

UNITED NATIONS
**ECONOMIC
and SOCIAL
COUNCIL**

Distr.
GENERAL

E/CN.14/515
E/CN.14/WP.6/36
24 February 1971

Original: ENGLISH



ECONOMIC COMMISSION FOR AFRICA

REPORT OF THE EXPERT GROUP MEETING ON EDUCATION
AND TRAINING FOR DEVELOPMENT IN AFRICA

Addis Ababa, 7-11 December 1970

Terms of Reference

1. The meeting of the Expert Group on Education and Training for Development in Africa was held at Addis Ababa from 7 to 11 December 1970, in accordance with (i) the United Nations General Assembly resolution 2306(XXII) designating 1970 as the International Education Year, and (ii) Project 45(d) of the Programme of Work and Priorities for 1969-1970 of the United Nations Economic Commission for Africa.

Attendance

2. The meeting was attended by nine African experts in the field of general, technical, vocational, commercial, adult and teacher education, educational administrators and economists from the English- and French-speaking countries of Africa, invited in their personal capacity and not as representatives of States, Organizations or Institutions. In addition, four experienced scholars and administrators in the field of education and training from Africa and the USA participated as Consultants. The United Nations specialized agencies, International Organizations and Foundations, and donor agencies were also represented. A complete list of participants is contained in annex III.

Purpose

3. The main objective of convening the meeting under the aegis of the United Nations Economic Commission for Africa was to focus the attention of member States upon the necessity of shaping national systems of education and training to serve as instruments of economic and social development. It was hoped that the experts and consultants would assist in identifying major structural, programme and content deficiencies and gaps in the systems of education and training in Africa for promoting rural development and industrialization; in reviewing the adequacy of training facilities to meet the economic and social needs and priorities of Africa; in suggesting guidelines for educational planners and administrators, and in recommending priority areas for external assistance to education in the 1970s.

Organization of the Work

4. All the meetings of the group were held in plenary sessions. The group had before it documents prepared by the secretariats of United Nations Headquarters, ECA, UNESCO, FAO, a staff member of the Haile Selassie I University, and Consultants from the Phelps-Stoke Fund. (See annex IV for list of documents). In addition, oral presentations were made on certain topics by representatives of ILO, UNESCO and FAO (see annex II for Daily Programme and Schedule of Work).

Opening Address

5. On behalf of the Executive Secretary of ECA, Mr. J.C. Shoniwa, Special Assistant to the Executive Secretary welcomed the participants. (The text of the Executive Secretary's statement is reproduced as annex V).

Election of Officers

6. The following officers of the meeting were elected:

Mr. A.C. Mwingira (Tanzania)	-	Chairman
Mr. Rachid Touri (Algeria)	-	Vice-Chairman
Prof. E.A. Tugbiyele (Nigeria)	-	Rapporteur (Items 3 and 4)
Prof. A. Wandira (Uganda)	-	Rapporteur (Items 5 and 6)

Adoption of Agenda, Programme and Schedule of Work

7. The participants adopted the provisional agenda and the detailed topics of discussions (see annex I) as well as the provisional daily programme (see annex II).

Conclusion of Meeting

8. In concluding its task, the Expert Group expressed its appreciation of the services rendered by the officers of the meeting; the contributions of members, consultants and the representatives of the United Nations specialized agencies and other organizations; and of the successful organization and work by the secretariat of the Commission.

CONCLUSIONS AND RECOMMENDATIONS

Agenda Item 3: Introductory discussion on relating African education to economic and social development needs and priorities

9. The topic was introduced by a UNESCO representative who reviewed briefly the past ten years of educational development in Africa and drew attention to the change that had taken place in the concept of development during the period, which now stressed the point that education must be viewed together with social and economic development. The relevance of education to development is not to be underestimated. Some of the difficulties and challenges facing education in the 1970s were mentioned and certain proposals were made for making education more relevant and efficient.

10. The participants were of the view that in the past ten years despite the great efforts made and achievements realized in increased enrolment and expenditure, education in Africa for varied reasons did not meet adequately the needs of social and economic development.

11. The group urged strongly that in the 1970s African education must be development-oriented and that educational institutions and programmes should be more closely related:

- (a) to increase the productivity of the workers and peasants;
- (b) to meet the employment needs of the population, especially of the increasing number of youth;
- (c) to raise the level of economic, social and political development of the people, particularly, that of the rural population.

12. To this end the group recommended that:

Educational Planning

- (i) With a view to integrating educational plans with overall national development plans efforts be intensified to establish planning units in the Ministries of Education, where this has not been done, and to train educational planning personnel.

Modern Management Techniques

- (ii) New management methods should be introduced in the administration of educational systems, programmes and projects to improve the efficiency of planning, procurement and control, and to facilitate the development of innovative policies and institutions; and, in addition appropriate training courses in modern management techniques be provided in university faculties of education and teacher training institutes.

New Educational Strategies

- (iii) Efforts be made to develop new strategies at sub-national, national and regional levels, and educational means be devised to meet the specific needs of different age and functional groups in the population instead of merely expanding the existing educational institutions.

Co-ordination

- (iv) Greater co-ordination be effected among the several agencies, public and private, responsible for education and training.

Associating Educators in Decision-making Process

- (v) Educators should be associated with any political decisions made concerning their area of responsibility and activity to ensure proper planning and effective implementation.

Structure and procedures of Ministries

- (vi) A review of the structure and procedures of Ministries of Education be made and changes effected so as to facilitate the rapid execution of educational and development plans.

Relevance of Educational Objectives, Content, Programmes

- (vii) The objectives, content and programmes of education be reviewed and reformulated so as to make them more relevant to the economic, social and political needs of changing Africa.

Development Studies

- (viii) The development process be made a subject of study as well as integrated in the curricula of secondary, teacher-training and university institutions so that their graduates may develop the right attitudes and commitment to development; and, in addition, to reinforce those attitudes by involving youth actively in development tasks through national service schemes.

Use of Educational Technology

- (ix) Educational methodology take into account and make appropriate use of the technological innovations now becoming available to increase its effectiveness and productivity, as in industry and agriculture.

Research in Development Education

- (x) Ministries of Education and universities undertake systematic research and experimental projects to determine the kinds of experience, skills and attitudes at the different levels of education which contribute to economic and social development.

Technical Assistance

- (xi) The group called upon the ECA, UNESCO, ILQ, FAO and other international organizations to render technical assistance to African Governments and institutions to implement the above recommendations.

