
The major goals of the course are to help students gain knowledge about the educational policies and practices of African countries under the rule of Belgium, England, France, and Portugal during the early 20th century and to help students understand contemporary trends, issues, and problems of education and development in independent African countries. The course involves students in critiquing, analyzing, and summarizing films, slides, journal articles, books, and national and international documents. Students also write papers and compile annotated bibliographies on pertinent topics. The course consists of seven modules. Each module contains an introduction, a list of student goals, a bibliography of print and nonprint instructional resources, and suggested student activities and projects. Included is a pretest with which to ascertain the student's prior overall knowledge of the African continent. (Author/RM)
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Course Design</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Module I:</td>
<td>An Overview of the African Continent</td>
<td>7</td>
</tr>
<tr>
<td>Module II:</td>
<td>An Historical Survey of the Development of Education in Africa</td>
<td>10</td>
</tr>
<tr>
<td>Module III:</td>
<td>British Educational Patterns in Countries as Botswana, Swaziland, Kenya, Tanzania, Uganda</td>
<td>12</td>
</tr>
<tr>
<td>Module V:</td>
<td>Belgian Educational Policies and Practices in Central African Countries as the Republic of Zaïre, Rwanda and Burundi</td>
<td>18</td>
</tr>
<tr>
<td>Module VI:</td>
<td>Portuguese Educational Policies and Practices in East and West African Countries of Mozambique, Angola, Guinea-Bissau, Cape Verde</td>
<td>21</td>
</tr>
<tr>
<td>Module VII:</td>
<td>The Contemporary Educational Thrust in Modern and Independent Africa</td>
<td>24</td>
</tr>
</tbody>
</table>
INTRODUCTION

This is a course about educational development in Tropical Africa or Africa South of the Sahara, excluding both North Africa and the Republic of South Africa. In this course, the student will be provided an opportunity to become familiar with major characteristics, trends and issues of the area under study, as they relate to educational development. The historical and contemporary foundations of education in these countries will be examined. A comparative analysis will be made of the educational policies and practices which guided the inputs and outputs of the educational delivery systems of African countries under the rule of Belgium, England, France and Portugal during the early 20th century.

The major thrust, however, will be focused upon the contemporary trends, issues and problems of education and development in independent African countries. Subsequently, a comparative analysis will be made of the contemporary and colonial educational systems.

In 1961, representatives from 38 independent African countries gathered in Addis Ababa, Ethiopia, sponsored by UNESCO to plan the educational destiny of their countries. This conference was a significant landmark in the development of education in Africa. Since then significant changes have occurred within the educational arena in independent African countries, involving international, national, and local cooperation and planning.

At the end of this course, each student will be able to demonstrate the following competencies:
1. The student will be able to identify key regions and countries on the African continent.

2. The student will be able to identify major geo-political affiliations of the African countries South of the Sahara.

3. The student will be able to trace the major stages of educational development in the countries under study.

4. The student will be able to identify and interpret socio-economic and political factors which have shaped the development of education in the countries under study.

5. The student will be able to identify major colonial educational policies, practices and structures which evolved in specified African countries under the control of Belgium, England, France and Portugal.

6. The student will be able to identify and analyze major characteristics and implications of the educational crises in Africa today, as it relates to the "developing nation concept."

7. The student will be able to identify and interpret major educational resource inputs, processes and educational outputs of the educational systems of the countries under study.

8. The student will be able to correlate the role of education and manpower development in the countries under study.

9. The student will be able to describe and evaluate "alternative modes" of education and educational innovations which are being attempted.

10. The student will be able to identify international organizations and resources involved in the contemporary educational thrust.

11. The student will be able to demonstrate a knowledge of techniques and strategies which must be brought into play in searching solutions for the world educational crises.
This course consists of seven modules out of which, each student must complete four. Each module consists of one or more tasks which are the major competencies to be developed in that unit. The tasks are followed by one or more enabling activities, designed to assist the student in accomplishing the task.

