

Conference of Ministers  
of Education  
and those Responsible  
for Economic Planning  
in African Member States

Organized by Unesco  
with the co-operation  
of ECA and OAU

Harare, 28 June - 3 July 1982

*Final Report*

*Unesco*

RECOMMENDATIONS

Democratization and renewal of education

- Recommendation No. 1
- Recommendation No. 2
- Recommendation No. 3
- Recommendation No. 4
- Recommendation No. 5

Education and the world of work

- Recommendation No.6

Higher education

- Recommendation No. 7
- Recommendation No. 8
- Recommendation No. 9

Co-operation for the development of education

- Recommendation No. 10
- Recommendation No. 11
- Recommendation No. 12
- Recommendation No. 13
- Recommendation No. 14
- Recommendation No. 15
- Recommendation No. 16
- Recommendation No. 17
- Recommendation No. 18

DEMOCRATIZATION AND RENEWAL OF EDUCATION

Recommendation No. 1

The development of education: policy and planning

The Conference,

Recalling all the recommendations of the Conference of Ministers of Education of African Member States held in Lagos in 1976 and in particular the following points of Recommendation No.1:

"that the objectives and goals of educational systems be reconsidered in the light of the changing economic, social and cultural needs of independent Africa, and especially in view of the declared policy of the new international order",

"that a start be made, in all African states, on an all-round and complete reform of educational systems, with the effective participation of the masses, in order to adapt those systems to the real problems and preoccupations of the community, establishing precise educational objectives in keeping with available capacity",

Recognizing that the Member States have made considerable efforts to attain the objectives they have set out to achieve in order to implement these recommendations,

Taking note of the difficulties they have encountered and the constraints they have faced in carrying out their work,

Taking into account, furthermore, the guidelines for national and collective self-reliance of the African countries contained in the Monrovia Declaration (1979) and in the Lagos Plan of Action (1980) adopted successively by the Conference of Heads of State and Government of OAU,

Solemnly reaffirms the commitment entered into by the African Member States ever since the Addis Ababa conference (1961) to achieve the democratization and renovation of education to enable all African children and adults of both sexes to exercise fully their right to education, a prerequisite for the full development of the individual and the progress of society;

Recommends to the African Member States that they:

1. Adopt and implement education policies giving priority to the achievement, within the shortest possible time, of universal primary schooling; to the renewal of education in order to ensure its relevance to the economic, social and cultural development needs of the African countries, to the aspirations of their peoples and to traditional African values that hold out promise for future progress; and to the strengthening of their political independence;
2. Democratize and regenerate secondary education in the context of lifelong education and in accordance with their identified manpower needs;
3. Determine long-term qualitative objectives and quantitative goals for the development of education at all levels, within the context of their development plans and of the machinery for co-operation established by the subregional economic organizations to which they belong, and with the endogenous development of Africa in view; and translate these objectives into terms of concrete projects;
4. Strengthen their educational planning services and ensure that their activities are integrated with national development planning;
5. Give more attention to the implementation of national educational plans and reforms, ensuring maximum co-ordination between formal and out-of-school education for the effective utilization of available resources and the mobilization of new resources; to the use of such methods as educational broadcasting and correspondence courses; and to the use of local materials and expertise in building schools and producing educational materials;
6. Promote the use of local materials and expertise in the building and maintenance of schools and the production and maintenance of school equipment, furniture and other educational materials, by involving the community, the education system and sectoral production organizations in accordance with national socio-economic development strategies;

7. Develop appropriate evaluation mechanisms for the continuous revitalization of curricula, the upgrading of initial and in-service education and training of teachers and the improvement of educational facilities and materials;
8. Ensure the adequacy of financial, material and other resources to be allocated to the development of human resources in the context of national socio-economic development plans in order to realize the educational objectives they set themselves for the next twenty years;
9. Avail themselves of the services of regional intergovernmental and non-governmental organizations such as ASSP, ACO, AAU, BASE, SEPA, AFROLIT, AAEEA, CREEA and CAMES, and support them morally and financially in order to strengthen their capacities and their effectiveness;

Recommends to Unesco that it help the African Member States to:

1. Strengthen their educational and manpower planning services by contributing to the training of the necessary specialists and to the exchange of information and expertise in this regard;
2. Mobilize new resources, make the best possible use of available resources, and introduce less expensive teaching methods by undertaking research in these areas;

Further recommends to Unesco that it:

3. Include in its biennial programme and budget, as from 1984-1985, the educational development objectives of African Member States for the next twenty years; and call upon donor agencies and countries to lend support in the form of material, financial and other resources to the implementation of the Harare Declaration on educational development;
4. Organize a biennial meeting of experts of African Member States to evaluate progress in the implementation of the Harare Declaration;
5. Take appropriate measures to strengthen its Regional Office for Africa so that it becomes functionally interdisciplinary and intersectoral with a view to establishing effective sub-regional intersectoral offices;
6. Continue to strengthen its co-operation with OAU and ECA in the field of education and manpower development in order to achieve maximum utilization of resources in the African region.