Agenda Item 4: The design of education and training for rural development

13. For the discussion of this major topic the group had before it two working documents (E/CN.14/WP.6/31 and ECA/MPTR-14/1970) and a number of background papers (see annex IV). The discussions on the various topics were introduced by members of the ECA, UNESCO, FAO and ILO secretariats (see annex II).

14. The group was of the view that a sound educational policy and the design of a system of education and training that would be relevant and contribute to the economic and social development of the rural areas must be founded upon a thorough understanding of the economic and social conditions prevailing in these areas, and be based upon a clearly stated set of national economic and social objectives. Too often educational planning and action were impeded and made irrelevant to the environment and needs of the population by the lack of a clear statement of educational objectives and priorities derived from these overall national objectives.

15. The group took note that African economies were in general dual economies, comprising a modern and a traditional subsistence sector. The majority of the African population lived in the rural subsistence sector, which accounted for their poverty and low standards of living. It took note also that the strategy of accelerated economic development in Africa called for the transformation and modernization of the subsistence economy. This had for its goal the development of a diversified economic structure and pattern of activity in which modernized agriculture would be supplemented by appropriate industrial and commercial undertakings, and related service industries. A comprehensive rural development policy will give due weight and emphasis to employment objectives.

16. The group was convinced that for education and training to make an effective contribution to the development process other concomitant measures would need to be taken by government and other agencies to build up the rural infrastructure and to provide the necessary incentives to mobilize the efforts of the rural population. It, therefore, endorsed the integrated approach to rural development in which the education and training of the rural people in the appropriate skills, knowledge and attitude constituted but one component in the development strategy. In this connexion it observed that more vigorous steps need to be taken to effect greater co-ordination and harmonization of administrative structures and procedures of the various government ministries and agencies concerned with rural development, including the Ministry of Education.

17. To this end the group recommended that:

ECA, UNESCO, ILO and other specialized agencies continue and intensify their assistance to governments to establish modern administrative structures and procedures which would facilitate development, and to promote training programmes in modern management techniques and development administration.

18. The group then considered the existing pattern of education and the adequacy of the facilities for the rural population. There was general agreement that there were in the system serious structural deficiencies and imbalances, that the content was not relevant and related to the needs of development, and that the forms of education were in need of greater imagination and innovation to meet the needs of the different age and functional groups.

19. As a guideline to educational policy-makers and educational planners the group affirmed that the broad aims of educational policy were the same everywhere in developing Africa, without distinction between urban and rural populations, which is that education, conceived in its widest connotation, should enable men, women and youths to acquire those skills, knowledge and attitudes, through exposure to formal and non-formal learning situations, which would enable them, or improve their capabilities, to perform the numerous tasks required to be done to bring about the transformation and modernization of the economy and the related social institutions.

20. Derived from this statement of policy, the group agreed upon the following set of educational and training objectives which it believed would assist in promoting rural development:

- (i) Modernization of the rural economy and rural social institutions through raising the general level of intellectual and cultural attainment of the rural population;
- (ii) Imparting basic communications skills and knowledge of numbers, which are essential for participation in modern economic and governmental operations;

- (iii) Imparting a general education in the development process so as to provide knowledge and understanding of the rural environment - its resources, limitations and opportunities; to generate a ferment in the mind to want to change the conditions of rural poverty and stagnation; and, to create receptivity to innovations in organization, technology, modes of labour and social relationships;
- (iv) Inculcating appreciation of the role of agriculture and agricultural production in economic development;
- (v) Equipping men and women with improved manual and technical skills, through pre-vocational, vocational and on-the-job training schemes, to engage more profitably in farming operations, rural industries and handicrafts;
- (vi) Imparting knowledge of human biology and the basic laws of health, nutrition, and hygiene - personal and community;
- (vii) Imparting a knowledge of science and scientific methods, and developing the habit of scientific thinking in coping with natural and social phenomena;
- (viii) To impart knowledge and skills to women on household management and child care; and,
- (ix) To impart knowledge of family planning to adults.

21. The group was particularly concerned to emphasize that whilst the economic and social syndrome associated with a subsistence economy required special educational measures and a differentiated approach in respect of the content and forms of education, it should constantly be borne in mind that the overall national social objective of African Governments is to equalize educational and training opportunities for all sectors of the national population, and, in so far as it was possible to do so through the means of education and training, to equalize employment opportunities also.

22. The group then considered the structure of education compatible with the achievement of the aforementioned educational objectives. It was of the view that since the stages of educational development, traditions and needs of educational organization varied from country to country, it was not possible to recommend any general structural pattern.

23. As a guideline for structural modification of the system of educational facilities, programmes and courses the group recommended the following broad principles:

- (i) The scope of the educational services should be comprehensive in that it should provide for all ages and functional groups in the population, and, therefore, formal education should be available from the primary to the tertiary levels; and non-formal, out-of-school educational opportunities must also be made available;
- (ii) The programmes and courses offered should be diversified to accord with the aptitudes and growing interests and proficiencies of individuals; and should be oriented to the environment in which education is given;
- (iii) The entrance or admission arrangements should be flexible and allow for multiple entry points at different stages in the individual's career, and permit transfer from one type or field of theoretical or applied study or training to another, so that opportunity is provided for the realization of the objective of life-long education which is a sure way of ensuring that education serves the purpose of economic and social development.

Systems Analysis

24. The group recommended further that:

As early as possible, a systems analysis be made of national educational systems to identify the structural deficiencies and gaps in the linkages, and to take steps to modify the system, as appropriate to national needs, requirements and resources. In

this connexion the group called upon ECA, UNESCO, ILO, FAO and other international organizations to give all assistance to African countries.

25. On the question of duration of the cycles of formal education the group felt that these should be carefully reviewed and reduced or extended as deemed necessary, bearing in mind that what is more important is the content of education and the methodology of teaching. It, however, wished to stress the adoption of cycles of duration at the primary and secondary levels which are in keeping with the realities of the African educational situation, resource availability and stage of development. Whereas the usual cycles of education may be meaningful in formal educational institutions, the same considerations would not apply to out-of-school education for children of mature age, youths and adults. The group was of the view that out-of-school education offered opportunities for educational innovations and accelerated instruction, employing the new media of education.

