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EDUCATIONAL DEVELOPMENT IN AFRICA
IMPLEMENTATION OF THE ADDIS ABABA PLAN

(Submitted by the United Nations Educational, Scientific
and Cultural Organization)

EDUCATIONAL DEVELOPMENT IN AFRICA
IMPLEMENTATION OF THE ADDIS ABABA PLAN^{1/}

1. Meeting of Ministers of Education of African countries

A Meeting of Ministers of Education of African countries participating in the implementation of the Addis Ababa Plan was held at UNESCO House from 26 to 30 March 1962; it was organized by UNESCO in close co-operation with the United Nations Economic Commission for Africa (ECA) and along the lines laid down by the United Nations General Assembly in a resolution on African educational development, adopted at its 16th session (Resolution A/RES/1717 (XVI)).

Thirty-six African States and territories were represented at this Meeting, 31 of them by their Ministers of Education. Eight States, members both of UNESCO and of ECA, and 37 other Member States of UNESCO sent observers, as did also the United Nations, ECA, ILO, FAO, WHO, TAB, UNICEF, the League of Arab States and many international non-governmental organizations.

The Meeting adopted a report and a series of recommendations (see UNESCO/ED/MIN/XIV), which may be summarized as follows:

- (a) The most urgent measures to be taken in 1962-1963: The Meeting recommended that priority continue to be given to secondary education, the training of primary and secondary school teachers, the teaching of widely-spoken languages and research on African languages;
- (b) Financing of education: The Meeting recommended that steps be taken to ensure a balanced distribution of expenditure at the different levels of education and reaffirmed the goal set forth in the Addis Ababa Plan - i.e. it agreed that, by 1965, at least 4 per cent of the aggregate national income of the African countries should be devoted to education;
- (c) Planning of education: The Meeting reaffirmed the importance of such planning and invited UNESCO to set up an educational planning

^{1/} The Addis Ababa Plan was adopted by the Conference of African States on the Development of Education in Africa, held at Addis Ababa from 15 to 29 May 1961.

division within the African Institute for Economic Development Planning to be established at Dakar by the Economic Commission for Africa; it also invited the African Member States and Associate Members of UNESCO to establish or further improve educational planning machinery within their ministries and to integrate their educational plans into their national development plans:

(d) Additional deficit which each country will have to face in 1963-1964: The Meeting calculated these deficits and issued an appeal to UNESCO, the organizations of the United Nations system and the Member States of the United Nations and Specialized Agencies to increase their financial assistance and to make a special effort on behalf of the African countries which have a low level of primary school enrolment; it also recommended that UNESCO continue to facilitate the co-ordination of all sources of assistance:

(e) Establishment of machinery for keeping the execution of the programmes under review: The Meeting instituted a Conference of Ministers of Education of African countries participating in the implementation of the Addis Ababa Plan, which will meet at least once every two years to keep under review the execution of the programmes drawn up in accordance with that Plan.

The Executive Board, at its 61st session, authorized the Acting Director-General "within the approved programme and budget and in co-operation with the Economic Commission for Africa, other Specialized Agencies, UNICEF, the Technical Assistance Board, the Special Fund and the International Development Association, to assist the African countries in implementing the recommendations" of the Meeting of African Ministers and to bring the report of that Meeting "and the resolution of the Executive Board thereon to the Economic and Social Council at its 34th session" (61/Decisions, 12.1.1).

The Economic and Social Council considered the report of the Meeting at its 34th session and, in its resolution 905 (XXXIV), called the attention of the United Nations General Assembly to the establishment of the permanent Conference of African Ministers of Education, and also

to the additional financial needs to which the Meeting had given prominence. The General Assembly, at its 17th session, appealed to Member States of the United Nations to take steps to meet those needs.

The General Conference, at its twelfth session, after examining the report of the Meeting of Ministers, adopted a resolution authorizing the Director-General "to organize in 1963, in co-operation with the Economic Commission for Africa, a meeting of the Conference of Ministers of Education ..." (Resolution 1.313), the secretariat of the Conference to be provided by UNESCO.