## Recommendation No. 2

### The eradication of illiteracy

The Conference,

Taking note of the study prepared by the Unesco Secretariat on the eradication of illiteracy in Africa as presented in the document entitled 'Specific aspects of educational development in Africa' (ED-82/ MINEDAF/REF. 5, Part I), and of the conclusions set out therein,

Welcoming the considerable efforts made in this direction in Africa, resulting, between 1970 and 1980, in the sharpest decline in the illiteracy rate anywhere in the world (from 70.6 per cent to 60.6 per cent over this period),

Concerned, however, by the fact that, in absolute terms, the number of illiterates in Africa is steadily rising,

Recalling that the: Conference of Heads of State and Government of the Organization of African Unity, at its sixteenth session (Monrovia, July 1979) and at its second extraordinary session (Lagos, April 1980), listed the eradication of illiteracy as one of the top-priorities in achieving national and collective self-reliance in social and economic development for the establishment of a new international economic order,

Recalling that in resolution 1/6.1/2, adopted at its twentieth session, the General Conference declared:

'(a) the struggle against illiteracy is a task which primarily involves the national responsibility; if it is to be successful, there must be a firm political will exercised with perseverance at the highest level, and all the national resources available must be mobilized;

## Recommendations

- (b) active and organized participation by the populations concerned is essential for the success of literacy work; literacy work devised and carried out in the light of the specific conditions of each group is an important factor in endogenous development',

Considering that the elimination of illiteracy calls for the provision of universal primary education for children in order to stamp out illiteracy at source, and for vigorous action to promote literacy work

Considering further that active solidarity among states and among individuals with a view to eliminating illiteracy is essential, and that the international community and Unesco in particular have an important responsibility in this regard,

Aware of the economic problems facing many African countries in their attempts to find financial resources with which to implement education programmes,

Recommends to the African Member States that they:

1. Continue and intensify the struggle against illiteracy, adopting overall strategies which combine the efforts directed to the universal provision of primary education and those directed to the elimination of illiteracy among adults and young people who have not attended school, paying special attention to women and girls and the rural population;
2. Introduce for this purpose a form of educational planning whereby formal education and the various types of non-formal education can be better co-ordinated so as to ensure rational use of the available human and material resources;
3. Set up, with this end in view, appropriate machinery or structures at local, regional and national levels and establish an interdepartmental, inter-agency body to co-ordinate all non-formal education and dovetail it with the school system;
4. Plan the development of primary education and literacy work not only at national level but also at the regional and local levels, paying special attention to rural areas and taking account of economic, cultural and social conditions in the areas concerned, and including educational and literacy training components in development projects;
5. Have recourse to the expert knowledge of universities and research institutes and, as appropriate, non-governmental organizations to undertake the necessary studies and research to supply the data needed for planning educational and, more especially, literacy activities;
6. Encourage by all possible means the active and organized participation of the populations concerned in drawing up literacy programmes and defining their content, and that they associate in this work the various sectors concerned - local government, industry, trade unions, religious authorities, agricultural development services, Unesco Clubs, etc.;
7. Ensure that the content of literacy programmes is relevant to the needs of the populations concerned, by making sure that they have a practical, functional character;
8. Mobilize all available human resources to achieve the target of universal primary schooling and to carry out literacy programmes and that for the latter purpose they encourage young people to volunteer for a national youth service;
9. Introduce and extend the use of national or mother tongue languages for literacy work, devise and produce necessary teaching materials, set up, with the co-operation of Unesco, textbook production units at national level and foster the essential linguistic and educational research;
10. Attach the utmost importance to training literacy personnel for work among young people and adults;
11. Extend and improve initial and in-service training for teachers and introduce student teachers to active teaching methods and methods used in adult literacy work, and also techniques for programme evaluation, so that they may later be able to play an effective part in literacy work as trainers or organizers;
12. Use the media and other means to build up public awareness among those to whom literacy work is directed so as to give them a greater incentive to learn, particular attention being paid in this regard to publicity campaigns directed at women and girls;

13. Mobilize the financial resources available at national level, by seeking new resources and by making full use of such resources to provide education of a high standard for as many people as possible;
14. Take all possible steps to solve the problems relating to the shortage of support materials (teaching materials, reading materials, etc.), having recourse, where necessary, to outside aid, especially for paper and the creation of a rural press, this being essential for the post-literacy phase;
15. Co-operate with African associations specializing in literacy training and adult education (AAEA, AFROLIT, CREAA) which are in a position to provide advisory or expert services;

Recommends to the General Conference of Unesco that it:

appeal for international co-operation and solidarity to support the efforts made by African Member States to eliminate illiteracy and ensure that all Africans, of both sexes, can fully exercise the right to education;

Recommends to the Director-General of Unesco that he:

study the possibility of proposing, in connection with the next draft programme and budget, the launching of a regional programme designed to promote the elimination of illiteracy in Africa before the end of the century, by a co-ordinated effort directed towards the universal provision and renovation of primary education, coupled with literacy work among adults.