Continuous Curriculum Appraisal

26. In regard to the content of education, the group was of the view that to make it relevant to development pre-vocational education should be provided from the upper primary classes to the junior secondary classes. In the upper secondary level training in a wide spectrum of vocational skills should be provided to enable the school-leaver to receive further on-the-job training and to be prepared to enter upon the employment opportunities that present themselves. In addition, the group particularly stressed the introduction of science subjects and mathematics in the curricula of rural schools from the earliest levels, and to up-grade the teaching in these subjects.

27. To this end the group recommended that:

Permanent national committees be set up to make a continuous study and appraisal of the curricula and syllabuses of education and to bring them into line with the knowledge and skills requirements for the modernization of agriculture, related processing industries, and of small-scale industries.

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28. In the light of the need for organizing and providing diversified curricula and training opportunities, the group considered what would be a suitable form of organization of schools and educational centres for the rural areas. It was of the view that, at the secondary level, the comprehensive or multilateral school structure was suitable for formal education and training activities; and, that they should be located in places which are accessible to students from the rural areas. With regard to relating the school to the community, the group believed that the community school type of organization for the young and the adult population offered great possibilities for diversified and innovative educational activity.

Tertiary education and training facilities

29. The group considered tertiary level education and training for the rural population and recommended the establishment of educational and training facilities at the tertiary level providing agricultural as well as engineering programmes, and that careful consideration be given to maximizing the use of available resources by also establishing secondary teacher-training programmes within the organizational framework of these institutions.

Teacher-training

30. The group noted with appreciation the UNESCO projects established for training rural teachers. It discussed at length the role of the teachers as agents of change or animateurs and their preparation. In view of the great scarcity of the right quality of teachers to spearhead the changes envisaged for the rural areas, the group recommended strongly that:

The highest priority be given to the training of teachers and teacher educators for rural schools, and that in their preparation a period of national service be incorporated. To this end the group called upon UNESCO, FAO and ILO to render intensified assistance to the African Governments to achieve a break-through in this field of scarce educational manpower.

Training of Farmers

31. With regard to the adult sector of the population currently engaged in farming activities, the group noted with appreciation the training being provided by UNESCO, FAO and ILO through farmer training centres and the experimental functional literacy projects to increase the productivity of the farmers. The group recommended that:

Additional resources be allocated to these activities to extend their sphere of influence in the rural community and to undertake the necessary systematic research to improve the effectiveness of those programmes.

Vocational Guidance Services

32. The group stressed that in order to relate the flow of students into areas of study and training related to urgent manpower requirements for rural development, it was necessary to prepare information on employment opportunities for school-leavers and to train vocational guidance counselors. To this end the group recommended that:

- (i) Member States give effective support to the development of vocational guidance services in all national secondary, post-secondary and training institutions;
- (ii) The international organizations, in particular UNESCO and ILO, be approached to lend support to the development of these programmes, and to consider the feasibility of initiating national or multinational training workshops, and specialist training courses for educational and vocational guidance officers in Africa.

University Centres for Educational Planning and Development

33. In concluding its observations on this major topic on the agenda, the group called attention to the importance of initiating detailed socio-economic surveys at the local level with a view to learning what the economic growth prospects were in the rural areas so that the education and training provided could be more closely related to employment possibilities. A major constraint to making education related to employment and

production was the absence of such economic information and social profiles of job requirements. In addition, new types of educational research and experimentation would need to be undertaken to learn the ways in which education and training programmes can in fact contribute to economic development.

34. To this end the group recommended strongly that:

- (i) Centres for studies in educational planning and development be established within the universities, and that regular courses in this field be introduced in undergraduate and post-graduate programmes;
- (ii) Economic analysis and intelligence sub-units be set up within Ministries of Education as part of the educational planning units;
- (iii) UNESCO be approached to assist the African Governments and universities in this regard.

Agenda Item 5: The design of education and training for industrialization

35. In considering this major topic the group had before it two working documents (E/CN.14/WP.6/33 and ECA/MPTR-14/1970) and a background paper (see annex IV). In addition, the sub-topics under this agenda item were introduced orally by representatives of ECA, UNESCO, ILO and a Consultant (see annex II).

36. The group took note of the high priority given to industrialization programmes in the development plans of the African countries. The task of educational and training systems was viewed as assisting to accelerate the industrialization process of the continent. It was noted that industrialization and industry-related services called for a whole range of key skilled personnel, adequate in number and quality. There was an acute shortage of African scientists, engineers and skilled manpower to fill senior industrial posts and the shortage was likely to continue for the foreseeable future. A survey of the supply and demand for such high-level personnel indicated that educational institutions in some countries

appeared to be overproducing graduates in arts-based disciplines whilst at the same time they were experiencing a shortage of scientific and technical manpower. Even for middle-level manpower for industrialization some countries were still heavily dependent upon expatriate recruitment.

37. In considering the magnitude of the manpower problems posed for industrial development during the next decade, the group felt that realistic industrial targets and time-tables should be set. The group noted the need for setting into motion development in several fields and the conflict that arose in setting priorities, but this had to be resolved for education and training to be geared to economic and social development. It was pointed out that highly specialized personnel depended on each other for the supply of skills required for the implementation of development projects. African countries, thus, had to produce the supply of a wide range of manpower cadres required for their development.

38. The group was of the view that the absence of specialized training facilities and programmes was a major constraint upon the supply of essential manpower. In this regard, it was essential for universities and technical institutes to forge links with industries, to study their manpower requirements and to design appropriate training programmes. Similarly, adjustments and innovations in school programmes would be required. It was important to distinguish short-term requirements which could be met by short-term arrangements from longer-term requirements that would require fundamental changes in the educational system. Short-term requirements might be met by, for instance, the use of the facilities of neighbouring countries, and provision of intensive short-term training programmes or through the use of technical assistance personnel under bilateral arrangements. On the other hand, long-term requirements may call for a complete re-orientation of educational programmes and the development of appropriate knowledge, skills and attitudes at primary, secondary and university levels. In many instances, external assistance was still needed to finance the necessary training, and to develop sound selection and guidance procedures that would ensure the efficient use of scarce personnel. The group urged African countries to allocate greater resources to the development of industrial skilled manpower.

