will be reached and when only the most qualified student will be certain to secure a government post.

The number of people with professional training in economics and statistics needed in the various governments and state enterprises is, of course, much smaller than the demand for people with only basic training, but, from what has been said above, it should be clear that the demand will be considerable for quite some time. In most of the statistical offices and institutions there are vacancies in the professional category which cannot be filled at present, and if there are fewer actual vacancies for professional economists in public offices, this is the result of the uncertainty prevailing about the best use such people can be put to. In Ghana there are plans for the establishment of a professional economic unit in the Bureau of Statistics and both the Ministry of Commerce and the Ministry of Agriculture intend to set up their own economic intelligence services. Similar situations exist in other countries. Newly created

central banks need people with knowledge of world money markets, of foreign exchange problems and questions relating to bank inspection. They need economists and statisticians for their research departments which have to give advice on credit policy and economic policy in general. Public utilities and state-owned enterprises need economists for market research and investment planning. In many places there exist plans for expanding economic intelligence units, but during the transition period between colonial and national administration there is a natural reluctance to cause new expenditure. Everywhere the emphasis is on quality. As in other parts of the world, the demand for well-trained professional economists may be expected to outrun the supply.

In most of the planning and finance offices of local and municipal authorities there is as yet a dearth of trained economists and statisticians. The need for competent staff exists however, and when it is felt, it will give rise to a new demand. In large private firms economists will be needed to give advice on market trends, investments and inventory and price policies. With changing spending patterns and the increasing importance of fashion in combination with pronounced seasonal variations, long delivery terms and difficult storage conditions, trading companies are in need of serious market research. Some of the oil companies and import houses have already set up small research units, but their demand for trained economists and statisticians has only begun to be felt. In Nigeria or Morocco, for example, the competition of private industry is definitely felt by government offices which are not in a position to offer high salaries. So far there is practically no demand for people with training in economics and statistics from the private banks, which depend on their head offices - generally situated in Europe. With the establishment of more and more local banks, however, the situation here may change also.

III. TRAINING FACILITIES IN THE FIELD OF ECONOMICS AND STATISTICS  
IN THE AFRICAN UNIVERSITIES.

1. Problems and policies of higher education.

In Appendix II some information is given on the universities and university colleges in Africa, with the exception of the Union of South Africa. Nearly all these institutions are post-war creations. The only exceptions to this late but rapid expansion of higher education in the African countries are on or near the Mediterranean littoral - the scene of relatively old and substantial cultural exchange between Europe and Islam. For this reason, the Arab world of North Africa displays a greater differentiation in institutions of higher learning than any other part of the continent. Despite the fact that Islam penetrated deep into the Sudan and Africa South of the Sahara, it has not left centres of learning comparable with those along the Mediterranean. The universities of West, East and Central Africa are extremely late developments in the history of European contact; all but one of the eleven universities and colleges of West Africa, the Sudan, East and Central Africa were founded between 1945 and 1958. But, they have all with few exceptions retained formal links with European institutions. They draw heavily, as do the universities of the United Arab Republic and Morocco, upon an alien cultural heritage which appears in their organization and administration as well as in their curricula.

Like all universities, the universities in Africa have to face problems arising from the nature of their environments and the academic and financial resources at their disposal. These are the recurrent problems of standards of entry, the choice quality and quantity, the questions of staff recruitment, and the exercise of priorities when deciding between the addition of new courses and faculties and the expansion of existing ones. But in Africa these problems are complicated by the multilingual structure of many countries and with the language barrier which prevents Arab, English or

French-speaking Africans from using common university institutions. The core of the problems faced by the African universities lies however in their isolation from the community they serve. Though extra-mural courses and public relations do something to remedy this situation, universities in Africa generally, and in Tropical Africa particularly, serve to widen the gulf between a restricted and highly-educated elite and the great mass of peasants and manual workers. Five of the universities examined in this report are in territories where the proportion of school-age population enrolled in primary, secondary and technical schools is less than 40% of the total 5-14 age group. Another five serve territories where less than 20% of the school-age population is enrolled.<sup>11/</sup> Such conditions are never static, and as the potential of university students increases, so does the pressure on the university. In addition to demands from a rising middle-class for the privileges associated with the possession of a university degree, there are demands from African governments - colonial, autonomous or independent - for greater co-operation from university departments and institutes in applied research and the provision of professional and administrative personnel. These two factors - the increase of opportunity, and responsibility to the source of university revenues - are fundamental to the formation of official policies concerning universities in Africa in general and to the question of the training of students in the social sciences in particular.

With some exceptions the weakest link in the educational system in the African countries or territories is the secondary schools. Almost everywhere there are too few students with higher school certificates or with a baccalaureate in relation to the facilities offered at home or abroad for further studies. For the students selecting economics and statistics the secondary school training in mathematics is seldom sufficient, which

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<sup>11/</sup> African Labour Survey. International Labour Office (Geneva, 1958), p.498.

causes problems which have to be solved at the university level. When the secondary schools are modelled entirely on European patterns the students often start their university studies in social sciences with insufficient knowledge of the history, geography and social life of their own countries.

The information contained in Appendix II shows that several African countries and territories lack local academic training institutions and that some of the existing universities are not equipped to satisfy demands for people with higher education. Whether the rational remedy to this situation is a strengthening of existing institutions and a widening of their area of recruitment or the creation of new universities and other institutes of higher learning is a question on which it is very difficult to give advice. It involves problems of national sentiment and politics, financial and personal resources, the relationship of academic to other educational institutions, and many other difficulties which vary from place to place. Since this report is only concerned with the training facilities in the rather limited fields of economics and statistics, the Secretariat does not feel that it is entitled to express an opinion on these matters. The only attempt that will be made here is to analyse some of the characteristics of existing situations, and to indicate certain possible means of improvement of a limited scope.

The existing isolation of most of the African universities from the communities they serve is, of course, particularly noticeable in the social sciences. To a large extent it is caused by something which at the present time also is a factor of strength - their close attachment to European and American institutions and their reliance on Europe and America for the supply of academic teachers and research workers. When African universities will be fully independent and will have their own post-graduate training and research programmes, and when the majority of the academic staff will be composed of Africans, the situation will automatically change. When the African universities become independent and start to award their own degrees, they will have to safeguard their independence and their academic standards against local, political and personal pressure. The University of Khartoum, which

has terminated its special relationship with the University of London, has retained the system of external examiners, and because of its independence it can now select examiners also from countries other than the United Kingdom. Not only are the standards of degrees awarded thereby guaranteed and given an international recognition, but the university establishes valuable personal and institutional contacts with other centres of higher learning.

But the African universities are not only isolated from their local environment. At least in the fields of economics and statistics they are also isolated from each other. As a rule the faculty members in an African university have much more contact with their colleagues in European and American universities and research institutions and know much better what is going on there, than with universities and institutions in other African countries and territories. In the next section of this chapter, and particularly in the fourth section which deals with the question of research in relation to the academic teaching of economics and statistics, an attempt will be made to indicate what could be done in the immediate future in order to remedy some of these problems of isolation.

## 2. The place of economics and statistics in university syllabusses.

In Appendix III the reader will find a survey of teaching and research in the social sciences in Africa. It contains information on requirements for entry to the various academic institutions, on degrees and courses given, on teaching staff and on students, on syllabuses in the various social science subjects, and on special teaching and research institutes.

As can be seen from this appendix, the requirement for entry varies from local secondary school certificates to the entry certificates needed for the University of London or the French baccalauréat. Several universities provide at least one year of intermediate courses which the majority of students must take before they are allowed to proceed to university degree courses.

As mentioned above, the secondary school training in mathematics is seldom sufficient as a basis for academic studies in economics and statistics. At the University of Khartoum, mathematics is an optional subject during the first intermediate year, but it is not taken by all economics students. Several economics departments at African universities are, however, considering the possibility of starting a course in mathematics specially designed for students in economics and statistics, which seems highly commendable.

In a few universities there is no teaching of economics as a special subject, and in some others courses in elementary economics are given only in relation to a general arts degree. But the majority of the African universities give basic training in economics leading to an economics or commerce degree. In the universities modelled on the French system, economics is taught in the law faculty, where the students have the possibility of specializing in economic and financial subjects during the third and fourth years. In the Faculty of Commerce at the University of Cairo, a limited number of ~~students~~ concentrate on analytical economists during their last years and, judging by the demand for this type of graduates, the training they get is of high standard. Most English-speaking universities have modelled their economics teaching on the Universities of London, and most of the degrees awarded are London degrees. Generally the instruction is given in the general arts faculties, but in the case of Khartoum University, in a special faculty for economics. The two universities in the Belgian Congo, finally, give courses in economics in the faculties of philosophy and letters, leading to a Licence on Sciences Economiques.

Considering the requirements for basic training in economics which were discussed in the last chapter, it seems that syllabusses in most of the universities giving economics degrees contain a substantial amount of economic theory. But it is seldom that students have sufficient opportunity to apply this theory to problems with which they are familiar. Too often the teaching staff is so occupied with lecturing and examinations that it has no time left for the supervision of field visits, discussion groups, or individual

exercises in applied analysis. The students are also so busy preparing for examinations, which in most cases have to be taken in a foreign language, that they would have little time for more discussions and exercises even if the opportunities were available. The examples in the textbooks they have to read are generally taken from countries with entirely different cultures from their own, and it is often in those same countries that the teachers have had their professional training. For similar reasons the courses in economic history and in various applied economic fields often lack sufficient contact with African conditions. Generally, too much emphasis is laid on European problems and too little is taught about the economic development of Japan, India or Latin America. We shall return to this problem below.

Most universities supply no training facilities in statistics, or too little. Where lecture courses are given on statistical source materials or statistical methods, the students have seldom sufficient opportunity for laboratory work. Courses in accounting are given in the North African universities and at two or three other places, but otherwise training facilities in this subject are lacking. Considering the fact that agriculture is the most important sector of most African economies, it is surprising that agricultural economics is so seldom included among the degree courses. Generally this subject is taught only in the faculties or departments of agriculture, sometimes by the professors of economics; though at the University of Khartoum, agricultural economics was recently transferred to the Faculty of Economics. Another applied subject, business administration, is taught only in the faculties or institutes of Commerce linked to some of the universities and at the economics department at the University College of Ghana, which recently founded a chair in business administration, endowed by one of the oil companies.

Those universities that award a University of London or a French degree are, of course, bound in the selection of their courses by what is required for these degrees. Even where the local universities have some freedom of choice, there is a natural temptation not to deviate too much

from the standard pattern. Considering the local needs one wonders, however, if subjects like agricultural or business administration, or skills in statistical or accounting techniques, are not more important for a young man preparing his career in government service or private industry than knowledge of European economics history in the 16th and 17th centuries or the history of economic doctrine, which now have a place on the syllabusses. Nevertheless, there seems to be a general awareness of these problems, and there are interesting exchanges of experience between African universities with regard to the planning of individual courses or degree programmes as a whole. Most degrees in economics require some courses in other social science subjects. These requirements, which vary greatly as between the different universities, are described in some detail in Appendix III.

It has been mentioned that facilities for basic training in statistics are often inadequate in the African universities. Facilities for professional training exist at present only at the University of Cairo, where the Institute of Statistics gives a two-years' postgraduate course. The University of Dakar is at the moment setting up a similar institute where, as in Cairo, part of the teaching staff will be drawn from the government statistical office. Otherwise the students are referred to the training facilities existing outside Africa which, in the case of statistics, is less of a problem than in economics, both because of the smaller number of trainees and because statistical skills can be taught with much less reference to particular local conditions than in the case of economics. In fact, several heads of government statistical departments are rather hesitant to recruit people with post-graduate university training. They prefer to get new employees direct from college and to train them themselves. Nevertheless, there is a need for post-graduate courses in special fields, though lack of staff and of organizational facilities makes it difficult to organize these at the national level.

As regards professional training in economics fulfilling the requirements discussed in chapter II, it is rare that an African university can provide

all the facilities required. The students generally have to get at least part of their training abroad. Some universities award post-graduate degrees but give very little advanced teaching or research supervision. Others have facilities to train a limited number of post-graduate students in research methodology, in research institutions connected with the universities, but have no possibility of awarding higher degrees. But it seems premature to establish complete post-graduate programmes in economics at most of the universities, even if certain facilities should be created enabling students working for advanced degrees, at home or abroad, to do research in Africa. We shall return to this problem below. For the time being, however, strengthening of the facilities for basic training has the highest priority.

### 3. Methods of teaching and availability of teaching material.

The main problems of the African universities in relation to the teaching of economics and statistics have already been indicated. The students have to spend so much time in acquiring and the teachers in communicating knowledge on various subjects that they have little time left for training in the necessary skills. There is a lack of facilities for laboratory training in statistics and accountancy, for field visits, and for individual or group exercises in the application of economic theory on practical problems. In most of the countries and territories, there is also a lack of suitable local teaching material. Behind these weaknesses lie problems of staffing, of isolation and of material resources.