Recommendation No. 3

Early childhood education

The Conference,

Recalling the Declaration of the Rights of the Child adopted by the United Nations General Assembly in 1959,

Noting the situation in regard to early childhood education in Africa, as set out in the document 'Specific aspects of educational development in Africa' (ED-82/MINEDAF/REF. 5, Part II),

Considering the importance of early childhood education for the development and democratization of education,

Noting that despite the agreed importance of early childhood education, it has not always received the necessary attention from governments, owing in particular to the limited resources at their disposal,

Recommends to African Member States that they:

1. Take into account the development of early childhood education within the context of the overall development of education, in conformity with the OAU resolution of 1969 (No. ESCHC/Resolution (1)) on early childhood education;
2. Define the general aims of early childhood education as well as its ultimate goals and objectives, adopt measures to develop suitable curricula and appropriate educational materials, and organize initial and in-service training for personnel working in this field;
3. Ensure that early childhood education is well articulated with primary education from the pedagogical and structural points of view;
4. Promote research on pre-school education, especially in regard to its socio-cultural and socio-economic aspects, and from the point of view of educational psychology;
5. Invite the public authorities concerned to share responsibility with families for the education of children of pre-school age, and encourage all those who can contribute to promoting it;
6. Take steps to promote parent education and consider setting up support structures to help families play their part in early childhood education;
7. Facilitate the establishment, within each country, of machinery to co-ordinate activities in regard to early childhood education so as to avoid dispersion and ad hoc arrangements;

## Recommendations

8. Associate with their efforts to promote pre-school education such non-governmental organizations as are competent in the matter;

### Recommends to Unesco that it:

9. Undertake a study of the experience gained in early childhood education in the region, and make the results known.

## Recommendation No. 4

### The use of national languages in teaching

The Conference,

Noting that the meeting of experts on the contribution made by higher educational establishments to the reform of education in Africa, held at Dakar from 17 to 21 November 1980, recognized that the use of African national languages in teaching is the best means of ensuring stability and cohesion in the child's basic personality,

Noting that African countries have for many years past been using one or more national languages for purposes of adult literacy work, and that some of them have recently formulated a national policy in regard to languages and experimented with the use of such languages as languages of instruction in primary education or as subjects taught in secondary education,

Noting further that only a few countries have gone beyond the experimental stage and are now on the way to making widespread use of national languages, and not only at the primary level,

Recognizing that the choice of the national language or languages to be used in teaching, in regard to most African countries, the great majority of which are characterized by a complex multilingual situation, raises problems which are purely a matter of national sovereignty,

Stressing that the teaching of one or more non-African languages of international communication is a necessity for African states, in order to maintain and strengthen international exchanges, mutual understanding and regional as well as international co-operation,

### Recommends:

1. That African Member States determined to develop their national languages adopt coherent linguistic policies clearly defining the status of such languages and how they are to be used in teaching and other fields, especially for the dissemination of science and technology;
2. That the competent national authorities formulate and put into effect programmes of linguistic and psycho-linguistic research and that universities, academies and other national bodies that are qualified in this respect undertake the transcription and enrichment of national languages, compile glossaries and produce texts for use in teacher-training institutions;
3. That the necessary steps be taken to promote the preparation and production of textbooks and suitable teaching materials in national languages and to foster the training of teachers to teach in such languages or to teach them as separate subjects;
4. That African Member States which have one or more languages in common co-operate and work together for their development;

Recommends to Unesco that it co-operate with those states which so desire in compiling inventories, carrying out studies and undertaking projects designed to promote the use of national languages.