39. The group considered the role of universities in human resources development. It was noted that African universities had undergone great changes during the last decade. These were no longer the colonial institutions that they used to be. Under African management they had changed their philosophies in favour of commitment to their countries and involvement in national development. Some had instituted national service programmes as a means of sensitizing their students to the tasks of development. Curricula were constantly reviewed, changed and evaluated. Extension programmes related to the needs of adults in work had been expanded. Correspondence courses for those who could not easily be reached by the university had been instituted. The need to relate academic excellence and attainment to the practical problems of development and work was finding increasing recognition among universities. The group agreed that it was not correct to speak of these institutions as if nothing had happened in the last ten years. In fulfilling their role, however, African universities might benefit from a greater degree of co-operation in the use of highly specialized and expensive facilities for the training of high-level manpower and might also benefit from the exchange of each others experience. In this regard the role of the Association of African Universities in bringing universities together was commended. It was felt that increased support should be given to the activities of this Association by universities and governments, especially in promoting sub-regional and regional co-operation.

40. The group was aware that there were serious problems to matching exactly the supply of and demand for skilled manpower. Even when training facilities were available and vocational guidance offered, students and parents did not always make the choices of career expected of them by manpower planning. There was the inevitable time lag between planning and actual output of the required manpower as the lead time in education was long. Furthermore, it was difficult to forecast exact future manpower requirements. Industrialists found difficulty in forecasting their requirements in exact terms or in providing a precise description of the content of industrial jobs. The qualitative aspects of these jobs were

subject to change and could not be forecast for long periods ahead. Until there was systematic job analysis, and better projections of the requirements of industry, manpower planning could not become an exact science.

41. In spite of the problems associated with manpower and educational planning, the group felt the scarcity of resources in Africa made it imperative that planning should continue to be attempted and that concepts and techniques of planning be developed which will render planning more effective in African conditions. Equally pressing was the need to develop vocational and guidance techniques that would ensure the flow of students in accordance with the broad targets of manpower and education planning. The need for research studies in these areas was stressed.

42. Accordingly the group recommended that:

- (i) Governments should allocate adequate resources for the development of studies and research in manpower and educational planning;
- (ii) All countries should give consideration to the relationship existing between the training of professional manpower and the training of supporting cadres with a view to ensuring an adequate supply of sub-professionals, technicians and skilled craftsmen.

Science and Technology: Policies, Programme Priorities and Problems of Implementation

43. The group found that whilst science and technology were already playing an important role in the daily life of Africans, regrettably, however, most governments had not yet delineated policies for scientific and technological development and had not yet given sufficient attention to the full utilization of the abundance of natural resources. Many scientific items which could be produced locally were imported. Many industries were run as single-line industries although subsidiary industries could have arisen out of the processing of the by-products of these industries. It was noted with appreciation that UNESCO, realizing the need for scientific and technological research, had introduced a number of

pilot projects in Africa aimed at the application of scientific research to national development plans. These pilot projects had revealed deficiencies in certain categories of skilled scientific manpower in African countries. The situation called for the establishment of special governmental science units concerned with the formulation and implementation of policies for scientific and technological development - such units could be closely allied to manpower planning units of the Ministries responsible for national education.

44. Experience with existing projects had, however, suggested certain weaknesses in the conception and execution of projects, such as:

- (i) Some projects tended to be over-ambitious and unrealistic;
- (ii) There was lack of co-ordination of projects sponsored by various government departments;
- (iii) Many projects had no relevance to the overall national plan;
- (iv) There was lack of evaluation and assessment mechanisms for many projects;
- (v) There seemed to be bureaucratic and red-tape hindrances to the implementation of projects, including delays in release of funds;
- (vi) Many projects did not receive proper direct supervision because they were assigned to senior officers already overburdened with other pressing work. This problem could be solved by assigning a qualified full time Director to each project.
- (vii) Some projects were inadequately provided for in terms of supporting staff, physical facilities, transportation and the necessary publicity of the projects.

45. The group however, felt that it was sometimes difficult or undesirable to provide separate officers and directors for each of the projects in the process of implementation. A country or even a single Ministry usually had several projects of varying size in hand. It would

mitigate against the interests of co-ordination and efficiency if each project, irrespective of size, were assigned a separate Director. Nevertheless, within these broad considerations, countries had to give careful attention to the implementation of projects if they were to achieve the maximum impact of resources spent on those projects. In the matter of the long-term development of science and technology, the group strongly supported the formulation of comprehensive and detailed policies by all governments; and, the setting up of science units charged with the formulation and implementation of science policies.

46. Accordingly the group recommended that:

- (i) In view of the importance of formulating and implementing long-term policies in science and technology education consideration should be given to the establishment of effective science policy.
- (ii) Careful attention should be given to the efficient implementation of science projects so as to maximize their effect and general impact on development.
- (iii) Efforts to give greater emphasis to science and technology in school curricula should continue and adequate resources should be found for the purpose.

47. The Group accepted the view that the difference between developed and developing countries lay less in the availability of raw materials than in the capabilities of these countries to apply science and technology to their development. This difference could not be removed until African countries introduced the elements of science and technology into the early stages of education. There was need to expose primary school children to industrial and technical concepts and to encourage them to develop proper attitudes. Those who had aptitudes for science and technology should then be encouraged to develop further in their studies. Unhappily, however, these goals could not be achieved without competent teachers in science and technology.

48. The group drew attention to the bottleneck created by the absence of teachers of science and technology in schools. In some instances, governments and educational institutions had agreed upon policies that would result in the allocation of more school and university places to science and technological students. Yet, students adequately prepared in the sciences had not been forthcoming in sufficient numbers. In consequence, few students were available for training as teachers of science and technology. The group urged governments and donor agencies to continue to give attention to the resolution of this vicious circle.

49. The group stressed the need for strengthening science and technology teaching in primary and secondary schools. Only if this were done would a firm foundation be laid for vocational training in these fields. Not only were there problems in teacher supply, but also in the design and development of appropriate curricula, of teaching materials, and of the supply of adequate equipment. These problems were already well known and receiving the attention of many countries and donor agencies. Accordingly the group recommended that:

Efforts should continue and adequate resources set aside for the thorough revision of school curricula so as to bring it into line with the developments taking place in modern science and technology.

50. The group then discussed various aspects of setting up training facilities and a programme for development of industrial skills. It was noted that a country considering setting up training programmes normally established a vocational training centre, as a first step. Such a centre could provide initial training for the common trades of building, engineering and electrical work. Simultaneous with the setting up of the centre, it was often necessary to establish or improve apprenticeship training schemes in collaboration with industry. Later, it was important to make a comprehensive survey of manpower requirements and employment projections for five to ten years ahead before mounting additional training projects. Possibilities of training-within-industry for those already in employment should be explored. These could take the form of institutional courses combined with on-the-job training. Legislation would probably be necessary

to define obligations under the various schemes of training or to secure the co-operation of industry. Other matters requiring attention would include the training of vocational instructors, the setting up of a trade testing and certification centre, accelerated training programmes for special projects, the training of supervisory staff, selection procedures and aptitude testing, vocational guidance, the training of the handicapped, and special training for girls. All these requirements placed a heavy burden on those planning vocational training but were necessary elements in any comprehensive scheme. Advantage should be taken of recent advances in vocational training such as module systems of instruction, training manuals and in-plant training.

