

conference of african states
on the development of education in Africa
addis ababa, 15-25 may 1961



final report

united nations
economic commission
for africa

united nations
educational, scientific
and cultural
organization

CHAPTER V

RECOMMENDATIONS

The Conference of African States on the Development of Education in Africa has given serious and detailed consideration to several important matters. It has made a penetrating analysis of Africa's educational needs for economic and social development. It has studied the interrelationships of education and economics and affirmed that the strong financial support of education in Africa will prove to be a high grade investment both for African States and for external agencies. It has noted the importance of reform of school curricula and teaching materials at all levels.

The Conference has emphasized the urgent need for planning educational expansion as a part of overall national plans for social and economic development. It has agreed on basic plans for educational development in Africa and has assessed the probable costs of the development plans, both short-range and long-term. The African States, knowing the limits of their national resources now and for the next two decades, realize their own inability to bear the complete costs of the plans for educational development. They know that to achieve their goals they will need foreign aid increasingly for this decade and in decreasing amounts for the second decade. The African States will welcome the necessary international assistance.

In the light of these significant deliberations and agreements, the Conference of African States makes the following recommendations:

A. APPEAL TO MEMBER STATES

1. The Conference of African States on the Development of Education in Africa:

Considering that economic and social progress is indissolubly linked with the development of education,

Considering the scope of the African countries' educational requirements as revealed by the Conference's discussions, and the fact that these countries are unable, with their present normal resources, to implement the educational programmes recommended by the Conference for their economic development,

Considering that it will be a long time before these educational programmes have appreciable effect on economic development and increase the resources of the countries concerned,

Noting accordingly that the implementation of the Conference's decisions requires greater efforts on the part of the countries concerned and the provision of large- scale external aid for them,

Considering that, by its resolution 1.2321 adopted at its eleventh session the General Conference of Unesco invited African Member States and Associate Members of the Organization to request the assistance of the appropriate international and regional organizations and to use all resources made available to them in a well co-ordinated manner for the development of education; and that by the same resolution it invited Member States outside Africa to offer, directly or through Unesco, financial and technical aid to African countries for the development of their educational systems,

Recalling that, in accordance with resolution 8.62 adopted by the General Conference of Unesco at its eleventh session, the Director-General of Unesco conveyed to "the Secretary-General of the United Nations and to the executive heads of the appropriate financial bodies of the United Nations system, as well as of the Specialized Agencies the considered view of this Organization that assistance to both general and technical educational projects should have the same consideration as aid offered for economic development to the less developed countries",

Recalling further that the General Assembly of the United Nations has on various occasions and, in particular, at the fifteenth session, emphasized the importance attaching to education, training and pre-investment for the economic development of the less developed countries,

Invites the African countries concerned to devote as ample resources as possible to the development of education in their territories, in accordance with the broad targets of the five-year programme and the twenty-year programme set forth in "An Outline of a Plan for African Educational Development",

Invites Unesco to approach the competent international organizations, governments and public and private institutions capable of providing large-scale assistance, with the request that they contribute to the financing of such programmes recommended by the Conference as are beyond the present normal resources of the African countries concerned,

Invites Unesco to assist the governments concerned to co-ordinate their national efforts with any external aid necessary for the fulfilment of the educational programmes adopted,

Invites the Economic Commission for Africa, other interested United Nations bodies, all States and countries and all non-governmental organizations which have taken part in the Conference to support and share in the implementation of the present resolution.

B. ECONOMICS AND EDUCATION

It is recommended:

1. That education, under appropriate conditions, is gainful economic investment and contributes to economic growth;
2. That the development of human resources is as urgent and essential as the development of natural resources;
3. That educational investment is of a long-term nature but, if properly planned, obtains simultaneously a high rate of return;
4. That the content of education should be related to economic needs, greater weight being given to science and its applications;
5. That in Africa, at its present level of development, the highest priority in education should be accorded to ensuring that an adequate proportion of the population receives at secondary and post-secondary levels the kinds of skills required for economic development;