## Recommendation No. 5

### Improved teaching of science and technology

The Conference,

Conscious of the fundamental role of science and technology in the modern development process and of the need for the African countries to master science and technology in the context of endogenous development,

Recalling the conclusions of the United Nations Conference on Science and Technology for Development, held in Vienna in 1979, and in particular its recommendation to developing countries, especially those of Africa, that they should 'create the necessary structures at the national level to maximize their ability to develop, absorb and utilize science and technology and to spread among all sectors of their populations the results obtained by means of these important instruments of development',

Recalling the Monrovia Declaration of 1979 in which the Heads of State and Government of the Organization of African Unity commit themselves to putting science and technology in the service of development by reinforcing the autonomous capacity of their countries in this field,

Recalling the terms of resolution 1/01, adopted by the General Conference of Unesco at its twenty-first session, concerning the development of science and technology education (paragraph 5 (e)),

Bearing in mind the recommendations of the International Congress on Science and Technology Education and National Development, organized by Unesco in November 1981, in Paris,

Taking note of the analysis of new trends in the teaching of science and technology as set forth in the document entitled 'Specific aspects of educational development in Africa' (ED-82/MINEDAF/REF. 5, Part III), whose general conclusions it endorses,

Stressing the importance of the efforts made by the various countries of the region to draw up policies for scientific and technological research and set up structures to ensure their implementation and to expand and improve science and technology teaching at all levels of formal education and in regard to all kinds of out-of-school activities for the dissemination of scientific and technical knowledge,

Considering that the rudiments of science and technology education should be taught from primary school onwards,

Convinced of the need to link educational institutions where science and technology are taught with the world of industry and with society in general, so as to enable pupils and students to observe the practical applications of scientific and technical knowledge and to give them a more thorough understanding of such applications,

Considering that the numerous difficulties encountered in ensuring the development of science and technology teaching should prompt all countries to take urgent steps to overcome them without delay and to introduce, within the shortest possible time, science and technology teaching on a wide scale at all levels of the formal and non-formal education system,

Recommends to African Member States that they:

1. Promote a policy of national mobilization for science and technology, such as might take inter alia the following forms:

(i) In primary education and lower secondary education:

introducing integrated science and technology teaching on a wide scale;

creating a favourable context for the development of curricula and teaching materials and methods appropriate to this kind of education;

training teachers for the purpose;

(ii) In non-formal education

the establishment of community centres for the dissemination of scientific and technological knowledge and extension work in this regard

(iii) In upper secondary education

the application of diversified curricula comprising elementary technical and vocational training in accordance with national development needs;

the development of creative activities geared to production;

## Recommendations

### (iv) In higher education

the organization of interdisciplinary courses of study designed to train supervisory personnel capable of solving the practical problems of the community;

the development and improvement of training for teachers specializing in scientific and technical subjects and the development of appropriate curricula and teaching materials and methods;

2. Promote and strengthen co-operation, particularly at the subregional. level among countries confronted with similar problems, such co-operation to cover especially research, the production of new equipment and facilities or the joint maintenance and use of those which already exist, curriculum development, teacher training, etc.;
3. Adopt an interdisciplinary approach to the teaching of science and technology;
4. Take steps to improve the status of science and technology teachers, bearing in mind the keen competition from the industrial sector in this field;
5. Avail themselves of the services of regional intergovernmental and non-governmental organizations such as ASSP, ACO, AAU, BASE, SEPA, AFROLIT, AAEA, CREEA and CAMES in order to achieve the above-mentioned objectives;

### Recommends to Unesco that it:

1. Lend its support to African Member States in setting up a regional consultative committee to devise and formulate a programme for the renewal of science and technology teaching in Africa and advise Unesco on ways and means of making an effective contribution to such renewal by a subregional approach; and strengthen the Regional Offices concerned, so that they may undertake an inventory of what African countries have achieved in regard to the development. of science and technology teaching, and disseminate the information obtained, this recommendation to be viewed in the context of the international programme recommended by the International Congress on Science and Technology Education and National Development, held in Paris in 1981;
2. Strengthen its co-operation with national, subregional and regional institutions, in particular by providing them with relevant information and seeking funding sources for the acquisition of facilities, equipment and materials;
3. Strengthen NEIDA by making additional resources available to enable it to expand its activities to include the teaching of science and technology.

## EDUCATION AND THE WORLD OF WORK

### Recommendation No. 6

#### Education, training and work

The Conference,

Considering the importance attached to the interaction between education and productive work at the Conference of Ministers of Education of African Member States, held in Lagos in 1976, at the twenty-first session of the General Conference of Unesco, held in Belgrade in 1980, and again at the 38th session of the International Conference on Education, held in Geneva in 1981,

Bearing in mind that the majority of education systems in Africa-today are not yet well-suited to the needs of a large part of the population and do not fully meet the social and economic requirements of the individual or the overall development needs of the countries concerned,

Considering that development cannot be ensured by education alone but is the net result of changes in production conditions and relations and the necessary transformation of attitudes and institutions,

Considering that education and schooling can play a significant part in bringing about changes in the local environment and the community they serve provided that, when defining their objectives, determining content, planning the necessary resources, utilizing teaching materials and training teachers, close links are maintained between theory and practice, between teaching and the economic, social and

cultural life of the community, and between the acquisition of knowledge, skills and attitudes and productive work,