A wide range of instructional resources have been identified and assembled which will afford the student flexibility and creativity in accomplishing the tasks. Instructional resources include: films, slides, microfilms, journal and periodical articles, national and international documents as well as books from the general collection.

Specific instructional resources will be listed for each module. Students will also have access to a more comprehensive reference listing which has been prepared by the professor.

Only one textbook will be required: Cowan, O'Connell, Scanlon, Education and Nation Building in Africa. New York, Praeger Publishers, 19

**GRADING**

Effective fall quarter, 1975, the Board of Regents (BOR) for the State University System (SUS approved an A, B, C, D, NC grading system for Florida International University. Accordingly, the following method will be used to determine each student's letter grade for this course:

**A-work:** To receive the letter grade of A in this course, a student must do the following:

1. Complete all tasks in the course syllabus to the satisfaction of the professor, and maintain an A average.

2. Attend all classes, except for excused absences due to emergencies, and participate in class activities and discussions.
3. Receive B or better on a final project assigned and/or approved by the professor.

**B-work:** To receive the letter grade of B in this course, a student must do the following:

1. Complete all tasks in the course syllabus to the satisfaction of the professor and maintain a B average.
2. Same as §2 on page 3.

**C-work:** To receive the letter grade of C in this course, a student must do the following:

1. Complete all tasks in the course syllabus to the satisfaction of the professor and maintain at least a C average.
2. Same as §2 on page 3.

**D-work:** To receive the letter grade of D, a student will carry out step one at a marginal level of performance.

Any student who fails to attain the level of performance necessary to receive one of the above letter grades by the end of the quarter, will be given an NC grade, unless the student, on his own initiative, makes arrangements with the professor to extend the time for completion.
GENERAL INFORMATION FOR STUDENTS ENROLLED IN COURSES IN GENERAL PROFESSIONAL EDUCATION (EDU) AND ADMINISTRATION AND SUPERVISION (EDA)

The Division of General Professional Education and Educational Administration wishes to advise students of certain expectations and procedures within courses of the Division. These are general guidelines. Specific expectations and procedures are set forth in the course outline.

A. Regarding written papers

1. Write your name, course number, module and title, instructor, and date on title page.

2. Separate tasks or parts of tasks with heading.

3. Do not take material verbatim from sources unless material is placed in quotes and footnoted. Unless material is shown as a quotation, the assumption is that the material is in your own words. References to authors and quotations should be footnoted.

4. The instructor reserves the right to question students orally about their papers to see if they fully understand what they have put down on paper.

5. A bibliography should be placed at the end of the paper showing the sources used for the paper.

6. The assumption is made that more than the assigned texts will be used as sources for papers.

7. Attention should be given to correct English usage—grammar and spelling. Papers should be proof-read before turning in. Minor errors in typing will be ignored.

8. Students must successfully complete all tasks to earn credit for the course. Students are expected to make every effort to complete all course requirements during the quarter in which they are registered.

9. Unless the instructor specifically announces that reports may be done by persons working together, the instructor assumes that papers are the work of the individual whose name appears on it when turned in. Papers are expected to be the original work of the individual. In the case of reports permitted by more than one persons, the names of all persons participating in the report must appear on the paper.

10. The same paper is not acceptable to fulfill assignments in more than one course.
11. Papers which are not claimed by students who have passed a course will be retained by a professor for one quarter after which time they may be destroyed.

B. Regarding incomplete work

1. Students who earn IN (Incomplete) in a course are expected to complete that course with the instructor in whose course he/she earned the IN. This applies to part-time, adjunct instructors as well as regular faculty. Students must complete work for a course no later than the end of the quarter following the quarter in which they were enrolled. Faculty will give attention to incomplete work after currently enrolled student needs are met.
An Overview of the African Continent

INTRODUCTION.

Africa is a huge continent, measuring 5000 miles on a straight line from east to west and approximately the same distance from North to South. To give a clearer indication of the size; the land area of the United States, Western Europe, India and China could be fitted into the land area of Africa.

