
LEAD PAPERS

SUMMARY OF COUNTRY PAPERS

BOTSWANA

General information

In Botswana, primary education is recognised as the most important of all the stages of education. This is true in several senses. For example, the largest proportion of school-going population is in primary school; the ratio between primary and secondary being 10:1. Primary education forms the foundation on which further learning is based, the stage when the child's character and abilities take shape and many habits and attitudes of a life-time are formed.

From the point of view of nation-building it is mainly through the primary school that children and perhaps even the local community itself derive their sense of belonging to the wider society of Botswana, and come to understand and appreciate the full meaning of the country's five principles and goals viz. democracy, development, self-reliance, unity and kagisano.

It is for this reason, that Botswana's primary education policy is determined by the aims of making a minimum basic education accessible to everybody.

Progress towards UPE

A superficial examination of the available statistics seems to indicate that Botswana has attained universal primary education. Over the period 1972-79 the average annual rate of increase of primary school enrolments has been more than 9.5 per cent while the proportion of children of primary school age has been increasing by only 3 to 4 per cent a year. Thus considerable progress has been made towards the target of UPE.

The number of pupils attending primary school in 1979 was 156,890 while the number of children aged 7 to 13 inclusive (roughly the official age range) was 149,890. This gives an apparent enrolment of 105 per cent. It is well known, however, that for a number of reasons this conclusion is off the mark. For example, enrolments were divided between boys and girls as follows: 70,580 boys, 86,310 girls. Hence, since there are almost as many boys as girls in the population, it follows that many boys were not attending school. Moreover, some individual districts have enrolment percentages far above 100 per cent while others have enrolment percentages far below 100 per cent.

It is believed there are still many children of primary school age not attending school in rural areas. Also, considering the possible understatement (by about 10 per cent) of the true population size in the 1971 Population Census, repetition, and the fact that many children attending primary school

are older than the official age span for primary education, the percentage of children of the official 7-year age span attending primary school, could be put at about 75 per cent, give or take 10 per cent either way.

In Botswana, UPE is a declared aim. However, UPE is a long-term (1980s) objective and not yet compulsory, though local education authorities are free to introduce it when found appropriate. No fees are charged in primary schools.

The following figures show the education budget from all official sources for the year 1979/80:

(a) Total Education Budget (Recurrent)

Ministry of Education	P26,900,000
Ministry of Local Government and Lands	P 800,000
Local Councils	P 1,800,000
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	P29,500,000
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(b) Primary Education Budget (Recurrent)

Ministry of Education	P12,100,000
Ministry of Local Government and Lands	P 800,000
Local Councils	P 1,800,000
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	P14,700,000
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1 Pula = \$1.27 = £0.57

As percentage of the total budget, that devoted to primary education represents 50 per cent.

Within the primary education budget, the allocation is as follows:

(a) Teaching materials	12%
(b) Teachers' salaries	76%
(c) Administration	12%

Major difficulties

The main difficulties include the high cost of expanding conventional schools, maintaining the supply and continued service of an adequately trained teaching force and catering for the nomadic elements of the population.

Innovations

UPE in Botswana is a long term objective to be achieved by gradual expansion. However, the general expansion of the primary system and the abolition of fees have accelerated progress towards UPE.

THE GAMBIA

General information

The education system of The Gambia is directed toward eventual universal primary education. The official policy for the decade 1976-85 provides for a 100 per cent increase in the primary school population. The indications are that this target will be achieved in September 1980, when about 48 per cent of the primary school-going age group will be in school. This 'national percentage' conceals a disparity between regions, ranging from 100 per cent in the capital to 2.5 per cent in some rural areas.

The primary school age range was 6-12 years until 1976, when it was changed to 8-14. The absence of proper records of birth makes regulations on age difficult to implement and therefore interpretation is quite flexible. The effect of this change has yet to be felt in the community.

Primary education is free and voluntary. It is expected that all education at this level will be provided in the formal school system. Provision will be made for those who complete the course but could not be accommodated in the secondary course, to continue their education in a non-formal system.

In 1979/80, 61 per cent of the education recurrent budget was assigned to the primary level. Of this provision, 86 per cent was used for salaries, and only 14 per cent for materials.

Major difficulties

The Department of Education has a tradition of establishing schools only when requested to do so by the community concerned. Indeed for the past two years after the establishment of a school, the community assumes responsibility for a temporary building, school furniture, and accommodation for the teachers. One of the difficulties encountered in the expansion of primary education is the apathy of certain communities to having a school established in their village.

One of the reasons given for this resistance is the religious implications of education. To counter this Councils have appointed Islamic teachers in all village schools, and this has reassured some parents. In 1978 the Department assumed responsibility for all Islamic teachers, and made arrangements for their training and certification. This action caused a significant increase in the demand for the establishment of schools and considerable increase in the school population.

The practice of not siting primary schools within three miles of each other in rural areas has raised some protests from communities that would like to have a school of their own. The introduction of a school-feeding programme has reduced the opposition to children walking some distance to school.

Other inhibiting factors are high costs of buildings and furniture, and the lack of qualified teachers. The Ministry has set up a School Building Unit which operates with the assistance of local 'self-help' work gangs. The construction of furniture for primary schools by the students in secondary technical schools has been tried and found to be less expensive. The practice will be extended on a regional basis. In spite of the regular

though small output of qualified teachers from the teacher training college, the percentage of trained teachers is on the decrease. It was decided that more radical measures were desirable, and a scheme was set up which would enable unqualified teachers of sufficient maturity and teaching experience to take a shorter course and obtain qualified status.

GHANA

Right from Ghana's pre-independence era, there was a vigorous effort to lay solid foundations for the establishment of a firm and virile education policy. This exercise brought in its wake the introduction of an accelerated plan designed to train adequate personnel equipped with the necessary professional qualification and experience to handle plans for universal primary education, then in its initial stage.

It is gratifying to note that successive Governments have initiated policies to sustain this effort and to arouse interest in the broad masses of the people towards the optimum realisation of the goal.

Steady progress has been made towards this end. However, a number of problems continue to beset the national effort.

General information

By 1979, UPE in Ghana had achieved a growth rate of 70 per cent.

The total population of children covering the six years of primary school-going age, stands at 409,080. Out of this 286,139 are currently enrolled in school. This represents 69.94 or approximately 70 per cent.

UPE is already an established national objective. It has been the declared policy of successive Governments to provide compulsory free basic education for every child of school-going age so as to afford it a decent living and to fit it into the society to which it belongs, on the completion of its education.

The normal age range for children in primary schools in Ghana is 6 to 12. The basic age for enrolment in P.1 is 6 years. In a few isolated cases, children enrolled in P.1 exceed the basic age.