Noting that in the majority of countries on the continent, there is a shortage of skilled middle- and low- level manpower while at the same time there is an abundance of unemployed educated personnel in certain fields,

Noting the tendency of school-leavers to drift from rural to urban areas,

Noting further that at present unfavourable attitudes exist towards work in the productive sector, in particular manual labour, both on the part of students and among educators,

Cognizant of the fact that when productive work - however it may be defined - is linked with education it has both educational and economic significance and can help educational institutions to be self-financing,

Recommends to the African Member States that they:

1. Take steps to strengthen the relationship between education, training and the world of work and, with this end in view, include productive work in the educational process at all educational levels and also in non-formal education, taking the pupils' ages into account; introduce into curricula a grounding in the basic principles of social production, reflecting national realities and characteristics; for this purpose, have recourse to all who have the requisite knowledge and expertise; and revise accordingly the pre- and in-service training of teachers, and prepare teaching materials making it possible to derive the maximum educational value from productive work;
2. Develop technical education and vocational training, either in specific institutions or as part of general education, attaching due value to their social and economic importance; and ensure that technical education and vocational training are preceded by a sufficiently long course of general education and are made to some extent polyvalent, and that the specialized section of the course is organized in conjunction with the professional circles concerned;
3. Define overall policies for the development of human resources, in particular in regard to creating jobs, encouraging young people to work on their own or on a collective basis, and strengthening the role of education and training systems in preparing for work in the productive sector;
4. Strengthen their planning machinery, especially in regard to manpower and education, so as to have the necessary means of defining and implementing such policies;
5. Bring to the attention of their Ministries of Education, of Economic Planning, Finance and/or Manpower Planning the recommendations concerning education and the world of work; and consider, where appropriate, setting up national committees to monitor the implementation of such recommendations;

Recommends to the Director-General of Unesco that he continue to give technical support to the efforts of African Member States designed to improve the interaction between education and productive work and that in Unesco's Draft Programme and Budget for 1984-1985 he present proposals for activities designed to ensure the continuation and strengthening of such co-operation.

## HIGHER EDUCATION

### Recommendation No. 7

#### Higher education and the development of African societies

The Conference,

Recalling the conclusions and recommendations of the Conference on the Future of Higher Education in Africa which was held in Tananarive, Madagascar, in 1962,

Recalling paragraph 5 (1) of resolution 1/01 adopted by the General Conference of Unesco at its twenty-first session,

Taking note of the considerations on the contribution of higher education to the development of African societies set forth in the document entitled 'Specific aspects of educational development in Africa' (ED-82/MINEDAF/REF. 5, Part IV),

## Recommendations

Considering the need to harmonize policy regarding research and the training of qualified personnel with economic and social development plans,

Considering the need to rationalize the use of human resources and improve working conditions for trained personnel so as to prevent the brain drain,

Believing that higher educational establishments in Africa should find ways of associating very highly qualified Africans educated abroad in research and training work done on the continent and, while continuing to make provision for training in a number of fields abroad, should increasingly direct their efforts towards high-level training locally,

Taking the view that funds intended for research should be channelled into fields that are essential for development and that research findings should be fully utilized in the sectors concerned,

Considering that higher educational establishments should:

- (i) contribute to the study of the different aspects of regional and sub-regional economic integration,
- (ii) democratize access to higher education,
- (iii) make African initiatives - and in particular the objectives of the Monrovia Declaration and the Lagos Plan of Action - widely known,

Taking note of the experiment carried out in a number of universities in co-operation with Unesco and UNDP, whose purpose was to train locally candidates for doctoral degrees, particularly in the natural sciences, their studies being supervised by local university teachers, with the backing of leading world specialists - thanks to a system of twinning arrangements with foreign university institutions - and of the encouraging results of that experiment,

Concerned about the rate at which African countries are losing skilled personnel to other countries,

Recommends to African Member States that they:

1. Conduct regular inquiries into their national manpower requirements and formulate and implement coherent training policies as an integral part of development plans, in order to avoid shortages and surpluses, taking care that women are given equal opportunities with men;
2. Consider diversifying higher education, providing training courses of short duration and developing distance teaching at the higher level in order to meet the growing needs; and encourage the decentralization of higher education, at the same time taking care not to dissipate resources;
3. Take the necessary steps to begin to introduce progressively into their higher educational establishments the local training of Ph.D.s and highly qualified teachers in the disciplines and on the subjects that are most relevant to national development needs;
4. Organize, in collaboration with regional institutions such as the Association of African Universities, horizontal co-operation between African institutions of higher education and research, in order to make full use of their highly qualified professorial staff for the purpose of supervising doctoral candidates and making twinning arrangements with the institutions from which they come;
5. Reserve places in their higher educational establishments for students who are to take courses for the purposes indicated in paragraphs 3 and 4 above;
6. Undertake a study on the 'brain drain' of high-level and skilled manpower and make recommendations to governments of African countries as to how the problem should be solved;
7. Take the necessary steps to ensure the complete independence of higher education, vis-à-vis other countries, while fostering co-operation among higher educational establishments throughout the world;
8. Speed up the procedures for ratifying the Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States, adopted in Arusha (Tanzania) in December 1981, and promote the exchange of teachers and students in Africa;
9. Define the objectives, structures and facilities for research and draw up rules defining the status of researchers;

