
Conference of Ministers of Education of African Member States

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

Lagos (Nigeria)
27 January- 4 February 1976

FINAL REPORT

RECOMMENDATIONS

I. Development of education - general principles and orientation

RECOMMENDATION 1

The Conference,

Taking note of the analysis of the general educational situation in Africa since the Nairobi Conference in 1968, as set out in document ED-76/MINEDAF/3, Chapter I, the general conclusions of which it approves as regards the reasons for, and the need for, a complete reappraisal of the educational systems inherited from the colonial period,

Considering that the majority of existing educational systems are selective systems inherited from the colonial era which are no longer in keeping with the aspirations and fundamental needs of African populations,

Considering that the enrolment in schools of all children of school age remains one of the basic objectives of the African Member States of Unesco,

Considering the financing of education to be a major obstacle to its development in African States,

Considering the importance of statistics on population and distribution by age-group, for the purposes of planning,

Considering that the Member States attending the Conference are all greatly interested in the question of basic education for all, and particularly for young people from 14 to 16 years of age, with a view to making more rational use of their human resources,

Considering that there is no para-primary or post-primary structure available for young people leaving or dropping out of primary school and that they have received no training which could make them productive members of society,

Considering that the absence of training structures at para-primary and post-primary level or of a primary school training slanted in the direction of production is one of the obstacles to quantitative and qualitative progress in education in Africa,

Recommends to African Member States:

- (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;
- (2) that greater priority be given to research in education for economic development, and more money be allocated for research purposes;
- (3) 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;

Recommendations

- (4) that the preparation of projections based on these statistics be encouraged;
- (5) that statistical studies be promoted in order to keep track of trends in the various types of non-formal education, such as adult education, education through mass media and self-education;
- (6) that courses of education be adapted to the realities of the countries and to their present and future needs;
- (7) that studies of educational strategies suitable for inculcating the spirit of initiative and production in the masses be initiated;
- (8) that productive practical work be generally introduced in schools offering general, technical and vocational courses, whether at primary, secondary or higher level;
- (9) that the use of locally available resources for the manufacture and production of teaching equipment on a massive scale be encouraged and made general practice;
- (10) that innovations in education aimed at making students employable be continued and intensified so that education is indeed viewed as an economic investment;

Recommends to Unesco:

- (11) that it undertake studies:
 - (i) on expenditure on education in African Member States and propose ways and means to reduce educational costs;
 - (ii) with a view to placing greater emphasis in primary education on the spirit of production and initiative;
 - (iii) with a view to the introduction of pre-primary and post-primary training structures.

RECOMMENDATION 2

The Conference,

Considering that every education system is geared to the political and socio-economic objectives of the State,

Considering that the colonial system provided an education in the African States which was deliberately slanted towards the justification and maintenance of its domination over our peoples,

Recognizing that at the present time African education is still suffering from serious shortcomings inherited from the colonial period, shortcomings both at the level of educational institutions and at that of programme content and the direction in which it is oriented,

Considering that African schools are consequently still to a large extent cut off from the social milieu,

Convinced that the new Africa should rethink its educational system in order to readapt it fundamentally to the new demands of its economic and social development,

Recommends:

A. to the Member States:

1. that they undertake the decolonization and nationalization of all their educational systems and curricula in order to gear them essentially to the political, economic, social, scientific and cultural preoccupations of our peoples;
2. that they effectively integrate the school with life by such means as:

Recommendations

- (a) the introduction of productive work as one of the elements in the education of the child;
- (b) the suitable qualification of pupils in accordance with the main development sectors of the nation;
- (c) the organization of schools in such a way that they may eventually become self-managed and self-financed units;
- (d) the democratization of education so that schooling may cease to be the privilege of a few children; in this connexion, free education should be one of the objectives to be attained;
- (e) the introduction and development of the use of national languages as languages of instruction in the schools and universities;

B. to Unesco:

1. that it study the possibility of helping to establish publishing houses in each area in order to solve the textbook problems that will necessarily arise from mass education in the national languages;
2. that it study the possibilities of helping African Member States to equip schools for technical and craft education.