Out of a total population of 273,574 children enrolled in P.1 in 1977/78 academic year, the breakdown was as follows:

129,194	were 6-year olds
84,549	were 7-year olds
39,975	were 8-year olds
13,341	were 9-year olds
6,515	were 10+ year olds

UPE is compulsory. In order to avert vested interests thwarting government efforts to give children basic education, it has been found expedient to make UPE obligatory. It is also free. There are no charges, except for a token fee paid by pupils for the use of a free text book scheme.

Out of a total budget of ¢723,480,00 for Education and Culture, ¢213,146,000 is allocated to primary education. This represents 29.5 per cent.

(a) An amount of ¢4,275.00 (i.e. 2.04 per cent) is spent on teaching materials.

(b) Teachers' salaries and allowances take ¢197,530,000 (i.e. 92.66 per cent).

(c) Administration takes ¢11,341,000 (i.e. 5.30 per cent).

Major difficulties

Mounting costs have rendered ineffective the role that local and urban councils are expected to play in providing school accommodation for the fast-growing population of children of school-going age. It is here that Government encourages private participation in UPE to supplement the national effort. Trained teachers paid by Government are posted to some of the private institutions by way of financial assistance since Government does not provide funds for teachers' salaries in these institutions.

Government's financial commitments to second cycle education are prohibitive and there are plans to cut back on the boarding aspect of these institutions in order to save funds to provide more facilities for UPE. The establishment of day secondary schools is also envisaged as a further step to generate funds. Another step in this regard is the creation of a Department for Basic Education within the Ghana Education Service headed by a Director of Education to advise Government on primary education.

The exodus of teachers who are naturally attracted by higher salaries and better conditions in neighbouring countries has created an acute shortage of teachers. Government is making all efforts to remunerate teachers sufficiently by making their salaries attractive, and by according them fringe benefits in addition to the housing and cost of living allowances now paid to them.

Unsatisfactory administration is another difficulty besetting us. Lack of adequate and satisfactory transportation has greatly affected the smooth administration of education. The immobility of Ministry Officials renders their work ineffective. The Ministry is currently considering the provision of adequate transportation to enable officials to perform their duties effectively.

Innovations

The "New Structure and Content of Education for Ghana" which incorporates significant innovations proposes that any system of education should aim at serving the needs of the individual, the society in which he lives and the country as a whole. In particular, the system should, in a country like Ghana, aim at instilling in the individual, an appreciation of the need for a change directed towards the development of the human and material resources of the country. Equally important it must generate in the individual an awareness of the ability of man, using the knowledge derived from science and technology, to transform his environment so as to improve the quality of his life.

The following general principles constitute the rationale for innovations in the present educational system:

- (a) Before beginning formal education every child should have between 18 and 24 months of preparation.
- (b) The child should begin formal education at the age of six.
- (c) The length of basic formal education should be nine years and this should be free and compulsory.
- (d) Practical programmes which lead to the acquisition of skills should be an essential part of all formal education.
- (e) Throughout the entire primary course, emphasis should be laid on:
 - (i) the development of practical activities and acquisition of manual skills.
 - (ii) the development of the qualities of leadership, self-reliance and creativity through the promotion of physical education, sports and games, cultural and youth programmes.
 - (iii) the study of indigenous languages, science and mathematics.

KENYA

General information

UPE for children aged 6-13 exceeds the 85 per cent level of enrolment. The percentage of primary school children currently enrolled is 97 per cent, largely as a result of access being provided for all children of school age.

UPE in Kenya is voluntary and free. The question of compulsion is being considered only for areas where the desire for schooling is insignificant. A start has already been made in 4 of Kenya's 41 districts.

The provision of Universal Primary Education in Kenya is by formal schooling and every child is expected to take advantage of the free schooling offered by the Government.

During the 1978/79 financial year, 62.6 per cent of the total education budget was allocated to primary education, and of this

- 5.65 % was spent on teaching materials
- 3.00% was spent on administration
- 91.35% was spent on teachers' salaries

Major difficulties

Any problems faced by the Kenya Government in the provision of a satisfactory primary education, have been caused by the great demand for education, the high population growth rate and the unexpected increase in primary school population as a result of making primary education free.

At Independence in 1963, total primary school enrolments stood at 891,553. By 1973 they had doubled to 1,816,017 and in 1979, they stood at over 3.7 million. Coupled with a very high population growth rate of over 3.5 per cent, the number of pupils of primary school age has steadily increased and this, together with the great demand for education, has resulted in a number of problems of which the following are noteworthy.

(a) Shortage of trained teachers

The rate of training teachers has not been as fast as the increase in school population. This has forced the Government to employ many untrained teachers who currently form about 35 per cent of the total teaching force in primary school. Steps are being taken this year to increase student intake in the 17 primary teacher colleges.

(b) Arid and Semi-Arid Areas

More than two thirds of Kenya is occupied by nomadic pastoralists who continuously migrate in search of water and pasture for their herds. The Government has decided to increase the number of primary boarding schools for the children of these people. Such centres will also be used for adult education and various vocational training courses.

(c) Provision of Physical Facilities

The provision of primary school buildings and furniture, teachers' houses, playing fields, etc. has always been the responsibility of local communities except in urban areas where the local authorities provide the physical facilities. With the abolition of school fees and all other levies on children, parents have had to bear a heavier burden to provide the extra physical facilities for the increased number of school children.

(d) Rural-Urban Migration

The development of industries and commercial enterprises in towns has created a gradual and unprecedented migration of whole families to the towns. This has created difficulties in planning for the educational needs of the children in some of the larger urban areas.

(e) Pupil Drop Out

The retention rate of any cohort of pupils who have completed the 7-year primary education in the last ten years is between 85 per cent and 90 per cent. Children drop out at any stage of the 7-year course and some revert to illiteracy.

The Certificate of Primary Education Examination (CPE), taken nationally at the end of the 7-year primary education course, is used to select the 35-40 per cent who enter secondary schools. About 13 per cent enter Government aided schools, the rest going into Harambee (self-help) schools and private schools. Due to the shortage of places in secondary schools, many pupils repeat the sixth or seventh year to give themselves a better chance of passing the CPE well enough to qualify for secondary education.

Adult education and functional literacy classes help the early drop outs and those who have never entered schools to obtain some useful education. An increase of secondary schools would solve the repeating problem.

Innovations

(a) Arid Zone Education Centres (AZECs)

The Kenya Government is increasing the number of Arid Zone Education Centres which are multi-purpose centres to cater for the nomadic population living in the arid and semi-arid areas of Kenya. At these centres, primary boarding schools for an extra 3,600 children will be provided. Free lunches will be provided for any non-boarders who want to attend school. It is in four of these arid districts that education is compulsory and the Government intends to make the people settle around these centres by:

- Providing watering places for domestic animals.
- Establishing small scale irrigation schemes.
- Providing facilities for adult and functional education.

(b) Creation of the Ministry of Basic Education

The Ministry of Basic Education has been created by the Government to concentrate on pre-primary education (formerly the responsibility of another Ministry), primary education, primary teacher education and the education of the handicapped.

