



UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL

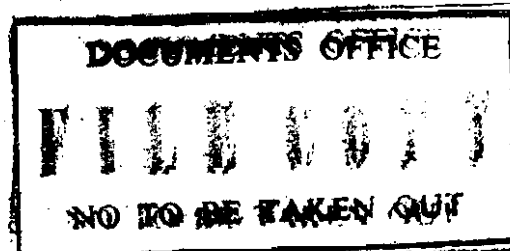


Distr.
GENERAL

E/CN.14/339
28 January 1965

Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA
Seventh Session
Nairobi, 9 - 23 February 1965
Provisional agenda item 5(j)(ii)



REPORT ON DEVELOPMENT IN AFRICA IN THE FIELD OF EDUCATION BY THE UNITED NATION'S EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

1. Unesco's programme of activities in Africa has continued in 1964 with emphasis on aspects of educational planning.

Conference of African Ministers of Education

2. The Conference of Ministers of Education of African countries participating in the implementation of the plan for educational development adopted at Addis Ababa in May 1961, held its first session in Abidjan (Ivory Coast) from 17 to 24 March 1964. Unesco, in co-operation with ECA, provided the services necessary for running the Conference. The Director-General of Unesco attended; and the Executive Secretary of ECA was represented. The Acting Secretary-General of the Organization for African Unity (OAU) was also present. Forty-five African countries were represented.

3. The agenda comprised five main items: recommendations of regional conferences in Africa for the implementation of the Addis Ababa Plan; national plans of education and progress achieved toward meeting the directives of the Addis Ababa Plan, including those covering the setting up of the necessary educational planning and evaluating machinery to ensure the integration of the educational plan in the over-all national, economic and social development plan; the financing of national plans of education;

evaluation of results achieved at the continental level in implementing the Addis Ababa Plan; nature of the relations between the Conference of Ministers of Education of African Countries and the Education and Cultural Commission and the Science Commission of the OAU.

4. On this last point the Conference recommended that OAU and Unesco negotiate and conclude an agreement governing relationships between the two organizations in order to strengthen co-operation between them.

5. The Conference also recommended that the University of Rwanda, the University of Stanleyville in Congo (Leopoldville), and the University of Northern Rhodesia (Zambia) be added to the list of universities for Africa drawn up in September 1962 at the Tananarive Conference on the Development of Higher Education in Africa. Further it underlined the view that the development of higher education in Africa should be undertaken as an essential part of educational planning and drew attention to the need to reduce to a minimum the cost of university education.

6. The Conference also endorsed the recommendations and resolutions of the Regional Conference on the Planning and Organization of Literacy Programmes in Africa also held at Abidjan (9 - 14 March 1964), and attended by some 50 senior government officials from 35 African countries. It recognized and endorsed the increasing emphasis which is being given in national development plans of education to literacy and adult education as an essential part of the development of the community as a whole in its various sectors and at its various levels.

Educational Development Planning and Administration

7. With a view to ensuring close co-operation with ECA in educational development programmes in Africa, Unesco has appointed a liaison officer stationed at Addis Ababa. It has further assisted ECA in connexion with the preparation for an economic survey of the West and North Africa with particular reference to the role of education in, and of educational policies for, over-all development.

8. In order to assist in the development and improvement of educational planning in the African countries, planning missions have been provided at

the request of 10 governments: Basutoland, Bechuanaland, Congo (Brazzaville), Ivory Coast, Libya, Mali, Somalia, Southern Rhodesia, Swaziland and Togoland, thus bringing to a total of 21 the number of African countries which have received planning missions since the Addis Ababa Plan was established.

Members of the teams have been specialists in primary and secondary education, adult education, educational administration, economics of education or educational statistics, and have worked in co-operation with experts of FAO in agricultural education. Missions to assist in planning the development of higher education have been provided at the request of the governments of Somalia and Burundi. The reports on the missions have defined the main educational problems and made recommendations on means to ensure the continuing process of educational planning and review and its integration into the over-all national plan of economic and social development.

9. In addition, under the co-operative programme which Unesco has undertaken with the International Bank for Reconstruction and Development, Unesco has organized or participated in missions to four African countries - a project identification mission to Ethiopia was followed by a project preparation mission in November/December. Unesco also supplied staff members to Bank missions sent to Algeria, Congo (Leopoldville), Madagascar and Mauretania.

10. Unesco has provided, under the authority of the Director of the African Institute for Economic and Educational Development and Planning, Dakar, an educational planning group of two educationalists and an expert in the economics of education, who have in 1964 participated in the steps taken by the Institute to carry out the task of training African experts and government officials in the field of economic development and planning, research in this field, and the provision of advisory services to African countries. The group have participated in the organization of a main course of training in Dakar, and of a specialized three-month course in Cairo. The latter course was organized in collaboration with the Institute of National Planning of the United Arab Republic, the ILO and Unesco, with the participation of FAO. The course was attended by 29 senior civil servants from 14 African countries, in the fields of manpower and employment, education and training, and economic development policy.