Most of the universities are understaffed in relation to the actual, the potential or the future demands. In the faculty of law at the University of Cairo, for example, there are only two professors of economics and public finance and four lecturers, for 1600 students. The economics department at the University College of Ibadan could admit to their B.Sc.(Econ.) programme this year 1/11th of the number of students who wanted to take economics, and both the University College of Addis Ababa and the University of Lovanium

expect the number of students taking social science subjects to increase by 100 per cent in the next five years. Even where financial resources are available, most universities have difficulty in recruiting staff, particularly in such fields as advanced economic theory and statistics, and there is often too high a turnover among the staff members. But one must remember that the demand for competent professional economists outruns the supply everywhere, and not only in Africa. With a shortage of teaching staff existing in most African economics departments, it is, of course, important that the few qualified economists and statisticians available should be utilized in the best way. At present much time is spent by high-level staff on data collections, tabulations and simple routine calculations which could be done just as well, if not better, by research assistants or statistical clerks. In not one university visited by the UNESCO consultant did the economists have a statistical clerk at their disposal. In this respect the working conditions in the university departments and research institutes are even worse than those in the government services.

The problem of isolation has two different aspects. There is the problem of isolation from other centres of higher learning. As is mentioned in another connexion, economists working in Africa find it difficult to keep up with the advancement of their science. But it is not only the science that advances, new teaching methods and teaching aids are also being developed. Teachers of economics of the African universities have a definite need to meet their colleagues from other universities in "refresher seminars", where they can be informed of new developments and where they can compare experiences of various teaching methods and teaching aids. This need will increase with the number of Africans on the teaching staff. At the University College of Ibadan the African staff members have the same opportunities to go to Europe every year as the expatriate staff members, but this is a rather unique phenomenon. Funds for visits to professional conferences and to leading European and American universities and research institutions will be needed more and more.

But the problem of isolation in relation to the local community is even more serious. At the University of Cairo, where practically the whole teaching staff is recruited from the United Arab Republic, the complaint is that the students know much more of economic conditions and institutions in Great Britain and the United States than in Egypt. In universities with mainly expatriate teaching staff the situation can hardly be better, particularly when the turnover of the staff is high. Since practically all the textbooks are imported, they must be complemented by teaching material on local conditions. Statistical and other material exists in sufficient amount in some of the African countries, but only in a raw form; it is to be retabulated, and here the lack of statistical clerks is a great handicap. But in other countries or territories there is a great lack of basic information and here the supply of teaching material on local conditions is entirely dependent on research. We shall return to this problem in the following section.

But there is also a need for more personal contact between the economics departments in the universities and the economic life of the country. Often the heads of the departments, and occasionally also other staff members, work as advisers or experts to the governments, but this is not enough. Professional economists and statisticians and senior administrators working in government departments, in central banks and in government-owned or private enterprises, should be used much more frequently as visiting lecturers or guests in seminars and discussion groups than is presently the case. Facilities should also be created for students of economics and statistics to work as clerks or assistants in government offices and private firms during the vacations. In several of the universities complaints were heard of the difficulty of getting suitable material from the financial, industrial or commercial fields for the students to work on. This problem can most easily be solved by improved personal contacts.

Lack of sufficient material resources is at the root of many of the problems mentioned: the shortage of academic teachers in relation to the number of students, the lack of statistical laboratory equipment, of statistical clerks and of travel facilities, etc. Money is also needed, particularly in the Arabic-speaking countries, for the translation of books; and where foreign textbooks have to be used, the students should not be prevented from buying these by foreign exchange restrictions. In some cases a relatively small increase in available appropriations would improve the situation considerably, if the expenditures could be better planned and for longer periods. It is noticeable that the academic institutions responsible for the teaching of economic planning and programming seldom have a chance of making long-range plans for their own activities. The University of Khartoum works on a three-year budget, but this seems to be a rare exception.

#### 4. Research in relation to teaching.

This report is only concerned with training in the fields of economics and statistics and not with research as such. But the two subjects are closely connected. Teaching in any subject is likely to become more interesting and effective when it is undertaken by people who are engaged in research, and this is particularly true about the social sciences. Active participation in research is also a way to acquire the skills of a professional economist or statistician. Universities attempting to teach economics and statistics above the elementary level must therefore provide at least some possibilities for research.

Special research institutes with programmes in the social science fields are connected with some of the African universities. The best known ones are the Institut Français d'Afrique Noire at Dakar, the Nigerian Institute of Social and Economic Research in Ibadan and the East African Institute of Social Research in Kampala. The Rhodes-Livingstone Institute for Social Research at Lusaka may also be mentioned, although it has no

formal connexion with the University College of Rhodesia and Nyasaland. Other universities provide some research facilities in the social science fields even if they have not set up special institutes. The University of Khartoum, for example, has recently received a grant from the Ford Foundation for economic research.

Several important contributions to the knowledge of African economic problems and conditions have been and are being made by these various institutions, but far from enough. In fact, much more is spent on academic research on African problems outside Africa than in Africa itself. As mentioned above, most students get at least part of their post-graduate training in economics and statistics abroad, and when they write their master's or doctor's dissertation on problems of African economics, they generally do so in a library in a foreign country. But they rarely have a chance to select topics which require field research. More field research, based on the collection of new statistical data in combination with interviews and direct observations, is needed if the more flagrant shortages of local teaching materials are to be met. It is also important that the students who prepare themselves for future careers as professional economists and statisticians in Africa should have a chance to learn this type of research technique. Improved facilities for economic and statistical research in the African universities has, indeed, a very high priority.

To be able to do more research on local African problems and to supervise more students doing research; the staff members of the economics faculties and departments need statistical clerks, statistical laboratory equipment, and funds for local travel. But above all, they need more time. At present they have time and resources for research, mainly when they are away from Africa, on home leave or on fellowship grants from some foundation. When they are at home, their working days are mostly filled with examination, teaching and administrative obligations. If the economics faculties and departments could be provided, at least temporarily, with funds for visiting professors which could take over some of the teaching load of the permanent

staff members, so that the latter could get some time for research and for research supervision, much would be gained. What is needed in the first instance is not money for large research projects, which are so much in fashion among the money-awarding authorities and foundations, but the opportunity to carry out a series of limited studies directly connected with the teaching programmes.

#### IV. TRAINING FACILITIES OUTSIDE THE AFRICAN UNIVERSITIES.

##### 1. Academic studies abroad.

Since several African countries and territories lack academic training facilities, either as a whole or with reference to certain subjects or certain levels of training, there is a large number of Africans pursuing their academic studies abroad. In Appendix IV some statistics are given on the number of African students studying in various parts of the world, and on the number of foreign students in some of the African universities. But the figures are far from complete and it has been impossible to break them down according to individual academic disciplines. How many Africans are at present studying economics and statistics at foreign universities, whether and to what extent this number could eventually be increased, are both unknown factors.

Where no local training facilities exist, the governments generally give grants for foreign study to a selected number of students in those fields where there is particular need for trained people. Usually the student must commit himself to work for the government for some years when he returns. But there are also grants from local authorities, marketing boards, missionary societies, private firms, etc., and lately an increasing number of scholarships offered by foreign governments or educational institutions have become available.

As soon as local training facilities or a sufficiently high standard exist, it will of course be important to use them. There is always a risk that the students with the best secondary school records will be attracted by scholarships from foreign universities, which will lower the intellectual standard at the local university. In the social sciences, where knowledge of local economic, social and political conditions is so important, it seems preferable that a student start his studies at home whenever possible. But there is also another and quite a different problem connected with studies abroad. The academic standard of a foreign university may well be lower than that of the local university, and it may then happen that the degree the student has obtained is not recognized when he returns. Though most governments hesitate to forbid anyone to go abroad for studies, some of them openly warn students they are able to contact about the problems involved.

As has been mentioned above, facilities for professional training in statistics exist at present only at the University of Cairo and (as from the academic year 1959/60) at the University of Dakar. Otherwise African students are referred to foreign universities for advanced studies in this subject. For professional training in economics or at least part of this training, African students generally go abroad also. While it might be premature to establish complete post-graduate programmes in economics at most of the African universities, it has been recommended that advanced students get better opportunities to carry out research in Africa than exist at present. This would mean that some of the post-graduate students would return home in order to collect material for their dissertations, and then return to the foreign university in order to receive their degree. It is, however, highly recommended that they get a chance to start their professional training in a university which has the facilities to teach advanced economic theory and statistics, and where they can meet new professors and students from other countries.

2. Professional training and special training courses.

Like the members of other professions, doctors, lawyers, engineers, etc., professional economists and statisticians need to complement their academic studies by adequate training applied to the job they are about to engage in; and they need to keep abreast, as their career progresses, with new developments in their particular field of professional activities. Hence the dual necessity of proper initial post-entry training and of adequate in-service training, which experts in public administration consider more and more as a continuing process. This is particularly true for economists, and it is true everywhere, not only in Africa.

However, in most government offices in Africa doing applied economic and statistical research, which would be suitable as training centres for young and inexperienced economists and statisticians, the senior staff has so much to do that they have no time left for training, and the middle-grade staff is seldom sufficiently competent. When a university-educated economist or statistician is recruited, he generally has immediately to fill a vacancy which has remained without an incumbent too long already. The situation seems, however, to be a little better with regard to statistics than to economics. Several statistical departments, e.g., those in Cairo and Lagos, arrange special courses for newcomers; and other centres try to arrange assignments for the newly recruited statisticians in such a way that they gradually acquire the necessary skills. In the field of economics this is more difficult. In the Ministry of Planning in Cairo, where there are a number of professional economists on the senior staff, they are able to supervise the young economists coming from the universities in an efficient way, and to give some initial training in economics also to engineers and agronomists. The follow-up of existing plans is, incidentally, an excellent way for a student to make himself acquainted with economic planning problems. But these conditions are exceptional. Generally there is seldom more than one trained economist in a government office, if any, and the tasks he has to deal with may not be particularly instructive.

As a whole, the large private companies seem to take training problems much more seriously than government departments, even if their training programmes are directed more towards management than to economic and statistical analysis. Most of them have special training officers attached to their personnel departments, whose sole function is to plan and follow up the in-service training of the staff. On such topics as demand projections and analysis of marketing conditions and investments, which are of great importance for most African economists, the best training existing today is found in some of the oil companies and trading firms. The oil companies have the special advantage that they give their best staff members the chance to get some training abroad also.

The creation of facilities for students of economics and statistics to work as clerks or assistants in government offices and private firms during their vacation has been recommended above. It is of course even more important to create at least some facilities for in-service training for students who have completed their academic studies. As it is now, many young economists are placed in posts where they have very little use for their academic training, still less the opportunity to perfect their skill. The establishment of research units in central banks, ministries of finance, and planning and development organizations could absorb a certain number of trainees; and the placement of trainees in government corporations where they can get acquainted with practical marketing, costing, investment and finance problems under proper supervision, is of fundamental importance. Only by these means can it be hoped to satisfy the future demand for professional economists having the proper practical training.

Because of the limited facilities for in-service training existing in most African countries and territories, there is a great need for in-service training abroad. It is hoped that the Economic Commission for Africa and the various research units of the United Nations and the Specialized Agencies, as well as similar units in government departments, research organizations and private firms outside Africa, will be able to satisfy at least part of this need. But there is also a need for special

training courses of various kinds, partly as a substitute for in-service training, but also because it is so difficult in Africa for active economists and statisticians to keep up with developments in their respective fields.

To some extent this need is filled by the public administration centres in some countries, and by some of the international training programmes described in Appendix IV. But often these latter programmes are of such long duration that African governments find it difficult to supply candidates. People in a position to apply new knowledge effectively can seldom be spared for long. What are particularly needed are seminars or courses on specific topics, such as cost-of-living studies, exchange-control problems or the financial management of government-owned corporations, not lasting more than two weeks, and at which those who are directly concerned with these problems could meet each other and experts from other parts of the world. In the organization and follow-up of such seminars, the Economic Commission for Africa will have another important function to fulfill.

#### V. CONCLUSIONS AND RECOMMENDATIONS.

It was stated during the debate in the Commission, which led up to the request for this report, that provision for training was a responsibility which could more appropriately be undertaken by governments and national bodies than by international organizations.<sup>12/</sup> Most of the observations made in the report regarding the present training facilities in the fields of economics and statistics relate to problems that can be solved only through actions by national governments or local university authorities. To this category belong the remarks on the relative shortages of secondary school graduates, the need for special courses in mathematics for economics and statistics students, the lack of training facilities in statistics and accountancy, the shortage of academic teachers in relation to the number of students, the need for local teaching material, for statistical clerk and calculating machines, for research facilities at the post-graduate level,

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<sup>12/</sup> Cf. above p.2.

and for suitable centres for in-service training, etc. But even if these problems are the concern primarily of the local university authorities and of the national governments, it does not mean that their solution cannot be accelerated by appropriate international action.

As has been observed in Chapter II, heads of economics departments in African universities who are aware of the shortcomings of their present training programmes are interested in an exchange of experience with regard to the planning of individual courses and of degree requirements in general. There is also a need for "refresher seminars" for academic teachers in economics and statistics. The most appropriate body to organize such an exchange of information and such "refresher seminars" seems to be the Economic Commission for Africa in co-operation with UNESCO. It is recommended that the necessary action in this direction be taken as soon as possible.

In order to improve the staffing facilities, particularly in such fields as advanced economic theory and statistics, and in order to make it possible for present staff members of African universities to spend more time on research and on supervision of research students, it is recommended that governments request aid in the form of visiting professors from UNESCO through regular technical assistance channels. There are other international organizations and bilateral programmes that may be considered in this connection. Some of these bodies may also provide aid for the purchase of statistical laboratory equipment, for travel in connection with post-graduate research programmes, etc.