(c) Nine-Year Basic Education

In order to give primary school graduates a chance to stay in school longer, become more mature (15-16-years old) and receive more functional education, the Ministry of Basic Education is introducing a 9-year basic education which will include in its curriculum, vocational subjects and skills to make the students more employable and reasonably equipped for the world of work.

LESOTHO

General information

Formal education in the Western sense was first introduced in Lesotho by the pioneer missionaries more than 140 years ago. As more schools were established, educational work was extended to all parts of the country. From 1871 onwards the Government started subsidising the schools through grants-in-aid paid to the missionary societies. Although a few Government and Committee-Controlled (Community) schools were established later, at present they still form an insignificant proportion of the schools in the country. In 1978 only 18 of the 1080 registered primary schools were Government or Committee-Controlled while the rest were church schools.

In Lesotho, Universal Primary Education has exceeded the 85 per cent level of enrolment. In 1977 there was 110 per cent enrolment, but this figure included pupils whose age range was above the normal 6-12 years.

UPE is a nationally-declared aim in the country. Prior to independence in 1966, the country ranked among the very few African countries with a high literacy rate. Five years after independence, in terms of the Education Order (No 32) of 1971, the Government declared that:

"as soon as circumstances permit ... it shall be the duty of the parent or guardian (as the case may be) of every child of school-going age to cause him to receive efficient fulltime education suitable to his age, ability and aptitude by regular attendance at school or otherwise ... and that all those charged with educational administration or teaching should ensure that:

(a) "every child shall be provided with opportunities and facilities to enable him to develop physically, mentally, morally, and spiritually and socially in a healthy and normal manner, and in conditions of freedom and dignity."

(b) "any child who is physically, mentally, or socially handicapped shall be given the special treatment, education and care required by his condition."

(c) "The best interests of the child shall be the guiding principles of those responsible for the education and guidance."

At present UPE is voluntary and efforts are being made to make it entirely fee free. In 1977, tuition fees were formally abolished, but this ruling did not relieve the pupils from the expense of buying instructional materials, nor did it stop school managers from continuing to levy school fees to cover the costs of school maintenance, school meals, etc. The annual fee, which varies, from school to school, to cover these items ranges from R3.75 to R15.00 per pupil. Over 85 per cent of the children in the primary schools are in the age range 6-12 years, while the age range of the total primary school population is from just under 6 to 18 years.

UPE is provided mainly by schooling. Twenty-three per cent of the total Government recurrent budget is allocated to education and of this 43 per cent is spent on primary education, the entire amount being used to pay teachers' salaries.

Major difficulties

Currently the funds allocated to primary education are insufficient to pay for a full-fledged UPE programme, but the vote for education as a percentage of the national budget is already too high. A substantial increase in the national vote for education is therefore unlikely, but the full implementation of UPE will involve great costs, both in terms of capital expenditure and recurrent costs, which include teachers' salaries, school maintenance and the provision of instructional materials. The increase in environment has led to a critical shortage of classrooms. There were, on average, 80.3 pupils per classroom in the primary schools in 1978. On the other hand, it is evident that the church bodies or Missions cannot bear any further increases in capital expenditure. This is why Government has made provision for the improvement and expansion of the physical facilities of the primary schools in the Third Five-Year Development Plan.

Another matter related to the financing of UPE is the problem of supply and retention of trained teachers. As the Government is not able to offer competitive salaries for teachers, some qualified teachers are lost to the private and other sectors of public employment. Coupled with this is the high percentage of unqualified teachers (31 per cent) and the high pupil-teacher ratio - 52.5:1. In order to solve some of these problems, the out-put of the National Teacher Training college has been greatly increased and regular in-service courses for teachers are organised.

Another factor which militates against the full realisation of UPE is the high drop-out rate which seems to affect the boys more than the girls. Out of a cohort of every 1000 boys who enter P.I only about 208 reach P.7, while 480 of every 1,000 girls who enter P.I complete P.7.

The implementation of UPE has led to a noticeable decline of standards in the primary schools. While it cannot be claimed that this is the sole cause of the decline, it is evident that over-sized classes, a high pupil-teacher ratio, etc. all of which are a result of the great increase in enrolment, have had an adverse effect on the general performance of the primary school pupils. Government is making every effort to ensure that quantity is not increased at the expense of quality. This is why attempts are being made to reduce the pupil-teacher ratio, to keep teachers up to date through regular in-service programmes and to provide better physical facilities and equipment. During the Third Five-Year Development Plan the quality and efficiency of primary education is to receive top priority.

Innovations

A National Curriculum Development Centre has been set up with the aid of UNICEF to ensure a constant review of the primary school curriculum and syllabuses. The Centre also conducts regular workshops for teachers and produces trial materials for use in schools. Some 33 schools, which are spread throughout the country, have also been designated trial schools (formerly experimental schools). These schools are used as pace-setters in terms of curriculum reform, administration and methods of improving the quality and efficiency of instruction and their number is to systematically increase. In 1978, a National Seminar on Education was convened with a view to advising Government on the formulation of a National Educational Policy. This seminar, which was not only representative of teachers and those charged with educational administration, also advised the government on the advisability of making primary education free to all, and compulsory, and inexpensive to finance education generally.

In 1974 the Lesotho Distance Teaching Centre was set up by the International Extension College at the request of Government. Not only does the centre help run correspondence courses and prepare instructional materials for various sectors of public service which need them, they also train young people, particularly those who are not in school, to develop literacy and numeracy skills. The radio is also used to advantage by the Centre.

MALAWI

General information

Upon achieving independence, Malawi had to identify its own needs for the overall development of the country. With limited resources, priorities had to be established. The intention was, and still is, that all children should be able to attend primary school and should be able to complete their primary education, following a curriculum that is relevant and useful. Efforts have been made to develop primary education in areas where it had been deplorably neglected in pre-independence times. The Government is continuing to take the necessary measures to achieve a more equitable distribution of educational facilities and resources.

The system of formal education in Malawi was started by the missionaries in the latter quarter of the 19th century. The duration of the primary course then was 10 years. But in 1948 the duration was reduced to eight years, and it remains at eight years today (6-13 years).

At the time of independence, there were 356,841 pupils enrolled in primary schools. Ten years later the enrolment was 537,501, a total increase of over 50 per cent representing an annual increase of about 4.1 per cent.

The increased annual enrolments were a result of the appeals by the Government to the people to send their children to school. In particular the period 1970-74 was a period of unprecedented growth of enrolments. During those five years, total enrolment increased by 67 per cent, which was nearly 14 per cent annually. In 1976 there were 663,940 pupils enrolled. In 1979 there were 740,996 pupils out of the total population of school-going age children of about one million, representing a level of enrolment of 74 per cent.

This implies that a rising rate of growth of total enrolment can be expected and this will sustain pressure on the primary education system.