51. The group agreed that vocational training of young people and those already in employment should be given the highest priority possible. There was always a danger of countries concentrating on the training of high-level manpower without due regard to the training of supporting staff. For instance, the efficient use of professional engineers would probably require the support of technicians in the ratio of 1:5. There was need to give the training of skilled craftsmen and technicians greater emphasis than now. Traditional patterns of training through professional institutions gravitating around the university had sometimes led to ineffectiveness and wastage. Sometimes graduates left university institutions without adequate practical training to make them leaders in industry. In many countries there was a lack of opportunities for giving student engineers the necessary industrial experience before graduation. In these circumstances, it was important to involve the available large-scale employers and industrial firms in the training of local technical manpower. Possibilities of industrial experience in neighbouring or friendly countries abroad should be explored. Generally, however, it was important to find new ways of improving the effectiveness of institutions in the training of professional and skilled manpower.

52. Consideration was given to ways and means by which technological faculties and technical institutes could ensure an adequate supply of workers with a good basis of scientific knowledge and experience as well

as a capacity for continued learning. It was felt that this goal could not be achieved unless the needs of technical staff and training facilities were given first priority in industrialization schemes. The following were mentioned as ways by which technological institutes could increase their effectiveness and at the same time keep abreast of developments in their fields:

- (i) To give on-the-job training to students during vacations (or at some other suitable time);
- (ii) To give encouragement to the exchange of teaching technical staff in African countries;
- (iii) To maintain close co-operation between industries, universities and technical institutions in the preparation of courses, the renovation of curricula and improvement of training methods;
- (iv) To give teaching staff study leave in developed countries so as to enable them to keep in touch with the advance of knowledge and techniques;
- (v) To provide research equipment in engineering faculties;
- (vi) To encourage the teaching staff to keep in contact with industry through consultancies and other forms of liaison which would help them to keep up with engineering practice.

53. Accordingly, the group recommended that:

- (i) African universities and technical institutes should continue their efforts to produce high-level manpower, to spearhead development and research in development problems. Possibilities of regional and continental co-operation in the use of specialized and expensive facilities should continue to be explored and the efforts of the Association of African Universities should be given every support. Where no other facilities are available, universities should also assist in developing middle-level manpower.

- (ii) Ministries and technological institutes should co-operate with industry in ensuring adequate industrial experience for students before and after graduation. The possibilities of giving students industrial experience in neighbouring countries or abroad should be explored, and other ways of increasing the effectiveness of their practical training should be encouraged.
- (iii) The needs of technical staff and training facilities should be given high priority in any scheme for industrialization.
- (iv) UNESCO, in close collaboration with ECA, should commission appropriate African Institutes of Education or similar university departments to undertake an evaluation of significant development-oriented educational innovations and successful experiments, with special regard to changes in institutional structure, administration, content and training methods. The sponsors of the study should endeavour to disseminate the findings to all African university institutions for their information and guidance. Suggestions may also be made as to possible ways of promoting the above recommendation, and of promoting co-ordination and co-operation between African universities generally during the 1970s and after.

Training Facilities and Programmes for related Commercial, Accountancy and Secretarial Skills

54. The group discussion of this topic emphasized the role of commercial education in national development. Often the status of commercial education had suffered because of an inadequate appreciation of its nature and potentiality. Graduates of commercial education programmes had to be persons of high quality, able to satisfy local job demands as well as to meet international standards. In this context commercial education had a dual role to play: that of giving a student the occupational skills required for the job as well as the encouragement of the growth and development of the student as an individual. In fulfilment of this latter role, commercial education could itself be the basis of further study or training for other careers. It was noted that during the early stages of development,

private commercial schools tended to dominate the provision of commercial education. This had given rise to several problems, including the lack of trained teachers in these institutions, the admission of less gifted students so long as they could pay the necessary fees, and the continuation of low standards of performance. Little was done about the general education of students or the correction of their attitudes as they developed. Commercial and secretarial education was held in the low esteem and inadequately rewarded. Even when public systems of education accepted responsibility for commercial education their products enjoyed only a low status.

55. In an effort to improve commercial and secretarial education, the group was of the view that African countries should consider the following measures:

- (i) Secretaries should be adequately educated and trained through formal systems of education.
- (ii) Further on-the-job training should be encouraged for secretaries and clerks already in service.
- (iii) The provision of commercial education at primary and secondary school levels should be investigated and formalized.
- (iv) Programmes for the training of commercial teachers and degree programmes should be instituted at university.
- (v) Commercial and secretarial education programmes should aim at a versatile product that could go on to higher or other forms of employment. However, care should be taken to ensure programmes continue to reflect the changing needs of industry.
- (vi) Certification procedures should be worked out.
- (vii) Commercial and secretarial personnel should be encouraged to form professional associations to give them a sense of identity and to encourage productivity.
- (viii) Programmes of in-service education for existing commerce teachers were necessary.

- (ix) In the education of secretaries everything possible should be done to encourage secretaries to retain time-honoured African values, such as the sense of co-operation and brotherhood rather than one of competition and the understanding of non-verbal communication.

56. The group recognized that there were problems in the improvement of commercial education, such as, the continuing lack of qualified teaching staff, lack of suitable equipment, low-levels of admission to courses, difficulties in fixing the right duration of courses, the integration of commercial courses within the academic programmes of schools and universities, and the streamlining of certification procedures. However, it was felt that these problems were not beyond solution, and the possibilities of securing external assistance were noted.

57. The group discussed at length the important role which men of commerce and office secretaries could play in the development of African nations. It was agreed that there was need for improving the training programmes of such personnel and for a review of school and university curricula so as to give greater prominence to the studies of the business world. Accordingly, the group recommended that:

School, technical institute and university programmes should give greater and closer attention to the education and training of manpower destined for commercial, business and office work.