10. Enlist the services of higher education teachers and researchers to assess development projects and to design and produce scientific equipment and teaching materials, including textbooks for education in Africa;
11. Overhaul the financing of higher education, having recourse in particular to the contribution made by industry;
12. Encourage higher educational establishments to promote African cultures;
13. Request those establishments, when awarding degrees and diplomas and considering teachers for promotion, to take into account the part actually played by the individuals concerned in development activities;

Recommends to Unesco that it:

1. Help in mobilizing the necessary resources for a project for the production of African textbooks and in providing advisory services for the needs of higher education in Africa;
2. Consider setting up specialized research centres in Africa at the regional or subregional level;
3. Help African states, on request, to place their students in the higher educational establishments of other African countries, and for this purpose enlist the co-operation of AAU;

Recommends to OAU that it:

1. Instruct its Secretary-General to explore the desirability of extending its programme of fellowships (scholarships) tenable in higher educational establishments in Africa, for the purpose of speeding up manpower development among Member States;
2. Help African states, on request, to place students in higher educational establishments in other African countries, and for this purpose enlist the co-operation of AAU,

Recommendation No. 8

The development and modernization of higher education

The Conference,

Considering how much is at stake in the development of higher education

Recommends:

1. To Member States that they intensify their efforts to modernize higher education curricula in Africa;
2. To regional and international organizations, particularly OAU and Unesco that they carry out a special programme on the future of higher education in Africa with a view to raising the standards of instruction, promoting the collective use of trained personnel and potential and co-ordinating the higher education policies of African Member States;
3. To the organizations concerned that they promote, by all suitable ways and means, the establishment of a simple and effective information network for the African states with a view to making known:

their scientific and technological output, and facilitating its exchange;

their ongoing research in science and technology (the production and publication of directories of researchers and research institutions) and the number of teachers at their disposal who might participate in co-operative activities in the pedagogical and scientific field (supervising dissertations or theses);

Calls upon those African states that have sufficient resources to support the educational activities of the least developed countries and the liberation movements of countries still under the: colonial and racist yoke;

Requests the organizations concerned, particularly Unesco, to strengthen programmes devoted to that purpose.

## Recommendations

### Recommendation No. 9

#### Using the resources of the universities

The Conference,

Bearing in mind the urgent necessity of making the most beneficial and economic use of the human and material resources of universities:

Requests the Director-General of Unesco to consider setting up, with all possible haste, a commission to study and report on ways- and means of achieving this objective.

## CO-OPERATION FOR THE DEVELOPMENT OF EDUCATION

### Recommendation No. 10

#### Financing and execution of education and training programmes

The Conference,

Recalling that the human factor is the decisive element in any development project,

Stressing the consequent importance of investment in education and training, especially in the field of science and technology,

Noting with satisfaction the resolve expressed by Member States to give increasingly high priority in their development plans to the development of human resources,

Recognizing, however, that the educational and training needs expressed by the African Member States are, for all their paramount importance and urgency, still largely unsatisfied, mainly as a result of inadequate financial resources,

Considering the positive role that can be played by development aid agencies in this respect,

Recommends to the development aid agencies that they increase substantially the financial resources intended for education and training programmes in Africa;

Recommends to Member States that they do everything in their power to acquire rapidly the appropriate means for identifying, preparing, implementing and evaluating priority projects in education, drawing on the experience, expertise and opportunities for co-operation afforded by Unesco, in particular in regard to the 'technical assistance' component of projects carried out with the support of development aid agencies;

Recommends to Unesco that it continue and strengthen its co-operation both with Member States and with funding agencies in order to achieve the above two objectives.

### Recommendation No. 11

#### Aid to educational development in the least developed countries

The Conference,

Recalling paragraphs 24 and 26 of the Substantial New Programme of Action for the 1980s for the Least Developed Countries, adopted at the United Nations Conference on the Least Developed Countries, held in Paris in 1981,

Requests the Member States of Unesco and the international organizations, in particular those belonging to the United Nations system, to use all available means to co-operate, bilaterally or multilaterally, in the field of education, with the least developed African countries and also those that are land-locked;

Requests the United Nations Development Programme to increase its assistance to developing African countries, particularly those which are land-locked and those which are listed as least developed countries;

Requests the Member States of Unesco and international organizations, in particular those belonging to the United Nations system, to assist the United Nations Conference on Trade and Development (UNCTAD) in executing its mandate to monitor progress made in the development of the least developed countries.