To cope with the increased numbers of children in search of education about 55 per cent of the total education budget is currently allocated to primary education. About 20 per cent of the money allotted to primary education is spent on teaching materials, 75 per cent on teachers' salaries and 5 per cent on administration.

Tremendous efforts are also being made to provide more and better teachers' houses and teaching materials so that the quality of education will not suffer from quantitative expansion.

Major difficulties

Malawi inherited an education system that was unbalanced between districts and regions. The districts that had long missionary influence were better off than those with little missionary influence. Although the missionaries did their best to inculcate the basic skills of numeracy and literacy in the pupils, parents in some districts did not encourage their children to attend schools for fear of being converted to a different faith. Upon the attainment of independence, the Government abolished the admission of pupils into schools on the basis of religious denomination and declared that pupils could enrol with any school in their proximity without fear of being converted to a different faith.

As soon as pupils could enrol with any school, guardians were advised to take advantage of this and they responded to the appeal. Consequently the increased enrolments put pressure on accommodation and other teaching facilities. Parents were made aware of the situation and, through school committees, they put up building on a self-help basis. In order to help the communities to provide proper learning and teaching facilities, the Ministry of Education under the Second IDA Education Project, and with the assistance of UNICEF started building model primary schools in each district to serve as prototypes which the communities could copy on a self-help basis. In addition, more classroom blocks, teachers' houses, furniture and equipment are being provided under German Technical Assistance. It is intended to continue exploiting the local resources to the full for the provision of more learning and teaching facilities and to take advantage of external funding when it is forthcoming. In this connection it is gratifying to note that

the African Development Bank has shown interest in participating in the development of primary education. With the assistance from the World Bank and UNICEF, it is also intended to improve the efficiency of the District Education Offices by providing vehicles for general supervisory work.

In order to lower the present pupil teacher ratio, the Government has built three national primary teacher training colleges which are supplemented by three grant-aided colleges. Each of the three national colleges has an output capacity of 270 trainees per year. The lowest qualification for a teacher in training is T3 and the highest is T2. However, through upgrading and merit, teachers can be promoted to T1. This promotion tends to keep the trained teachers in the system. It is hoped that when the quality and quantity of teachers improve, the quality of education will also improve, hence wastage and repetition will be reduced considerably.

Innovations

One of the major innovations in the primary school system was the restructuring of the curriculum on the basis of the needs of the individual and society. Measures have been taken to ensure that those who pass through the primary education system do not later lapse into illiteracy. For example, agricultural education was introduced to equip the pupils with the basic knowledge and skills which would enable such pupils to participate effectively in rural development.

MAURITIUS

Primary education in Mauritius is within the reach of everybody. It is free but not compulsory. Primary education is provided in 270 schools catering for roughly 135,000 children. The percentage of primary aged children currently enrolled in schools figures at 98.5 per cent and so UPE is no longer an objective but a reality. Education is free at all three levels: primary, secondary and tertiary.

Children go to school at 5 years of age for six years of primary education. Until 1979 only those who qualified at the Primary School Leaving Certificate (VIth year) examination were eligible for the Junior Scholarship examination (VIIth year). To remove the stress caused by the element of competition, the Junior Scholarship examination has been abolished and the children will from 1980 all take the Certificate of Primary Education which has replaced both the Primary School Leaving Certificate and the Junior Scholarship examination at the end of year 6.

UPE is still voluntary and the reforms lately brought about in the educational system have further strengthened the primary school population.

UPE is free. The advent of free education at secondary and university level as from 1977 has served as greater incentive to encourage parents to send their children to school. The response is fantastic. Financial constraints were an impediment to the parents. UPE is mainly carried out in the state run primary schools. There are however a few religious schools and also some private organisations - both recognised by the Ministry - which cater for the needs of children of primary school age. The parents of children attending those institutions have to pay fairly high admission fees.

One-third of the total education budget (500 million rupees) is allocated to primary education. Of this, the allocation is as follows:

- teaching materials: 2.5 per cent
- teachers' salaries and administration: 95 per cent
- miscellaneous expenditure: 2.5 per cent.

Major difficulties

(a) Buildings

The Government is very concerned with improving the Primary Sector. The number of schools which used to run on a shift system has been drastically reduced. New schools have been built and extensions have been made, wherever possible, to existing schools. However, mention should be made of the fact that cyclones badly affect the buildings and also that it is not always easy to transfer children from an established school to a newly erected diversion school. All future schools will have to reckon with the above factors.

(b) Teacher absenteeism

This is a major problem. It is the feeling that Teachers' Unions could do a lot to help in obviating it. It is difficult to please all primary school teachers all the time. There have been a lot of teachers' protest demonstrations which have adversely affected primary school children. However, it is hoped that regional federations of Parent-Teacher Associations will help to solve the problem. Countless innocent children suffer as a result of the irresponsible behaviour of teachers.

(c) Appropriate curriculum

This had been a major obstacle for quite sometime. Conscious of the need for a truly Mauritian Education, the Government has, since independence, embarked on a policy of Mauritianizing education as much as possible. The Curriculum Unit at the Mauritius Institute of Education is involved in reviewing the primary school curriculum with the help of teacher trainers from the Mauritius College of Education and Primary School Inspectors.

This being a new departure, it may take sometime to complete as curriculum change is a continuous process. I would unhesitatingly say that there is the need for a Primary Curriculum Unit, if not an Institute for Primary Education. At the moment the Mauritius Institute of Education is helping as much as possible.

(d) Learning and teaching resources

The Richard Commission Report of March 1979 said,

"Teachers are very often overburdened and do not have the competence or initiative to produce teaching aids that can facilitate the learning of pupils This Commission feels that there should be emphasis on the production of teachers' guides and those teaching aids

that can be mass-produced or brought on the market."

Teachers' centres which will eventually house these facilities have yet to be built. The aim is there, but the project has not yet materialised. The creation of a Book Production Unit is also still only an idea.

(e) Administration

There is a certain awareness that the lack of communication between the Ministry Headquarters and the schools around the island is the root and cause of poor administration. Communication has been one-sided for too long. The stress is on the need for decentralization. Consequently there is a system of zoning with each area under the responsibility of a Senior Inspector. It is my humble opinion that things would work much better if the zones themselves were decentralized. At present all the Senior Inspectors have their offices in the Ministry Headquarters. Would it not be a better proposition to have regional education councils (or zones, divisions etc.) with a certain degree of autonomy in the direction of affairs so long as the Headquarters remain the main agent for the dissemination of information regarding educational matters and serve as co-ordinating factor within the system? These units should be self-sufficient in themselves.

I must add that courses are organised regularly for the benefit of those in an administrative capacity.