RECOMMENDATION 3

The Conference,

Aware of the alarming and growing problem of unemployed school leavers in the African Member States,

Conscious of the adverse social, economic and political repercussions of this problem,

Desirous of a better adaptation of the content of education to the needs and aspirations of the recipients,

Appeals to the African Member States, in an effort to solve this problem:

- (i) to make their education creative, productive, resourceful and relevant to the social, economic, political and cultural setting of each country, both in theory and in practice;
- (ii) to ensure the acceptability of changes in the educational systems to the community it serves by preparing the latter for such changes;
- (iii) to ensure that the educational plan and its implementation are seen to be not only an integral part of a nation's overall economic and social objectives but also a tool for their implementation;
- (iv) to ensure that universities and research bodies undertake systematic studies of the economic, sociological, and psychological aspects of the life of the population with a view to defining realistic educational objectives; international or bilateral assistance could be provided for these studies;
- (v) to strengthen their educational planning and administrative machinery, which should provide a solid framework for internal improvements in educational activities;
- (vi) to stimulate and contribute to the systematic exchange of regional and international experience on educational innovations, with special emphasis on analyses of problems of planning, implementation and evaluation of educational reforms in the context of various social, economic and cultural development.

Recommendations

RECOMMENDATION 4

The Conference,

Considering that the African languages constitute the most appropriate instruments to express the genius of our peoples,

Considering that an education given in these languages offers invaluable pedagogical and cultural advantages,

Recommends:

1. that African Member States, Unesco, OAU and other competent organizations give effect to Recommendation No. 20 adopted by the Intergovernmental Conference on Cultural Policies in Africa, held in Accra in November 1975, concerning the use of African languages as languages of instruction;
2. that Unesco, Unicef, OAU and other competent international organizations assist in the development of the literature in national languages which will be needed to support full implementation of the decision on the use of national languages in education.

RECOMMENDATION 5

The Conference,

Noting with satisfaction the contribution made by Unesco to the development of science and technological education in Africa,

Realizing that the present heavy dependence of African countries on imported technologies and foreign technical personnel is largely due to the lack of adequate facilities in local secondary and post-secondary institutions enabling students to acquire a scientific mind and technical skills for practical application,

Regretting the vast opportunities offered by public works and industrial activities for the acquisition of practical technological skills and know-how that are generally unused in African countries,

Recalling the special plea of the sixth and seventh special sessions of the United Nations General Assembly for the transfer of science and technology to developing countries and the need to assist them in developing indigenous technologies,

1. Calls upon African governments to accord high priority to the development of appropriate policies, programmes and institutional arrangements for promoting technology research; and to the provision of opportunities for practical participation in public works and private industrial projects that will enable students of secondary and post-secondary educational institutions, especially technical students, to acquire practical experience and skills as essential requirements in their training;
2. Requests Unesco, in collaboration with ECA to assist African Member States to undertake studies of ways and means of:
 - (i) introducing middle-level skill-related technological subjects into secondary school curricula; and
 - (ii) correcting the prevailing imbalance in the subject structure and course offerings of post-secondary educational institutions in relation to high-level manpower requirements, especially science and technological skills;
3. Further requests Unesco, acting in collaboration with ECA, OAU, UNIDO and other appropriate international organizations, to undertake a study of the feasibility of establishing an African regional research centre for the study, adaptation, development and promotion of technology specifically appropriate to the development needs of African countries; and if sufficiently justified, to take the necessary action for the establishment and development of such a centre, which should operate in collaboration with national and regional curriculum development centres;

Recommendations

4. Invites the Director-General of Unesco to intensify his efforts to assist African Member States to strengthen national structures and programmes for the promotion and development of science and technological education in African countries.

RECOMMENDATION 6

The Conference,

Considering the acute shortage of reading material and the unprecedented need to maintain and enhance reading habits and skills gained, for the life-long education of newly literate adults,

Recommends that the African Member States do everything in their power to make available to the newly literate the materials which can prevent them relapsing into illiteracy;

Recommends further that all possible assistance be afforded by Unesco to meet the needs of Member States so that they can produce and test locally relevant and suitable reading materials to help new literates to improve and develop their newly acquired skills and knowledge.