#### Recommendation No. 12

##### Use of highly qualified national specialists

The Conference,

Noting the remarks on co-operation for the development of education in Africa contained in the document entitled 'Education and endogenous development in Africa: trends, problems, prospects' (ED-82/MINEDAF/3),

Bearing in mind the emphasis placed on national and collective self-reliance in the Monrovia Declaration (1979) and in the Lagos Plan of Action (1980), adopted in succession by the Conference of Heads of State and Government of OAU,

Noting that Member States possess highly qualified education specialists, whose numbers are steadily increasing,

Recommends to the African Member States that they:

1. Keep permanently up to date the list of national specialists capable of giving expert assistance to educational development projects of limited duration;
2. Pool that information systematically and regularly on a subregional and/or regional basis, drawing for that purpose on the services of Unesco, the universities, and regional or subregional governmental and non-governmental agencies and organizations such as the Conseil africain et malgache de l'enseignement secondaire (CAMES), the Association of African Universities (AAU), the African Social Studies Programme (ASSP), the African Curriculum Organization (ACO), the AFROLIT Society, the African Adult Education Association (AAEA), the African Bureau for Educational Sciences (BASE), the African Network of Scientific and Technological Institutions (ANSTI), etc.;

Recommends to Unesco that it:

continue to ensure that experts and consultants of high calibre are recruited for projects funded by outside sources, of which it is the executing agency, and make provision when necessary for recourse to national specialists when their qualifications match the requirements for the posts concerned, if the relevant governments so request.

#### Recommendation No. 13

The Network of Educational Innovation for Development in Africa (NEIDA)

The Conference,

Noting that the Network of Educational Innovation for Development in Africa (NEIDA) was formed in response to Recommendation No. 8 of the Fourth Conference of Ministers of Education of African Member States, Lagos (1976), to promote the establishment of a regional network of institutions for stimulating and encouraging educational innovation for development in Africa,

Noting that since its inception NEIDA has judiciously and loyally performed the task of promoting the objectives for which it was established,

Mindful of the fact that participation by many countries in its activities and programmes has helped to inform and advance national capacities in the area of national educational innovation for development,

Realizing that more Member States are eager to participate fully in its activities,

## Recommendations

Conscious of the need to co-ordinate NEIDA activities at national level by appropriate national institutions,

Conscious of the fact that the establishment and the maintenance of the Network has been possible thanks to the financial and human resources provided by Unesco and by UNDP,

Appreciative of the financial support given to NEIDA by SIDA and UNICEF during the first phase of its programme,

Recommends to African Member States that they:

1. Designate an appropriate national institution as National Co-ordinating Centre for NEIDA;
2. Support national co-ordinating centres by providing the right personnel and the necessary financial and material resources to enable them to organize appropriate national activities as a follow-up to NEIDA regional activities and maintain a useful information service on educational innovations conducive to national development;

Recommends to Unesco that it:

1. Strengthen NEIDA's human and financial resources and enable it to extend its programme and increase its impact;
2. Appeals to UNDP and other donor agencies substantially to increase the support that they give to NEIDA,

### Recommendation No. 14

#### Establishment of a subregional office in Harare

The Conference,

Noting the remarks on co-operation for the development of education in Africa contained in the document entitled 'Education and endogenous development in Africa: trends, problems, prospects' (ED-82/MINEDAF/3 ),

Recognizing the importance of the Unesco Regional Office for Education in Africa (BREDA) for the development of education in the region and for the development of efficient co-operation among the Member States of the region,

Mindful of the present communication difficulties within the region,

Noting with satisfaction the efforts deployed by the Director-General of Unesco to decentralize the implementation of the Organization's activities,

Recalling the keen desire of the southern African Member States to remodel and develop their education systems in close co-operation with Unesco,

Recommends to Unesco that it establish as soon as possible within the framework of the Unesco Regional Office for Education in Africa (BREDA) a subregional office based in Harare, Zimbabwe.

