

New Directions in Teacher Education in East Africa

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veloppement. Opérer sur tous les fronts n'a pas été aisé. On modernise lentement les pratiques pédagogiques encore fort traditionnelles, en même temps que le nombre d'experts en éducation augmente et que l'on acquiert de l'expérience.

NEW DIRECTIONS IN TEACHER EDUCATION IN EAST AFRICA

by W. SENTEZA KAJUBI, Kampala, Uganda

The three countries of Kenya, Tanzania and Uganda, with a total area of 650,000 square miles and an estimated population of about thirty million, form a compact geographical and quasi-political unit known as the East African Community. They have much in common: they all abut on Lake Victoria; they have a common historical and political background, having been until recently under British administration. They have a common market and customs union, and an inter-state organization for running such services as railways, harbours, posts and telecommunications, aviation, research, and (until June 1970) a federal university. They also share the same problems relating to their economic and social development.

This paper is concerned with the problems involved in the expansion and improvement of education in these countries, with particular reference to the education of teachers.

The Problem

It would be difficult to exaggerate the importance which East African governments, and indeed all the people of the developing countries, attach to education as a means of advancement on the socio-economic ladder. East African governments spend over 20 per cent of their annual revenues, or 4 to 6 per cent of their Gross National Products, on education. Parents spend high proportions of their meagre incomes on school fees, and build "harambee" or self-help schools for the education of their children. Pupils walk long distances to school, and in many cases would willingly cram the contents of partially digested text books in order to take their examinations. The importance of formal education as a lever of social and economic growth is taken for granted almost everywhere.

The accomplishments of East African countries in the field of education since independence have been remarkable. The number of children who leave school, having completed a full primary course, has more than trebled and secondary school enrollments have more than doubled in the last five years. In Kenya for example, out of the four hundred secondary schools

in the country in 1966, 250 have been established since 1963.¹⁾ Everywhere in these countries, one cannot fail to be struck by visible signs of the expansion and improvement of educational facilities.

Yet in spite of this public zeal and heavy investment in education, the gap between social demand and the capacity of East African countries to satisfy it is wide and enlarging. Despite the high percentage of the annual national budgets spent on education, only a small proportion of school-age children are able to receive more than a few years of schooling. Only about 45 to 50 per cent of the children in the ages 7–12 years are enrolled in the publicly supported primary schools, and the proportion of children who are enrolled in secondary level institutions hardly exceeds 2 or 3 per cent of the relevant age group.

There is such a narrow bottleneck between the top of the primary school and the entrance to the secondary school that the stream of primary school leavers for whom neither secondary school education nor employment opportunities in the modern sector are available, constitutes a major problem. For example, Table I shows that in Kenya the “index of opportunity” (a phrase coined by the Kenya Education Commission to refer to the number of secondary Form I places for every 100 primary school leavers) is not only very low but is also declining.

TABLE I
*Number of Primary School Leavers
Gaining Places in Aided Secondary Schools in Kenya, 1964–67*

	1964	1965	1966	1967
KPE*) Candidates in Preceding Year	62,125	103,400	150,000	150,000
Secondary Places	8,956	11,529	12,754	14,000
Index of Opportunity	14.4	11.2	8.5	9.3

Source: Kyale MWENDWA, “Constraints and Strategy in Planning Education”, in James SHEFFIELD (ed.), *Education, Employment and Rural Development*. Nairobi: East African Publ. House, 1967, p. 278.

*) Kenya Preliminary Examination

Although East African countries are under-populated in terms of absolute numbers, the annual rate of population growth is high (between 2.5 and 3 per cent). Moreover the proportion of the population which is of school age (between 6 and 15 years; see Table II) is also comparatively very high, while that of children between 1 and 5 years is not only high, but

increasing. These children are not only non-productive but also demand a disproportionately high share of the education and health services. Education, therefore, will continue to be available to a progressively smaller proportion of the school-age population, unless the East African economies sharply increase their rates of growth, or drastic measures are

TABLE II
*Percentage Age Distribution of the African Populations of
 Tanganyika, Uganda, Kenya,
 and the Populations of England and Wales, and Sweden
 by Age Group in Census Years*