Where no professional training facilities exist, the governments are urged to ask for fellowships through the technical assistance programmes, and the same holds true with respect to in-service training in foreign countries. It is in this latter field, and in the organization of special seminars and ad hoc training courses, that the Economic Commission for Africa can provide the most immediate aid in connection with the training

of African economists and statisticians, and it is recommended that the Commission acquire such staff - mainly administrative - and such financial resources as will enable it to fulfill these tasks.

The Secretariat, in its report, recommends the strengthening of existing academic institutions in Africa, the creation of better facilities for in-service training and the organization of seminars on special topics on an ad hoc basis, rather than the establishment of any new regional permanent training institutions at the professional level, bearing in mind not only the relative priorities of the various needs, but also the possibilities of staffing. With the general shortage of skilled professional economists which exists all over the world, it seems that one is more certain of immediate results if available funds are concentrated on short-term visiting professorships and on ad hoc seminar assignments than on the creation of new permanent institutions which one may not be able to staff.

APPENDIX IQUESTIONNAIREThe Recruitment and Employment of Economists, Statisticians,  
and Related Workers

On behalf of the United Nations Economic Commission for Africa, UNESCO has undertaken a survey of teaching and research facilities in the Social Sciences in Africa.

We are particularly anxious to establish the present numbers of trained Economists and Statisticians employed in the government departments of the independent States in Africa, and to ascertain the need for such personnel. It will also be noted that we would like to know whether other Social Scientists, notably, Social Anthropologists, Social Psychologists, Urban and Rural Sociologists, are employed or consulted for specific projects by the governments of the States concerned.

We would be grateful, therefore, if you would provide information on the following points.

Question I: What are the present numbers of Economists and/or Statisticians employed in your Ministry or Department?

Question II: (a) What are their administrative grades?  
(b) their qualifications?

Question III: What are their nationalities or citizenship?

Question IV: How many existing posts for Economists and/or Statisticians in your Ministry or Department remain unfilled at present?

Question V: Could you provide an estimate of the number of additional posts for Economists and/or Statisticians which will be needed during the period 1960-1965, apart from replacements?

Question VI: What qualifications are expected from candidates applying for these posts?

Question VII: If more personnel is needed, does the Ministry or Department concerned expect to satisfy this need by recruiting

- (a) candidates trained in local institutions?
- (b) candidates trained in institutions elsewhere in Africa?
- (c) candidates trained in institutions outside of Africa?

Question VIII: Is any in-service training programme in operation, or planned, within the Ministry or Department?

Question IX: Does the Ministry or Department experience difficulty with its personnel because of deficiencies in basic training?

Question X: Does the Ministry or Department experience difficulty in recruiting or retaining personnel because of competition for trained Economists and/or Statisticians

- (a) on the part of local teaching or research institutions?
- (b) on the part of private enterprises or public

corporations?

Question XI: Does any Ministry or Department employ or consult persons trained as:

- (a) Social Anthropologists?
- (b) Social Psychologists?
- (c) Sociologists?

Question XII: If such Social Scientists listed in Question XI are employed or consulted, for what kind of projects is their advice required?

Question XIII: Is the Ministry or Department aware of the number of students from the State at present studying Economics, Statistics, Anthropology, Psychology, Sociology, abroad, and who might be recruited at a future date? If so, at what institutions?

APPENDIX IITHE UNIVERSITIES IN AFRICA. A HISTORICAL SURVEY.

The following material has been prepared as complementary information to Chapter III, Section 1 of the report. The sources of the material will be found in the Bibliographical Appendix.

NORTH AFRICA, THE SUDAN, THE HORN OF AFRICA

Universities in the region are of three kinds: the traditional and ancient centres in which the instruction of Islamic theology and jurisprudence is paramount, to the exclusion of western disciplines; the modern State universities created within the national education systems of the countries concerned; and a few foreign universities subsidised from abroad. Tunis, Fez and Cairo have nurtured institutions of the first type - the guardians of Arabic language and thought, formalistic and conservative. Cairo, Damascus, Bagdad, Algiers and Rabat have become centres for the second type. Beirut and Cairo contain examples of the third. Here, we are concerned only with the second two categories, and of these only those on the African continent and in the northern territory of the United Arab Republic.

The United Arab Republic: The University of Cairo

The University of Alexandria

The University of Helipolis

The Syrian University

The American University at Cairo.

Of the North African countries the United Arab Republic is probably the best served with institutions of higher learning. Apart from the Islamic centre of El Azhar which originated as early as 970, the first university teaching European disciplines - the American University at Cairo - was established in 1919 as an independent institution governed by a Board of Trustees in America and financed from endowments. It had 673 students during the academic year 1956-1957.

The American University was followed by the creation of the Syrian University at Damascus in 1924 which absorbed older faculties of Medicine and Law. This institution was reorganized in 1946; and a decade later it had a student enrolment of about 3,000.

Cairo University (formerly called Fouad I) was constituted as a State Institution in 1925 and now has over 30,000 students.

In 1942 the University of Alexandria (formerly called Farouk I) was also founded as a State university, incorporating sections of the faculties of Arts, Law and Engineering of Fouad I. In 1957 it had some 9,000 students.

The most recent creation is the University of Heliopolis (also known as 'Ain Shams and Ibrahim Pasha University) which was established in Cairo in 1943 by the expansion of the former Higher Institute of Financial and Commercial Studies, and founded as a State university in 1950. Seven years later it had about 16,000 students.

All these institutions, apart from the American University, are supervised by the Ministry of Education; and, with the exception of a few lectures, the medium of instruction is Arabic.

Since the creation of the United Arab Republic, it has been official policy to leave the existing university structure intact and concentrate both on broadening the base of the educational pyramid and on the creation of technical and secondary institutions responsible to the Ministry of Education. The aim of this policy is to provide the State with skilled personnel for industry, agriculture and commerce. Two new technical institutes have recently been established at Mansourah and Minieh for the electrical and mechanical trades. These have been complemented by three higher commercial institutes at Tanta, Zagazig and Assiout. Entry to these is by Secondary School Certificate; and students in their fourth year specialize on finance and commerce, and on training to teach these subjects. It is hoped that these institutes, together with the Institut Pédagogique Supérieur at Alexandria, will provide the necessary technical school teachers to teach elementary economics and commercial and other technical subjects at a pre-university level.

The second notable feature of official policy in the United Arab Republic is the stress on cultural co-operation with the North African countries and the Sudan. Fellowships for foreign students were increased from 50 in 1957 to 108; the University of Cairo has opened a branch in Khartoum and Egyptian teachers are

sent to the Sudan, Syria, Eritrea, Somalia, Libya and Ethiopia and to the Egyptian School in Morocco.

The Sudan: The University of Khartoum

The University of Cairo

In the Sudan, the University College of Khartoum which grew out of the Gordon Memorial College acquired academic status under special relationship with the University of London in 1945. Seven months after the establishment of the new Republic of the Sudan in 1956 the relationship was ended, and the University of Khartoum came into being, with full autonomy, by act of Parliament and with power to grant its own degrees. The medium of instruction is English, except in the departments of Arabic and Islamic Law. In 1958 it had an enrolment of 696 students.

The University of Cairo has recently established a branch in Khartoum. In its faculty of Commerce the number of enrolled students during the academic year 1958/59 was 265 <sup>1/</sup>.

Ethiopia: The University College of Addis Ababa.

The University College of Addis Ababa was founded in 1950 and is free of external academic control with its independence guaranteed by Imperial Charter in 1954. The medium of instruction is English. It has about 300 students.

France, departments of Algeria: The University of Algiers.

The University of Algiers was constituted in 1909, when it incorporated important schools of Law, Letters and Science dating from 1879, as well as a school of Medicine founded thirty years earlier. Since 1909 it has been governed by the same rules as the French universities, and its teaching staff recruited in the same conditions. The medium of instruction is French. By 1958 its student population had risen to just over 5,000.

Morocco: The University of Rabat.

The University of Rabat, which incorporates older institutes of Letters,

1/ P.G. Maes. Educational Statistics, Academic Year 1958-59. Mimeo graphed.

Law and Science, was founded as a State institution in 1957. French is, as with many other African countries, the medium of instruction, though there are sections in Arabic in the Faculty of Law. It had about 2,000 students in its first academic year, 1957-1958.

The Moulay Hassan Institute at Tetouan and the Centre for Moroccan Studies (Centro de estudios marroquies) have no teaching obligations.

As with many other African countries, in Morocco, where the demand for economists and statisticians is exceedingly pressing, the inadequacy of the local university to meet the needs of the country is great. There is a lack of basic information, particularly vital statistics (the last census in 1952 was incomplete) on which to plan development programmes and the expansion of government services. The only sources of trained economists, apart from those from abroad, are the Faculty of Law and Economics of the University of Rabat and the Moroccan School of Administration. These are not sufficient to produce the 800 or so officials with special training in Economics who, it is estimated, will be needed in the various ministries and departments of government and in the mixed and private sectors of the national economy during the next five to ten years.<sup>2/</sup>

To help remedy this situation various expedients have been attempted; there is some in-service training in the Ministry of Finance; there are five-month courses in the Faculty of Law and Economics in Public Administration, Political Economy and International Law, for officials from the higher grades of the administration. Lastly, and with more hope of long-term success, a Social Sciences Centre is to be established within the Faculty of Law at the University of Rabat. Although it is not to be an independent institution as originally intended, the Centre will still have to co-operate with public services if it is to be of immediate and practical use.<sup>3/</sup>

2/ Ecole Internationale des Sciences Economiques et des Hautes Etudes Commerciales, Rabat, 7 March 1959. Report by Professor Torsten Gardlund, U.N. Technical Assistance Expert. Annex I, pp. 1-5.

3/ Report by Professor Jacques Berque, Le Développement des Sciences Sociales au Maroc, September-December 1958, UNESCO SS/Mission/Maroc/58, p. 9.

Tunisia

There is no university in Tunisia, apart from the Islamic centre of Zeitoun. There is, however, a flourishing Institute for Law, Science, Letters and Social Sciences, and three higher schools from which a university will probably grow in the near future. A new Centre d'Etudes de Sciences Humaines has also been established in 1956 and a School of Administration in 1954. The medium of instruction is French.

Somalia

There is no university in Somalia, but there existed a school for administration, between 1950 and 1957. This has been replaced by a technical and commercial institute. There is also a higher institute which commenced with 32 students in 1959. The medium of instruction is Italian.

WEST AND EQUATORIAL AFRICA (French-speaking zone)

Senegal: The University of Dakar.

Among the most recent and the most significant of the African regional universities, the University of Dakar began as an institute of higher studies in 1949. It became a university by decree in 1957 to serve the countries of French cultural influence in West and Equatorial Africa. The teaching medium is French. Student enrolment in 1958 was 931.

The Social Sciences are contained in the Faculty of Law and Economics, to which also is attached an Institut d'Etudes Administratives Africains. The purpose of the Institute, which mainly uses correspondence courses, is to aid the africanization of the Civil Service. Two new institutes for higher studies in Statistics and in Economic and Commercial Sciences which are just starting their courses, will provide academic training in their respective fields for students from the French community in West and Central Africa.

Ivory Coast

On the basis of a decision made in the Council of the French Community, July 1958, a centre for higher education is to be established at Abidjan. It will begin with three colleges for Arts, Law and Science, under the auspices of

the University of Paris, each directed by a Faculty professor. Examinations will be organized and supervised by the corresponding Faculties of the University of Paris.

WEST AFRICA (English-speaking zone)

Sierra Leone: Fourah Bay College.

The pioneer college of West Africa was founded by the Church Missionary Society in 1827 and prepared students for University of Durham degrees as early as 1876. In 1945 it was recommended that its site be changed and that it be reconstituted and its curricula expanded. By 1956 its students numbered 253.

Liberia: The University of Liberia.

Liberia College at Monrovia became a full university by incorporation in 1951, responsible to the Department of Public Instruction. The teaching medium is English. The University has an enrolment of some 380 students.

Ghana: The University College of Ghana.

The University College of the Gold Coast - now the University College of Ghana - was opened in 1948 with special relationship with the University of London. As in the other two British West African institutions, the medium of instruction is English. By 1959 the College had a student enrolment of 450.

Nigeria: The University College of Ibadan.

The University College of Ibadan, which traces its origins to the report of the Elliot Commission of 1945 referred to below and to a higher college at Yaba, Nigeria, was opened in 1948, with special relationship with the University of London. It has just over 1,000 students.

The need for higher education in British West Africa was reviewed by the Elliot Commission in 1945<sup>4/</sup>, at which time the question of inter-regional university colleges was posed. The Commission was preoccupied with ensuring high academic standards through special relationship with London University,

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4/ Report of the Commission on Higher Education in West Africa, Cmd. 6655, London 1945.

a large measure of local autonomy for the new university colleges, and the recruitment of university staff on as wide a basis as possible. Concerning basic research in the natural sciences and the humanities, the Commission laid down the following principles:

"It is universally agreed that members of staffs of university institutions, if they are to carry out their proper function, must have full opportunities to engage in research in their subjects and in widening the frontier of knowledge. Students also should be brought at the earliest possible stage into contact with research workers and research methods. The stimulus on students of research work is unquestionable and such an association will help many of them to carry into their working lives the spirit of unprejudiced enquiry." 5/

In West Africa, on the recommendations of the Commission, the University College of Ibadan was established to serve the three regions of Nigeria and the British Cameroons with a population of over thirty millions, though it is not a federal institution in organization. Two difficulties attended this policy: the facilities of residential colleges were insufficient, especially for territories nearing independence, as in the Gold Coast, or more recently in Nigeria; and the aim of providing research institutes to investigate the scientific and social problems of several territories has been severely limited in practice.