(f) Opportunities for school leavers/integrating education with the community

I would think that, if there were opportunities for primary school leavers, quite a few of those who will subsequently drop out either through inability or because of failure would have opted to look for a job at the end of the primary stage. Besides, there are those whose wages could have helped the family budget. Education in primary schools is still bookish and examination oriented. The rat-race is still open for placings in the best secondary schools. A child leaving school on completion of his primary schooling is left to face misery and hardship. He cannot find a useful place in the community. Hence the urgent need for integrating school with community and society. Recently "Community Schools" have been set up for those children who have not been able to make it after two attempts at the Primary School Leaving Certificate Examination. These pupils are made to follow a three-year course with emphasis on components likely to be of use to them in life. Whether they will be absorbed on the market is another matter. The experiment is but in its initial state.

I do not see why those elements have no place in the regular primary school curriculum. There will certainly be no harm done.

Innovations

(i) Free education at secondary level.

(ii) The establishment of the Private Secondary Schools Authority to exercise control over the running of non-state-run secondary schools.

- (iii) The building of State Junior Secondary Schools to absorb more of the primary school leavers who otherwise would have joined the private secondary schools.
- (iv) The abolition of the Junior Scholarship Examination.
- (v) The introduction of the Certificate of Primary Education.
- (vi) The putting up at par of Oriental Languages with other languages such as English and French.
- (vii) The setting up of Community Schools.
- (viii) The standardization of texts in use in secondary schools.
- (ix) The implementation of a Book Loan Scheme.

NIGERIA

Nigeria, with an area of 923,768 square kilometres, has a population of about 80 million spread over 19 states. Universal Free Primary Education was launched nationally in 1976. The aim was to provide equal educational opportunities for all children and thereby bridge the educational gap between the states of the federation. UPE has been a success, with a national enrolment of 86 per cent of the 6-12-year olds in school.

The UPE programme in Nigeria is not yet compulsory although all states encourage parents to send their children to school. It will be made compulsory at a date yet to be determined. UPE is provided mainly by conventional schooling. In the 1978/9 financial year, about 35.96 per cent of the educational budget was allocated to primary education. But of this 75 per cent was spent on teachers' salaries, while 12 per cent was allocated for instructional materials and 13 per cent for administration, supplies and maintenance.

Major difficulties

In the process of expanding primary education a number of difficulties have been identified, which differed in severity from one state to another.

(a) Finance

There was inadequate provision of capital and recurrent grants for UPE. This was due to unprecedented inflation affecting Nigeria about this time. Associated elements have been the inability of the building industry to cope with the 275,000 additional classrooms required at the beginning of UPE, and the inability of the government to supply all the books and educational aids required. On the recurrent side, teachers' salaries have risen also. In order to involve all communities in the programme, there is now a close financial alliance between the three tiers of education - Federal, State and Local Governments. The Federal government subvents the state governments at the rate of ₦40 per pupil under recurrent expenditure. Any shortfalls are augmented by the state governments, local governments and communities (e.g. parent-teacher associations).

(b) Teachers

The number of unqualified and underqualified teachers in primary schools far exceed the numbers of those qualified. UPE aggravated the problem and it was projected that, by 1982, there would be about 180,000 unqualified teachers unless alternatives to teacher education were implemented quickly. The quantity and quality of teachers were tackled in several ways. Firstly, out of the existing 156 grade II colleges in 1974, 131 were expanded to increase their enrolment capacity to 1,000 students and 74 new colleges were also constructed for the same capacity. Secondly, emergency training programmes were initiated to produce the nucleus of teachers needed for the launching of UPE in 1976. The Federal government accepted the full financial responsibility for teacher education. Thirdly, a number of teacher educators had to be recruited from abroad to supplement local sources.

(c) Lack of adequate planning statistics

At the commencement of the 1976/77 school year, the number of children applying for places proved to be much larger than had been envisaged. Apart from errors that may well have occurred in the estimated enrolment of 2.3 million, there was evidence that many children under and also well above the age of six were enrolled, bringing the figure to about 3 million in grade 1. The importance of accurate and relevant educational statistics cannot be over-emphasised as these are the cornerstone of all educational planning.

Consequently, there is now a planning unit in each State Ministry of Education to monitor all aspects of educational endeavour, with the Federal Ministry co-ordinating their activities. Efforts have been made to step up the training of educational planners locally and abroad.

(d) The size of classes

The number of pupils in a class is officially 40 but with enrolment pressure on the introduction of UPE, primary school classes have become very large; in some cases 60-70 pupils have been recorded. This means that teachers are put under considerable pressure, and certainly this leads to a reduction in the amount of individual attention pupils receive. Therefore, thousands of classrooms have been built in order to reduce pupil numbers in existing classes, and parent-teacher associations have been a great help in this direction. The introduction of shift systems in urban areas have also helped to reduce unit cost. The problem now is to discover how teachers can teach more pupils without a fall in standards. In Nigeria, different sets of teachers are used for each shift.

Innovations

(a) Upgrading teachers' qualifications

In order to meet the challenge of training the large number of unqualified teachers in the system quickly, the National Teachers Institute was established at Kaduna. It represents the first nationally organised and co-ordinated attempt to translate the latest ideas of educational theory into a practical programme. The NTI has the basic responsibility for upgrading various categories of teachers by means of the most up-to-date methods of distance education. To achieve these objectives, it

employs methods and techniques of integrating well-prepared learning packages, audio-visual materials, media support and in-service courses and programmes. In order also to extend the scope of this effort, a scheme is being worked out whereby the NTI and the various Institutes of Education in Nigeria will co-operate to train a substantial number of "lead teachers".

(d) Relevant Curriculum

New Mathematic and Science curricula relevant to the needs of Nigeria have been developed. All elements of "Modern Maths" have been eliminated, but elementary conventional Mathematics such as practical and descriptive geometry and everyday statistics have been added to the usual Arithmetic taught at this level. The core-curriculum for primary science education has also been developed. The essence has been to make the curriculum explicit and easily comprehensible to the average primary science teacher. Most of the apparatus recommended can easily be improvised or manufactured locally.

Corresponding curricula for grade II teacher education have been prepared by the Nigeria Educational Research Council and the textbooks also produced. A Federal Government Printing and Publishing Company will be established soon at Benin in order to reduce the costs of books.

One further innovation of note is the fact that for the first time in the history of education, the Federal Government has incorporated special education into its formal educational planning at all levels.

Conclusion

Since 1977, the Government has considered the full implications of the UPE scheme as it affects other levels of education. Thus a broad based junior secondary education (day) will be the terminal for most pupils in future. Other forms of tertiary courses including non-degree professional training will also be expanded in institutions such as universities, polytechnics, schools of nursing, and of agriculture.

SEYCHELLES

General information

Universal Primary Education in Seychelles has reached 95 per cent though it is not compulsory. Starting age for pre-school creche is four years and primary school six years.

Until 1979 Primary Education was six years. It was and is still free except for three private schools which had grammar sections attached to them. Those three primary schools have been closed down since December 1979.