RECOMMENDATION 7

The Conference,

Considering that each individual has the right to a minimum of education which will enable him to realize his potential and contribute to the economic, social and cultural development of the nation to which he belongs,

Recommends:

1. that efforts be made by African Member States to identify handicapped youths in the society, and to set up suitable educational facilities for these handicapped children;
2. that training facilities be established on African soil for teachers of handicapped children.

II. Innovations and educational reforms

RECOMMENDATION 8

The Conference,

Bearing in mind the great strides that African Member States have made in their educational development since independence,

Considering that educational systems need to be overhauled to bring them into line with the cultural, social and economic realities of the African environment,

Aware of the heavy financial burden that educational programmes impose on the African Member States,

Conscious also of the great efforts of the African Member States to undertake planned reforms of their education in order to adapt it to their environments so that it serves the set policies of their respective countries,

Considering that there exist throughout Africa similar educational situations which lead each of the States to introduce numerous innovations,

Aware of the fact that a number of African States have embarked upon various useful innovations in their educational systems,

Recognizing the originality and quality of the innovations introduced in certain countries,

Recommendations

Considering that exchanges between African countries are more fruitful because of the common historical and cultural background of our peoples,

Considering that, in the field of educational innovation as well as in the political and economic fields, the African States should join forces and co-operate closely,

Considering that one of the most important means for such co-operation is the exchange of information, which is a way of getting to know each other,

Considering that the majority of Member States deplore the fact that no such inter-African information network exists,

Convinced that only co-operation and planning in this field will enable our States to develop a system of education in conformity with the objectives of progress for our peoples,

Considering that infrequent meetings of ministers and experts at present offer the only opportunity for exchanging information on educational reforms and innovations undertaken in Africa,

Considering that all those who intend to modify and renew their educational systems could and should draw inspiration from such information,

Considering that the Unesco Regional Office for Education in Africa is already playing a useful clearing-house role in these fields and is providing expert services,

Appeals to the African Member States:

to recognize their educational planning as an instrument of innovation and change, particularly in their basic and mass education;

to continue with experimentation in respect of these innovations and, where their resources allow, to apply those innovations that have proved useful, in particular by initiating and continuing a search for solutions to the problem of high unit costs through cost-saving innovations in the implementation of educational programmes; to take the necessary steps both to implement and to evaluate their educational plans;

to share among themselves their experiences of applied innovations and establish their own machinery to make this possible;

Recommends to the African Member States:

that they carry out exchanges of specialists in the field of education in order to enable the different States to benefit from each other's experience;

that they set up educational documentation and exchange sections in their National Commissions for Unesco or Departments of Education;

that they intensify their co-operation with the Unesco Regional Office for Education in Africa as a clearing house of information and a source of expert services on educational development and innovation. This centre should be provided with facilities for storage and distribution of vital information on educational reform. From such a centre, it should be possible to send out African experts to advise Member States on matters relating to education. In this way, Africa will create her own experts and minimize dependence on foreign expertise from outside the continent;

Invites the Director-General:

to provide assistance to African Member States, when requested to do so, in innovating and developing their educational systems within the context of a broadened concept of educational planning, for example

- (a) by training educational planning and administrative personnel in as broad a range of skills and competences as necessary, including the implementation and evaluation of plans;
- (b) by helping African Member States to establish and develop their own research and training capacities at national, sub-regional or regional level in educational planning and administration;

Recommendations

to strengthen the International Institute of Educational Planning, the Unesco African Regional Offices and sub-regional institutes which will assist in performing the above tasks;

to assist in establishing and maintaining, at the request of the African Member States themselves and where these may be desirable, a network of innovation institutes;

Recommends:

that Unesco study procedures for establishing an inter-African educational information network, concerned particularly with innovations, with a view to encouraging and facilitating systematic exchanges, at regional and international level, concerning in particular the analysis of problems of planning, implementing and evaluating educational reforms in different social, economic and cultural contexts;

that Unesco through its Regional Office for Education in Africa compile a list of the institutions and ministerial departments in African countries which are entrusted with research in educational innovation and regularly update and circulate this list to all African Member States in order to facilitate contacts and exchange of expertise;

that it establish within BREDa a specialized section for exchanges in the field of educational innovation and that it provide this section with all the human and financial resources needed for its proper functioning;