2. Conference on the Development of Higher Education in Africa
(Tananarive 3-12 September 1962)

The Conference on the Development of Higher Education in Africa, organized in co-operation with the Economic Commission for Africa, was held from 3-12 September 1962 at the invitation of the Government of the Malagasy Republic.

The Conference was attended by 82 delegates from 31 African countries, by 29 observers from 13 Member States and one non-member State outside Africa, by 5 representatives of the United Nations, ECA, WHO, FAO and UNICEF, and by 21 observers from eleven international non-governmental organizations and from private Foundations.

The Conference was conceived as a follow-up of, as well as a complement to, the Conference of African States on the Development of Education in Africa held in Addis Ababa in 1961.

The most far-reaching decision adopted by the Conference relates to the number of university institutions on which all resources, national, continental and international should be concentrated. The Conference listed 32 university institutions for this purpose and noted that 18 medical schools or faculties and ten veterinary faculties in Middle Africa exist or are planned. The agreement to pool and concentrate resources in the field of university education, while allowing other higher educational establishments to develop rapidly in response

to national needs, was hailed by the Conference as a major achievement for the development of higher education in Africa.

The Conference defined the role of institutions of higher education in the development of Africa, and stated that as part of the world community of learning, the institutions of higher education and particularly the African Universities should promote the unification of Africa, encourage elucidation and appreciation of African culture and develop as fully as possible the human resources for meeting manpower needs.

The Conference also set broad targets for the development of higher education in Africa during the currency of the Addis Ababa plan. It was decided to increase student enrolment from the present 31,000 in 1961-62 to 274,000 in 1980 for Middle Africa, and from the present 134,000 students to 365,000 students in North Africa. The 50 per cent ratio of African students abroad is to be maintained from the current quinquennium for Middle Africa, to be gradually brought down to 10 per cent in 1980. Attention was called to the urgency of increasing as soon as possible the number of students enrolled in the disciplines of agriculture, forestry and fishery.

In regard to the staffing of higher education in Africa, the Conference estimated that 14,000 African staff and 7,000 expatriate staff are to be recruited during the 20 year period. It made recommendations as to the training of African staff and the recruitment of expatriate staff, and called upon non-African States and the United Arab Republic for assistance in the matter.

The total cost of higher education in Middle Africa, according to the Conference, will rise from 100 million dollars in 1965 to over 500 million dollars in 1980. This would mean an over-all deficit in the development of all educational facilities in Africa which rises from over 100 million dollars in 1960 to 900 million dollars in 1970, falling to 400 million dollars in 1980, for which the Addis Ababa planners have called for international aid. The planning of the higher education

finances by the Conference is within the Addis Ababa financial targets and financial deficits and creates no new problem. The Conference recommended that staff-student ratio should be moved from 7 to 15 for universities and 20 for non-university higher education institutions, that all available space in the institutions should be fully utilized by taking in more students, by organizing evening classes and undertaking extra-mural activities, that an African salary scale and conditions of service for African staff be rapidly developed, and that buildings for the institutions and residential facilities be adapted to conditions in Africa.

The Conference entered also into the question of the choice and adaptation of the higher education curriculum to the conditions of African life and development. In the area of intellectual adaptation and Africanization, the Conference felt that an early start can be made by meeting the immediate calls of Africa and its society, whether it be in the study of African natural resources, African geography or the structure of administration of this continent and the unique conditions of economic growth it promotes.

In discussing inter-African co-operation for the development of higher education, the Conference recommended that the following areas of co-operation should be given priority: the formation of a Conference of Heads of African Universities; the study of equivalences of degrees and diplomas both African and international; the study of admission standards into higher educational institutions in Africa; the study of transfer and acceptance of credits; exchange of students and staff and between libraries; and the joint establishment and financing of university institutions and certain costly faculty disciplines.