6. That African countries should aim at providing universal primary education within two decades; at the same time special attention should be given to adult education and on-the- job training;
7. That low or no interest loans repayable preferably in local currencies over long periods (in addition to tax revenues and grants) are a suitable source of finance for some forms of educational expenditure, recurring as well as non-recurring;
8. That Unesco, ECA and Member States in Africa should undertake study, research and action, as appropriate, on:
 - (a) the relationship between different patterns of development and manpower needs;
 - (b) timing and balance in relation to education and economic factors;
 - (c) priorities essential to the development of a balanced educational system;
 - (d) economic and social returns to be derived from investments in education;
 - (e) integration and co-ordination by each government of all resources available to education, including public and private, internal and external, cash and kind;
 - (f) problems faced by education in a phase of transition from a non-cash to a cash economy; and
 - (g) the technology of teaching, in order to reduce either student hours or the teacher/student ratio;
9. That it is urgent to establish in Africa one or more Institutes for development and research in education.

C. EDUCATIONAL TARGETS

It is recommended:

1. That the targets for the long-term plan (1961- 1980) shall be:
 - (a) primary education shall be universal, compulsory and free;
 - (b) education at the second level shall be provided to 30% of the children who complete primary school;
 - (c) higher education shall be provided, mostly in Africa itself, to 20% of those who complete secondary education;
 - (d) the improvement of the quality of African schools and universities shall be a constant aim;
2. That the targets of the short-term plan (1961-1966) shall be:
 - (a) an annual increase at the primary level of an additional 5 per cent of the beginning school-age group, which will increase enrolment from the present 40 per cent to 51 per cent;
 - (b) second level education shall increase from the present 3 per cent of the age group to 9 per cent;

(c) special attention will be paid to the training of teachers at all levels and to adult education programmes.

The targets expressed as percentages of the appropriate age groups may be expressed thus:

	<u>1960-61</u>	<u>1965-66</u>	<u>1970-71</u>	<u>1980-81</u>
Primary level	40	51	71	100
Second level	3	9	15	23
Higher level	0.2	0.2	0.4	2

D. FINANCING OF EDUCATION

I. Financing the present plan

It is recommended:

1. That Unesco and ECA Member States and Associate Members in Africa should raise the percentage of their national income earmarked for financing education from the present 3 per cent to 4 per cent by 1965 and on to 6 per cent by 1980;
2. That appropriate measures should be taken to reduce the cost of education, while improving its organization and administration, avoiding wastage and overlapping, and speeding up Africanization of educational personnel;
3. That Unesco Member States, United Nations and Specialized Agencies, private and public organizations provide increased assistance required by the African countries to meet their educational targets, in the short and long-term plan periods, as follows:

	<u>Million dollars</u>		<u>Million dollars</u>
1961	140	1965	450
1962	150	1970	1,010
1963	260	1980	400
1964	310		

4. That Member States and Associate Members in Africa develop short-term national educational plans and long-term projections, on the basis of the models approved at the Conference, which would also be a means of correcting and checking the present plans, using techniques and methods presently used, as appropriate.

II. Economies in the cost of education

1. That the decentralization or devolution of educational administration be encouraged;
2. That any competition between State and private education in siting of establishments, without preventing their coexistence in centres where both can attract a sufficient number of pupils, be obviated;

3. That advisory committees or boards of administrators, economists and educationists to study possible economies and improvements in educational administration to be set up;
4. That, as a temporary measure in certain countries and chiefly for higher and second level institutions, the recruitment of part-time teachers be encouraged;
5. That wherever possible, in co-operation with national educational institutes, on-the-spot production and printing or, alternatively, bulk purchase abroad of textbooks be encouraged, and the lending out or resale at cost price of textbooks to pupils be fostered;
6. That where necessary and possible second level school buildings and equipment be used for the training of teachers;
7. That a comparative study of the cost of education in Africa to enable each country to see its own position in relation to that of others be undertaken;
8. That a policy of economies should not be allowed to interfere with improving the quality of education;
9. That economies in school construction be encouraged, notably through the work of Unesco's Central School Planning Group and the proposed Advisory Centre for Educational Building.