that it give Member States assistance with a view to enabling them to prepare films and documents on innovations;

that it bring about the conditions necessary for the organization and holding of seminars and meetings at the regional level or between countries that have undertaken the same types of innovation;

that Unesco through its Regional Office arrange an annual meeting of experts from African countries in order to follow up the implementation of educational innovations;

that the BREDa journal "EDUCAFRICA" be given wide circulation and that an important place be set aside in it for the results of educational research;

that African Member States collaborate closely with this journal and encourage their cadres to make known their innovations; that OAU participate in this exercise;

that the Member States assist Unesco to this end by making available an approved summary of reforms and any documents and information which could be used in drafting a publication describing planned or ongoing reforms in Africa that could be of use to all Member States, all research workers and all the authorities in Africa and other regions;

that Unesco take the financial and technical measures necessary for the compilation and publication of such a list of planned or ongoing reforms in Africa.

RECOMMENDATION 9

The Conference,

Realizing the significant role that non-institutionalized education can play in democratizing education for all segments of the population,

Conscious of the need to provide a broader conceptualization of the education process, beyond the scope of the formal school system,

Noting the many innovations now being made in the area of non-formal education,

Bearing in mind the significant effort already undertaken in the field of non-formal education by such sectors as agriculture and health, and

Considering that non-formal education complements formal education and that it is a valuable short-term investment,

Recommendations

Recommends that Unesco organize as early as convenient a seminar involving other sectors, to find appropriate ways of collaborating in conveying non-formal education to all segments of the population;

further recommends that governments should urgently consider allocating adequate funds for the organization and functioning of this type of education.

RECOMMENDATION 10

The Conference,

Considering the important role that a qualified and numerically adequate teaching profession should play in the planning and execution of any national educational policy,

Considering the acute shortage of teachers and the obvious need for more teachers to meet the rising demand for mass education with a view to providing education for all children, and the financial constraints facing developing countries,

Considering that the aim of providing schooling for all children of school age can only be effectively realized by the establishment of schools that are able to provide a quality education because they have suitable facilities,

Recommends:

- (a) that the Member States consider, as measures for the immediate future where this seems necessary, raising the conventionally accepted pupil-teacher ratio of 40 or less to one, through appropriate mechanisms such as team teaching, the shift system, auxiliary teachers and the use of educational mass media;
- (b) that the Member States consider training of a new type of teacher and also introduce innovations to maximize the utilization of educational facilities;

Further recommends to Member States:

- (a) that teachers should undergo intensive training, emphasis being placed not only on their teaching qualifications and their professional awareness, but also on developing their critical faculties;
- (b) that suitable steps be taken to encourage teachers to remain in the teaching profession;

Recommends to African Member States and aid-donors that substantial financial assistance be provided to finance the building of architecturally more suitable and less costly schools for the increasing school population.

N. B. This Recommendation combines Recommendations 2 and 6 of the draft final report.

RECOMMENDATION 11

The Conference,

Recognizing that the successful implementation of programmes of educational reform cannot be achieved without the availability of competent personnel and proper orientation of those responsible for reform,

Recommends that African Member States give top priority to the training of such personnel and that training be given locally at grass-roots level and at a higher level both locally and in regional training centres;

Recommends that such personnel, including inspectors of schools, educational planners and headmasters, should continually undergo intensive training so as to strengthen their capacities for implementing education reforms effectively and successfully;

Recommendations

Recommends that African Member States should establish educational research centres whose function it will be to undertake educational reform and innovation as an ongoing concern.

RECOMMENDATION 12

The Conference,

Considering that education affects the masses of the people in Africa and that successful reform and innovation are meaningful and possible only when people at the grass-roots level are involved in decision-making,

Recommends that African Member States wishing to undertake reform make provision for involving the masses in discussing, scrutinizing and making decisions at all levels of the educational reform exercise;

Considering that education is an expensive item in the budgets of African Member States, that school equipment and materials are very expensive as most of them are imported from outside the continent and that the costs involved in the purchase of these materials from outside Africa should be minimized,

Recommends that African Member States should work jointly and co-operatively with the Unesco Regional Office for Education in Africa for the exchange of information and experts, and undertake research on the production of school equipment and materials using local raw materials and expertise.