		Under 1	1-5	6-15	16-45	46+	Total
Tanganyika	1948	3.6	15.2	23.4	47.8	10.0	100
	1957	3.9	17.3	22.7	44.2	11.9	100
Uganda	1948	2.8	14.3	23.8	47.5	11.6	100
	1959	3.8	16.6	22.8	44.0	12.8	100
Kenya	1948	4.5	19.0	24.6	43.2	8.7	100
England and Wales	1951	1.5	8.5	13.4	42.9	33.7	100
Sweden	1950	1.6	8.9	14.1	43.4	32.0	100

Source: Based on Philip BELL, *African Economic Problems*, Vol. II, Book I, Tables 6 and 7. Kampala: Makerere University College, pp. 112-113.

Note: The 1962 Kenya Census did not use the same age groups; therefore, data are not available for comparison.

adopted to raise the productivity of educational resources, thus coping with more students without consuming a much greater proportion of national budgets.

Another problem connected with the rapid demographic growth, and the relative diminishing of educational opportunities, is the fact that the number of new employment possibilities generated by the economies is rather static and in some cases declining. Despite considerable injection of capital into East African economies, practically no additional employment has been created in the last years in the urban sector to absorb the stream of primary school leavers. For example, Table III shows that in Uganda the total estimated number of adults in gainful employment remained stagnant in the ten years between 1955 and 1965.

Coupled with the need to expand facilities at all levels in order to meet

TABLE III

Uganda: Number of Adults in Gainful Employment at 5-Year Intervals - 1955-65

<i>Year</i>	<i>Private Industry</i>	<i>Government</i>	<i>Total</i>
1955	134,063	92,165	226,228
1960	133,319	95,570	228,889
1965	136,017	92,169	228,186

Source: Uganda Government, *Ministry of Labour Annual Reports*.

the mounting social demand, are the problems caused by the critical shortage of local teachers at the secondary level and the low academic status of the teacher trainers and primary school teachers. The number of local graduates who join the teaching profession is still very small, and the secondary schools have to rely on expatriate teachers; without their services, there would be few secondary schools and teachers colleges in East Africa today. However, they stay for only short periods and are not in a position to nurture and guide the development of national cultures.

When we turn to the education of primary school teachers, we find that what Freeman Butts has termed "educational disjunctivitis"²⁾ is endemic in the education system of East Africa. The academic and professional qualifications of primary teachers are very low compared with those of secondary school teachers. In Uganda in 1967 25 per cent of the total primary school teaching force of 19,250 teachers, were Grade I, with only four to six years of primary education plus two years of professional training. Because in most cases they read and write only their vernaculars, they find it difficult to keep abreast of modern teaching ideas. About 50 per cent of the primary teachers are Grade II, with a basic education of seven or eight years plus four years of training.³⁾ Similarly, of 53,500 teachers in the Kenyan primary schools in 1966, 30.5 per cent were untrained, and 28 per cent had only the Certificate of Primary Education (CPE) or less.⁴⁾ In Tanzania, 9,500 teachers are in the C grade, with formal education of not more than 8 years plus two years of professional training. The result is that teaching methods in the primary schools are often formal, consisting of drill on the part of the teachers, and learning by rote on the part of pupils.

The dearth of adequately qualified local tutors in the primary teachers colleges also poses a major problem. Table IV shows that in both Kenya and Uganda only about one third of the teachers college staffs are local, and of those only a small minority are university graduates. There is great

need, therefore, to increase the number and to improve the qualifications of local tutors in the teachers colleges.

TABLE IV
*Approximate Composition of Teacher Training College Staffs
in Kenya and Uganda, in per cent⁵⁾*

	<i>Expatriates</i>	<i>Local Graduates</i>	<i>Local Non-Graduates</i>	<i>Total</i>
Kenya (1967)	64	7	29	100 (417)
Uganda (1969)	70	8	22	100 (196)

Source: Unpublished government statistics.