The difficulty of ensuring places for students in a university outside their own territory was noted in the report of the Elliot Commission. The Commission recommended two new colleges in West Africa, one at Achimota in the Gold Coast and the other at Ibadan in Nigeria, plus an expansion of Fourah Bay College in Sierra Leone. But some commissioners in a vigorous minority report insisted on "a comprehensive unitary University College for the whole of British West Africa together with a Territorial College in each of the three larger dependencies...". (Nigeria, Gold Coast, Sierra Leone and the Gambia). The former institution, to be sited at Ibadan, was intended for teaching and research at the highest university level with an equal proportion of students from each territory and

5/ Report of the Commission on Higher Education in West Africa,  
p. 53.

an inter-territorial governing body. The three subsidiary colleges were for post-secondary training and intermediate classes only. The arguments advanced for this scheme, as well as the reasons for its eventual rejection, are still pertinent to higher education policies in Africa. The minority of the Elliot Commission was anxious to avoid specialization in arts or science subjects by separate and autonomous universities and eager to concentrate the necessary effort on basic research in the sciences, education and sociology, in one centre, preferably at Ibadan where the University of West Africa was to exist side by side with a West African Institute of Social and Economic Research.

That the minority proposal which at first received official support was eventually abandoned was due less to the majority recommendations than to the strength of popular demand for a university in the Gold Coast and to a willingness to pay for such an institution. The result was a compromise: a Medical School for West Africa was established at Ibadan; Economics, Sociology and Anthropology were established early as university courses at Achimota; but no places were reserved for students from the respective territories, nor was there any administrative co-operation to avoid expensive reduplication of facilities in other disciplines. The West African Institute of Social and Economic Research was also established at Ibadan, but was too limited in resources to carry out the basic research needed in the Social Sciences for the whole of the British territories. Though teaching of the Social Sciences was well provided for in the University College of Ghana, research was for long limited to what could be accomplished by members of staff or visiting research workers. At Ibadan, no Economics was taught before 1957; Sociology will be introduced only in 1960; and it has been necessary to reconstitute the West African Institute into the Nigerian Institute to serve both the College and government departments. There is now considerable pressure on the Institute to work on programmes for the Regional and Federal Governments; and no doubt this will not relax after independence in 1960. Furthermore, the phenomenon of popular demand, already noted in the case of the Gold Coast, has moved the Eastern Region Government to set up a second university in Nigeria in order to cater for disciplines not

taught at Ibadan and to provide new places for Eastern Region students. The University of Nigeria, as it is to be called, will be functioning in a few years' time and will presumably be open to all Nigerians, though the question of preserving standards under special relationship with London is still under discussion.

#### EAST AFRICA

##### Uganda: The University College of East Africa.

Makerere College, after a short history as a technical school and a higher college, was admitted to special relationship with London University and acquired university college status in 1949, to serve the British High Commission Territories in East Africa. The teaching medium is English. By 1958 it had 696 students.

In East Africa, university development has been more along the lines suggested by the minority of the Elliot Commission mentioned above (though this body did not investigate higher education in that area). The University College of East Africa, or Makerere College, guarantees at least 25% of its places to the students of each one of the three mainland territories of Kenya, Tanganyika and Uganda. The Social Sciences, particularly Economics, are well established; and relations with the East African Institute of Social Research are fruitful. To remedy the need for further expansion and to end the quota system, it is planned to transform the Royal Technical College at Nairobi (Kenya) into a university college, with emphasis on technology, to create a new university college in Tanganyika and to combine the three institutions eventually into the University of East Africa. Recent surveys of the needs of higher education in East Africa note a strong demand in Kenya for such a university college providing courses leading to the B.Sc. (Economics) degree for students wishing to enter commercial professions.<sup>6/</sup>

It has been pointed out that this qualification is not specifically intended for students of commerce and that the provision of such a degree course at Nairobi would duplicate facilities already existing at Makerere University College.

<sup>6/</sup> Higher Education in East Africa. Joint White Paper (Entebbe, Uganda, 1958), p.46.

But it is an indication that there is a need for further Economics training for European, African, Asian and Arab students from Kenya, who already have the largest proportion of places at Makerere. Whether there will be two new university colleges to provide this will depend on how the three territories agree to finance the enterprise.

#### CENTRAL AFRICA

##### Southern Rhodesia: The University College of Rhodesia and Nyasaland.

The most recent of the British colleges in Africa, the University College of Rhodesia and Nyasaland, was incorporated by Royal Charter in 1955. It is under special relationship with London University. At the end of its second academic year in 1959, the College had 125 students.

##### Belgian Congo: The University of Lovanium

The Official University of the Belgian Congo and Ruanda-Urundi.

In the Belgian Congo, the University of Lovanium was founded at Leopoldville in 1947 on the initiative of the University of Louvain. Its status as a university was recognised by Royal Decree in 1949. In 1958 the University had 249 students.

The Official University was founded at Elisabethville in 1955 and is a State institution, supervised by an administrative council composed of representatives of the Belgian universities. As in the University of Lovanium, the teaching medium is French. In 1958 it had 151 students.

In the Belgian Congo and Ruanda-Urundi, two separate policies - one concerned with founding a Catholic University and the other with founding a State University, both teaching similar subjects - have been merged, with the official and academic concern in Belgium itself to safeguard standards by supervision of examinations and degrees through recognised institutions. In 1949, there was still a division of opinion on the wisdom of sending all students to Belgium or creating a local institution. But it was recognised that there was a need for basic research and a certain "cultural stimulus" which only universities could provide in the

Congo itself.<sup>7/</sup> Both the University of Lovanium and the Official University have been established in the two main centres of the region. Lovanium, however, from 1950 to 1954, concentrated on higher technical and professional education in medicine, agriculture and administration. In 1955, standards were raised so that the university could join the Official University in awarding degrees recognised in Europe.

Basutoland: Pope Pius XII University College.

Pope Pius XII College began with a few students in 1947 under the auspices of the Catholic Mission at Rome. The teaching medium is English. By 1955 it had 35 students.

MADAGASCAR

By 1960 a university will be opened at Tananarive in Madagascar on the basis of the former Institute of Higher Studies. Economics, as at Dakar, will be taught in the Faculty of Law. This decision was taken in February 1958 by agreement between the High Commissioners and Premiers of the territorial executive councils who met in Paris.

MOZAMBIQUE AND ANGOLA

The Portuguese territories in Africa are, from the point of view of higher education, roughly at the same stage as those of Britain, France and Belgium before 1939. Authorities in Mozambique and Angola are preoccupied with a shortage of teachers at primary and secondary levels. It is considered, at least in ecclesiastical circles, that Mozambique will shortly need a local university to satisfy local demand for higher education. The Governor General of Angola is of the same opinion with regard to his territory; but it has been stressed that any university established in Angola will provide courses only for the early stages of a degree. The final years and the degree itself are to be taken in Portugal.

7/ Universités du Congo Belge et du Ruanda-Urundi, (Bruxelles, n.d.) p.3.

## APPENDIX III

## TEACHING AND RESEARCH IN THE SOCIAL SCIENCES IN AFRICA

The material in this survey has been collected in the same order as in Appendix II. The sources of the material will be found in the Bibliographical Appendix. Whenever possible, all the Social Science disciplines taught at a university have been included; but special attention has been paid to Economics and Statistics syllabuses.

(a) North Africa, the Sudan, the Horn of Africa

The United Arab Republic: The University of Cairo

The University of Alexandria

The University of Helio-polis

The Syrian University

The American University at Cairo

(i) Entry

The minimum requirement for entry to all the above institutions is the Secondary School Certificate, with a high degree of ability in English, in the case of the American University.

(ii) Degrees and Courses

Both academic degrees and the internal organisation of the State universities reveal a mixture of French and British influences. The Universities of Cairo, Alexandria and Helio-polis award the degrees of Bachelor and Licence in Arts, Law and Commerce, at the end of four-year courses with passes in requisite subjects. A Master's degree may be awarded after a further two years. Doctorates are awarded by thesis, in Law (Alexandria) and in Arts, Commerce and Law (Cairo and Helio-polis). The Syrian University awards a Licence in Law or Letters after four years and a Doctorate in Law, by thesis. At the American University students may take courses over four years leading to a Bachelor of Arts degree, and a Master of Arts in Sociology and Anthropology, after a further two years.

Courses leading to the above degrees and the Social Science disciplines that may be studied for them are divided: between the Faculties of Arts, Law and

Commerce (Alexandria, Cairo and Heliopolis); the Faculties of Arts and Law (the Syrian University); and the Faculties of Arts and Sciences (the American University). For an example, of these division, see (iii), below.

(iii) Staff and Students

Teaching staff, though large, is by no means out of proportion to the massive intake of students, particularly in the introductory courses. In the Faculty of Law, University of Cairo, for example, there are only two professors of Economics and Public Finance and four lecturers for 1,600 students. For the University as a whole there are twelve professors of Economics and thirty lecturers. In the Institute of Commerce at the Syrian University there are 780 students, but only one professor. At the Faculty of Law, of the same university, there are 2,800 students taught by two professors and one lecturer.

The variety of courses in the Social Sciences and the distribution of students may be illustrated from the example of the University of Cairo.

Social Sciences in the University of Cairo, 1959

<u>Social Science Subjects</u>	<u>Faculty or Department</u>	<u>Degree or Diploma</u>	<u>Students</u>
Economics	Faculty of Law	General Introductory Course Licence en Droit; Dip.Econ., Dip.Appl.Econ.; Dip. Pub. Finance; dip. Pol. Science.	1,500 100 100 50
	Faculty of Commerce	Doctorate in Economics, or Pub. Finance and Admin., or Political Science.	50
Social Statistics and Demography	Faculty of Commerce	Bachelor of Commerce; Dip. of the Institute of Statistics	6,000
		General Introductory Course	1,500
		Bachelor of Commerce and Bachelor of Commerce(Econ.); Diploma of the Institute of Statistics.	50

<u>Social Science Subjects</u>	<u>Faculty or Department</u>	<u>Degree or Diploma</u>	<u>Students</u>
Sociology	Faculty of Arts	Bachelor of Arts	2,000
Social Anthropology	Faculty of Arts	Bachelor of Arts	2,000
Political Science	Faculty of Law	General Introductory Course	1,500
		Licence en Droit; Dip. Econ.; Dip. Appl. Econ.; Dip. Pub. Finance; Dip. Pol. Science	120
	Dept. of Pol. Science	Licence en Sciences Politiques; Licence en Economie Politique; Dip. Pol. Science	700
Public Administration	Faculty of Commerce	General Introductory Course	4,000
	Faculty of Law	General Introductory Course	1,000
		Licence en Droit; Dip. Econ.; Dip. Appl. Econ.; Dip. Pub. Finance; Dip. Pol. Science	100
		Post-graduate	30

In the Syrian University, where the influence of the French system is stronger, Economics is taught as follows:

Economics	Faculty of Law	Licence en Droit	2,750
	Faculty of Education	Diploma of Secondary Education	30
	Institute of Commerce	Dip. Institute of Commerce	250

#### (iv) Syllabuses

##### Economics

With the exception of the University of Heliopolis, all the Egyptian universities teach Economics as a principal subject. The Faculties of Law following the precedent of French universities, established special courses and a post-graduate course for the Doctorate degree. Thus, within the Faculties of

Law of the Universities of Cairo and Alexandria. Economics forms part of the introductory course for students proceeding to the Licence en Droit, and is a special option for the last two years of the Licence course. There are also courses in the Faculty of Law, Cairo, leading to diplomas in Economics and Applied Economics, and a special course with a diploma as part of the requirements for a Doctorate in Law.

On the other hand, the Faculty of Commerce at Alexandria and the Faculty of Commerce at Cairo, which dates from 1935, have four-year courses along the same lines as the London School of Economics, with two years introductory followed by two years of specialization. Both in this university and in the University of Alexandria, courses given in the Faculties of Commerce lead to the degrees of Bachelor of Commerce, Master of Commerce and Doctorate. In the University of Heliopolis, Economics is a subsidiary subject in the Faculty of Commerce where more attention is given to accountancy and business methods. Economics is also taught in the Faculties of Arts at the Universities of Cairo and Alexandria, as a supplementary subject for students taking Sociology or Geography. Agricultural Economics is included in the curricula of the Faculties of Agriculture at both universities.

In the Faculties of Commerce the choice of courses, as between Commerce and Economics, or between Economics and Economics plus political Science is made after two years of general studies. The proportion of students who choose Economics and Political Science together in the University of Cairo seems relatively small.

In the Syrian University, Economics is taught in the Faculty of Law as part of the course leading to the Licence en Droit, in the Faculty of Education at an elementary level for a teaching diploma, and at a higher level in the Institute of Commerce.

For detailed examples of the Economics syllabus, see below (vi).