RECOMMENDATION 13

The Conference,

Taking into consideration the need for a new outlook on educational technology to include the relevant and possible applications of the results of research in the different domains of education, psychology, humanities and related fields, in addition to distance teaching and mass media,

Noting the importance of educational technology in speeding up the process of innovation,

Requests Unesco to plan for a field study on the feasibility of developing activities in educational technology to facilitate study of the different possibilities of identifying a new form of educational technology suitable for African States as they are now, and as they plan to develop in the near future, making the most efficient use of existing resources.

III. Basic education and mass education in support of development

RECOMMENDATION 14

The Conference,

Considering

- (i) that each individual has the right to a minimum of education which will enable him to realize his potential and contribute to the economic, social and cultural development of the nation to which he belongs, and
- (ii) that this development should result from the advancement of all and not only of a minority,

Considering that many African countries may not be able to introduce universal primary education in the next decade,

Noting the high percentage of drop-outs in the course of primary education and the large number of primary school leavers who do not find places in post-primary schools,

Recommendations

Considering that adult education in its widest sense can competently cater for these groups of people,

Considering further that a literate population promotes rapid national economic development and that any harmonious overall development needs to enlist all the productive forces of the nation,

Conscious that this can only be achieved by opting for a mass, democratic education with a view, in the first place, to rescuing the broad masses of the people from the state of illiteracy, and, in the second place, to undertaking the initial and further training of fully conscious, committed and skilled producers,

Convinced that basic education should be the first stage of life-long education which further possibility of access to other forms of education, and that the concept of basic education may contribute towards solving the problems of offering education for all adults and children in school and out of school,

Convinced that there can be no true development without an awareness of the cultural and scientific dimensions of such development and without the active mobilization of all the people,

Considering further that basic education is the best means of providing mass education,

Urges the African Member States:

- (1) clearly to define their basic education policies;
- (2) to consider school education and non-formal education activities as complementary elements in an overall national effort to ensure each member of the society equal educational opportunities;
- (3) to structure basic educational programmes in such a way as to allow for mobility between the school systems and non-formal educational activities;
- (4) to consider the establishment of national councils or boards for non-formal education and to establish structures within their Ministries of Education for the purpose of promoting non-formal education as an integral part of national education as a whole;
- (5) to set up governmental machinery to co-ordinate all forms of education and instruction which contribute to the development of basic education for all;
- (6) to mobilize all available resources for development of non-formal educational activities;
- (7) to make a determined effort to promote studies leading to the preparation and formulation of diversified strategies and policies thereby rendering it possible to optimize the efficiency and economic viability of the educational system in its quantitative and qualitative aspects;
- (8) to commit themselves resolutely to the eradication of illiteracy among the masses of the people so as to make it easier for them to receive training and further training in their national languages in order that they may be able to participate more effectively in development and in raising their own standard of living, taking for this purpose the necessary measures to mobilize all available resources in specific training institutions, local communities, development agencies, etc.;
- (9) to provide those adults who have received a basic formal education with facilities for continuing education in all the fields of activity which will enable them to play a more effective part in national development programmes;
- (10) to mobilize the mass media so as to make them play a greater part in the raising of the cultural level of the nation;

Recommends Unesco and other competent organizations:

- (11) to assist the African Member States in implementing their basic education programmes, e. g. by helping to meet their needs as regards training of personnel, preparation of methodology and teaching techniques, the planning and financing of basic education and the preparation of teaching materials;
- (12) to organize at sub-regional and regional level workshops for those specializing in or responsible for basic education.