The Uganda Education Commission, commenting on the problems outlined in the foregoing paragraphs, posed the following question:

When over half the nation is illiterate and the people clamour for education, when teachers are in short supply and inadequately trained, when government and industry demand trained recruits, when unemployment is widespread and increasing, when the nation is poor, what policy should the government pursue?⁶⁾

East African countries, and indeed all countries of the developing world, are faced with the formidable task of devising educational systems and teacher education programmes which are relevant to their national problems. Those developed in the colonial period were not designed to solve these problems. As Mwalimu Nyerere, President of the United Republic of Tanzania, states in his *Education for Self-Reliance*:

The most central thing about the education we are at present providing is that it is basically an élitist education designed to meet the interests and needs of a very small proportion of those who enter the school system . . . It is designed for the few who are intellectually stronger than their fellows; it induces among those who succeed a feeling of superiority, and leaves the majority of the others hankering after something they will never obtain. It induces a feeling of inferiority among the majority and can thus not produce either the egalitarian society we should build, nor the attitudes of mind which are conducive to an egalitarian society. On the contrary, it induces the growth of a class structure in our country.⁷⁾

Milton A. Obote, the former President of the Republic in Uganda, has declared that

. . . in this spirit our education system will have to be tailored in the future to our national needs and geared to the production of faithful and competent servants of Uganda and not to the multiplication of the élite and gentry.⁸⁾

*New Directions in Teacher Education**I. Re-defining Values and the Objectives of Education*

The single most important factor affecting the direction of education in East Africa today is the realisation that the vast majority of the children who go through the system will never see the inside of a secondary school, and that they will have to make a living on the land after primary school. An education system dominated by examinations and aimed at preparing primary school children for secondary school and secondary school pupils for university, cannot meet the needs of the majority of children. Efforts are, therefore, under way to make education at all levels, especially in the primary school, more practical and agriculturally oriented than has been the case in the past. At the same time, teachers must be prepared in such a way that they will be able to effect these changes.

In Tanzania for example, where this trend has moved furthest, following the Arusha Declaration on African Socialism and Self-Reliance,⁹⁾ the objectives of teacher education have been re-defined, and the curriculum of teachers colleges has been drastically altered. The objectives of teacher education in order of importance are: to educate the students in the true meaning of the Tanzanian concept of “Ujamaa”, i.e mutual assistance or “familyhood”;¹⁰⁾ to train the students to be dedicated and capable primary school teachers with understanding of the children placed in their charge; and lastly to deepen the students’ general education.¹¹⁾ Attempts are being made to achieve these goals in a number of ways, such as:

- the introduction of “National Education” as the major constituent of the subject formerly known as Principles of Education, in which much greater attention is being paid to developing attitudes of leadership and awareness of current political needs and aspirations amongst the potential teachers;
- the introduction in all colleges of an assessment formula, which attempts to measure the students’ social attitudes and national spirit;
- a determined effort to revive national cultural activities, especially through the arts;
- an emphasis on civics as a subject to learn and to teach later on in school;
- a continuous effort to relate other subjects, particularly geography, history and literature to Tanzania and Africa; and lastly by
- a remarkable increase in the use of Ki-Swahili as a medium of instruction and a language of communication in the colleges and in the schools.

In addition, all students – male and female – are required to do National Service for an initial period of six months as part of their training. During this time, they leave the colleges to participate in community projects and physical training.

The Conference on Education, Employment and Rural Development held at Kericho, Kenya, in 1966¹²⁾ further dramatised the crisis precipitated by the flood of primary school leavers who cannot be absorbed in the modern urban sector and who do not fit into the traditional rural sector of the economy. Partly as a direct result of that Conference and following a general trend since independence, efforts are being made in Kenya and Uganda to re-define the objectives of teacher education and to re-shape both the values and structure of education in general so as to relate it more closely to the local environment and to give greater emphasis to those aspects of education which are likely to stimulate rural development.

Programmes for training teachers of agriculture and of technical subjects have been instituted at Egerton College in Western Kenya and at the Kenya Polytechnic respectively. It has also been recommended that experienced professional educationists with a basic training in agriculture or agricultural science should be appointed to the staffs of all teachers colleges in Kenya, to ensure that science subjects in the schools will be taught by teachers who have themselves been taught to appreciate and understand the principles and problems of agriculture.¹³⁾ Village polytechnics have also been established in one or two places, although it is too early to assess their success and impact.