School Buildings

11. The need for school places provided economically to meet national targets for expansion has featured in many a national educational plan of development in Africa. In this connexion, the regional activity of the Unesco School Construction Bureau for Africa at Khartoum, is of particular interest. The Bureau has continued its work on two construction projects, one at Omdurman (Sudan) and the other at Zaria (Nigeria), carried out a survey of primary school building problems in the various regions of the Sudan and co-operated with the school Building Department of the Sudanese Ministry of Education in its work on the design and structure of low-cost school building. The Bureau has also sent an expert to Tanganyika and Sierra Leone to evaluate the costing and proposed construction techniques at the two educational institutions, a girls' secondary school in Tanganyika and a teacher training college for women in Sierra Leone, planned under the Swedish Government's project for the development of education of girls and women in Africa. Upon completion of the ongoing projects, the Bureau will expand its functions as a regional centre, oriented to documentation and information, rather than architectural service, on specific projects, with particular attention given to aiding national development groups.

Educational documentation and information, textbooks and teaching methods and techniques

12. Problems of quality, as well as of quantity, have continued to receive attention. The Unesco Regional Centre for Educational Information and Research in Africa, located at Accra (Ghana) has continued its work of supplying educational documentation and information, and of curriculum studies. A study has been carried out on the passage from the mother tongue to a language of wider communication. An investigation is being undertaken into the teaching of science in African secondary schools. These two studies are a result of the recommendations of the 1962 Tananarive meeting of experts on the adaptation of the general secondary school curricula. To promote the development of national educational research and documentation services, a technical meeting on educational documentation and teaching materials (including audio-visual aids) was organized by the Centre in August 1964. Forty-three officials, from 29 African countries, in charge of educational documentation centres and audio-visual services, attended the meeting.

13. Content of education, textbooks and teaching syllabuses which are adapted to local conditions continue to be one of the concerns of educationists in the African countries, and experts have been requested to assist with work in this field. In a wider context, the Textbook Production Centre, Yaoundé, established in co-operation with the Government of Cameroun, has continued to serve the participating Member States, Chad, Congo (Brazzaville), Gabon, the Central African Republic and the host country. Production of materials by the Centre included periodicals for the participating countries, materials for the literacy campaign in the Cameroun, and a civics textbooks for use in Cameroun schools. The Swiss Government has financed the printing of a textbook for teachers. At its meeting in July 1964 in Libreville, the Governing Board of the Centre considered plans for the next phase in the life of the Centre which would follow the expiry in August 1964 of the agreement under which the Centre had been working since its inception in August 1961. The Board added the role of editing school textbooks to its previous functions of printing, stocking and distributing teaching materials (including textbooks) and of training technicians. In place of the original agreement signed by Unesco and the Government of the Cameroun a new agreement has been signed by the five participating Member States, marking their acceptance of full responsibility for the affairs of the Centre. Five Camerounian apprentices at the Centre were awarded fellowships for study abroad, and completed a nine-month training in Europe.

14. As far as teaching methods and techniques are concerned, special attention has been given to assisting African countries in exploring the possibilities of programmed instruction and learning. As a follow-up to the workshop on Programmed instruction held at Ibadan in July 1963, a work conference was held at Zaria in April 1964 to analyse, test and select programmes for use in teacher training colleges, and in secondary and vocational schools, and to designate areas where new programmes are needed. The Conference was followed by a workshop at the Unesco Regional Centre for Educational Information and Research, Accra, for the purpose of training teacher training lecturers (in Psychology, Pedagogy and Methods) in the techniques of programmed instruction and learning.

Personnel

15. The personnel needs of the African countries have continued to receive attention, foremost among which is the need for trained teachers. The two regional centres for the training of teaching staff for primary teacher-training institutions and educational advisers have continued their operations. The Centre at Makerere College, Kampala (Uganda) for English-speaking trainees has completed its third course since the inception of the scheme in 1961, and that at Bangui (Central African Republic) for French-speaking trainees its second course. Unesco has supplied three members of the teaching staff for each of these courses. Between October 1963 and July 1964, the Centre at Bangui had 28 trainees from nine countries and the Centre at Makerere had 30 trainees from eight countries for whom fellowships were provided within the framework of Unesco's programme. The Centre at Bangui commenced its third course in October 1964 with 29 trainees.

16. A pattern of assistance to Member States is developing whereby Unesco and Unicef co-operate in providing in-service training for the purpose of upgrading primary school teachers and improving quality of primary school teaching. In Niger, training centres have been set up as extensions of the existing teacher training colleges. Auxiliary teachers have been brought to these centres and given four-month refresher courses. Mobile teams of teachers have also been established, equipped with audio-visual, demonstration and reference materials supplied by Unicef. Under a supervisory group comprising personnel of the Ministry of Education, and a Unesco expert in Primary Teacher Training, the mobile teams have visited schools, given demonstration lessons, and assisted practising teachers with advice on their professional problems. In this way a much needed in-service training has been given to teachers who cannot be freed from actual teaching to attend full-time refresher courses. This activity is one of several projects in co-operative endeavour between Unesco and Unicef to which Unesco has given technical supervision.