3. Educational planning groups

In accordance with the decision taken by the Executive Board at its 60th session (60 EX/Decisions, 8.1.3), assistance in the sphere of educational planning has been afforded to Cameroun, Somalia, Tanganyika

and Ivory Coast. Similar assistance is to be granted to Liberia and Madagascar early in 1963. The activities carried out during the first six months of 1962 can be described briefly as follows:

- (a) An educational planning group, consisting of six specialists in different branches of education, went to Cameroun from 10 February to 31 May in order to identify the problems arising in that country to collect data and to advise the Government on essential administrative machinery. A second mission is to be organized in 1963.
- (b) Another educational planning group of four consultants specializing in different branches of education was sent on mission to Somalia for the same purposes from March to June 1962. An official was made available to the Government under the OPEX Programme, and two consultants will conduct special studies in 1963 in pursuance of the group's recommendations. A second mission is also planned for 1963.
- (c) From July to September 1962, five specialists from the United Kingdom and the USSR carried out a three months' mission to study educational planning in Tanganyika.
- (d) An educational planning group consisting of three French specialists and one Syrian specialist undertook a similar three months' mission in the Ivory Coast in December 1962.
- (e) Two educational planning groups, each composed of three specialists, will begin their work in Liberia and Madagascar respectively in January 1963.
- (f) There will be a second educational planning mission to Upper Volta and Sierra Leone in 1963, while the former country will also be assisted by specialists in adult education and technical education.
- (g) An educational planning group will give assistance to Northern Rhodesia, while specialists will continue with the work already undertaken in this field by Southern Rhodesia.

In organizing all these missions, UNESCO works in close collaboration with ILO and FAO, whose experts have co-operated on various occasions with those of UNESCO.

4. Training course for intermediate-level educational administrators

A course for intermediate level-educational administrators and school supervisors was organized in Leopoldville (Republic of Congo) on the premises of the Lovanium University from 6 August to 29 September. The course was attended by twenty-six trainees from Central African Republic, Chad, Cameroun, Congo (Brazzaville), Congo (Leopoldville), N. Gabon, Nyasaland, Rwanda and Tanganyika. The course was conducted by three consultants with the assistance of several UNESCO experts stationed in the Congo (Leopoldville).

5. Advisory Commission in the field of higher education

Assistance towards the planning of higher education was given in two instances. With the help of UNESCO, the Federal Government of Nigeria set up a joint Advisory Commission for the establishment of the University of Lagos with specific responsibilities for assisting the Government in defining the status, scope and nature of the Federal University and its relations with other institutions of higher education, and for making recommendations concerning its organization, development and financing. The report was submitted to the Federal Government in December 1961 and, on the basis of the recommendations of the Commission, the University opened in October 1962.

In the Federal Republic of Cameroun, an Advisory Commission for the development of higher education consisting of five international experts, and three officials from Cameroun, submitted in April 1962 a report containing recommendations concerning the creation of various higher education institutions and solutions to be given to the problems of higher education.

6. Adaptation of Curricula

In the field of curricula, a meeting of experts on the Adaptation

of the General Secondary School Curriculum in Africa was held in Tananarive from 2 to 13 July. Forty-five experts from 29 African countries attended. The majority of the participants were education officers in Ministries of Education whose functions included planning and revision of curricula.

Drawing on the varied experiences thus represented, the Meeting set out guides to curriculum reform of a general character. It also made specific recommendations on the approach to the revision of syllabuses, and teaching, in the following areas of study: languages, natural and social sciences, the fine arts, and physical education.

Recognizing the need for a long-term programme of research and action, however, the Tananarive Meeting recommended that an African Committee of Experts should be set up, under the auspices of UNESCO and interested Member States to initiate and promote such a programme.

7. Regional Education Centre

A Regional Education Centre opened in Accra in January 1962 with two main types of activities, in connexion with education documentation on the one hand, and the improvement of textbooks and teaching aids on the other. The Centre has begun enquiries into the present status of African languages in Education.