The total 1979 Budget amounted to R32,223,000 of which 59 per cent was allocated to Primary Education. Out of this, the allocation was as follows:

- Teaching Materials: 13 per cent
- Teachers' Salaries: 75.4 per cent
- Administration: 8.7 per cent

Major difficulties

(a) Quality of school buildings

Some schools were built long ago by the Mission and are not in good condition. In addition they are scattered all over the area, causing problems of communication among staff. However, renovation is being carried out, including the installation of electricity and additional classrooms.

(b) Supply and retention of trained teachers

There is a shortage of trained and specialised teachers in Seychelles. School leavers are employed but some of these are not academically good and others have little sense of responsibility.

Trained teachers tend to leave their profession to seek other employment with better salaries and, therefore, a new salary structure is being worked on to encourage school leavers of 'O' and 'A' levels to join teaching.

Courses for supply teachers are being organised and specialist teachers are being trained.

(c) Teacher absenteeism

The number of teachers on maternity leave of six weeks necessitate the employment of more supply teachers. To help solve the problem these supply teachers are sent to the school concerned well in advance, thus learning from the classteacher what is expected of them and getting the children to know them.

(d) Maintaining regular pupil attendance at school

This problem is encountered in large families, where there are younger brother or sisters to be taken to the clinics. This duty is done by the children while the mothers go to work. Daycare Centres are to be built in all districts to solve this problem.

(e) Providing suitable opportunities for school leavers

This has always been a headache for the Government. With the increase in population it is difficult to provide employment for all school leavers.

In the former system of education, some children left school after having achieved very little. They were left to fend for themselves and thus increased the number of hooligans and drug dealers. In the new system which the present Government is implementing, it is hoped that this problem will be solved by nine years of Primary Education for everyone. Pupils will be guided towards their ambition and helped to develop their potential through vocational courses. The more gifted ones will go on to their 'O' and 'A' levels, and afterwards

attend University. The vocational courses are: Secretarial, Marine, Hotel, Sewing, Agriculture and Technical Schools. There will be far fewer dropouts.

Innovations

The most significant innovations being introduced by the present government are the zoning system, and the nine year Primary Education programme. 1979 saw the zoning of Primary 1, 2 and 3. 1980 will see the zoning of the other classes.

Selection exams after Primary 6 have been abolished. As a result, children are being given the same opportunity.

The school curriculum has been made the same for all schools. It will be more relevant to the children's and the country's needs.

The old system, where only the rich benefited from education, has been eradicated since January 1980.

It must be remembered that our Government is a new one, so the changes are proceeding slowly but surely. No child will be deprived of Education because of his colour, religion or financial status. This is our Government Policy. The changes have recently been implemented but we rest assured that they will be a success and will be for the benefit of all the Seychellois.

SIERRA LEONE

General information

The present educational system of Sierra Leone is predominantly formal but the Sierra Leone Education Review held in 1974 highlighted a number of problems which emphasised the need for substantial modifications to the existing educational system so as to correct the imbalance between informal, formal and non-formal education.

The national enrolment ratio in Sierra Leone is 39.1 per cent with wide regional variations; for instance, the Western Area, Southern, Eastern and Northern Provinces have enrolment ratios of 80.5 per cent, 41.7 per cent, 41.5 per cent and 26.3 per cent respectively.

Universal Primary Education is a nationally declared aim of the Sierra Leone Government and, as stated in the Five-Year National Development Plan, "The ultimate aim is to provide free primary facilities for every child".

The Primary cycle is of 7 years duration and the normal age range for children in Primary Schools is 5 years which is the official entry age although a good number enter at the age of 6 years and to a lesser extent 7 years old.

In Sierra Leone, Universal Primary Education is voluntary and in 1978 partially fee-free education for children in classes 3-7 was introduced.

An average of 30.7 per cent of total education budget is allocated to Primary Education. Out of the total allocation to Primary Education, 80 per cent, 16 per cent and 4 per cent are spent on teachers salaries, teaching

materials and administration respectively.

Universal Primary Education is being developed by means of formal and non-formal educational programmes.

Major difficulties

(a) High cost

Cost factors greatly impede the expansion of enrolment at primary level. Government expenditure on education is about 22 per cent which represents 3 per cent of the Gross Domestic Product. To effectively implement UPE, the government will have to spend a relatively higher amount of financial resources than in the past. Some possibilities proposed are to shift some of the costs from Central to Local Government which now contribute 96.0 per cent and 4.0 per cent respectively and to shift resources from Secondary and Higher to Primary Education.

(b) Rapid population growth

There is rapid population increase with a consequent annual growth rate of 3 per cent in the school-age population. The economic task of increasing enrolment rates in the years to come seems overwhelming in terms of providing school buildings, trained teachers and instructional materials.

(c) Inadequate number and quality of school buildings

Primary schools are in most cases congested because the increase in total enrolment is not accompanied by a proportionate increase in the number of classrooms. Moreover, most of the existing school buildings either need major renovations or replacement. To alleviate the situation, the government continues to provide funds for the construction of new classrooms and the maintenance of existing ones. School building self-help projects are undertaken in some communities.

(d) The supply and retention of trained teachers

Only 39.2 per cent of Primary School teachers are qualified and the output of teachers' colleges is not matching the increasing number of qualified teachers required. With regard to retention of qualified teachers, favourable conditions are made for scholarships and salaries but these seem inadequate to attract more people into the teaching profession.

(e) Lack of appropriate curriculum and learning and teaching resources

The relevance of the curriculum has been questioned in terms of its academic nature with very little practical consideration of the environment. Curriculum development activities presently undertaken aim at providing numeracy, literacy in English or in one of the local languages, integrated social science and rural science.

In terms of coping with the issue of providing suitable instructional support materials and audio-visual aids using local materials, there is some potential for the development of teaching materials with

the establishment of Instructional Resource Centres attached to the six teacher training colleges.

(f) Integration of the school with the community

There is very little link between the school and the community because the present educational system is predominantly formal with curriculum largely academic and taking very little account of the child's social and cultural background. The establishment of Community Education Centres will bring about closer links between the school and the community.

(g) Suitable opportunities for school leavers

The implementation of UPE will cause more unemployment of school leavers in urban areas unless appropriate steps are taken in all sectors to minimise rural urban migration. As primary education in the villages expands, an increasing number of primary school leavers will flock to cities and towns in search of paid work or further schooling.

In this regard, the modification of the primary school curriculum should emphasise improved techniques and marketing efforts for traditional occupations - farming, fishing, craftwork and agriculturally related enterprises - to enable primary school leavers to earn a living in rural communities.

(h) Inadequate information or data for effective planning

A realistic educational planning of UPE will require a lot of information on the geographic, social and economic conditions in the various communities. At present such data is inadequate and so plans are afoot to conduct a school mapping survey.

Innovations

The Bunumbu Project is for the training of primary school teachers for rural areas and started under the 1973 country programme of the United Nations Development Programme. The objective of the project is to produce polyvalent community teachers to teach youths and adults alike. A new primary school curriculum with rural bias is being produced and 20 pilot schools are being utilised as Community Education Centres.