In Uganda, Makerere University, Kampala has plans for offering a course in the teaching of agriculture as part of the post-graduate Diploma in Education and to produce graduate teachers of agriculture in 1970 as the first step of a substantial project involving the creation of large departments of agriculture in some of the secondary schools. There are plans to offer the teaching of agriculture as part of the undergraduate course leading to the award of the Bachelor of Education degree. A UNESCO Pilot Project aiming at ruralising the primary school syllabus and curriculum is also under way in Uganda.¹⁴⁾

No one, however, should be under the delusion that the ruralisation of teacher education and the school curriculum alone will be a panacea to the rural-urban migration of school leavers. This problem is not entirely, nor even principally, educational. It has its roots in the wide disparity in economic opportunities between the rural and urban sectors of the economy. School leavers, no matter how much agricultural education they may have received, will not be satisfied with a rural existence based on a one-hoe-one-acre economy. The task, therefore, of arresting the rural-urban exodus and of attracting school leavers back to the land, goes much further than merely manipulating the curriculum of schools and teachers colleges. It involves physical planning, provision of capital, organization of produce marketing and other facets of development planning – all

aimed at the transformation of rural areas to make life there economically and socially more attractive. As the Kericho Conference concluded, the only thing which can change this situation is visible evidence that farming really pays.¹⁵⁾

As in Tanzania, cultural education and the development of teaching materials based on indigenous art, music and dance and vernacular languages have become a major activity of the Kenya Institute of Education Curriculum Development and Research Centre, which has established Departments of Cultural Education and African Languages for this purpose. Here again, emphasis is increasingly placed on the education of the teacher as a leader in his community, with an understanding of the society he serves.¹⁶⁾

2. The Search for Quality

The quality of education can be judged from many viewpoints and from different levels.¹⁷⁾ Here the term is used to refer to the effectiveness of teachers in the classroom.

Improvement of Standards: All three East African countries have established Institutes of Education which are charged with the vital task of raising and maintaining standards in the schools and colleges. The institutes cooperate in the organization of educational conferences and in-service courses for teachers and tutors. They are also responsible for the preparation of syllabuses and curricula for teachers colleges. In Tanzania and Uganda, the institutes are university-based and, in the case of Uganda, the primary teachers' course leads to an award of the Makerere University, Kampala. This relationship acts as a link between the teachers colleges and the University, and it helps to bring teachers of all grades near to the University.

The in-service education of teachers, particularly of those in the least qualified category, is of major concern in all three countries. With the assistance of UNICEF and UNESCO, Uganda has an on-going long-term programme of re-training 1,000 Grade I teachers to bring them up to Grade II over a period of three years, using a combination of correspondence courses, radio and on-campus vacation courses. As part of this project 100 Grade II teachers annually will receive intensive on-campus vacation instruction of three months' duration in science subjects relating to the primary syllabus. On successful completion of the course, each will instruct 10 fellow teachers in the content and the new methods of teaching science in the primary school. It is expected that over a period of 3 years, at least 9,000 Grade II teachers will have been affected. A very important

aspect of the UNICEF grant for the two projects is the provision of supporting educational materials, which include a printing press for Makerere, and workshop and science equipment for teachers colleges, to be used for vacation instruction.

The Kenya Institute of Education, with the assistance of a team of Canadian teacher educators, has, in the last two years, organized courses involving some 4,000 unqualified primary school teachers with at least four years' experience. These courses are entirely professional in content and involve a similar combination of on-campus vacation attendance, radio instruction and correspondence assignments over a period of one year; they lead to the award of the appropriate teachers' certificate. Courses organised along similar lines are also run by the Kenya Institute for headteachers and are reported to be very successful.¹⁸⁾

The Institutes of Education in Tanzania and Uganda have associateship one-year courses aimed at preparing experienced primary school teachers of various grades for tutorship in teachers colleges, and at upgrading tutors to higher professional qualifications. Some of the teachers who successfully complete these courses gain admission to the universities of East Africa, and it is hoped that this will add to the number of graduate tutors in the colleges who have experience in primary education. Kenya plans to institute a similar training programme.