### Social Statistics and Demography

All five Universities of the United Arab Republic teach some Statistics as part of their courses in Economics, but none of them offer a degree in Statistics. It is obligatory for students proceeding to the Master of Commerce degree. In the Faculty of Law, Syrian University, it is taught in the last year of the Licence, as an option. There is also an Institute of Statistics in the University of Cairo, mainly for Government officials, which awards a diploma at the end of two-year course. At the American University, there is a compulsory course in basic Statistics for students proceeding to the Bachelor of Arts degree in Social Studies. In the Department of Statistics, University of Cairo, there were 1,500 students taking a course in elementary Statistics, and 50 taking applied Statistics in 1959. The Department has three professors, one visiting professor, and six lecturers, and seems to be the most adequately staffed Statistics section of any of the universities where there is, on the whole, a general shortage of qualified Statistics teachers.

### Sociology, Social Anthropology, Social Psychology.

These disciplines are taught in the Faculties of Arts and are studied as part of general courses for a Licence or a Bachelor of Arts. There is no unique diploma for these subjects outside the Institute of Sociology at the University of Alexandria. The diploma of the Institute is awarded after a two-year course, one year of which is occupied with studying the general Social Science background (see (v) below). The University of Heliopolis offers courses in the Faculty of Letters, leading to a B.A. in Sociology and also has a diploma of Social Studies. In 1959 there were some 1,500 students taking these courses.

### Political Science

The teaching of Political Science is divided between the Faculties of Commerce, Law and Letters. At the Universities of Alexandria and Cairo students in their third year at the Faculty of Commerce take examinations in Political Institutions, Political Theory and International Relations, among others, for the economic section of the Licence ès Sciences Politiques. Further courses in Political

Science are part of the work required for the Master of Commerce degree. On the whole, Political Science has broken away from the Faculty of Law, but it is still cramped in the Faculty of Commerce. For example, the Department of Political Science in the University of Cairo acts as general centre for students working for a large variety of degrees and diplomas - about 700 in 1959 - and has two professors and six lecturers. In the Syrian University, Political Science exists only in the Faculty of Law where one professor teaches International Law and History of Diplomatic Relations for about 600 students.

#### Public Administration

This discipline is taught in the Faculty of Law, University of Cairo, as part of the course for the diploma in Public Finance and Public Administration.

In 1959 there were two professors and four lecturers responsible for teaching Public Administration to about 1,130 students.

#### (v) Institutes

An important amount of Social Science teaching takes place in institutes attached to universities in the United Arab Republic. In the University of Cairo, apart from the normal degree courses in the Faculty of Letters, Anthropology is taught in the Institute of Sudanese Studies, founded in 1947, at a post-graduate level for a diploma equal to the degree of Master of Arts. Also at the University of Cairo, in the Faculty of Law, the Institute of Administrative and Financial Sciences, conducts a two-year course leading to diplomas in Economics, in Public Finance and in Public Administration. The Institute of Statistics, started in 1948, has two-year courses for Government officials who already have a Bachelor of Arts degree or a Licence and awards a diploma. In the Faculty of Commerce there is a Fiscal Institute with a two-year course leading to a diploma, and an Institute of Insurance. At the same university the Institute of Political Science, founded in 1951, receives candidates for its two year course in Political Science and Public Administration, who have already a Licence or a diploma in Commerce Letters or Law.

At the University of Alexandria, the Institute of Sociology in the Faculty of Arts was established in 1948. It receives students who have a Bachelor of Arts degree in two of the following subjects: Social Psychology, Education, Economics, Human Geography, Principles of Law, General History of Egypt, History of Culture. It also admits students who have graduated from the Faculties of Commerce or Law, or Institutes of Education. Courses given extend over two years and include: Social Anthropology, Social Psychology, Sociology, Social Economics, Political Science, Methodology of Research (including some Statistics) and the Social and Economic History of Egypt. In the second year there are in addition three optional subjects: Ethnology of the Arab World, Arab Culture, Sociology of Labour. A dissertation is required. The diploma awarded is considered to be equivalent to an M.A. Degree.

Also at the University of Alexandria in the Faculty of Letters there is an Institute of Social Sciences to which candidates with a licence or diploma with at least two passes in Social Science disciplines are admitted for a two-year course. The diploma is taken under the same conditions as obtain at the Institute of Sociology.

At the University of Cairo the Institute of Criminal Studies in the Faculty of Law gives post-graduate courses in Criminology, including Crime Causation, Criminal Psychology, Penology, Criminal Law and Forensic Medicine. Its diploma allows students to proceed to a doctorate in Criminal Science.

At the Syrian University the Institute of Commercial Studies awards a diploma after a two-year course.

Outside the universities there are two institutions of importance. Since 1937 there has existed at Alexandria a School of Social Science, now called the Higher Institute of Social Services, with a short teaching course and a diploma. It follows closely the Egyptian Association of Sociological Studies, a non-governmental organisation in Cairo which, in 1938 established the Cairo School of Social Work which awards its own diploma and conducts its own research.

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Recently the Ministry of Social Affairs and Labour of the United Arab Republic has been reorganised and a new administration called the Social Research and Planning Administration has been established. In this unit there are some technical sections - e.g. Statistics, joint research and international relations and various committees for family welfare, rural industry, social health etc.

The Ministry of Social Affairs and Labour also has Statistical and Evaluation departments attached to it and the various planning committees. There is a special department which provides training facilities for the research staff in both Government and non-Government sectors. These developments are post-1957.

Statistics are collected by each Ministry; but a Central Committee dependent on the Minister of Planification controls all the work done in this field. The budget of the Central Committee is granted by the Planning Commission and it is headed by an under-secretary of State.

There are also several important Institutes financed by the Government e.g. the National Institute of Criminology and the Youth Institute. These work closely with the Ministry of Social Affairs and Labour.

Research projects being carried out by Ministries are: studies of the effects of industrialization on rural areas, undertaken by the Ministry of Social Affairs and Labour in collaboration with some of the universities; productivity studies; evaluation of teachers and officials (by the Department of Evaluation and Research, Ministry of Education); population studies (by the National Population Commission - now absorbed by the Planning Board).

(vi) Faculty of Commerce, University of Cairo

Syllabus in Economics

First year: General survey of the nature of Economics; theories of value; distribution, production; money.

Second year: Theories of choice, value, distribution; economic institutions; labour problems.

Third year: Accounting and Business Administration for Commerce, or, Pure Economics and Political Science for Economics.

Commerce: Banking problems.

Pure Economics: Industrial and Agricultural Economics.

Fourth year: Commerce: Railway Economics; unemployment problems.

Economics: Keynesian economics and full employment; comparative study of free and planned economics; problems of international trade; social economics; economic doctrines and thought; public finance and legislation economic factors in Political Science.

Business Administration: Stock Exchange; Public Finance and Legislation

M. Com. Course in Economics: Pure Economics: economic analysis; money and international trade.

Business Administration; Political science; Public Finance.

Faculty of Commerce, University of Alexandria

Syllabus in Economics

First Year: Production, value and distribution.

Second Year: Money, Banking and International Trade.

Third Year: Monopoly and Transport; Social Economy; History of Economic Doctrines; Economy of Egypt.

Fourth Year: Economic Analysis; Keynesian Economics; Topical Problems.

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Statistics is compulsory for all students in the third year at the Faculty of Commerce, University of Cairo. Advanced Statistics is taken only by students of the Pure Economics section in their fourth year.

The Sudan: The University of Khartoum

(i) Entry

The Minimum qualification for entry is the Cambridge Overseas School Certificate with credits in certain subjects, according to the Faculty of entry. A two-year intermediate course is usually required before students are allowed to proceed to university degree courses.

(ii) Degrees and Courses

There is a two-year course leading to the degrees of Bachelor of Science (Economics) or B. Sc. (Social Studies) or B. Sc. (Social Anthropology) in the Faculty of Arts.

(iii) Staff and Students

There are two professorships in Economics, one of which is held by a European. There are seven Sudanese lecturers in Economics; three Africans and three Europeans; and there are three European lecturers in Social Anthropology.

In all, there were some 160 undergraduates taking Social Science subjects in 1959 and enrolled for one of the above degree courses; of these, 100 were studying Economics and Statistics. A further 180 were studying Rural Economics in the Faculty of Agriculture. There were twelve students doing post-graduate work in Public Administration. A 25% increase in the number of Social Science students is expected over the next five years. Very few of the students came from other African territories; but a considerable number of Sudanese study elsewhere (see below).

(iv) Syllabuses

The course for the B.Sc. (Econ.) degree is similar to that in other colleges still in special relationship with the University of London (see below, Ghana, p.22). It includes Statistics, Political Theory and Government as optional subjects. The details of the Social Anthropology syllabus are not available, nor the syllabus for Social Studies - except that the latter includes Economics, Social Anthropology, Demography and Political Science.

Ethiopia: The University College of Addis Ababa

(i) Entry

The minimum qualification is the Ethiopian School Leaving Certificate.

(ii) Degrees and Courses

Courses extend over three years in the Faculty of Arts and lead to a General Bachelor of Arts degree, a B.A. with a special section in Administration and Economics, and to the degree of Bachelor of Commerce.

(iii) Staff and Students

There is one European professor of Economics and two lecturers, one lecturer in Statistics, two in Sociology, one in Social Psychology, one in Political Science, and one in Public Administration.

It is claimed that there were in 1959 about 280 students studying Social Sciences - Economics, Sociology, Social Anthropology, Political Science and Public Administration. No information has been supplied with respect to the number of students taking each subject. It is expected that present numbers of students in the Social Sciences will increase by 100% over the next five years.

(iv) Syllabuses

The content of teaching syllabuses in the University College is not available. The degrees of the College are not recognised in Europe, and in

only a few universities in the United States.

France (departments of Algeria): The University of Algiers

(i) Entry

The same conditions of entry obtain, as in French universities: by the baccalaureat or a recognised equivalent.

(ii) Degrees and Courses

Courses of four years in the Faculty of Law and Economic Sciences lead to a Licence en Droit, a diploma in Law, or a Doctorate in Economic Sciences, after at least two extra terms. In the Faculty of Letters, four-year courses lead to a Licence d'Etudes des Populations d'Outre-Mer, a Licence ès Lettres, or a Licence en Sociologie.

(iii) Staff and Students

In the Faculty of Law and Economic Sciences there are twelve professors, five of whom are concerned with the teaching of North African Sociology, Algerian Economy, Administrative Law, Muslim Law, Commercial Law, and some twelve lecturers, two of whom teach Political Science. In the Faculty of Letters there are fourteen professors, two of whom are professors of Muslim Civilisation and the geography - human and social - of the Sahara. There are also twenty-seven lecturers, nine of whom teach Economic and Social History, Psychology or Sociology.

In 1958, there were some 4,701 French students at the university, plus

453 students from African and other territories. Enrolments for Social Science

courses in the same year were as follows:

To proceed to the examination for the Licence en Droit in the Faculty of Law and Economic Sciences

Capacité en Droit

(1st. and 2nd. years).

Licence en Droit

(1st., 2nd., 3rd., years)

	<u>Diplôme d'Etudes Supérieures</u>	<u>Doctorates</u>
I. Political Economy, Economic Sciences, Political Science		
Leading to the <u>Diplôme d'Etudes Supérieures</u>	13	11
Leading to the <u>Doctorate</u>	12	

(iv) Syllabuses

Economics and Statistics

Economics is taught at an elementary and descriptive level during the two years leading to the Capacité en Droit. In the second year it includes: the French Economy; the Means of Production; Exchange; Prices and Capital Formation; Banking and Money. There is a similar, but more intensive syllabus for the first two years of the Licence course in the Faculty of Law and Economic Sciences.

During the third year, the special section in Economics covers: Economics Fluctuation; the History of Economic Thought; Statistics and data collection; Taxation. During the fourth year the economic section extends to: the Analysis of Economic Structures; Economic Geography; International Relations; Accountancy.

There are similar courses in Economics for the Certificat d'Aptitude à l'Administration des Entreprises; and there is a section on the economy of North Africa in the course leading to the Certificat d'Etudes juridiques nord-africaines. The Diplôme d'Etudes supérieures de Sciences Économiques which is a pre-requisite for the Doctorate in Economics is also taken in the Faculty of Law by thesis or essay and examination in: Statistics; and one other subject from: Industrial Economy and Legislation; Colonial Economy and Legislation; North-African Economy; North-African Sociology; Economic History; Rural Economy; Economic Theory, Demography.

Sociology, Social Anthropology, Social Psychology.

For students proceeding to the Licence ès Lettres, among the optional certificates of studies is a certificate in North African Sociology and Ethnology (with Arab or Berber as a language). For the Licence de Sociologie, also taken in the Faculty of Letters, there are compulsory certificates of studies in general

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Sociology and Psychology, Political and Social Economy (from the Faculty of Law), Literature (from the Faculty of Letters) and a certificate of higher studies in Ethnology, Demography or Human Geography. For the Licence de Psychologie, taken in the Faculty of Letters, Social Psychology is compulsory. The course leading to the Licence d'Etudes des Populations d'Outre-Mer, in the same Faculty includes some Social Anthropology.

Political Science

During the third and fourth years of the course leading to the Licence en Droit, Political Science methodology and International Law form a special section taken along with other legal subjects. For students proceeding to the Diplôme d'Etudes supérieures de Sciences Politiques (for which a prior diploma in Public Law is required) the course includes a dissertation and oral examination in Political science, Political Ideas, Comparative Institutions. A Doctorate in Political Science is awarded after thesis, a diploma in Public Law, and examination in Political Ideas, Political Science methodology, Comparative Institutions, and an option chosen from International Relations, Administration, History of Political Institutions.