III. Methods of financing education

1. That an increase in national education budgets requires use of new financial sources, both public and private, national and foreign, material and human;
2. That the system of apprenticeship taxes be used to finance vocational training programmes;
3. That the setting aside of a percentage of the capital cost of large undertakings for education and training and the establishment of an educational bank, as undertaken in certain countries, be studied and used as appropriate;
4. That the distribution of financial burdens for education between central and local authorities aim at both elimination of duplication of effort and adherence to criteria of quality;
5. That, in appropriate cases, loan finance be used for developing education, to which end it is declared:

Considering:

that all delegations have emphasized the magnitude of their countries' requirements as regards educational establishments,

that the problem of recruiting teachers in the requisite numbers and of the required quality is partly bound up with the solution of the problem of their housing accommodation,

that the Conference has recognized the overriding importance of investment in education within the framework of a balanced development plan;

that the major problem to be solved is that of financing such investment;

that the new African States are faced with many heavy financial burdens;

that the assistance at present afforded them is insufficient to cover all their needs,

the governments of Member States and Associate Members in Africa, with the help of Unesco are requested to approach governments, competent international organizations and public and private organizations with a view to their financing by means of long-term loans, whether interest-free or at low interest rates, a supplementary school building and staff accommodation programme as an addition to the regular programmes at present financed from national budgets and with external aid.

E. PLANNING OF EDUCATION

I. Critical problems of educational planning

It is recommended:

1. That precise estimates be made of requirements for high-level manpower;
2. That the following measures be adopted for absorbing the surplus of unskilled manpower:
 - (a) that primary education be given a practical bias and be sufficiently developed and expanded so as to cease to be a contributory cause of migration from rural areas to the towns,
 - (b) that all children who are capable of benefiting thereby be allowed access to secondary or technical schools as soon as practicable,
 - (c) that living conditions in rural areas be improved by a vigorous attempt at country planning and community development,
 - (d) that the system of land tenure and inheritance of real estate should be altered if necessary;
3. That governments establish priorities as between the different levels and types of education, in view of the dearth of resources, while maintaining the balanced development of these closely complementary levels and types of education and remaining faithful to the principle of universal, free and compulsory primary education;
4. That teacher training and the adaptation and reform of the content of education should be regarded as priorities, and that the principle of priority should extend to both qualitative and quantitative requirements;
5. That technical and vocational education and specialized training should be greatly developed in the African countries to keep pace with recent technological progress and development requirements, a proper balance being struck between general and technical education on the basis of objectively determined needs;

6. That in view of a marked flight from the teaching profession steps be taken to improve the status conditions of teachers both with regard to salaries and the standing of the profession;
7. That until such time as the African States have produced their own senior personnel, particularly at the top levels, the services of foreign experts and teachers and of training fellowships be planned for under bilateral and multilateral agreement;
8. That the latest techniques and teaching aids, which to some extent can offset the shortage and shortcomings of teaching personnel although they can never replace personal contact with the teacher, be used to the fullest.

II. The steps in the planning process

1. That an estimation of forward manpower requirements under the dual system of occupational and educational classification be undertaken by each country with the help of Unesco;
2. That a survey of the present anticipated annual output of graduates from educational institutions at the primary, secondary and higher levels be undertaken in each country with the help of Unesco;
3. That an estimate of future needs for imported high-level manpower by major occupational groups and by time periods be undertaken, bearing in mind the importance of making the most of the very limited resources of such personnel at present available;
4. That, as school education is not enough to ensure the training of certain types of manpower, employers share this responsibility under joint training arrangements by the State and private enterprise;
5. That an assessment of the long-range quantitative increases needed in education at the primary, secondary and higher levels in general and technical fields and teacher training be made by each country with the help of Unesco, as appropriate;
6. That a critical evaluation of the long-run qualitative changes needed throughout the educational system be undertaken by each country.

III. Machinery required for planning

1. That Ministries of Education establish adequately staffed planning groups responsible for the collection of statistics on education, the determination of costs of educational programmes, recommending reform and revision of curricula, planning of teacher recruitment and training, long-range forecasting of educational needs, research in new educational technology, and formulation of plans for the financing of education including the co-ordination of external assistance;
2. That countries establish, within a single Ministry or in the form of interministerial commissions, manpower boards to assess present manpower resources and needs, forecast long-range manpower requirements, develop programmes for the education and training of manpower, formulate policy governing the importation of high level manpower, formulate social security measures in relation to national plans for economic and social development including the study of incentives.