Trend Towards Larger Teachers Colleges: Primary teachers are at the moment trained in numerous colleges, whose enrolments are very small and often uneconomic. In Kenya for example in 1968, there were 26 colleges, 13 of which had enrolments of less than 200 students; 4 had less than 100 students and only 4 had more than 300 students. Uganda had also 26 colleges, with an average enrolment of 150 students. Because these colleges are small, they cannot afford specialized equipment and in many cases they have considerable staffing deficiencies.

A significant trend in the next few years will be the consolidation and rationalisation of teachers colleges into larger colleges for the purpose of training higher grade primary school teachers. Uganda will move farthest in this direction, when its 26 colleges are reduced to four large regional colleges, two of which are due to be opened in 1972. These colleges will have enrolments of 800 to 1000 students. The level of in-take is also to be raised to a full secondary education plus two years of teacher education. Kenya has plans to reduce the number of its colleges to 16 larger ones – with enrolments of 250 to 400 students.¹⁹⁾ In Tanzania the process of closing down some of the older and smaller colleges has also already begun.²⁰⁾

It is impossible to forecast accurately at this stage what the impact of this trend is likely to be on the quality of teacher education in East Africa. There is no doubt, however, that the larger institutions will open up a whole vista of new opportunities for more specialised and competent staff and for greater possibilities for independent work fostered by a wider variety of library and laboratory facilities. It is also held that, apart from the operational efficiencies which should result from the economies of scale, the larger units may help to break down sectional loyalties such as tribal and denominational affinities and thus contribute significantly towards building the national spirit.

Use of Instructional Materials: One of the most dramatic developments in teacher education in the last few years has been the rapidly expanding use of modern instructional media in the classrooms of teachers colleges. Although in many colleges text-books are still few and in some cases out of date, and while in many classrooms there is still a real dearth of audio-visual teaching materials, schools in general and teachers colleges in particular have shown considerable interest in the use of media, as Table V demonstrates.

TABLE V
*Audio-Visual and Teaching Aids
in the Teachers Colleges of Kenya and Uganda*

Type of Equipment	KENYA		UGANDA	
	Number of Colleges	Percentage of Colleges	Number of Colleges	Percentage of Colleges
Tape Recorder	18	69.2	25	96.2
16 mm Sound Film Projector	22	84.6	24	92.3
Overhead Projector	6	23.1	18	69.2
Slide Projector	11	42.3	21	80.8
Filmstrip Projector	8	30.8	—	—
Radio	14	53.8	23	88.5
Record Player	9	38.5	—	—
TV Sets	10	38.5	14	53.8

Source: For Kenya, see Kenya Institute of Education, *New Directions in Teacher Education*. Proceedings of the Second Kenya Conference 1968. Nairobi: East African Publishing House, 1969, p. 137, Table 9.

For Uganda, see National Institute of Education, *Prelude to Planning*. A Survey conducted by Charles Pratt, 1969.

It is difficult to explain how small teachers colleges with limited funds have been able to afford the considerable investment represented by these instructional materials. It is, however, clear that many colleges have acquired much of the equipment as gifts from donor agencies. Also the Teacher Education for East Africa Project may have helped to trigger off some of this enthusiasm. Each tutor posted to a college under the Project is given a small grant for the purchase of teaching materials. Since the Project started in 1964 about \$ 100,000 has been injected into the teachers colleges of East Africa in the form of instructional materials.

A considerable investment is being made in instructional media of various kinds, particularly projection equipment. It is estimated, for example, that in the schools and colleges of Uganda, investment in 16 mm sound film projectors alone approaches \$ 150,000. It is not clear, however, what educational dividends this investment produces. Until 1968, there were no educational film libraries or instructional resource centres in East Africa to lend films or other visual aids to schools and colleges. The National Institute of Education at Makerere, aided by the Nuffield Foundation and the Carnegie Corporation of New York, established in that year a Teaching Materials Production and Documentation Centre, and since then considerable progress has been made towards making available to schools, colleges and teachers centres, at a manageable cost, the supporting services necessary for audio-visual education. The need for expansion of these services is very great, and the cost is daunting: but unless such services are initiated, teachers cannot be expected to integrate the use of audiovisual material into their teaching. Where they do exist (at Makerere and, in an inchoate fashion, at the embryo Teachers Centres under the wing of that University's Audio-Visual Aids Centre) the services are eagerly and profitably exploited.