8. Construction of school buildings

The UNESCO School Construction Bureau for Africa, established in Khartoum in co-operation with the Government of Sudan in November 1961, has been in operation since January 1962. One of the aims of this Bureau is to enable countries in Africa to benefit by the research and studies carried out by the central group in Khartoum. However, as a major part of its programme for 1962-1963, the Bureau is responsible for the design of three school building projects for Omdurman (near Khartoum), Zaria (Northern Nigeria), and Bangui (Central African Republic), as well as the direct supervision of the construction at Omdurman. The Group comprises under a Director, five specialists in

architecture, surveying and engineering, and one educational consultant. Local staff is supplied by the host country.

The Higher Teacher Training Institute at Omdurman is under construction under the supervision of the specialists of the Bureau. It is expected that buildings for housing the classrooms and laboratories will be ready for occupancy by February 1963. Work is progressing on the design of the buildings of the Higher Teacher Training School in Zaria, and the Teacher Training College for primary school teachers in Bangui. A preliminary survey of school buildings in the Sudan has been completed. Arrangements are in hand for the publication of the report on this survey as well as of studies on the planning, design and construction of the three above-mentioned institutions.

Three architects and one engineer from the Sudan and Nigeria are attending a six-month training course at the International Information and Development Centre for Building and Housing (Bouwcentrum) in Rotterdam under an agreement between UNESCO and that organization.

9. Training of secondary school teachers

With the help of the Special Fund, five secondary school teachers' training colleges started functioning in November 1962 at Dakar (Senegal), Bamako (Mali, Brazzaville (Congo), Lagos and Zaria (Nigeria) in addition to the two already established at Yaoundé (Cameroun) and Abidjan (Ivory Coast). Pedagogical Education Centres will develop within the framework of these institutions. Preparation is being made for opening five similar institutions in 1963 in Eastern and Western Nigeria, Madagascar, Ghana, and the Federation of Rhodesia and Nyasaland.

10. Teacher training for primary teacher-training institutions

Two regional centres for training teachers for primary teacher-training institutions have been established in Africa, at Makerere College, Kampala (Uganda), and Bangui (Central African Republic) respectively. Two courses have already been organized at Makerere, the first one bringing together twenty-nine students from six African

countries, and the second one twenty-five students from twelve countries. A similar course was organized in Bangui from the beginning of November 1962 with twenty-seven students coming from eleven-French speaking African countries.

11. Meeting on African women and adult education

A meeting organized in Dakar in November 1962, brought together delegates from twenty-one African countries and representatives from ILO, WHO and FAO. They dealt with three main topics: literacy and follow up, access to general and technical education, education in citizenship and social development.

12. Expanded Programme of Technical Assistance to Member States

To assist Member States and Associate Members in Africa to plan and develop their educational systems, UNESCO placed at their disposal the services of 87 experts in the following fields, supplying some equipment to facilitate their work where practicable and appropriate: Educational Administration and Planning (23); Curriculum, Teaching Methods and Materials including textbooks (3); Language and Social Sciences Teaching (7); Science and Mathematics Teaching (9); Physical Education and Arts and Crafts (2); Teacher Training including Pedagogy; Psychology and Examinations (13); Technical and Agricultural Education (3); Educational Documentation (6); School Buildings (1); Adult and Rural Education including Visual Aids, School Broadcasting (20).

UNESCO also awarded fellowships to national counterparts for further study by which they could improve their qualifications and be better fitted for increased responsibility in the educational work of their country.

13. Aid to the Republic of the Congo (Leopoldville)

UNESCO continued to provide aid towards assisting the Government in operating and developing its educational system. This aid has taken the form of assistance to the Central Ministry and the Provincial

Ministries of Education, the launching of an emergency programme of secondary education, experts' assistance in recruiting secondary school teachers, the reorganization of secondary school inspection, the training of school inspectors and of secondary school teachers through the establishment of a Higher Training College, as well as the in-service training of primary school teachers by travelling teams, and the assistance in preparing the reform of school legislation, curricula and organization. Assistance was also given towards the establishment of a School of Mines in Bukavu, and UNESCO experts participated in the establishment by the United Nations of a National Institute for Building Construction and Public Works.

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