A significant step towards UPE is the establishment of Community Education Centres which will bring schooling and traditional life into a co-operative, mutually beneficial relationship with one another.

TANZANIA

General information

Tanzania, like many other third world countries is committed to the provision of suitable education for its whole population on the grounds that education accelerates a country's development. On the other hand, Tanzania has chosen the socialist path of development and for socialism to be a reality, education becomes an individual's right as well as a public enterprise.

Since the early sixties Tanzania has been making efforts to universalize primary education but due to financial and manpower constraints progress towards this aim has been extremely slow.

At independence (1961) there were 471,000 primary pupils in school, in 1975/76 there were 1,874,357 and, in the year 1978/79 there were 3,414,210. Primary schools for the disabled have been increased to 748 in 1979.

The sudden increase in enrolment started in 1975 after Tanzania's Political Party had directed the Ministry of National Education (1974) to make all necessary preparations to convert by 1977 the 50 per cent primary attendance into UPE.

To ensure regular attendance, UPE was declared compulsory by law in 1977. Parents were required to contribute T.sh 20/= as a token fee for school materials, and they also help in the construction of school buildings. This contribution through self-reliance has greatly reduced the financial budget burden which otherwise would have been borne by the Government.

While formal primary education is for all children of seven to twelve years and takes seven years, the adult population, which has no opportunity of acquiring primary education, obtains its basic education through formal and non-formal adult education in such programmes as nutrition education and distance education.

Since the enrolment and attendance of pupils grew faster than the construction of classrooms, a strategy of half-day sessions for primary III and IV was adopted to alleviate the problem of shortage of classrooms.

Other measures adopted to arrest the problem of shortage of trained teachers were that retired, but still competent, primary school teachers were employed on a temporary basis. Some 'students in teachers' colleges and secondary schools taught some periods in the primary schools under the supervision of qualified teachers. Extension workers such as agricultural assistants and medical staff at the village level, were also required to participate in teaching subjects related to their professions.

Financial constraints were inevitable. Nevertheless, during the financial year 1979/80, out of the total recurrent budget allocated to primary education, 60 per cent was for salaries, 30 per cent for teaching materials and 5 per cent for administration.

An alternative approach for training teachers was devised using distance education. In 1976 the first batch of 15,000 students was selected and enrolled for a three-year training programme. Two other batches of 13,500 and 18,000 trainees were enrolled into the programme in the years 1977 and 1978 respectively. The trainees are those who have completed primary education and have indicated that they are interested in the teaching profession. Each trainee receives a monthly allowance of T.sh. 150/= and stays with his parents or guardians.

The training programme makes use of correspondence education, radio programmes, teaching practice, tutorials and short courses in the teachers' colleges. There is an inbuilt evaluation whereby the institutes of education participate fully. The first batch to be recruited into the programme sat their final examination in June 1979 and 97 per cent passed.

In terms of cost effectiveness, distance education is more effective since it costs the government only a third of the cost of conventional training. Moreover, since the trainees do teaching practice in the primary

schools, the problem of shortage of teachers is made less critical. The shortage of qualified teachers now stands at 20,000 in the country's total of 9,595 primary schools.

Since the policy of Education for Self-Reliance was issued (1967), comprehensive revision of the curricula has been made although more effort is still required. Curricula were revised in order to reflect the environment with which the pupils are familiar. The aim was to root education in production so that schools contributed to self-sufficiency and became integrated with the local community.

This aim of integrating the school and the community is slowly becoming a reality in some regions in the country. The community school has been adopted in two out of Tanzania's 20 regions. It is anticipated that the pupils in such schools will learn that education is a life-long phenomenon. Furthermore, the pupils will grow and remain an integral part of the community by having responsibility in the community. In this way pupils will learn the realities of their society and become conscious of the present needs and future aspirations of their country. The problem of primary school leavers is being catered for by the establishment of post-primary technical schools.

The production and distribution of instructional materials is not an easy task given the vastness of the country (640,000 sq.km) and the poor infrastructure in the rural areas.

In some regions the pace for constructing classrooms and teachers houses on a self-reliance basis is too slow and pupils continue to learn under undesirable conditions. However, great efforts are being made to build more permanent buildings for classrooms and teachers' houses.

Achievement so far made can be attributed to earlier socio-political activities, the establishment of an efficient communication system from the village level to the national level and the utilisation of all available educational resources.

UGANDA

General information

Since independence (1962) Uganda's structure of education has consisted of a 7-year primary course and a 4-year Ordinary Level Secondary Course, followed by a 2-year Advanced Level Secondary Course which is mainly a preparatory course for tertiary level education. Entrance to secondary education ('O' level) is by examinations taken at the end of the seventh year. Entrance to 'A' level is also determined by examinations given at the end of the fourth year. Because of these selective examinations taken at the end of each level of the school system, only a small percentage of students get a chance to enjoy the benefits of higher education.

Primary education is considered to be a social service which every citizen may benefit from, therefore, it is the declared policy of the government to try and offer it to every child in the relevant in-take age group of 6-8. Because of the numerous constraints which range from the ever escalating costs of education, world-wide economic recession, uneconomic use of existing limited resources, a high population growth rate and lack of trained teachers and educational texts, Universal Primary Education is currently planned to reach an 85 per cent level of enrolment around the year 1990.

Right now between 45-50 per cent of primary school aged children (6-10) are enrolled in school. The normal age range for primary school is 6-13 but there is a high repeater rate particularly in P.1, P.2 and P.7 thus adding to the difficulties of achieving UPE faster.

Uganda is currently pre-occupied with the possibilities of life-long education for all age groups. This is viewed as a crucially important step in enabling the government to provide education not only to children in the formal school system but also to youths and adults who are either forced by circumstances to terminate their education or denied the chance ever to get a place in school. To achieve this, Integrated Basic Education (BEIRD) rather than UPE has been planned. It is expected that UPE in the form of BEIRD will be provided by a combination of formal and non-formal delivery systems. The exercise is likely to be conducted on a voluntary basis with the offer of free elementary education spread into phases beginning with P.1 to P.5.

Currently Primary Education is not free, but it is highly subsidized by the government. The government spends 42 per cent of the total education budget on primary education in the form of teachers' salaries, educational materials and administration.

Innovations

Basic Education Integrated in Rural Development (BEIRD), widely known as the Namutamba Project, is the most significant innovation in Uganda's education system. The programme aims at providing education which is relevant to the needs of the society in which the learners live. It provides every individual learner, that is children in primary schools, youths and adults, with the knowledge and basic skills and cultural awareness necessary for a full and productive life within a dynamic society.

Consequently, recent changes in the curriculum are designed to strike a balance among the following components:

- (a) The academic component comprising mathematics, science and social studies.
- (b) The vocational component comprising at least one design skill or creative skill and one marketable skill e.g. typing, woodwork etc.
- (c) The cultural component comprising the study of a first and second language with art, music, physical education and religion.