NOTES

1) Government of Kenya, Ministry of Education, *Triennial Survey 1964-66 and Annual Report 1966*. Nairobi: Government Printer, 1967, p. 40, Table 1(b).

2) Freeman R. BUTTS, "Teacher Education and Modernisation," G.Z.F. BEREDAY (ed.), *Essays on World Education*. Oxford: University Press, 1964, p. 114.

3) Uganda Government, Ministry of Education, *Annual Statistics*, 1967, Table 22 (cyclostyled).

4) Government of Kenya, Ministry of Education, *Triennial Survey 1964-66 and Annual Report 1966*, *op. cit.*, p. 46, Table 5.

5) For the qualifications of TTC staff in Kenya, see also Kenya Institute of Education, *New Directions in Teacher Education*. Proceedings of the Second Kenya Conference 1968. Nairobi: East African Publishing House, 1969, p. 134, Table 2.

6) Uganda Government, *Education in Uganda*, Report of the Uganda Education Commission 1963. Entebbe: Government Printer, 1964, p. 78.

7) Julius K. NYERERE, *Education for Self Reliance*. United Republic of Tanzania. Dar es Salaam: Government Printer, 1967, pp. 9-10.

- 8) A. MILTON OBOTE, Independence Speech, October 9, 1968. *Uganda Argus*, October 10, 1968.
- 9) Tanganyika African National Union, *The Arusha Declaration and TANU's Policy on Socialism and Self Reliance*. Dar es Salaam: TANU, 1967.
- 10) Julius K. NYERERE, *Freedom and Unity*. Dar es Salaam: Oxford University Press, 1966, p. 162-171.
- 11) The information on the re-organisation of teacher education in Tanzania is based on various circulars issued by the Ministry of Education, Tanzania. I am indebted to Mr. G. Auger of the Institute of Education, University College, Dar es Salaam, for his assistance in locating these circulars. See also Solomon N. ELIEFO, "The Aims and Purposes of Tanzanian Education since Independence," Idrian N. RESNICK (ed.), *Tanzania: Revolution by Education*. Dar es Salaam: Longmans, 1968, pp. 37-39.
- 12) See James R. SHEFFIELD (ed.), *Education, Employment and Rural Development*. Report of the Kericho (Kenya) Conference 1966. Nairobi: East African Publishing House, 1967.
- 13) Government of Kenya, Report of the Agricultural Education Commission. Nairobi: Government Printer, 1967, p. 96.
- 14) UNESCO, *Uganda: Rural Education in Primary Schools*. Paris: UNESCO, No. 1140/BMS.RD/APS, March 1969. See also: UNESCO, No. 725/BMS.RD/APS, August 1968, and No. 636/BMS.RD/APS, June 1968.
- 15) James R. SHEFFIELD (ed.), *Education, Employment and Rural Development*, p. 23. See also: Institute of Education Studies, University of Sussex, Report of Study Seminar, *Development Planning: Employment, Education and Manpower*, held at Makerere University College, Kampala, Uganda, 4 May to 13 June, 1969, p. 28.
- 16) Kenya Institute of Education, *New Directions in Teacher Education*, p. 20.
- 17) C. E. BEEBY, *The Quality of Education in Developing Countries*. Cambridge, Mass.: Harvard University Press, 1966, pp. 7-17.
- 18) Kenya Institute of Education, *Progress Report 1967-1968*, pp. 9-11.
- 19) Details of Uganda's proposed regional colleges are contained in Alice M. MIEL and Henry J. RISETO, *Teacher Training Curriculum and Facility Factors related to Uganda Teacher Training College Loan Analysis*. New York: Columbia University, 1960, pp. 92. Government of Kenya, *Kenya Education Commission Report*. Part I. Nairobi: Government Printer, 1964, p. 111.
- 20) Solomon ELIEFO, "The Aims and Purposes of Tanzanian Education since Independence", p. 38.