17. Seventeen such projects were approved by the Unicef Executive Board at its sessions of January and June 1964. These were in the following fields: training of primary school teachers; primary school inspection

and administration; training of home economics teachers; rural education; pre-vocational training for girls; and nutrition education.

18. As regards the training of teachers for secondary schools, the network of secondary teacher training institutions, set up with financial assistance from the United Nations Special Fund and with Unesco as Executive agency, has expanded. In 1961 secondary teacher training colleges were opened at Yaoundé and Abidjan; in 1962 at Dakar, Bamako, Brazzaville, Lagos and Zaria; in 1963, at Owerri (Eastern Nigeria) and Tananarive. In 1964 three new colleges were opened, in Southern Rhodesia, Congo (Leopoldville) and Western Nigeria. By 30 November 1964 there were 12 institutions with 1,750 students and 110 experts attached to the schools providing general instruction and teacher training.

19. A meeting of the directors and the experts in science teaching of these teacher training colleges was organized in July to study the main problems of secondary school training and the adaptation of secondary education in Africa.

Aid to the Congo (Leopoldville)

20. Unesco has conducted a programme of in-service training for primary school teachers involving 19 posts, 10 of which have been financed by Unicef, which has also provided the necessary equipment. In all there have been 900 teachers in secondary schools of the Congo holding posts financed under the United Nations Congo Fund. Unesco has assisted the Government in the recruitment for, and in the administration of these posts. In addition there have been 100 posts of educational experts provided for by Unesco to assist in the administration and development of the educational system.

21. In January 1964 the Special Fund approved the plans of operation of two institutes, the National Pedagogical Institute and the National Mining Institute and continued its support to the National Institute for Buildings and Public Works, Unesco being the executive agency in each case. There has been a considerable effort to normalize the financing of Unesco work in the Congo. A considerable part of the programme will henceforth be financed through sources normally used by United Nations agencies.

Prospects for 1965

22. The programme of activities reported on above will continue in 1965. Some activities will be carried on with new emphases; and there will be new ones. In this context, a few activities may be mentioned. In pursuance of the recommendations of the Abidjan Conference of African Ministers, Unesco will consult with the OAU and with the ECA with a view to organizing in 1966 or 1967 a Conference of Ministers of Education in Africa within the framework of an agreement between Unesco and OAU. Preparatory studies and work will be undertaken in 1965.

23. The educational planning team set up in 1963-64 within the African Institute of Economic Development and Planning will be brought up to its full strength of four in terms of the agreement on co-operation between the Institute and Unesco.

24. The Unesco School Construction Bureau for Africa, in Khartoum, will follow a new direction. In the light of the recommendations made by the International Educational Building Conference, held in London in 1962, and in liaison with similar regional institutions set up in Mexico City and Bandung, the Khartoum Bureau will assemble documentation on the relevant experiments in school construction in Africa and other continents, will promote studies on these problems and ensure the dissemination of these documents and of the results of these studies for the benefit of the African countries; and will encourage the formation of national "development groups" responsible for preparing school construction programmes and give them technical aid.

25. Three new Special Fund assisted projects for the training of secondary school teachers will become operational in 1965-66: Ethiopia, Sierra Leone and Tanzania.

26. The Regional Centre for Educational Information and Research in Africa will continue to provide documentation services for African States. It will also ensure dissemination of the results of certain special studies relating to school curricula, particularly the results of the survey on science teaching in secondary schools carried out in 1964. Similar studies

will be undertaken in 1965 on the improvement of curricula and teaching methods, particularly of literacy teaching methods and language teaching; they will bear on the gradual replacement, for teaching purposes, of African languages by other African languages and by widely-spoken non-African languages. The Centre will collaborate with the Sub-Regional Centre at Ibadan into which the National Centre for Research, Training and Production in Adult Education is to be expanded to serve as the principal centre for West Africa for carrying out research, experimental and evaluation studies in adult education.

27. In conformity with the recommendations of the Tananarive Meeting of Experts on the Adaptation of the General Secondary School Curriculum in Africa held in July 1962, and following a meeting of consultants on the school curriculum held in 1964 at the Regional Centre for Educational Information and Research, an African Committee of experts on school curriculum will be established in 1965. The Committee will work in co-operation with the various documentation and research centres which are particularly concerned with curriculum reform, and assist in co-ordinating their activities.

28. The programme of fellowships provided under a fund-in-trust contributed by the Swedish Government for the improvement, over a five-year period, of facilities for the education of girls and women in Africa and designed to train fellowship-holders as specialists in adult education will be continued. Country projects in Sierra Leone, Tanzania and Ghana planned to be financed from the same source will be begun, namely, the construction and operation of a Women's Training College in Sierra Leone, a girls secondary boarding school in Tanzania, and the provision of scholarships for secondary education for Ghanaian girls as well as of three science teachers and science equipment for three girls' secondary schools in Ghana.

- - - - -