AAS 403 -- Education and Development in Africa

This course is designed for people who (1) plan for a career in international education as teachers or as other specialists; (2) practicing or perspective teachers who desire to broaden their understanding of the process and dynamics of educational development in other cultures, e.g. Africa; and (3) non-specialists but who wish to understand the problems and ramifications of educational development upon the development of national resources.

For convenience of treatment the course will be organized under three broad divisions of time, i.e. indigenous (traditional), colonial and national education.

Class Procedures

1. The early meetings of the class will be devoted to discussions designed to clarify basic concepts and identify common problems. Subsequent meetings will be devoted to major problems which infringe upon the educational development in African countries and the consequent social and political ramifications.

2. The lecture and discussion methods will be used. Each class member in addition to familiarizing himself or herself with broad continental educational situations will be expected to be knowledgeable with the major characteristics of the problems of one African nation, and the literature relevant to that nation for purposes of contribution to class discussion.

3. Class members will be expected to prepare brief written papers treating major problems, relevant to the course, of one African nation.

4. Guest speakers and films will be used as these become available.

5. Evaluation will consist of contribution to class discussion, written report, and written examination, the latter will be announced ahead of its occurrence.

6. The instructor will be available outside of class to guide individuals or groups of class members when the latter work on agreed upon projects is taking place.

COURSE PACK AVAILABLE AT KINKOS

Outline

1. Economic and demographic settings

2. Current issues and problems

3. Indigenous African education

4. Traditional child socialization practices

   a. objectives
   b. methods
   c. results

5. Colonial education

   a. objectives
   b. reach
   c. agencies
   d. outcomes

6. Fundamental characteristics of education under national political leadership

   a. need for expansion of educational facilities
   b. resource allocation for education
   c. expansion of enrollment at all levels
   d. secularization of both structure and content
   e. assumption of the state of primary responsibility for the school systems
   f. eclipse of religions and traditional educational institutions
   g. indigenization and politicization of educational personnel and content

7. Revival of African values and culture

8. Education as integrative and disunifying variable in national development

9. Conflicts in educational planning and political development

10. Problems of universal education

11. Education and social justice

    a. urban - rural
    b. female - male
    c. poor - rich

12. The political dimension of education research and innovation

13. Examination, matriculation, and student wastage

14. Employment, unemployment and underemployment syndrome

15. Characteristics of African students

16. Towards the retooling and restructuring of the educational systems and institutions to undergird development objectives

TEXTS*

*Gordon, Hyden. _No Shortcut to Progress,_ University of California Press, 1983.

Gordon, Hyden. _Beyond Ujamaa in Tanzania_, University of California Press, 1980.

*Crawford, Young. _Ideology and Development in Africa_, Yale University Press, 1982.

*Wagaw, Teshome G., _Development of Education in Ethiopia_, The University of Michigan, Ann Arbor, MI, 1979.

ADDITIONAL TEXTS*

Hanson, John W., _Report on the Supply and Demand of Secondary Level Teachers in Africa_, East Lansing, Michigan State University, 1974.

Rosnick, Idrian, _Tanzania: Revolution by Education_, Dar es Salaam: Longman of Tanzania, 1968.

Nyerere, Julius K., _Ujamaa: Essays on Socialism, Dar es Salaam:_ Oxford University Press.

Bolibaugh, Jerry B., _Educational Development in Guinea, Mali, Senegal, Ivory Coast_, U.S. Office of Education (Government Printing Press).

Coleman, James (ed.), _Education and Political Development_, Princeton University Press, 1965.

Morrison, David R., _Education and Politics in Africa: The Case of Tanzania_, Montreal: McGill-Queen's, University Press, 1976.

Court, David, et. al., _Education, Society and Development_, Nairobi: Oxford University Press, 1974.

*Required texts

Suggested Project Topics

The student may choose any topic for his other project in consultation with the instructor. The following are only suggestive.

a. Particulars of African child socialization

b. Problems of curriculum relevance

c. Student wastage at the various grade levels

d. Equity of access to schooling

e. Examination

f. University student characteristics

g. Education and African Socialism (e.g. Tanzania's experiment)

h. Structure and administration of the schools

i. Effacies of colonial education

j. Outstanding differences in educational achievement under national and colonial governments

k. Problems of educational planning

l. Problems of content relevance

m. Education as a factor in political stability

n. Nutrition and education

o. Economics of education

Such topics as suggested may be related to a specific African state or school district. Students may work on their projects jointly in groups of 3 to 5.

Factors to be Considered in Analyzing Cultural Influences in Education*

Location — the physical surrounding in which the group operates

Composition — personal characteristics of individuals who belong to the group

Purposes — how the group defines its objectives; the things the group seeks; the group's raison d'etre

Values — the shared possessions and ideals of the group; the things the group prizes

Structure — the relatively permanent organization within the group

Kinship — the internal relationships within the group

Associations — relationships outside of the group that influence its internal behavior

Change — alterations and modifications of the group

Continuity — values, attitudes, and behavior norms that persist in the group

Equipment — tools, supplies, and facilities available for use by the group

*From Grace Graham. _The Public School of the New Society: The Social Foundations of Education_, p. 306.