NEUE ZIELE DER LEHRERBILDUNG IN OSTAFRIKA

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Die drei ostafrikanischen Staaten Kenia, Tanzania und Uganda bilden eine geschlossene geographische Einheit, deren jüngste Geschichte verwandte Merkmale aufweist und vielfältige Ähnlichkeiten zwischen den Völkern erkennen läßt. Sie bilden die Ostafrikanische Gemeinschaft, um eine wirtschaftliche Zusammenarbeit zu gewährleisten und gemeinsame Probleme zu lösen. Als vordringliches sozio-ökonomisches Problem stellt sich die wachsende Nachfrage nach Bildung, die als sicherster Weg zu sozialem und wirtschaftlichem Fortschritt angesehen wird. Obwohl diese Staaten 4 bis 6% ihres Bruttosozialprodukts (über 20% des Jahreshaushalts) für das Erziehungswesen ausgeben, kann die Nachfrage keineswegs auch nur annähernd gedeckt werden, und mit dem ständigen Anwachsen der Bevölkerung verringern sich die Bildungschancen. Das Erziehungssystem und seine Lehrpläne waren bisher darauf ausgerichtet, eine städtische Elite heranzubilden. Die Beschäftigungsmöglichkeiten der Städte reichen jedoch heute bei der Saturierung des Stellenmarktes keineswegs mehr aus, um die Schulabgänger aufzunehmen. Um ein

weiteres Ansteigen der Arbeitslosigkeit in den Städten zu verhindern, ist es daher eine vordringliche Aufgabe, das Bildungswesen umzugestalten, und mit Hilfe von Lehrplänen, die den lokalen Gegebenheiten angepaßt sind, das Interesse der Jugend auf eine aussichtsreiche Arbeit und ein zufriedenstellendes Leben auf dem Lande zu richten. Insbesondere muß der Lehrplan der Primarschule umgestaltet werden, um allen Kindern eine echte Schulbildung zu vermitteln, anstatt eine Minderheit auf die weiterführende Schule vorzubereiten und die Mehrheit in halbalphabetisierter Stagnation zu lassen.

Durch die Lehrplanreform wird die Frage nach der angemessenen Qualität und Quantität der Lehrerbildung aufgeworfen. Im Primarsektor haben verhältnismäßig viele Lehrer entweder keine angemessene oder überhaupt keine Ausbildung. Sie sind infolgedessen unsicher und den Anforderungen einer Reform nicht gewachsen. An den Lehrerausbildungsstätten sind die afrikanischen Tutoren häufig für ihre Arbeit nicht ausreichend qualifiziert und stellen bisher nicht einmal die Hälfte des Personals während es im Sekundarbereich noch immer sehr wenige afrikanische Lehrer gibt, die zudem vielfach keinen Universitätsabschluß besitzen. Das Problem der Lehrerbildung hat daher mehrere Aspekte: Es müssen genügend qualifizierte Lehrer ausgebildet und ständig weitergebildet werden und sie müssen sich voll und ganz für die Wiederbelebung des sozialen, kulturellen und wirtschaftlichen Lebens auf dem Lande einsetzen. Die drei ostafrikanischen Partnerstaaten machen alle Anstrengungen, um diesen Forderungen durch aktive Unterstützung von pädagogischen Instituten und Rationalisierungsplänen sowie durch Entwicklung von Lehrmaterial und wirksamen Lehrerfortbildungsprogrammen nachzukommen. Die bisherige Reaktion der Lehrer läßt erkennen, daß die neuen Ziele der Lehrerbildung mit außerordentlichem Enthusiasmus und großen Hoffnungen für die Zukunft verfolgt werden.