IV. Regional and international co-operation

(a) Regional co-operation

RECOMMENDATION 15

The Conference,

Considering the similarity of the historical, geographical, economic, sociological and political experience of most Member States of the African continent,

Considering that African educational problems are similar and that exchange of experience related to the ways in which such problems are being tackled and solved will be of benefit to all,

Realizing our common educational needs and problems and the financial constraints that face our nations in search of solutions to those problems,

Conscious of the spirit of co-operation prevailing among the African Member States nurtured especially through the Organization of African Unity,

Bearing in mind the recommendations of the recent Meeting of the Senior Officials of the Ministries of Education of the Twenty-Five Least Developed Countries on international co-operation in education,

Recognizing the benefits derived from the exchange of ideas and experience between Member States,

Noting the need to establish development goals in concert With each other in specific fields of education,

Realizing the great desire of our people for early achievement of our target in the development of education,

Appreciating the need to review on a continuing basis such progress as is made in achieving these goals,

Recommends to African Member States that there should be greater co-operation among African countries in the form of exchange of university lecturers, provision of training opportunities to nationals of fellow African countries in areas of crucial importance to development, and in the exchange of results of researches;

Recommends to African Member States:

that they consider the early establishment of an African curriculum organization for greater regional co-operation in curriculum reform and renovation of school curricula;

that they set up a committee of Member States which should meet from time to time to review their programmes;

Appeals to the African Member States to use all possible means at their disposal to co-operate between and among themselves in education, particularly in the following areas recommended by the Meeting of Senior Officials of the Education Ministries:

- (i) training of educational personnel;
- (ii) mass and basic education;
- (iii) equipment and materials; and
- (iv) research;

Recommends that Unesco undertake to assist in the formation, promotion and financing of the proposed African curriculum organization;

Appeals to:

- (a) Unesco and the rest of the international community to implement effectively the resolutions of the sixth and seventh special sessions of the United Nations General Assembly and the resolution of the eighteenth session of the Unesco General Conference on the new international economic order;

Recommendations

- (b) international agencies, within the United Nations system in particular, seriously to consider reorienting their aid policies, modalities and mechanisms along the specific lines of action suggested in paragraph 43 of the report of Senior Officials of Ministries of Education of the Twenty-Five Least Developed Countries in document ED/MD/39.

RECOMMENDATION 16

The Conference,

Considering the wish expressed by several delegations for the establishment and development of institutions for sub regional, regional and international co-operation on education,

Considering that African countries, which are contending with similar problems, are undertaking reforms and innovations with limited information and facilities even though Africa has an increasing number of creative and original thinkers,

Considering that the tendency in certain forms of aid is, if not towards a cut-back, at least towards a restriction which obliges the recipient to limit his programmes,

Considering that research is essential for development in Africa and a task to which education should address itself,

Noting that there are already in existence a sufficient number of governmental or non-governmental associations and agencies capable of providing a framework for sub-regional, regional and international co-operation, and that the proliferation of such agencies entails a dispersion of effort,

Recommends to Unesco that it:

draw up an inventory of the technological and human resources of African universities, institutes and schools of advanced studies;

contribute, through the appropriate distribution of assistance, to the balanced growth of the various institutions of higher education and research;

assist in drawing up a development plan for specialized higher education and research departments on a sub-regional or regional basis using suitable infrastructures and in a suitable environment;

Urgently recommends that Member States:

regard the promotion and organization of research by their own nationals as a matter of vital necessity and make available the funds necessary for this purpose.

RECOMMENDATION 17

The Conference,

Considering the Member States' need to adapt their systems of education to national requirements and the need for co-operation between the African countries with a view to the introduction of a genuinely African type of education, in accordance with the resolutions adopted by the Nairobi Conference in 1968 concerning, in particular, national priorities and objectives and inter-African co-operation in higher education,

Considering the co-operative relations between Unesco and regional and sub-regional organizations in Africa,

Considering that there exist in Africa a number of high-level specialized establishments set up by some of these organizations,

Recommends

- (i) that Member States co-operate closely with these establishments with a view to making the best possible use of the training facilities provided;

Recommendations

- (ii) that Unesco offer all possible technical support to these establishments in order to assist them better to serve Africa.

RECOMMENDATION 18

The Conference,

Bearing in mind that the creation of the Association of African Universities is predicated on the philosophy of assisting the various African universities to pool ideas and resources in the areas of education and research geared to the intellectual, social, political and economic development of Africa,

Noting with satisfaction the progress that the Association of African Universities has made in promoting higher education among Member States through the exchange of students and professors, organization of inter-university seminars and workshops, study tours and documentation.

