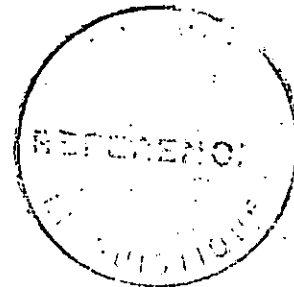


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ECONOMIC COMMISSION FOR AFRICA
Manpower and Training Section
Seminar on Correspondence Education
in Africa
Abidjan, 5 to 15 April 1971



FILE COPY

MEMORANDUM ON CORRESPONDENCE COURSES ORGANIZED
BY THE COMMISSION OF THE EUROPEAN COMMUNITIES

Under its general training programme for nationals of associate overseas countries and in order to diversify training aid, the Commission of the European Communities in 1965 launched a correspondence education course which has expanded rapidly, the initial number of trainees having risen from about 290 to the present figure of 2,050.

In addition to the full-time training scholarships, it has seemed advisable to provide scholarships for in-service training or further training.

In addition to its normal contribution to actual training, correspondence education could, it was felt, play a valuable part in preparing individuals for tests or competitive exams and in providing in-service retraining by programming courses to cater for differences in the assimilation rates and availability of individuals.

Moreover, owing to the fairly low cost of correspondence courses, these may be regarded as a good means of solving the difficult problem of increased training in developing countries.

The Commission of the European Communities enrolls trainees at correspondence education institutions in Europe and Africa, according to the training required.

Five years after the launching of the programme, scholarship applications are showing a dual trend. On the one hand, there are individual applications primarily for further training with an eye to promotion. These requests, all of which come from employed persons, are essentially directed at accounting, secretarial work, agriculture, statistics and industrial technology. As a rule, this type of training is provided by European schools. On the other hand, there are the training needs expressed by groups satisfied with the development of adapted programmes. The programmes relate more particularly to agricultural extension, as practical an initiation as possible in the problems of economy and development, and business management. They relate to groups under various forms of supervision, and all of them involve a significant element of tutoring (seminars, monthly meetings, etc.).

The trainee's quarterly marks sent in by the training institutions and followed up by the Commission's services are usually satisfactory, and in fact often good or very good. One of the major difficulties which trainees come up against seems to be assiduity. This problem, which is not peculiar to students in overseas countries, is one with which all those specializing in correspondence education are familiar.

Having regard to the difficulties inherent in this educational method, the Commission has endeavoured to ensure a better selection of candidates by making them undergo general knowledge and aptitude tests, so as to ensure that they follow a course which is really suitable. The Commission also tries to help trainees by providing them with local counsellors who, instead of merely supplying an oral version of the courses provided by the different correspondence education institutions, will help them understand the courses by giving explanations and thus avoid any intellectual "block".

The counsellors can help the institutions a great deal, particularly by ensuring any necessary adaptation of courses. At the end of every year, some African institutions hold a seminar lasting about a week at which audio-visual methods are used.

Tutoring has yielded good results and produced greater assiduity. Thus the students' lack of assiduity is no more marked than in any European country, where correspondence education has been in operation for a long time. In this respect, a highly encouraging indication is to be found in the merits and qualities of the majority of trainees, who benefit from none of the external signs attendant on the granting of "full-time" scholarships (a stay abroad, the acquisition of prestige, etc.).

Educational research has received special attention, and this has made for better adaptation in developing countries where, apart from a few successful endeavours, education is still essentially based on European standards. New teaching methods have come into use, particularly programmed teaching which should in many cases prove to be timely and effective if applied to correspondence education.

In the Ivory Coast, an experiment is also under way in local language broadcasting with a view to training students who can eventually act as village organizers using radio receivers.

CORRESPONDENCE TRAINING SCHOLARSHIPS

1969/1970 School Year

By country of origin	DISTRIBUTION OF SCHOLARSHIP STUDENTS BY TRAINING SECTORS AND LEVELS									T O T A L
	Economics			Agriculture			Technology			
	P	M	S	P	M	S	P	M	S	
Burundi	15	3	8	9	3	-	2	19	-	59
Cameroon	40	65	20	7	10	-	25	67	4	238
Central African Republic	4	2	-	33	2	8	2	-	-	51
Congo (People's Republic)	9	21	4	-	4	-	16	17	3	74
Congo (Democratic Republic)	9	38	11	1	1	-	61	64	2	187
Ivory Coast	16	37	8	8	6	1	35	64	24	199
Dahomey	5	2	1	43	5	-	5	1	7	69
Gabon	4	3	-	1	2	-	6	5	-	21
Upper Volta	34	41	2	8	13	3	27	17	2	147
Madagascar	4	155	3	23	34	4	1	23	5	252
Mali	1	9	-	53	1	-	1	-	-	65
Mauritania	3	1	-	-	-	-	-	-	-	4
Niger	-	234	-	68	-	-	2	-	-	304
Rwanda	3	15	6	-	4	2	1	5	-	36
Senegal	9	6	2	7	1	-	12	19	-	56
Somalia	-	-	-	-	-	-	-	-	-	-
Chad	2	9	-	65	4	5	1	1	-	87
Togo	34	34	7	19	4	1	9	12	1	121
Total	192	675	72	345	94	24	205	315	48	1,970

By country of origin	DISTRIBUTION OF SCHOLARSHIP STUDENTS BY TRAINING SECTORS AND LEVELS										T O T A L
	EAMA	Economics			Agriculture			Technology			
		P	M	S	P	M	S	P	M	S	
<u>PTOMA</u>	B/F	192	675	72	345	94	24	205	315	48	1,970
Netherlands		-	-	-	-	-	-	-	-	-	-
Antilles		-	-	-	-	-	-	-	-	-	-
Comoro Islands		-	1	-	-	-	-	-	-	-	1
New Caledonia		-	1	-	-	4	-	1	5	-	7
French Polynesia		-	-	-	-	1	-	-	1	1	3
St Pierre and Miquelon		4	-	-	-	-	-	4	5	-	13
Surinam		-	14	-	-	9	-	-	30	-	53
French Territory of the Afars and Issas		-	-	-	-	-	-	-	-	-	-
Total		4	16	-	-	10	-	5	41	1	77
Grand Total		196	691	72	345	104	24	210	356	49	2,047

TRAINING AND CORRESPONDENCE SCHOLARSHIPS

Trend from 1965/1966 to 1969/1970

Country of origin	1965/1966	1966/1967	1967/1968	1968/1969	1969/1970
Burundi	-	1	13	45	59
Cameroon	22	57	182	281	238
Central African Republic	26	51	42	81	51
Congo (People's Rep.)	53	65	90	117	74
Congo (Democratic Rep.)	5	7	147	126	187
Ivory Coast	-	98	204	223	199
Dahomey	6	6	27	93	69
Gabon	-	5	44	48	21
Upper Volta	12	33	128	180	147
Madagascar	22	212	188	216	252
Mali	-	80	80	73	65
Mauritania	8	13	5	10	4
Niger	7	17	207	205	304
Rwanda	65	119	69	51	36
Senegal	-	3	3	36	56
Somalia	-	-	-	-	-
Chad	30	39	78	100	87
Togo	-	4	9	96	121
Total	256	810	1,516	1,981	1,970
Netherlands Antilles	-	-	-	-	-
Comoro Islands	-	1	1	-	1
New Caledonia	6	10	8	6	7
French Polynesia	-	7	1	1	3
St. Pierre and Miquelon	1	6	10	13	13
Surinam	-	-	-	-	53
French Territory of the Afars and Issas	-	-	-	-	-
Total	7	24	20	20	77
GRAND TOTAL	263	834	1,536	2,001	2,047