Management and leadership training programmes with special reference to industrial entrepreneurship

58. The group endorsed the view that industrialization and agricultural development programmes in Africa could not get under way more rapidly for want of managerial, executive and leadership cadres, and that this constraint upon development should be resolved urgently. It noted with appreciation the management and training centre projects established by ILO in Ethiopia, Kenya, Tanzania and Uganda to meet this demand but it was felt that it was too early as yet to evaluate what impact these projects would have on

industrial development, though the preliminary reports received were encouraging. The group also endorsed the view that for economic development it was equally important to train Africans in business management, and in the special techniques of trade promotion and marketing, and that centres for the promotion of such training should be established. It noted with appreciation that an African Trade Centre, with similar functions at the regional level, has been established within the organizational framework of the United Nations Economic Commission for Africa. It was agreed that the universities had a vital and crucial role to play in this field of training, especially through its non-degree programmes.

59. Accordingly, the group recommended that:

The promotion of management and leadership skills through special training centres should continue to receive the support of member States and of external assistance, and, on evidence of success, more such centres should be established.

60. The group next considered, under the same heading, the problem of school leavers who could not find wage employment in accordance with their expectations, generally in the white collar occupations. In view of the slow rate of growth of the national economies and of new wage employment, the group agreed that more attention might be paid to ways and means of encouraging youth to be self-employed. The group felt that there was room for the development of crafts and small-scale industries organized as producer or service co-operatives, based on existing patterns of economic activity. Such enterprises, however, need government assistance by way of financing, an industrial extension service, and detailed economic surveys to establish what kinds of small-scale industries are likely to be viable. Realistic schemes of vocational training could then be formulated and organized, and young people encouraged to become small-scale entrepreneurs. It was also felt that some kind of instruction in business management and co-operative undertakings should be provided for in the curriculum even before youth left school so that their minds would be prepared for self-employment. The group recommended that:

Entrepreneurship among youth should be encouraged especially with a view to the establishment of small-scale enterprises that would

increase the rate of employment among them. Micro-studies of African society should be undertaken to determine the demand for consumer goods and services and to provide the data upon which skills training programmes for youth could be formulated.

Training of teachers: Science, Technical, Commercial and Vocational instructors

61. The group agreed that there was a serious shortage of science, technical and commercial teachers, and of vocational instructors impeding the development of a comprehensive and balanced system of educational training. The attention of the group was drawn to the Haile Selassie I University's programme for training non-graduate technical teachers for schools over a two-year period. The group felt the programme represented an important innovation worthy of further study by other countries. The programme, however, raised important questions in the area of technical teacher education which each education system would have to answer for itself. In particular, it was necessary to define the role of technical teachers in secondary level institutions before prescribing their training. The group noted that it was by no means certain that graduates with an engineering qualification would be available or were best suited to work in all types of secondary level institutions. This was an obvious area deserving of further study and experimentation, and of the support of external aid-giving agencies. Convinced that educational and training programmes designed to achieve ultimate self-reliance in trained manpower in African countries will not achieve the set objectives without, among other things, an adequate supply of development-oriented science teachers and technical and vocational instructors, the group recommended that:

The ECA, UNESCO and the ILO should co-operate in exploring the possibility of jointly promoting the establishment within the framework of African universities appropriate institutes or programmes for the training of science teachers and technical instructors. Such programmes could be developed on sub-regional and multinational basis.

62. The group was of the view that in order to improve the quality and competence of teachers of technical, scientific and vocational knowledge and skills at the primary and secondary levels, and to promote the use of improved teaching methods and techniques, the educators of teachers themselves, especially those serving in teacher training institutions, would need further training. To this end the group recommended that:

Training programmes based on African universities or institutes, which are specially designed for the training of Teacher Educators, should be promoted in each sub-region, and that with the assistance of bilateral and the multilateral agencies be sought, where necessary, for this purpose.

Agenda Item 6: External Assistance to Education in the 1970s

63. In considering this topic the group had before it the secretariat document on External Assistance for Education and Training in the 1970s: Forms and Priorities in Relation to Educational Strategies in Africa (E/CN.14/WP.6/34).

64. It was recalled that the theme of the meeting was to orientate national systems of education and training in Africa so that they might contribute effectively to two of the major economic and social development goals in the Second Development Decade, viz., rural development and industrialization.

65. The group noted that though substantial investments were made by the African countries from their own meagre resources to develop manpower, there was need for continued and increased technical assistance from the developed countries in this regard.

66. The group agreed that areas of educational activities to which priority ought to be given by national education authorities and to which external assistance should be deployed were the following:

- (i) Educational planning and management, including cost control.

- (ii) Technical and vocational education and training at all levels.
- (iii) Teacher training, especially the training of new and upgrading of existing stock of mathematics and science teachers, and vocational and technical instructors; and, the establishment of permanent in-service training centres.
- (iv) Educational research, including curriculum construction and educational evaluation tests.
- (v) Development of new resource materials, including the appropriate use of educational technology for making the teaching-learning process more effective.
- (vi) The training of vocational guidance counsellors and specialists in aptitude tests construction.
- (vii) Development of national and, where appropriate, multinational institutions for specialized training and research, especially those designed to meet critical manpower shortages.
- (viii) Local development and manufacture of classroom and laboratory equipment and teaching aids, and where necessary, establishment of multinational projects in this area.
- (ix) Establishment of national educational resources centres to purchase and stock in quantity educational materials, aids and equipment for distribution to the schools.

67. In view of the fact that a great part of the demand for study opportunities outside the national territory arose through lack of local facilities, the group stressed the need for aid to strengthen and expand existing educational facilities in the region. In this regard it noted with appreciation that scholarships formerly tenable in institutions outside the African region were, in many instances, now being made tenable within the region. It was, however, felt that foreign opportunities for study and training should continue to be offered and availed of in specialized fields, and for the preparation of selected high-calibre personnel for key positions of leadership.

68. There was considerable discussion on the role and effectiveness of foreign experts and it was noted that the recipient countries themselves were very much responsible for this state of affairs by failing to have clear-cut definitions of national technical assistance requirements and by providing vague or no job descriptions. The group emphasized that in order to obtain the maximum benefit from foreign aid, national objectives and targets must be defined, the procedures and policies governing such assistance be well understood, and requests for project assistance be specific and clearly stated. This situation, in fact, it was pointed out, underscored the shortage of manpower in the critical area of project identification and preparation; for undertaking negotiations with their sophisticated foreign counterparts; and, for skilfully co-ordinating foreign assistance with national and multinational plans. However, the group agreed that more use be made of available expertise in the African region. The group noted that there was a tendency towards greater centralization and professionalization of external assistance procedures in donor countries and to meet this situation the group recommended:

The setting up of, or improving national machinery to co-ordinate effectively bilateral and multilateral aid.