In conclusion, educational planners in Uganda strongly feel that the task of achieving UPE is complex and enormous. Such a task calls for a concerted action not only among the national but also members of the international community in general and the Commonwealth in particular.

ZAMBIA

General information

In 1964, the Government of Zambia declared its intention to embark on UPE. However, in spite of this declaration, the aim has not yet been achieved although there has been vast expansion towards UPE. In quantitative terms,

enrolment in primary schools has increased from 378,417 pupils in 1964 to 985,528 pupils in 1978. By 1978 primary enrolment of 7 to 14-year old children had risen to 82.9 per cent of the cohort.

UPE in Zambia is mainly provided by full-time schooling. However, some pupils who fail to continue with their education may for one reason or another take correspondence courses or join evening classes run by the Department of Continuing Education. There are other governmental and non-governmental organisations which offer non-formal education.

UPE in Zambia is not compulsory because existing facilities cannot cater for all school-age children.

In May 1978, the Party and its Government adopted new policies in education. Among these is a new concept of Nine Years Basic Education (UBE) which goes a step further than UPE. By this, a child who enrolls in Grade I has to stay in school for nine years. It is expected that after completing basic education he will have acquired useful knowledge and skills to enable him to be useful to himself and society.

In the interim period the structure of UBE will be seven years of primary and two years of junior secondary education, but the final structure will be six years of primary and three years of junior secondary education. During the Third National Development Plan (TNDP), 1979-1983, the Government will concentrate on the expansion of facilities at primary education level in order that every child of school-going age will be enrolled in Grade 7. During the same period the expansion at junior secondary level will maintain a progression rate of 20 per cent (Grade 7 to 8).

Education provided by Government is free at all levels from primary to tertiary education. In short, the government meets the cost of teachers, requisites, buildings equipment, boarding, etc. However, parents are expected to provide uniforms for their children and are engaged in self-help projects of their own choice. Parents who send their children to private schools pay fees but the Ministry of Education regulates the fees to be paid and ensures that the standard of education provided is of good quality.

The Government allocates more funds to primary education than any other sector of education; for example, in 1978 about 51 per cent of the total allocation to education went to the primary sector. The distribution was as follows: about 82 per cent on teachers' salaries, 6 per cent on teaching materials, 0.2 per cent on administration, 0.2 per cent on maintenance, 0.2 per cent on boarding and 7.6 per cent on other things such as furniture, etc.

The development of UPE and UBE will have to compete with other priorities in national development. The Government alone will not be able to meet the full cost of expansion in education. Local communities will have to be mobilised for self-help projects to supplement government efforts. However, the Ministry of Education and Culture will provide professional advice.

Major difficulties

Mention has already been made of the financial difficulties associated with UPE. Other difficulties include:

(a) Teacher supply

Zambia has about 20,000 primary school teachers of whom about 2,000 are

untrained. The expansion of primary education will demand more teachers. Although the existing teachers' training colleges will be expanded and a new one will be built during the TMDP, the demand for teachers will exceed the supply. Conditions of service for teachers will have to be improved in order to retain those who are already employed.

(b) Access

Another serious problem is that some pupils in rural areas have four years of lower primary education while some school-going age children in urban areas cannot find a place in Grade I. This problem can only be solved as already indicated.

Other problems in the administration of education include the lack of reliable transport, shortages of teaching materials, etc. a number of these are covered in the Education Reform document which also contains innovations.

Innovations

(a) Resource Centres

At Resource Centres teachers can carry out innovations in teaching methods and aids, and write teaching materials which may be assessed by experts and find their way to the Curriculum Development Centre for production. Every Teacher Training College will be a Resource Centre; however, some schools will be designated Resource Schools specialising in one or two subjects. At the Resource Centres, specialized teachers will be appointed as resource personnel and will run workshops for other teachers.

(b) Production Units

His Excellency the President of the Republic of Zambia declared in 1975 that every educational institution should be a production unit. Production activities have educational value. Through production, students can apply their knowledge and skills, appreciate the importance of working with their hands as well as their brains, develop a spirit of self-reliance and learn how to contribute to national development. This education in production has its roots in the indigenous system of education and is part of child upbringing. This has been successful already especially in the field of farming, joinery and dress-making. Some of the proceeds from production units are sold to the public and money is either ploughed back into the production units or is used for buying requisites.

GENERAL CONCLUSIONS

A number of issues are common to most countries, but the ways in which these are dealt with vary considerably.

The decision to aim for UPE is always a political one and is taken at the highest level. The educational and practical decisions are subordinate to the political decision, and are dependent entirely upon the political will of the government to accept the implications of its decision.

The biggest problem facing countries that opt for UPE is the cost. The main cost lies in teachers' salaries which may swallow up more than 90 per cent of the budget allocated for primary education. But paying teachers is not the only problem. The production of an adequate supply of trained teachers is impossible in a rapidly expanding primary education system unless measures are taken at a very early stage to increase facilities both for the pre-service training of teachers and for reducing the causes of teacher defection. Most countries have had to make extensive use of untrained teachers.

The high cost of conventional teacher education has made a number of countries examine unconventional ways of training such as in-service training using distance education techniques.

The second most costly feature of UPE when launched in a country with relatively low pupil enrolments is that of providing a sufficient number of suitable classrooms. Conventional classrooms, built often from imported materials, are notoriously expensive. Consequently, a number of countries are utilising unsophisticated functional classrooms built of local materials and encouraging community help with their construction.

Pupil enrolment at the start of UPE programmes frequently presents surprises. Prevention of this problem requires careful school mapping and the collection of adequate demographic data.

Where countries are faced with inadequate classroom accommodation for their school-going population, shift systems are the most common recourse and the element of compulsion in UPE is usually deferred. Nevertheless, a number of countries make special provision for the education of children of nomadic groups and the handicapped.

Automatic promotion of pupils in schools and the practice of keeping back pupils to repeat a year, both create problems. On the one hand, pupils may be promoted even though they are unable to cope with the level of work required in their new class; and on the other hand, pupils who are kept back may create bottlenecks and artificially large class groups. The problem calls for more attention to remedial teaching and the need for training teachers in this skill. Dropout rates vary amongst countries in Africa but are something of a problem everywhere. The action being taken by countries to deal with the dropout problem is focused mainly on curriculum development.

All countries recognise the need for the curriculum to reflect the religious and cultural values and the attitudes of the community and for the curriculum to be relevant to the needs of the pupil living and working in his own environment. Thus a great deal of curriculum development is taking place in an effort to bring this about. Great consideration is being given to the choice of the language of instruction and the implications of that decision on textbook production and later education. In some countries attention to the needs of pupils in special situations has led to separate urban and rural curricula being developed and an examination of the role of non-formal methods of education in the formal school system.

The UPE expenditure that tends to suffer most is that for instructional materials such as teaching aids and textbooks. To remedy this, most countries have established media production centres and, in some cases, even full scale publishing houses.