3. That in all countries which have no planning ministry or boards, an interministerial Commission be set up which will be responsible for the co-ordinated planning of economic and social development, reporting directly to the Prime Minister's Office. The representative of the Ministry of Education on the Commission should ensure that education is given its due weight as a productive investment and as a basic factor in development.

F. THE REFORM OF THE CONTENT OF EDUCATION

It is recommended:

1. That - as the present content of education in Africa is not in line with either existing African conditions, the postulate of political independence, the dominant features of an essentially technological age, or the imperatives of balanced economic development involving rapid industrialization, but is based on a non-African background, allowing no room for the African child's intelligence, powers of observation and creative imagination to develop freely and help him find his bearings in the world - African educational authorities should revise and reform the content of education in the areas of the curricula, textbooks, and methods, so as to take account of African environment, child development, cultural heritage and the demands of technological progress and economic development, especially industrialization;

2. That the teaching of scientific and technical subjects be developed so as to ensure the training of highly qualified staff as speedily as possible (e. g. research workers, engineers, science teachers, economists, financial experts and statisticians);

3. That curricula be reformed by allotting less time to the teaching of classics and ending the preferential treatment given to the teaching of non-African history and geography;

4. That all aspects of humanistic education that could help in character formation be retained and, while rooting itself in Africa's past, the educational content should not seal the student off from the rest of the world. The African States must make the necessary study of and changes in traditional attitudes so as to achieve, in their curricula, a synthesis of their own values and of universal values.

G. PREREQUISITES IN GENERAL EDUCATION FOR SPECIALIZED TECHNICAL AND VOCATIONAL TRAINING

I. General education at the first level

It is recommended:

1. That education at the first level be considered to cover broadly six years, general and not vocational in its intention, including elements which inculcate manual dexterity and respect for it, provide experience in creative activities and stimulate an intelligent approach to the practical problems of the home and the community;

2. That the broad outline of content shall include a language for everyday communication, a language of wide currency, manual activities, fundamentals of the arithmetical process, an introduction to the study of nature and to the basis of citizenship and moral values, an elementary knowledge of the human body and how it works, the development of healthy habits and the right attitude to nutrition;

3. That, within this framework of content, the work of the school be treated in part as a structured programme, as with arithmetic and language, and in part as free activity in such areas as movement and music.

II. General education at the second level

4. That secondary education, with the variations required by particular circumstances, may consist of a further six years of school life in two stages;

5. That the lower stage be general in character, guiding the pupil to the stream till the higher stage appropriate to his aptitude and capacities;

6. That the curriculum of the lower stage be considered in terms of areas of study, inter alia, the practical, aesthetic and cultural areas, social sciences, moral values, language studies covering the mother tongue or national language and a second language, health and physical education, and natural sciences including mathematics;

7. That at the higher stage a number of areas of study should be common to all pupils, and a choice of specialized courses be made available, pointing in some cases to the future careers of pupils;

8. That, wherever feasible, an optional range of specialized courses within one institution is preferable to the establishment of a variety of institutions;

9. That the intensive study of the sciences and mathematics, required by a later technical or professional training, should start in earnest at the commencement of the higher stage;

10. That the science teaching at this stage be designed to provide systematic knowledge of the material world and appreciation of the nature of science;

11. That in countries where a large proportion of girls do not complete their school courses, consideration be given to introducing the vocational emphasis earlier;

12. That short-term emergency programmes of technical and vocational training be undertaken by accelerated in-service training courses leading to the establishment of a well-founded cadre of technicians and technologists at all levels.