AGENDA

1. Opening address
2. Election of officers
3. Introductory discussion on development-oriented education
4. The design of education and training for rural development
5. The design of education and training for industrialization
6. External assistance for education and training in the 1970's
7. Discussion on report of proceedings.

TOPICS FOR DISCUSSION

Theme: Educational Orientation for the Second Development Decade

Agenda Item 3:

Introductory discussion on relating African education to economic and social development needs and priorities

Agenda Item 4:

The design of education and training for rural development

4.1 - The integrated approach to rural development

4.2 - Formal education: modification of structure, content and orientation for rural economic and social development

4.3 - Pre-vocational preparation for rural occupations

4.4 - Vocational training programmes for out-of-school rural youth

4.5 - Non-formal development-oriented education for adult rural workers

4.5.1 - Training farmers for increased productivity

4.5.2 - Functional literacy programmes

4.6 - The training of teachers and instructors for rural institutions

4.7 - Ancillary services: educational and vocational guidance.

Agenda Item 5:

The design of education and training for industrialization

5.1 - Industrial skills requirements

5.2 - Educational and training priorities for industrialization

5.2.1 - Science and technology: policies, programme priorities and problems of implementation

5.2.2 - Pre-vocational preparation for industrial occupations

5.2.3 - Training facilities and programmes for industrial skills

5.2.4 - Training facilities and programmes for related commercial, accountancy and secretarial skills

5.2.5 - Management and leadership training programmes with special reference to industrial entrepreneurship

5.3 - Training of teachers: science, technical, commercial; vocational instructors.

Agenda Item 6:

External assistance for education and training in the 1970's:
forms and priorities in relation to educational strategies.

Annex II. DAILY WORK PROGRAMME

December 1970

Monday, 7

- 0900 - 1000 Registration of Delegates
- 1000 - 1030 Welcome address by the Executive Secretary, ECA
- 1030 - 1100 (i) Election of Chairman, Vice-Chairman and two Rapporteurs (Agenda items 3 and 4, and 5 and 6 respectively)
- (ii) Adoption of Agenda and provisional Daily Work Programme
- 1030 - 1100 Coffee Break
- 1100 - 1300 Agenda item 3: Introductory discussion on relating African education to economic and social development needs and priorities (Introduced by Mr. R. Hennion, UNESCO Representative)
- 1300 - 1500 L U N C H
- 1500 - 1600 Agenda item 4.1: The integrated approach to rural development. (Introduced by Mr. K.J. Quirino-Lanhounmey, ECA)
- 1600 - 1630 Coffee Break
- 1630 - 1830 Agenda item 4.2: Formal education: modification of structure, content and orientation for rural economic and social development. (Introduced by Dr. S. Cooppan, ECA)

Tuesday, 8

- 0900 - 1100 Agenda item 4.2: Continued
- 1100 - 1130 Coffee Break
- 1130 - 1300 Agenda item 4.3: Pre-vocational preparation for rural occupations (Introduced by Mr. R. Hennion, UNESCO representative)
- 1300 - 1500 L U N C H

December 1970

Tuesday, 8
(cont'd)

- 1500 - 1630 Agenda item 4.4: Vocational training programmes for out-of-school youth. (Introduced by Mr. I. Grant, ILO representative)
- 1630 - 1700 Coffee Break
- 1700 - 1830 Agenda item 4.5.1: Training farmers for productivity. (Introduced by Dr. E.J. Sestan, FAO representative)
- Agenda item 4.5.2: Functional Literacy Programmes. (Introduced by Dr. B.N. Singh, UNESCO representative)

Wednesday, 9

- 0900 - 1100 Agenda item 4.6: The training of teachers and instructors for rural institutions. (Introduced by Mr. E. Armerding, UNESCO representative)
- 1100 - 1130 Coffee Break
- 1130 - 1300 Agenda item 4.7: Ancillary services: educational and vocational guidance. (Introduced by Mr. S.I. Edokpayi, ECA)
- 1300 - 1500 L U N C H
- 1500 - 1600 Agenda item 5.1: Industrial skills requirements. (Introduced by Mr. S.I. Edokpayi, ECA)
- 1600 - 1630 Coffee Break
- 1630 - 1730 Agenda item 5.2.1: Science and Technology: Policies, programme priorities and problems of implementation. (Introduced by Dr. Dan Saint-Rossy, UNESCO representative)
- 1730 - 1830 Agenda item 5.2.2: Pre-vocational Preparation for industrial occupations. (Introduced by Mr. A. Mensah, ECA)

December 1970

Thursday, 10

- 0900 - 1100 Agenda item 5.2.3: Training facilities and programmes for industrial skills. (Introduced by Mr. I. Grant, ILO representative)
- 1100 - 1130 Coffee Break
- 1130 - 1300 Agenda item 5.2.4: Training facilities and programmes for related commercial, accountancy and secretarial skills. (Introduced by Mrs. Cynthia Shepard, ECA Consultant)
- 1300 - 1500 L U N C H
- 1500 - 1630 Agenda item 5.2.5: Management and leadership training programmes, with special reference to industrial entrepreneurship. (Introduced by Mr. J.C. Townsend, ILO representative)
- 1630 - 1700 Coffee Break
- 1700 - 1830 Agenda item 5.3: Training of teachers: science, technical, commercial; and, vocational instructors. (Introduced by Dr. Paul J. Manchak, Expert Participant)
- 0900 - 1100 Agenda item 5.3: Continued
- 1100 - 1130 Coffee Break
- 1130 - 1300 Agenda item 6: External Assistance for Education in the 1970's . (Introduced by Dr. S. Cooppan, ECA)
- 1300 - 1500 L U N C H
- 1500 - 1800 Drafting Committee
- 1800 - 2000 Concluding session: Adoption of Draft Report

Annex III. LIST OF PARTICIPANTS

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Annex IV: LIST OF DOCUMENTS

1. Provisional Agenda (E/CN.14/WP.6/30)
2. Aide-memoire and Annex (M70-2133)

Agenda Item 3:

3. International Development Strategy for the 1970's: Human Development - Human Resources in the Second Development Decade. (United Nations. A/AC.141/L.19).

4. Educating for development by William J. Platt. (UNESCO-IEY Special Unit Pamphlet No. 5, 1970).

Background Paper

- 5.3 The Priorities of African Development in the 1970's. Statement by Mr. Robert Gardiner, ECA Executive Secretary to ECOSOC, July 1970. (M70-2094/1710).