Conscious of the co-operation which already exists between Unesco and the Association of African universities in the field of higher education, and the need to strengthen this co-operation,

Considering that hitherto the greater source of funding for the Association has been derived from sources outside Africa,

Aware of the fact that the interest of the African countries would best be served by the Association, if it derived the bulk of its funding from African governments,

Recommends

- (a) that the Association of African Universities widen and intensify its relations with all Member States;
- (b) that African governments and the OAU consider as a matter of urgency the provision of adequate and regular financial support to the Association of African Universities;
- (c) that Unesco take steps to strengthen the existing working relationship between it and the Association of African Universities, and find ways and means of providing financial support to the Association.

RECOMMENDATION 19

The Conference,

Having taken note of the new educational requirements of African countries since the Conference of Ministers of Education of African Member States held in Nairobi in 1963,

Noting that some of these requirements can only be met by research in the education sector,

Having taken cognizance of the timely establishment of the Bureau africain des sciences de l'éducation (BASE) following the 6th Congress of the International Association for the Advancement of Educational Research in 1973,

Recognizing that this Bureau can give invaluable assistance to African countries by helping them to intensify and harmonize their activities in this sphere, and more particularly recognizing the need to concentrate research work in education at the regional level while at the same time acknowledging the importance of educational research in our national institutions as a means of further enriching the content of education,

Recommends that the Member States encourage and support the programme of BASE, the purpose of which is to broaden scientific co-operation in educational research;

Recommends that the Director-General of Unesco take the measures necessary to:

- (a) intensify co-operation between BREDA and BASE;
- (b) assist and support the programme undertaken by BASE on the quality of the educational process.

Recommendations

RECOMMENDATION 20

The Conference,

Considering the great need expressed by Member States for exchange of information both of a general nature and of specific relevance to the process of education,

Considering the attempts being made by regional agencies and individual Member States to establish book development programmes,

Noting the interest and support that the member countries of OAU have expressed jointly and severally in the development of the joint programme related to the Encyclopaedia Africana,

Recommends to Member States that they back up this interest with material and financial support to help in hastening the completion of the project, and to Unesco to aid in all possible ways in publishing that part of the Encyclopaedia Africana so far completed.

RECOMMENDATION 21

The Conference,

Recognizing the need for African countries to relate the objectives of their educational development to overall socio-economic development objectives,

Recognizing further the urgency of transferring to Africa, and of developing, appropriate technology to facilitate Africa's socio-economic transformation,

Realizing the immense challenge that faces developing African countries in terms of ensuring that the structures, content and orientation of their educational and training systems respond effectively to the opportunities and imperatives of the new international economic order,

Recalling the resolution of the Conference of Ministers of the Economic Commission for Africa, adopted in Accra in February 1963, which urged ECA and Unesco to explore the feasibility of establishing a joint division for concerted action in areas of common interest,

Recalling the recommendation of CASTAFRICA (Dakar, 1974) that urged OAU and Unesco to work closely on science and technology,

Convinced that only concerted action by Unesco, OAU and ECA can best foster meaningful intra-African co-operation in the fields of education, science and technology, especially with regard to multinational institutional infrastructures for training and research,

Noting with satisfaction the fruitful co-operation existing between Unesco, OAU and ECA and the advantages that could result from further strengthening of that co-operation,

Calls upon the Director-General of Unesco, the Administrative Secretary-General of the OAU' and the Executive Secretary of ECA to:

- (i) consult together and explore the feasibility of establishing a team of experts for joint activities in the field of (a) science and technology; and (b) education for development;
- (ii) determine periodically the socio-economic perspectives for the further advancement of African education, as well as the urgent educational, scientific and technological problems facing Africa, and to initiate concerted action programmes to alleviate such problems.

Recommendations

(b) International co-operation

RECOMMENDATION 22

The Conference,

Bearing in mind that the greatest aid to development is self-reliance, and that foreign aid is often a broken reed which in the long run retards progress in developing countries,

Recommends that African Member States, when tackling their educational problems, should first explore all local avenues before considering offers of foreign aid from abroad,

Considering that where foreign aid is concerned, it is the recipient, not the donor, who should determine what form it should take, its magnitude and duration, and ensure that it fits into a programme planned by the recipient country for its own progress, and not as part of a preconceived package by the external donor,

Recommends that if foreign aid to education is to be of maximum benefit to the recipient, it should be for the execution of educational projects of critical importance in the overall economic and social plan drawn up by the recipient country itself, to foster its economic, social and political aspirations.