H. ADULT EDUCATION

It is recommended:

1. That governments should consider, where appropriate, the desirability of introducing some form of legislation, or of issuing a declaration of policy, to give impetus to adult education;
2. That the primary responsibility within the government for adult literacy teaching and for further education for those who have passed through the school system rests with the Ministry of Education, in which a Department of Adult Education will generally be desirable;
3. That wherever adult education activities are carried out by different departments and ministries some form of co-ordinating arrangement, such as an inter-departmental commission, be set up;
4. That in the development and expansion of adult education in Africa the resources of voluntary and non-governmental organizations be fully and effectively used and, where appropriate, new organizations for adult education be established;
5. That the Secretariat of Unesco in preparing its draft programme for the General Conference and the General Conference in approving the programme and budget for 1963-1964 recognize the need for an increased allocation of Unesco's funds for adult education and youth activities and that African countries equally recognize this need and draw upon every suitable source of finance for the expansion and improvement of adult education;
6. That educational and cultural programmes for women should be accelerated, so that women can make their full contribution to the welfare of the community;
7. That, as the choice of languages for adult education rests with governments and depends on linguistic, social and economic considerations which vary from country to country and as the language chosen for adult education may differ from the choice made for school education, the linguistic and pedagogical studies necessary for wise choice be made. Once the choice is made, such studies should be further developed to assist the effective use of the chosen language or languages and their adjustment to changing conditions;
8. That new literacy campaigns should generally start with a limited number of local projects or courses for certain special groups or special zones, that governments subsidize the production of basic teaching and follow-up reading materials and sell them to learners at low prices, that adult literacy campaigns be launched when there is an adequate and continuing output of reading matter available for those who have learned to read;
9. That, wherever the school-teacher is called upon to teach adult literacy, he should have a brief period of training in the approaches and methods needed for working with adults;
10. That where governments intend to carry out full-scale national campaigns against illiteracy and are handicapped by a shortage of teachers they consider the possibility of enrolling and training young people into a National Literacy Service, this being a possible alternative to military service wherever such is in force;

11. That the designing of new school buildings should be made with a view to their use for adult education and out-of-school activities for young people;
12. That governments take all possible steps to improve and expand their educational radio services and to introduce, when and where it becomes appropriate, educational television services for adults;
13. That since physical, financial and technical problems handicap these powerful new methods of education, Unesco continue to explore their possibilities by means of meetings of experts and pilot experiments, and that the governments of Africa be kept informed of all possibilities discovered;
14. That the press be encouraged to fulfil its potentialities as an instrument of adult education and literacy;
15. That governments establish research institutions serving adult education facilities for the training of all types of staff needed for adult education and youth activities, centres or units for the production of literacy teaching and reading materials, library services including book-box and other services for bringing books to people in remote communities, and centres for the production of audio-visual aids.

I. INTER-AFRICAN CO-OPERATION IN EDUCATION

It is recommended:

1. That, in view of the present state of African Member States and Associate Member States who are at varying levels of educational and economic viability, inter-African co-operation be promoted with a view to making possible and accelerating the educational development and social and economic progress of the countries in this continent.
2. That inter-African co-operation through regional and sub-regional arrangements be urgently developed with the aid of Unesco and other co-operating bodies, notably in such fields as teacher training, production of textbooks and reading material, university and higher education institutions, educational research and information programmes, educational planning, reform of the content of education, and institutes for development and research in education.

J. FOLLOW-UP OF PRESENT DECISIONS AND FUTURE CONFERENCE

It is recommended:

That Unesco, jointly with ECA, convene in 1963 a Conference of African States for the Development of Education in Africa with a view to:

- (a) reviewing the targets and costs established for the short-term and long-term educational plan at the present Conference,
- (b) comparing and analysing national educational plans which would by then have been established for all countries and their effect on the overall models established at this conference, and
- (c) helping in integrating educational plans in national development programmes.

NOTE

The word "Africa" has been used throughout this plan as meaning the following Member States, Associate Members and Territories as defined by the General Conference of Unesco at its eleventh session (1960):

Basutoland	Mali
Bechuanaland	Mauritania
Cameroun	Mauritius
South Cameroons	Niger
Central African Republic	Nigeria
Chad	Federation of Rhodesia and Nyasaland
Congo (capital Brazzaville)	Ruanda-Urundi
Congo (capital Leopoldville)	Senegal
Dahomey	Sierra Leone
Ethiopia	Somalia
Gabon	Sudan
Gambia	Swaziland
Ghana	Tanganyika
Guinea	Togo
Ivory Coast	Uganda
Kenya	Upper Volta
Liberia	Zanzibar
Malagasy Republic	