### Recommendation No. 15

#### Co-operation between Unesco and the African Bureau of Educational Sciences

The Conference,

Recalling the: recommendation on inter-African co-operation in education adopted by the first Conference of African States on the Development of Education in Africa (Addis Ababa, 1961) and Recommendation 19 adopted by the Conference of Ministers of Education of African Member States (Lagos, 27 January - 4 February 1976) requesting Member States to encourage and support the programme of BASE "African Bureau of Educational Sciences), and Unesco to intensify co-operation between BREDA and BASE,

Recognizing the active and constructive part played by BASE in assisting national institutions working in the field of socio-educational research and development, through its activities in regard to the exchange of information and experience, joint research, technical co-operation and training,

Convinced of the ever greater role to be played by BASE in fostering, in conjunction with the other regional institutions active in education, genuine horizontal co-operation among African Member States,

Stressing the urgent need to consolidate and organize the store of information and socio-educational research findings built up by BASE in order to make them available to Member States on a systematic basis,

Taking note of the difficulties encountered by BASE and the constraints with which it has been faced in performing its allotted task,

Recommends:

To Member States

that they place due emphasis on interregional co-operation for educational research in their national programmes for educational development, and direct and support the activities of BASE to that effect, providing it with more substantial resources;

To Unesco

that it consider practical measures to increase the research capacity of BASE, in particular by helping it to establish systematic co-operative relations with the other institutions and bodies operating in the field of research and training for the purposes of educational development, and by increasing the volume and means of co-operation between Unesco and BASE.

#### Recommendation No. 16

##### Co-operation with the African Institute for Higher Technical Training and Research

The Conference,

Recalling that the United Nations General Assembly

- (i) by resolution A/RES/35/66 (B) proclaimed 1980-1989 the Industrial Development Decade for Africa, and
- (ii) in 1981 adopted the Lagos Plan of Action, for, inter alia, inducing "... far-reaching effects in the use of science and technology" to transform the economy of the region,

Noting that the Lagos Plan of Action is a major input into the programme of the Industrial Development Decade and the global strategy for Technical Co-operation among Developing Countries (TDCD),

Aware that the African Institute for Higher Technical Training and Research is one of the specialized mechanisms set up to implement this strategy, with its concentration on development of the innovative technical personnel needed to adapt technology and its teaching to Africa's practical developmental needs,

Appreciative of the role that Unesco is playing in promoting education and training in science and technology in Africa generally, and in particular in rendering assistance to the African Institute for Higher Technical Training and Research,

Urges African Member States to facilitate the process of industrialization and Technical Co-operation among Developing Countries in Africa, by strengthening the African Institute for Higher Technical Training and Research in every way they can and, in particular, by subscribing to membership and paying membership subscriptions;

Requests Unesco to take full account of the African Institute for Higher Technical Training and Research in Unesco's regional programmes for Africa, to continue to co-operate as closely as possible with the Institute and to give it greater assistance, particularly in developing the two high-priority centres for electromechanical engineering and technical teacher education.

Recommendation No. 17

Informatics and development

The Conference,

Considering that informatics is an essential component in development,

Recalling the resolutions of the Heads of State and Government of OAU relating to informatics,

Recalling also that those resolutions specifically call upon Unesco to make an effective contribution to the preparation of the African Conference on Informatics,

Recognizing the pioneering role already played by Unesco in this field,

Commends Unesco for the interest that it has shown in the development of informatics in Africa;

Requests the Director-General of Unesco to take all the preparatory and organizational steps necessary to contribute to the complete success of the African Conference on Informatics, to be held at Algiers, and of the Intergovernmental Conference Strategies and Policies for Informatics (SPIN II);

Invites African states to participate actively, within the framework of Unesco, in the preparations for and holding of the SPIN II conference.

Recommendation No. 18

Support to the Namibian people and to liberation movements in South Africa

The Conference,

Recalling the resolution concerning Unesco's contribution to peace and its tasks with respect to the promotion of human rights and the elimination of colonialism and racialism, adopted by the General Conference of Unesco at its twentieth session,

Reaffirming the need to denounce apartheid as a crime against mankind and to contribute to the struggle for the national liberation, freedom and independence of the peoples it oppresses,

Expresses its unconditional support to the Namibian people in their action to achieve self-determination and independence and to the liberation movements of South Africa in their struggle against racialism and apartheid;

Commends Unesco for the substantial, appropriate and expert assistance it has so far given to the national liberation movements recognized by the Organization of African Unity, especially in the field of education, with a view to training personnel, during the period of struggle for liberation, who will be capable of organizing education systems in line with the aspirations of the newly independent nations;

Invites Unesco:

1. To continue to lend assistance and support, in its fields of competence, to the United Nations Institute for Namibia, with a view to contributing to the implementation of the Nationhood Programme for Namibia, and, in particular, to mobilizing additional resources for training teacher educators and key educational personnel capable of putting into effect the plans drawn up for the new education system as soon as independence is achieved;
2. Also to continue to lend assistance and support in the educational field to the national liberation movements recognized by the Organization of African Unity;

Requests governments, intergovernmental organizations and individuals to make generous voluntary contributions to the United Nations Institute for Namibia and the Nationhood Programme, through the United Nations Fund for Namibia.