Agenda Item 4:

6. Education in the rural areas: Draft outline proposals for a modified structure. (ECA secretariat: E/CN.14/WP.6/31).

7. Educational provisions in relation to manpower needs (Report by F.D. Patterson and E.B. Evans) ECA-MPTR-14/1970 [Phelps-Stoke Fund]

Background Papers

8. The situation, problems and trends in agricultural education and training in the Africa region (FAO RU: AET/6).
9. Vocational training for farming and related rural occupations. (FAO RU: AET/12).
10. Education and Training for Agricultural Development by Fergus B. Wilson. (FAO ESR: MISC/70/3). (English only)
11. The Place of Institutional Farmer Training by C.W. Barwell (FAO ESR: MISC/70/2). (English only)
12. Functional Literacy: Why and How. (UNESCO, IEY 1970)

13. For Rural Teachers in Cameroon: A New Type of Training College.
(E/CN.14/WP.6/INF.1)

Agenda Item 5:

14. Africa's requirements of trained manpower for industrialization and educational implications (ECA secretariat. E/CN.14/WP.6/33).
15. Educational provisions in relation to manpower needs. (Report by F.D. Patterson and E.B. Evans). ECA-MPTR-14/1970 [Phelps-Stoke Fund]

Background Paper

16. World Plan of Action for the Application of Science and Technology to Development: Science and technology education. (UNESCO Text prepared for UNACAST. UN E/AC.52/R.11. English only).

Agenda Item 6:

17. External Assistance for Education and Training in the 1970's: Forms and Priorities in Relation to Educational Strategies (ECA secretariat, E/CN.14/WP.6/34).

Annex V. ADDRESS OF WELCOME BY MR. ROBERT GARDINER

EXECUTIVE SECRETARY, ECA

Monday, 7 December 1970

(Read by Mr. J.C. Shoniwa, Special Assistant to the Executive Secretary)

Distinguished Experts, Consultants and Observers,

On behalf of the United Nations Economic Commission for Africa I extend a warm welcome to all of you on the occasion of this Expert Group Meeting on Education and Training for Development in Africa, and to wish your deliberations every success.

This meeting, as you know, has been convened, in co-operation with UNESCO and other specialized agencies, to mark the observance of the International Education Year. This is not the first time that this Commission has been directly involved in a conference on educational development in Africa. It will be recalled that the first conference of African States convened to review educational progress and to set guidelines for future development was organized jointly by UNESCO and the Economic Commission for Africa in May 1961. This happened to coincide with the declaration of the first United Nations Development Decade. It is common knowledge that the rate of economic and social development in Africa during the past ten years has been well below our expectations. The shortage of trained manpower is recognized as one of the factors responsible for this poor performance. The experience of those years have given a clear indication of the importance of paying adequate attention to the planned development and effective utilization of human resources as an integral element in the development process.

The United Nations General Assembly and the Economic and Social Council have on various occasions given special consideration to the same problem in the developing countries, and have given expression to their concern not only through appropriate resolutions but also concretely

through multinational technical assistance programmes to the extent of the resources available to the United Nations system. The continuing concern of the United Nations organizations for mobilizing the human factor for development was given further expression when the twenty-second session of the General Assembly, recognizing "the urgent need for a more effective mobilization of efforts in education and training as an essential element of a successful strategy of international development," decided (by resolution 2306(XXII)) to designate 1970 as International Education Year (IEY). It was urged that the International Education Year should be something more than a mere celebration since its purpose is to encourage the governments and the international community to consider what can be done in practice to expand and improve education, and to take consequent action.

This evaluation of our educational efforts and constructive thinking on the next steps to be taken, by each country in accordance with its national resources and requirements, takes on an added significance at this time when the second United Nations Development Decade is about to be launched. The current session of the General Assembly has adopted proposals for an international development strategy for the 1970s which, inter alia, included a statement on human resources development in which specific reference was made to the education and training component.

The Commission, for its part, is glad to be able to participate in the observance of the International Education Year and to make its modest contribution through this Expert Group Meeting convened to consider the problems, modalities and methods of giving African education a development orientation so that it may serve as an effective instrument for the attainment of the desired level of economic and social development during the second Development Decade, without necessarily minimizing the non-economic, cultural and moral functions of education.

African Governments have been spending up to one-sixth or more of their annual budgets on education and training in the realization that manpower shortage is one of the major constraints to development. In terms of expanded educational facilities and school enrolment a remarkable

change has been effected in the past ten years. Nonetheless this effort still leaves African countries desperately short of critical manpower at the middle and high level, whilst, at the same time, they are faced with the paradox of a growing army of educated unemployed youths. Yet again, the impact of an educated citizenry is negligible on the transformation and modernization of the poverty-ridden subsistence economy of the rural areas, where more than three-quarters of the African people live; and, on the growth of modern industries.

Undoubtedly our educational and training priorities, structures and practices are out of step somewhere and Africa cannot afford to go on spending its meagre resources on this sector without justifiably seeking benefits in terms of the sector's contribution to growth of the national economy. However, by no means may the responsibility for this state of affairs be placed entirely at the door of the educationist. If the output of the education system has either outpaced the growth of the economy, or is out of alignment with the requirements for economic development, it could equally be held that the growth and structure of the economy, especially in respect of the employment opportunities, have been out of step.

In one of the papers presented to this meeting a strong case has been made for continual mutual adjustments of economic and educational plans. In another paper circulated for the information of this meeting is a succinct statement by the Executive Secretary of the Commission, on African development priorities in the 1970s. Whilst taking cognizance of economic realities and priorities, it is suggested that the educationist should take the initiative to put his own house in order to the extent possible and find new ways of achieving nationally determined economic and social objectives.

At this meeting the focus is upon the contribution of education and training to the modernization of the rural economies and the acceleration of industrialization. The Commission, in order to carry out the tasks set out in its Terms of Reference, has a vital interest in development-oriented education. It is hoped to commission a series

of studies and convene a number of similar technical meetings during the 1970s, in co-operation with the specialized agencies and other organizations, to tease out the precise relationships between education : 1 development, and to find effective and efficient ways of utilizing scarce resources on education and training.

In conclusion, once again I wish you a fruitful meeting and thank you for having given up your valuable time to journey thus far to assist the Commission and the African Governments with your insights garnered from years of rich and varied experience. The Commission looks forward to your considered views on the subject matter before you.

Thank you.