Public Administration

This is taught in the Faculty of Law and Economic Sciences. Courses also lead to a diploma in Administrative Sciences and the Certificat d'Aptitude à l'Administration des Entreprises. Some Public Administration, with special emphasis on the administration of North Africa, is also part of the course leading to the Certificat d'Etudes juridiques nord-africaines.

(v) Institutes

Attached to the university itself are the following institutes. The Institut d'Etudes Politiques, created in 1949, offers a two-year course with special emphasis on North African legal studies leading to a diploma. Candidates are students already in the Faculties of the university, or officials, providing they have a licence or equivalent by the time they enter on the second year of

the course. The Centre de Formation administrative, opened in 1955, has a course for career officials from the different branches of the public services. The course is about eighteen months, leads to a diploma, and prepares candidates for public service examinations. The Institut de Préparation aux Affaires, opened in 1957, aims at teaching the practical application of Social Science subjects. A certificate or diploma is awarded after one year of study. The course is run within the Faculty of Law, and admission is by examination. The Institut d'Ethnologie offers a diploma at the end of a two-year course and submission of a dissertation. The Institut d'Etudes Supérieures Islamiques, opened in 1946, admits students with the baccalauréat and diplomas from teaching colleges. Courses are given over two to three years in Muslim law for the formation of Muslim magistrates, in literature and in general administration. A diploma is awarded after examination in one of these options.

The Institut de Recherches Sahariennes which dates from 1937 is a non-teaching institution for university and other research workers. Also independent of the university is the Ecole Supérieure de Commerce d'Alger which has a teaching programme at the level of the second part of the baccalauréat including elementary Public Finance, Business Techniques, Law and Economic Geography. A diploma is awarded.

(vii) University of Algiers

Syllabus in Economics for the Licence en Droit

Third Year: Section in Economics (taken with Public Law and Political Science, Private Law):

Change in economic activity; history of economic thought and analysis of contemporary theories; statistics and methods of data collection; taxation; history of political ideas.

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**Fourth Year: Section in Economics:**

Economic systems and structures; economic geography; international economic relations; business and accounting; finance.

Syllabus in Economics for the Certificat d'Aptitude

à l'Administration des Entreprises

**One Year: Economics taken with Social Psychology and Business Law:**

Industrial relations; the scientific organisation of production and labour; commerce and finance; general and industrial accounting; economic problems (including: economic concepts; types of economy; production factors; types of enterprises; money, national income; private income; international economic relations; economic fluctuations).

Syllabus in Economics for the Diplôme d'Etudes

supérieures de Sciences Économiques. (Pre-requisite for Doctorate in Economics).

**Examinations, taken with dissertation and orals:**

Statistics (theoretical and applied); industrial economy and legislation; colonial economy and legislation; the North African economy (Algeria, Morocco and Tunis); North African Sociology (Islam) rural economy and legislation; economic theory; Demography (including Statistics).

Morocco: The University of Rabat

## (i) Entry

The minimum entry requirement is the baccalaureat.

## (ii) Degrees and Courses

At present there are only courses leading to the Licence en Droit, in the Faculty of Law, though there is also a Faculty of Letters. Courses in the Faculty of Law are conducted in two sections, one in French and one in Arabic, which concentrates on Muslim Law. As at the University of Algiers, the Faculty of Law has absorbed the teaching of Economics, while the Faculty of Letters has a strong interest in Sociology and kindred disciplines, because it emerged, as a Faculty, from the former Institute of Higher Studies which had a long tradition of sociological research.

## (iii) Staff and Students

No reply has yet been received to the questionnaire.

## (iv) Syllabuses

The syllabus for the Licence en Droit is similar to that in the Faculty of Law at the University of Algiers (see above, p.12). Political Economy is taught, but the level of specialization required to produce Economists is hardly sufficient. Furthermore, instruction in Economics is usually confined to the third and fourth years of the Licence course; but few students at Rabat pursue their studies beyond the second year. Public Administration is taught at the Ecole Marocaine d'Administration which has recently reduced its standards entry to its two year courses in administration and elementary Economics for officials. Like its model, the Ecole Nationale d'Administration, the Ecole Marocaine concentrates on administrative procedure, rather than Economics.

## (v) Institutes

A Centre des Sciences Sociales will be created within the Faculty of Law and Economic Sciences. Further details are not available but presumably the

Centre will provide academic courses leading to higher degrees, such as a Licence de Sociologie.

#### Tunisia: Higher Education and Institutes

Though there is no university in Tunisia, there is active interest in the teaching of the Social Sciences particularly in the Centre d'Etudes de Sciences Humaines. This institution, founded in 1957, is attached to the local Institut des Hautes Etudes and to the University of Paris which supervises its examinations. The staff of the Centre includes a geographer a sociologist and a moral philosopher. Its teaching programme is weak in Economics. Certificates, after a two-year course, are awarded in Moral Philosophy, Sociology; and there will shortly be a certificate for Social Psychology. Its staff also teaches in the local Centre d'Etudes Economiques. It is open to all research workers and has produced a number of studies on the standard of living in Tunisia, social change in areas of rapid economic development and an urban sociological study of the outskirts of Tunis. Its research is financed by the Tunisian Government and it is expected to serve the needs of Government Departments;

- (b) West and Equatorial Africa (French-speaking zone)
- Senegal: The University of Dakar
- (i) Entry
- The University is open to any student with baccalauréat or equivalent.
- (ii) Degrees and Courses

As at Algiers and Rabat, the metropolitan system is followed:

Economics is taught in the Faculty of Law and Human Sciences. During the academic year 1958-1959, there was a full series of courses leading to the Capacité en Droit, the Licence en Droit, a Certificat de Droit et Coutumes d'outre-Mer, and a

Diplôme d'Etudes Administratives. In the Faculty of Letters, during the same year, Sociology was added to the curricula in a course leading to a Certificat d'Etudes Supérieures de Sociologie générale.

(iii) Staff and Students

During the academic year 1958-1959 there were eleven French professors, four of whom taught Political Economy, four Public Law, one Sociology and two Geography. There were 560 students studying one or more of the Social Science disciplines offered (Economics as an ancillary to Law, Human Geography, Sociology). They were divided into 369 in the Faculty of Law and 314 in the Faculty of Letters, out of a total student population of 1,069 (African, 698 and Europeans, 371). The African students came from the Republics of the French Community in Africa particularly Senegal, plus a few from Guinea.

(iv) Syllabuses

The syllabus for Economics in the Faculty of Law is similar to that taught at Algiers, with some emphasis on West African Economy and Government.

(v) Institutes

Attached to the university is the Institut d'Etudes administratives Africaines with a two-year course and diploma. It is intended, for the next academic year, 1959-1960, to begin courses within the new Institut des Sciences Economiques et Commerciales Appliquées, attached to the Faculty of Law, which will include an economic and commercial section and a statistics, section, aimed at providing training for administrative personnel and employees from private firms.

Apart from the university, there is the Institut Français d'Afrique Noire with its headquarters at Dakar and research centres in Abidjan, Porto-Novo and Ouagadougou. In 1959 there were four research workers in Dakar in Sociology, Social Psychology, Demography and Economics. The workers in the other centres were anthropologists or sociologists (three in all). No teaching in the Social Sciences is undertaken by any of the branches of I.F.A.N.; but there has been an

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enormous contribution to West African Anthropology, Demography, Human Geography, and rural and urban Sociology made by the members of the Institute which is indispensable for Social Science teachers in Africa and of immediate use to the governments of African territories.

Affiliated to the Office de la Recherche Scientifique et Technique Outre-Mer (Paris) are: the Institut de Recherches du Togo with one ethnologist and no research of significance; the Institut de Recherches du Cameroun which has three geographers and a sociologist and is working on ethno-demographic maps and the urban Sociology of Duala; the Institut d'Etudes Centrafricaines, Brazzaville, which has one demographer-sociologist, two social psychologists, one economic geographer and a socio-psychologist. None of these institutes engage in teaching; but all of them produce fundamental research in Sociology, Geography, Anthropology and Demography, and some employ permanent African assistants for fieldwork.

(c) West Africa (English-speaking zone)

Sierra Leone: Fourah Bay College

(i) Entry

Entry to the College is by the Fourah Bay Matriculation (supervised by Durham University) or by the General Certificate of Education, at pass level.

(ii) Degrees and Courses

In the Faculty of Arts a three-year course leads to a pass degree in Arts (B.A. General, Durham) or to the B.A. (Econ.). For the latter degree, Economics is taken for three years together with other subjects chosen from Economic Geography, History, Public Administration, Public Finance and Statistics, Politics (i.e. British Government), Social Anthropology or Economic History.

(iii) Staff and Students

There are two European senior lecturers in Economics and Public

Finance, and Politics and History, one African lecturer in Economics and Public Administration and one European lecturer in Economics and Economic History.

There does not appear to be any teaching staff for Social Anthropology, though the course is offered.

For the academic year 1958-1959 there were 114 students in the Faculty of Arts studying one or more of the Social Science disciplines, as follows:

Economics, Statistics, Politics, Public Administration, Economic Geography, Economic History, Public Finance.

85            13            30            30            56

For 1960, it is hoped that there will be some twelve students taking Sociology and Social Anthropology. There are five students engaged in post-graduate training or research in Economics. The estimated increase in the number of students who will study the Social Sciences over the next five years is not known. The number of students who come to Fourah Bay College from other African territories is about 50% of the total enrolment. The bulk of these are Nigerians, together with a few from Ghana and Gambia.

(iv) Syllabuses

The syllabuses are the same as for courses in the University of Durham.

(v) Institutes

There are no research institutes in Sierra Leone, but a number of studies have been made in Human Geography, Demography and social change, either by members of staff of the College or by research workers sponsored by United Kingdom foundations.

Liberia: The University of Liberia

(i) Entry

Entry to the university is by local Secondary School Certificate or by entrance examination.

(ii) Degrees and Courses

In the Faculty of Liberal Arts three-year courses in Economics, Sociology, Social Anthropology, Political Science and World Government lead to the degree of Bachelor of Arts. There is also a general course in Social Science for a teacher's diploma. The Faculty of Law and Government, awarding a Bachelor of Laws degree, mentioned in some sources, does not seem to be functioning in reality yet.

(iii) Staff and Students.

There are professors for Sociology, Anthropology and Sociology, World Government and one visiting professor in Political Science. It is not clear from the reply to the questionnaire whether one member of staff is responsible for several disciplines.

There were only twenty students studying Social Science subjects during the academic year 1958-1959.

Ghana: The University College of Ghana

(i) Entry

Candidates must have the minimum requirements for entry into the University of London, plus additional qualifications for different degree courses. In the case of courses leading to the B.A. General and Honours examinations, entry requirements amount to London Matriculation or Cambridge School Certificate and/or passes in approved subjects in the General Certificate of Education examination at advanced level. No student is admitted to degree examinations in Arts without at least three years' study of approved courses at the College.

(ii) Degrees and Courses

Courses leading to B.A. General or Honours extend over three years for three subjects, or for one subject plus certain subsidiaries. There are also courses leading to the degrees of B. Sc. (Econ.) and B. Sc. (Sociology). All degrees are recognised equivalents of those awarded by the University of London which has a special relationship with the College and the final responsibility

for assessing its examination scripts. Courses for the above degrees are given in the Faculty of Arts, Departments of Economics, Geography, Sociology and the Department of History (for Political Science). It is hoped to establish a Department of Law.

#### (iii) Staff and Students

There are two European professors for Economics and Sociology, two Ghanaian lecturers in Sociology and Social Administration, five European lecturers in Economics, two in Government, one in Business Administration, two in Social Anthropology, one in Sociology, one in Social Philosophy and one in Social Administration.

For the academic year 1958-1959 there were between thirty and forty students studying one or more of the Social Science disciplines for an Arts degree including eighteen taking courses in Sociology and Social Anthropology. Seven were studying Statistics and Demography. One hundred and six students were reading for the B. Sc. (Econ.) and there were three candidates working locally for a London Ph.D. and supervised by the Professor of Economics. Students taking Statistics at advanced level for the B. Sc. (Econ.) have been sent to London, rather than providing a complete course for only a few students locally. Since the Department of Economics was established in 1949, there have been up till 1958, forty-six B.Sc. (Econ.) graduates (one First Class, 24 Second Class, and 21 passes).

#### (iv) Syllabuses

##### Economics and Statistics

As a section of the courses for the B.A. General degree, the syllabus in Economic includes: analytical and descriptive Economics; the principles of Economics and their application; problems of business enterprise; theory of money and credit; currency and banking; international trade and public finance; Economic History from the nineteenth century with special reference to economic change in secondary and primary producing areas, social classes, factors of production, industrialisation in the U.S.A., Europe, Japan, the U.S.S.R., transport and trade; economic fluctuations and commercial policies in primary producing areas.

For the syllabus for B.Sc. (Econ.), see vi Appendix below.

Sociology, Social Anthropology, Social Psychology

Sociology for B.A. Honours includes: theories and methods of Sociology; statistical methods in social investigation; social institutions; Social Anthropology with reference to the regions of Africa; Ethics; Social Philosophy; Social Psychology; and either Demography or Criminology.

For the B.Sc. (Sociology) degree the syllabus is the same as for B.A. Honours; but Economics, as for the B.A. General degree, is required as a subsidiary subject.