NOUVELLES DIRECTIONS DANS LA FORMATION D'ENSEIGNANTS EN AFRIQUE DE L'EST

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Les trois pays d'Afrique de l'Est du Kenya, de la Tanzanie et de l'Ouganda forment un complexe géographique unifié et présentent des similarités dans les développements historiques récents, et de nombreuses affinités entre leurs peuples. Ils constituent ensemble la Communauté d'Afrique de l'Est et partagent les institutions économiques – et les problèmes. Le plus grand des problèmes socio-économiques est peut-être celui que posent les revendications croissantes d'enseignement que les gens considèrent comme la "voie royale" au progrès social et économique. Bien que les pays dépensent de 4 à 6% de leur produit national brut (plus de 20% de leur budget total annuel) pour l'éducation, ces revendications ne sont pas du tout près d'être satisfaites. L'explosion démographique dans ces pays est telle que les chances d'être éduqué sont relativement en régression. Le système d'éducation et ses programmes d'étude ont jusqu'à présent eu tendance à produire une élite urbanisée, mais les possibilités d'emploi urbain sont maintenant, avec la saturation du marché, tout à fait incapables d'absorber la production du système scolaire. C'est pourquoi il s'impose avant tout de réorienter le système d'éducation pour arrêter l'afflux vers les emplois urbains non disponibles et de diriger, au moyen de programmes d'étude appropriés aux réalités locales, les aspirations de la jeunesse vers une vie à la cam-

pagne prospère et satisfaisante. Il faut, plus particulièrement, reconcevoir le programme d'étude de l'école primaire, de sorte que le secteur primaire éduque vraiment la majorité pour laquelle il fournit un enseignement terminal au lieu de préparer une minorité à obtenir d'autres résultats académiques en abandonnant la majorité dans une stagnation mi-lettrée.

La réforme du programme scolaire soulève à son tour la question du caractère adéquat (quantitativement et qualitativement) des enseignants. Au niveau primaire, un nombre relativement grand d'instituteurs ne sont pas suffisamment éduqués, ils ont reçu une formation insuffisante ou pas de formation du tout et sont, par conséquent, incertains et incapables de faire face aux exigences de la réforme. Les professeurs africains dans les écoles normales sont souvent insuffisamment qualifiés et leur nombre est encore moins élevé que la moitié du personnel enseignant, tandis que les enseignants africains dans le secteur secondaire sont peu élevés en nombre et sont trop souvent sans titre universitaire. Le problème de la formation d'enseignants est par conséquent triple : il faut former des enseignants en nombre suffisant, il faut qu'ils soient qualifiés de manière appropriée et qu'ils suivent continuellement des cours de rafraîchissement et il faut qu'ils s'engagent totalement à la renaissance sociale, culturelle et économique de la vie rurale africaine. Les trois états membres de l'Afrique de l'Est s'imposent la tâche urgente de remplir ces exigences, au moyen d'Instituts d'Education actifs et de plans de rationalisation, ainsi qu'en développant le matériel d'enseignement et les programmes massifs de formation en cours d'exercice. Jusqu'à présent, les réactions provenant d'enseignants indiquent que l'on applique les nouvelles directions dans la formation d'enseignants avec un enthousiasme considérable et de grands espoirs pour l'avenir.

COMMUNICATIONS – BERICHTE – COMMUNICATIONS

REPORT: THE ENTEBBE MATHEMATICS PROJECT

Introduction

The Entebbe Mathematics Series is produced by the African Education Programme, which is one of many projects of the Education Development Centre (EDC), a non-profit American organization based in Newton, Massachusetts. EDC was founded by academics interested in improving curricula and instruction and its African Education Programme (AEP) was initiated in response to African demand for curricula reform which would accord with the needs of national growth and development. This was in the 1950's when as a result of the independence movement, Africans assumed responsibility for education. Funds for the AEP Mathematics Project have come largely from USAID and the Ford Foundation.

The Entebbe Mathematics Series (EMS) were written at annual summer conferences between 1962 and 1968 and derived their name from Entebbe, Uganda, where the first three conferences were held. The majority of participants at these conferences were from Africa, the United States and the United Kingdom. The African participants (from Ghana, Ethiopia, Liberia, Kenya, Malawi, Nigeria, Uganda,