RECOMMENDATION 23

The Conference,

Considering the need for flexibility and the streamlining of administration to suit local needs,

Mindful that UNDP / Unesco assistance has created a pool of national expertise,

Aware that the standard text of the project documents of UNDP-assisted projects is the same for all countries,

Appeals to the United Nations Development Programme not to reduce its aid to the developing countries of Africa, particularly those on the list of the "least developed" countries;

Recommends that nationals be recruited to serve in the capacity of experts and chief technical advisers of projects in their own countries whenever possible;

Requests the Director-General to explore cash assistance in addition to the aforementioned technical assistance;

Further requests the Director-General to examine with UNDP appropriate measures to improve the Conditions for executing operational projects.

RECOMMENDATION 24

The Conference,

Recalling the spirit of United Nations General Assembly resolution 2768 (XXVI) by which the General Assembly requested, in particular, the international organizations within the United Nations system to take fully into account the special needs of the least developed countries when formulating their programmes of activities or selecting the projects they finance,

Noting the relevant recommendations of the Meeting of Senior Officials of Ministries of Education of the Twenty-Five Least Developed Countries held in Paris (8-16 September 1975) and contained in their report which has been submitted to the Conference of Ministers of African Member States held in Lagos, 27 January-4 February 1976 in ED-76/MINEDAF/REF/10,

Considering the need for regional and international co-operation in ways and means which yield tangible educational results and socio-economic benefits for the advancement of all,

Recommendations

Recommends:

1. to the Director-General of Unesco to take the necessary steps to increase the assistance given to the 25 least developed countries in the field of education;
2. to the Unesco General Conference to explore the possibility of establishing a special fund to assist the 25 least developed countries to resolve the particular problems which they encounter in the field of education.

RECOMMENDATION 25

The Conference,

Considering the particular situation of the land-locked countries which have to shoulder heavy burdens because of the extremely high cost of transport, especially for educational materials and equipment,

Noting that these countries are among the most economically disadvantaged, especially those among the 25 least developed countries, and that they are suffering hardship from the effects of the deterioration in the terms of trade,

Considering that funds granted to these countries are usually subject to payment of a counterpart contribution and high rates of interest,

Deeming it necessary that the international bodies show greater understanding by providing suitable solutions to the problems specific to the land-locked countries,

Recommends that Unesco and the other competent international agencies concerned with the problems of education:

take suitable measures to create special funds to help these countries to cover the costs of transporting educational materials, equipment, etc.;

help the countries concerned, when granting loans for education projects, by eliminating counterpart costs and giving lower interest rates (special rates).

RECOMMENDATION 26

The Conference,

Noting the efforts and achievements made in all areas of international co-operation by Unesco, and especially in the field of education, since the Nairobi Conference,

Appreciative of the crucial role which the Organization has continued to play in the development of education in all Member States,

Considering the gravity of the educational problems facing certain African countries,

Concerned at the fact that present procedures for mobilizing international assistance do not always take account of certain particular situations,

Places on record its appreciation of the work being carried out by the Organization and reaffirms its confidence in Unesco,

Recommends to Unesco and other competent agencies to address themselves to assisting African Member States in implementing programmes and projects formulated by the Member States, whether collectively or individually.

N. B. This Recommendation combines Recommendations 16 and 17 of the draft final report.

RECOMMENDATION 27

The Conference,

Recommends to the Director-General, that in preparing Unesco's programme and budget, he should give priority to, among others, the programmes in the following areas:

- (i) regional conferences and meetings;
- (ii) information on aid to education;
- (iii) international Literacy Foundation;
- (iv) promotion of nutrition and home economies;
- (v) international exchange of world literature related to science and technology policies;
- (vi) encouragement of public understanding of science and technology;
- (vii) studies on the human implications of science and technology;
- (viii) contribution to basic thinking in the social sciences;
- (ix) interdisciplinary research, cross-cultural studies and international co-operation;
- (x) studies and research on youth today;
- (xi) youth activities in pursuance of peace and international understanding;
- (xii) managing man's interaction with the marine environment.