Political Science, Government

Political History and Government is a small section of the course leading to B.Sc. (Econ.). Political Theory is taught as part of the course for B.A. Honours students in History and for B.A. Honours students in Philosophy.

(v) Institutes

Though there is no formal institute for research attached to the College, an Economic Research Unit was set up in 1952, in the Department of Economics. In 1959 there were four Research Fellows (with some teaching responsibilities) employed by the Unit and two junior research assistants.

At the Institute of Education which is part of the College, a post-graduate certificate is awarded after one year's course which includes some Social Science studies. The Department of Extra-Mural Studies runs courses in elementary Political Science, Government and Economics.

At the Kumasi College of Technology, elementary Economics, Political Science and Public Administration are taught to students reading for secretarial and accountancy diplomas.

(vi) The University College of Ghana

Syllabus for B. Sc. (Economics)

First and Second Years: Part I: Compulsory:

Principles of Economics; Applied Economics; Political History from 1750; Economic History (with special reference to West Africa), Growth of Industrialism, Expansion of Primary Production, Commerce and Finance (World trade), Social Aspects of Economic Development; Elements of Government; The History of Political Thought.

Optional (two subjects):

Elementary Statistical Method and Sources; mathematics; Elements of English Law; Principles of Economic and Social Geography; International Law; Political History 1350-1750; French; The Physical and Biological Background of Human Geography.

Third Year:

Part II: Optional (one subject)

Economics, Analytical and Descriptive; International Economics; Government; Geography; Statistics.

Nigeria: The University College of Ibadan

(i) Entry

The conditions of entry to the College are the same as for Ghana, but are complicated by the existence of a preliminary (Intermediate) course in the College for students without Direct Entry (G.C.E. at advanced level) qualifications. The effect of this is to add on two years at the beginning of the degree course leading to B.A. General or Honours, though the number of Arts students required to take the Intermediate course is relatively small.

(ii) Degrees and Courses

Courses in the Faculty of Arts lead to the B.A. General degree, after three subjects have been studied for at least two years; or to the B.A. Honours degree in one subject after three years. A subsidiary subject is required for Honours Geography. A course has recently been started which will lead to the degree of B. Sc. (Econ.) under the same conditions as obtain in Ghana. Political Science is taught to students in the Department of History.

(iii) Staff and Students

There is one European professor of Economics, four European lecturers and one Nigerian lecturer in Economics, one European lecturer in Statistics, one for Social Anthropology and Sociology, two for Political Science and one for Public Administration.

During the year 1958-1959 there were about 100 students taking one of the Social Science disciplines - Economics, Statistics or Political Science. Some 60 students were reading for the B.A. degree with Economics as one of their three subjects, or for the new B. Sc. (Econ.). There were about 30 students reading Political Science for B.A. Honours in the Department of History. These numbers are expected to double during the next five years. There were no Social Science Students from outside Nigeria.

(iv) Syllabuses

Economics and Statistics

The Department of Economics was established relatively late in the life of the College, in 1957. The course for students taking Economics as one subject for their B.A. General degree includes: the principles of Economics and their application, with special reference to the West African and Nigerian economy; Public Finance; economic organizations in Western Europe to the eighteenth century; industrialization, with reference to Great Britain, U.S.A., Germany, France, Japan and Russia; overseas expansion with reference to West Africa; recent economic developments.

For the new B.Sc. (Econ.) course there will be offered in the academic year 1959-1960: Part I: Economics, Economic History; Elements of Government; History of Political Thought; two optional subjects from: Statistics, Mathematics; Logic and Scientific Method; Elements of Social Structure; Principles of Economic and Social Geography; English Mediaeval Economic History.

Part II: Economics Analytical and Descriptive; Money and Banking; International Economics; Modern Economic History; Government; Sociology; Geography, Statistics.

#### Political Science

As a one-year course in the History Department, the syllabus includes Political Theory from Aristotle to the present day.

#### (v) Institutes

At the Institute of Education the course leading to a certificate of Education includes some Educational Psychology. The Nigerian College of Technology, with branches at Zaria and Ibadan, awards a diploma in Public Administration and certificates in Accountancy.

Attached to the University College is the Nigerian Institute of Social and Economic Research. After unfortunate experience with its predecessor - the West African Institute of Social and Economic Research - the Institute was reconstituted and the professor of Economics in the College was also appointed as its director. The Institute works in close touch with Nigerian Government Departments and the Nigerian Federal Government which is represented on its advisory Board. In 1958 the Institute had two Economists and two Anthropologists, as Research Fellows, and two bursars (Europeans), as junior research workers. Research in progress includes: a survey for the Nigerian Broadcasting Corporation, a study of the effect of development plans on Nigeria's Far Eastern Trade, consultation by the Lagos Executive Development Board on research into petty trading and, for the Federal Government, a study of production factors in small secondary industries. Some African research workers are employed for short periods.

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(c) East Africa

Uganda: The University College of East Africa

(i) Entry

Entry to the preliminary Intermediate course is by Cambridge School Certificate or the General Certificate of Education at pass level. For entry to degree courses the G.C.E. at advanced level, or passes in required subjects at the Intermediate Examination are required.

(ii) Degrees and Courses

Courses are given in Economics and Sociology, as one of three subjects for the B.A. General degree. Economics for B. Sc. (Economics), at present a two-year course, will be extended to three years as from 1961. Political Science is taught as part of the course for B.A. Honours in History, and as a subject for B.A. General.

(iii) Staff and Students

There is one European professor of Sociology, one professor of Economics, two European lecturers in Sociology, five in Economics and two in Political Science.

In 1959 there were 53 students reading Social Science subjects, distributed in equal numbers between Economics, Sociology and Political Science. The College is open to all ethnic groups. In 1957 there were enrolled in the Faculty of Arts 217 Africans, 10 Asians and 5 Europeans from Uganda, Kenya, Tanganyika, Zanzibar and Northern Rhodesia.

(iv) Syllabuses

Economics and Statistics

Economics, as one subject for the B.A. General degree, includes: Principles of Economics; production, value, distribution, money, banking and international trade; Applied Economics, with special reference to East Africa; Economic History;

England and Western Europe during the sixteenth and seventeenth centuries; economic change in Britain, Europe and America 1700-1850; Industrialization and the International Economy, with special reference to the impact on the tropical dependencies 1850-1950.

The syllabus for the B. Sc. (Econ.) is the same as that obtaining in the University College of Ghana. Political History is a compulsory subject, but Statistics is not.

#### Sociology and Social Anthropology

Sociology as one subject for the B.A. General includes: Introductory; Analysis of Groups and Institutions; Aspects of East African Society and Methods of Social Investigation (including elements of statistical method).

#### Political Science

Makerere College is unique among the British Colleges in Africa in having Political Science as a separate subject for B.A. General degree. The syllabus includes: History of Political Ideas; Elements of Government; Administration in Africa. Political theory is also taught to B.A. Honours students in History.

#### (v) Institutes

As in the case of the Nigerian Institute, the East African Institute of Social Research is closely associated with the College. Its staff is directed by the professor of Sociology, but has no teaching responsibilities. The Institute is at present heavily weighted with Anthropologists - no less than nine - and has, also, one Sociologist, three Economists and a linguist as professional officers or affiliated research workers. There are two African research workers, employed as research assistants. Despite the present balance, a good deal of work has already been done in Economics. Studies in progress in 1958 included: a study of capital formation in East Africa, a general study of African economic development, an inquiry into the changing structure of African business enterprises in the Kampala area. Research has also been carried out in the Arab community at Zanzibar and among various ethnic groups in Kenya, Uganda and Zanzibar. The Institute does not

teach research techniques, though this policy may be altered with the establishment of an Applied Research Unit, financed by the Ford Foundation, which would provide opportunities for the instruction and guidance of inexperienced research workers.

(d) Central Africa

Rhodesia: The University College of Rhodesia and Nyasaland

(i) Entry

The same conditions obtain as for other colleges in special relationship with London University.

(ii) Degrees and Courses

At present the only Social Science disciplines offered are Economics and Social Anthropology which may be taken as one of three subjects leading to the B.A. General degree,

(iii) Staff and Students

There is one South African professor of Social Anthropology, one lecturer in Social Anthropology, one lecturer in Economics - also from South Africa - and two other European lecturers in Social Anthropology and Economics.

During 1959 there were thirty-three students reading Economics as one subject for B.A. General and forty-four reading Social Anthropology. Seventeen of these students were studying both disciplines. There were nine African students reading for the B.A. General.

(iv) Syllabuses

The syllabus for Economics is the same as for the University College of Ibadan and the University College of East Africa, with special reference to East and Central African economic problems. No statistics is taught as yet.

(v) Institutes.

There are no institutes attached to the University. The Rhodes-Livingstone Institute for Social Research at Lusaka has received additional support from Government and private sources, since the proportion of financial aid from Colonial Development and Welfare Funds has declined. There is a greater demand for its services, and a greater willingness to pay for these. This is reflected in the composition of the Institute's Board of Trustees which has a large number of representatives from government and private corporations; it is also reflected in the part played by the Institute in the Federation's inquiry into the co-ordination of research in Central Africa. Furthermore, at the Institute's conferences, Government officials, particularly from the Central African Department of Census and Statistics and from the Rural Development Departments, have made notable contributions.

In 1958 the Institute had one Sociologist, one Social Psychologist, two Economists and two Social Anthropologists. Its staff has no teaching responsibilities; but there are some six or more African trainees, financed by a grant from the Rockefeller Foundation; and there are usually eight to twelve African research assistants, employed as required. At least one of these has been enabled to proceed to the United Kingdom for university studies, and others are preparing to enter the local University College.

Research work projected or in progress includes: a study in Agricultural Economics concerning subsistence agriculture and external remittances in the economy of Northern Rhodesia, a sociological inquiry into Government nutrition schemes, a study of mass media and a study of human factors in productivity.

Belgian Congo: The University of Lovanium

(i) Entry

Candidates for entry to degree courses must have a Secondary Certificate, awarded after six years of study, plus, in some cases, a year's preparatory study at the university itself.

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(ii) Degrees and Courses

In the Faculty of Philosophy and Letters courses are given leading to the Licence en Droit and consist of two years candidature and two years Licence in required subjects. In the Faculty of Political, Social and Economic Sciences, four-year courses in two stages lead to the Licence en Sciences Politiques et Administratives, the Licence en Sciences Sociales, the Licence en Sciences Economiques, a special Licence en Anthropologie Culturelle and, as from 1959-1960, a Licence en Psychologie Social and a Certificat d'Anthropologie Culturelle. All degrees are supervised by the University of Louvain in Belgium.

(iii) Staff and Students

There are seven professors and seven European lecturers for Economics, Statistics and Demography, Sociology, Social Anthropology, Political Science and Public Administration. Recruitment of assistants will be made in Belgium and locally for the new academic year beginning September 1959.

For the last academic year there were twenty-three Social Science students at the candidature stage, twelve reading for the final licence, and five studying for the Certificate in Cultural Anthropology. It is expected that these numbers will increase by over 100% during the next five years. During the academic year 1957-1958 there were eight European students and one African studying Law. In the Faculty of Political, Social and Economic Sciences, there were twenty-seven African students and two Europeans in the first stage (candidature) of their Social Science Politics and Economics course and eight Africans and two Europeans in the second two years of this course. In the same Faculty there were nine Africans and six Europeans in the first stage of the special Economics course. In the general pre-university, or intermediate year, there were fifty-eight Africans.

(iv) Syllabuses

Political and Social Sciences

First two years candidature: a general course in Sociology, Statistics, Anthropology; Economics; Law.

Second two years Licence en Sciences Politiques et administratives:

Political Science; Administration; Law; Anthropology; Economics.

Second two years Licence en Sciences Sociales:

Sociology; Social Psychology; Anthropology; Demography; Economics.

Second two years Licence en Sciences Economiques:

Economics; Political Science; Sociology.

Second two years Licence en Anthropologie Culturelle:

Anthropology; Sociology; Social Psychology; Linguistics; Customary Law.

#### The Official University of the Belgian Congo and Ruanda-Urundi

##### (i) Entry

The same conditions obtain as for the University of Lovanium

##### (ii) Degrees and Course

In the Faculty of Philosophy and Letters, four-year courses are offered, in two stages, leading to the following degrees: Licence en Sciences Sociales, Licence en Sciences Politiques et Administratives, Licence en Sciences Economiques et Financières, Licence en Anthropologie Africaine. Law courses are also given in this Faculty.

##### (iii) Staff and Students

There are three European professors for Economics, Statistics and Sociology, two Social Anthropology, one for Political Science and one for Public Administration.

During the academic year 1958-1959 there were forty-one students studying the Social Science disciplines. An increase of some 200% is expected over the next five years. For the previous academic year the distribution of students

was as follows:

	European students	African students
Law	20	0
Social Sciences	1	6
Commercial Sciences	16	1

(iv) Syllabuses

Syllabuses for all courses leading to the above degrees are similar to those in the University of Lovanium.

(v) Institutes

There are no research institutes in the Social Sciences attached to either of the two universities. There are, however, the Institut pour la Recherche en Afrique Centrale (IRSAC) and the Centre d'Etudes des Problèmes Sociaux Indigènes (CEPSI) at Elizabethville and Bukavu. IRSAC has five research centres, Lwiro in Kivu, Uvira in Tanganyika, Astrida at Ruanda-Urundi, Mabali in Equateur, and Elizabethville in Katanga. At present its research teams include two anthropologists, two economists examining rural income structures in the Bas-Congo and the economic structure of Luluabourg. In Ruanda-Urundi there is one Sociologist engaged on an electoral study, an anthropologist working on cultural change, one economist surveying the economics of urban housing in Usumbura, and a demographer working on the urban population in the same town. In the past the policy of the Institute has been to concentrate on basic demographic studies in Ruanda-Urundi and on the social anthropology of the Babemba, Bakuba, Batutela peoples.

Studies by research workers attached to the Centre de Psychologie appliquée du Ruanda-Urundi and the Centre Scientifique et Médical de l'Université Libre de Bruxelles en Afrique Centrale, et Léopoldville, are important for their investigation of the educational background and methods of selection of Africans for the medical profession; and this work is being extended to recruitment for other occupations.

No training in research is given at these institutes.

There is, too, the Institut d'Etudes Sociales, Elizabethville, under the auspices of the Institut de Sociologie Solvay, in Africa, which has distinguished itself in the applied sociology of community development programmes. Studies accomplished as basic research include: a sociological study of the commune of Ruashi, a sociological study of four Elizabethville communes, a sociological enquiry into the Ngombe society in the Bengandanga territory and an ethnographic enquiry into the family structure of the Doko group and the Ngombe people. Other studies have included those done by research workers from the Université Officielle on sociological theory and native labour. There is also a study in progress in Ruanda-Urundi on political relations between native society and administration with special emphasis on the use of native institutions in local government. Some Economics is taught in the Institut d'Etudes Sociales, run by the Institut de Sociologie Solvay, in diploma courses for the formation of social workers.

Basutoland: Pius XII University College

(i) Entry

Entry is through the local mission school at Rome, run by the Catholic mission. There is a preparatory year before a student may commence degree courses.

(ii) Degrees and courses

Three-year courses lead to a B.A. in Social Sciences and include as compulsory subjects Sociology, Social Work, Economics and Psychology, and as optional subjects, Anthropology, Psychology, Social Philosophy, Statistics and Political Science.

(iii) Staff and Students

At present there are four European professors, one African professor, one African lecturer and two European lecturers for the above disciplines.

During the academic year 1959 there were 136 students reading Social Science subjects, though a greater proportion of these was in the preparatory year. An increase of 100% is expected over the next five years. Students are from the English-speaking territories of Southern Africa. No details of the College syllabuses are available.

Madagascar

Although the full university is still in the planning stage, there is an Institut des Hautes Etudes at Tananarive, including an Ecole Supérieure de Droit with one full-time professor and about 500 students.

There is also at Tananarive, affiliated to the Office de la Recherche Scientifique et Technique Outre-Mer, the Institut de Recherches Scientifiques de Madagascar with a staff of three, including two Ethnologists.

APPENDIX IVSTUDY ABROAD IN THE SOCIAL SCIENCES FOR AFRICANS

Local scholarships and bursaries offered by African Governments, missionary societies or private concerns, usually on the results of secondary school examinations, enable African students to attend local or regional universities. Very few students depend solely on private means. In addition, there are numerous international fellowships and scholarships available in Science or in Arts which may be held abroad at European or American institutions. It is not easy to determine what proportion of these could be used by students wishing to study one or more of the Social Science disciplines, or, indeed, what proportion have been used for this purpose in recent years. International scholarships are usually highly competitive and limited; and students going abroad may have difficulty finding places in universities, unless they hold such awards, or unless they have particularly good qualifications and are well recommended. The factors determining student migration are many; and the variables in the data relative to their distribution in past years are incomplete.

Nevertheless, it appears that between 1956 and 1958 - the last years for which information is available - many continue to go abroad at under-graduate level, even where local facilities exist. Either there are not sufficient places (most tropical universities are residential) for undergraduates; or they already have degrees and are engaged in post-graduate work; or they go abroad because an overseas degree is rightly or wrongly more highly valued, and in some cases easier to obtain.

The United Arab Republic and North Africa.

## Egyptian students abroad, 1956-1957

France	370
United Kingdom	279
Federal Republic of Germany	254
Austria	203
Switzerland	83
Lebanon	50

## Syrian students abroad, 1956-1957.

Lebanon	495
Egypt	475
France	310
United Kingdom	69
Switzerland	49
Belgium	34
Italy	23

Syria, Italy, U.S.S.R.,  
Belgium, Netherlands, India 64

Austria, India,  
Netherlands, U.S.S.R.

14

It is not possible to say, except in a few isolated cases (such as France), what courses those students were engaged on.

Of more significance, perhaps, is the number and origin of students who came from various African territories to study in the universities and higher institutes of the United Arab Republic itself.

Foreign students at Egyptian universities and institutions of higher education.

1956 -

Total enrolment 63,761

Foreign students 4,426

Origin

Sudan	854
Syria	475
Jordan	377
Saudi Arabia	340
Libya	238
Lebanon	121
Iraq	121
Morocco	83
Tunisia	57
Ethiopia, Eritrea	30

(France, Greece, Indonesia,  
Iran, Kuwait, Pakistan,  
Turkey, Yemen, Palestinians)

Field of study: Letters 943  
Law 596  
Social Sciences 626

Foreign students at the Syrian university and institutions of higher education.

1957

6,535

1,000

Jordan	358
Lebanon	91
Morocco	69
Tunisia	34
Egypt	18
Sudan	1
(France, Greece, India, Iran, Iraq, Turkey, Yemen, Palestinians, Bahrein).	

Letters	368
Law	360
Social Sciences	24

The Social Sciences, Law and Arts subjects were the most popular subjects with students from other territories in the Egyptian universities and institutions and with some 75% of the foreign students in Syria. The proportion of foreign students from Libya, Morocco, the Sudan, Syria, Tunisia, Ethiopia and Eritrea accounted for about 39% of the total number of foreign students in Egypt.

The Sudan. Apart from the 854 students in Egypt during the academic year 1956-1957, there were four Sudanese students in India and 107 in the United Kingdom.

Ethiopia and Eritrea. In the same period there were also 53 students from Ethiopia and Eritrea in Europe and the United Kingdom.

Somalia. In 1959 there were 125 students from Italian Somaliland on Government scholarships in Italy. Only 63 of these were at higher institutions: one was studying Law, one Political Science, and twelve Economics or Commerce.

Libya and Tunisia. Besides those in Egypt, there were a further 22 Libyan students in Italy during 1956-1957 and 4 in the United Kingdom. There were 1,142 Tunisian students in France and 15 in Switzerland.

Morocco. There were 970 Moroccan students in France and 57 from the Spanish zone in Spain, plus a few in Belgium, Switzerland and the United Kingdom.

The number going to France increased rapidly to 1,541 in 1958. Of these 716 were studying Law and 320 studying Letters, including 30 students taking Commerce and 2 Statistics.

West and Equatorial Africa(French-speaking zone), Madagascar. Students from the African Republics of the French Community or from Guinea proceed to higher studies in France. In 1958 there were at French universities (excluding departments in Algeria) 1,138 students from the French-speaking

zone of West and Equatorial Africa, 492 from Togo and the Cameroons and 637 from Madagascar and the Comores Islands. Of these 904 were studying Law and 338 were studying Arts.

African Students in France, June 1958.

Country, Region	Law	Letters
French West Africa	350	146
French Equatorial Africa	77	51
Madagascar, Comores	280	73
Togo (French)	56	20
Cameroons (French)	141	48

The universities where these students were studying were: Paris, Aix Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Lyon, Montpellier, Nancy, Poitiers, Rennes, Strasbourg, Toulouse.

Gambia, Sierra-Leone, Ghana, Nigeria. The number of students going abroad from Gambia is not known. A few go to Fourah Bay College. In 1957 there were 831 students from Sierra Leone abroad (including secondary school students). Nearly all of these were in the United Kingdom. Of those at universities or colleges, 68 were studying Law, 23 Economics and Commerce and 4 Public Administration. Ghanaian students abroad in the same year numbered 341, nearly all of whom were in the United Kingdom. There were about 400 students abroad from Nigeria, most of whom were studying Law or Medicine in the United Kingdom.

East and Central Africa. From the territory of Kenya in 1957 there were 1,328 students (including secondary school students) abroad. The majority were Asians and Europeans; 186 only were Africans. Over 800 were in the United Kingdom, 371 in India and Pakistan, 3 in South Africa and 78 elsewhere. There is no information on their courses of study. From Tanganyika there were 184 students at the University College of East Africa in Uganda and 41 at the Royal Technical College, Nairobi. There were also 252 students

from Kenya in Uganda and 17 from Zanzibar, Nyasaland and Northern Rhodesia. There were about 300 students from Southern Rhodesia in South African universities. There was one student from the Central African Federation of Bristol University, 4 at the University College of Fort Hare, 4 at Pius XII College in Basutoland, and one student studying Law in London.

Belgian Congo. From the Belgian Congo the number of students studying abroad in Belgium during the period 1956-1957 was only 13. Since then there has been some increase in this number, despite the opening of the two universities in the Congo. Students proceed to the State University at Liège, the Catholic University at Louvain, the Higher Institute of Commerce at Mons and the Higher Institute of Commerce at Anvers. During 1959 there were three African students enrolled at the Ecole des Sciences Economiques in the Institut des Sciences Economiques Appliquées at Louvain, and ten African students in the Ecole des Sciences Politiques et Sociales at the same Institute. At the University of Bruxelles, 1958-1959, there were thirteen African students taking courses in the Faculté des Sciences Sociales Politiques et Economiques. Of these four were studying Political Science and Diplomacy, two Political Science and Administration, three Economics and Finance, and one Auditing. At the Institut de Sociologie Solvay, University of Bruxelles, there were two African students, as research workers assisting in the study programme on African Politics.

The Department of Statistics at Léopoldville sends students to Belgium for advanced training. In 1959 there were five employees from this Government service at Belgian universities studying for Political and Social Science degrees. Moreover, Belgian officials both European and African attend six-month courses at the Institut National des Statistiques et des Etudes Economiques in Paris where a special programme on statistical methods for under-developed countries is arranged. Already sixteen European officials from the Congo have benefitted from this training, and it is intended to send African officials when they are sufficiently prepared.

Portuguese Territories. During the academic year 1956-1957 there were 67 students from Portuguese territories studying abroad; but most of these were Indians and went to institutions in India. A few Portuguese nationals from Mozambique and Angola proceed to the universities of Lisbon, Coimbra and Porto. Training in Economics and Statistics is given in the Higher Institute of Economics and Finance at the Technical University of Lisbon and in the Faculty of Economics at the University of Porto. Law graduates from other Faculties are also employed as economists in the Oversea Ministry and in the Portuguese provinces abroad. Bursaries and scholarships are offered to students of whatever origin, providing they have the entrance qualifications, but there are few secondary schools in Portuguese Africa which produce students with the baccalauréat or able to pass the university entrance examinations.

Miscellaneous and International - Among other opportunities for Africans wishing to train in Economics and Statistics are :

1. A six-month course which began for the first time in 1959, arranged by the London School of Economics in collaboration with the British Council. It is designed for experienced officials from oversea ministries and development corporations and provides theoretical study and practical observation of the British system of industrial financing and industrial expansion.
2. The Commission for Technical Co-operation in Africa South of the Sahara has been concerned with establishing three African training centres in the field of Statistics. The first, organized jointly with FAO and concerned with Agricultural Statistics was held in Ibadan, Nigeria from 1 July to 5 September 1953. Instruction was given in French and English to 42 students nearly all of whom were in the employment of African governments. The second centre was organized by C.C.T.A., FAO and the French Government and was held at Bingerville in the Ivory Coast from 5 August to 4 October 1957. Instruction was in English and French to 48 students. The third

centre organized in 1959 by the French Government was held from 6 July to 15 August at Bangui, République Centrafricaine. It was chiefly concerned with Demographic Statistics, and its purpose was to provide training for middle-grade officials in the organization of demographic surveys, with particular respect to the 1960 world population census. Instruction was given in French to 20 students.

3. United Nations : Technical Assistance Administration. Under this programme Fellowships and Resident Fellowships in the field of economic development are offered to senior officials with at least five years professional or technical experience, or to junior officials with at least two years experience and recognized university entrance qualifications. Periods of study are from three to six months, or for one year in the case of junior officials and the Fellowships are tenable in countries with an advanced level of technical development. Special in-service training courses of six months for African economists have been given since 1958 at the United Nations Headquarters in New York.

4. United Nations : Food and Agriculture Organization. Fellowships and Scholarships are available in Agricultural Economics and Statistics, for three to twelve months or for up to two years, and are intended to be used in connection with special Technical Assistance projects.

5. International Bank for Reconstruction and Development : General Training Programme. Bursaries are provided for nationals of member countries of the International Bank for training in banking procedure for periods of six months in the United States.

6. International Bank : Economic Development Institute. Officials from member countries are trained in the United States in the formulating of economic policy and the administration of development programmes.

7. International Monetary Fund. One year courses are held in Washington to provide training for specially selected officers in international monetary and financial techniques, Balance of Payments, Economic Accounting and Statistics, Analysis of Economic Accounts and Reports. Candidates must have a university degree, fluent English and must provide evidence of current and prospective employment in a Bank or the Finance Ministry of their country.

APPENDIX V

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