The countries vary extremely in terms of topography, climate, people, language, cultures, natural resources. The estimated population of about 260 million people is made up of from 800-1000 ethnic groups, which range in size from about 5 million persons to just a few hundred. There are 800 or more distinct languages in Africa, some of which have their own dialects. In this module, the student will become conversant about the African continent in general.

GOALS.

1. The student will gain an understanding of the diversities, complexities and commonalities to be found on the African continent.

2. The student will gain an awareness of the varied socio-political and cultural concepts under which education evolved in specific countries under study, with particular attention to religions, ethnic and linguistic factors.

TASK 1.1

The student will sketch and label on an outline map of Africa the following regions and sub-divisions: North Africa, Africa South of the Sahara, East Africa, West Africa, South West Africa and South Africa.
TASK 1.2

The student will select two African countries, South of the Sahara, excluding South Africa. The countries selected must have been under the influence of Belgium, England, France or Portugal. In not more than 5 pages, the student will:

a. define the geographical boundaries of each country selected.
b. describe the people, the land, the natural resources, the economy.
c. identify major historical factors of the selected countries including European involvement.
d. describe the present governmental system of selected countries

INSTRUCTIONAL RESOURCES.

1. Films
   b. African Continent - Tropical Region
   c. African Continent - Southern Region

2. Slides - Angola, Mozambique, and Rhodesia, taken by the professor.

3. Outline map.


8. International Yearbook of Education, UNESCO.

10. Background Notes, Department of State.


ENTRY LEVEL.

No special requirement.
MODULE II
An Historical Survey of the Development of Education in Africa

INTRODUCTION.

Africa has had a long and impressive history, having compiled a long listing of accomplishments and contributions to human history. In Africa, as in other parts of the world, most people have traditionally acquired their skills, knowledge and attitudes from institutions other than formal schools. Education for life was part of the community life of the tribe in which the young generation was prepared for its role in society, through organized patterns and systematic instruction.

Western education was introduced on the African continent as a part of the missionary enterprise. This period began around 1450. Missionaries maintained a strategic role in education until the end of the 19th century.

GOAL.

The student will become familiar with the historical development of education in Africa South of the Sahara; and the introduction of western education.

TASK 2.1

The student will select one of the two countries selected in Module I for in-depth study, and trace the development of education in that country in respect to the following: (Not more than five pages.)

a. describe ancient African accomplishments of the region.

b. explain traditional forms of education of the selected country.

c. describe the introduction of western education.

d. critique the educational delivery system at the end of World War I.
INSTRUCTIONAL RESOURCES.

1. Film - Dr. Leaky and the Dawn of Man, Encyclopedia Britannica Films.


INTRODUCTION.

After World War I the League of Nations engendered great international interest in the problems of Colonial education, thus forcing the European countries in question to review their educational activities. Pressure on missions to provide education was becoming greater. Rumblings about the disinterested attitude of the European governments, in African education were heard in Africa, Europe and America. The question of the obligation of the government to take responsibility for education was being discussed. Confusion as to the aims of African education was apparent.

An appeal was made by the Foreign Missions Board of North America to the Phelps Stokes Fund, (the body in America which planned and carried out educational activities for American blacks). A commission was named composed of American, British and African educators who visited the educational institutions of West Africa. Their report confirmed the criticisms of the missionaries and government officers regarding the curricula organization and administration of African schools.

In England in 1923, the British Colonial Office appointed an Advisory Committee on Native Education in British Tropical African Dependencies. The function of this Committee was to advise the Secretary of State for the Colonies on the development of education in Africa.

The Committee published its recommendations in 1925 in a memorandum entitled: "Education Policy in British Tropical Africa."
GOALS

1. The student will have an understanding of the educational climate in the British African countries under study, during late 19th and early 20th centuries.

2. The student will become familiar with key commissions, review panels and legislation during early 20th century which had a direct bearing upon the development of educational policies and practices in British Tropical Africa.

3. The student will understand the nature of the educational crises encountered at independence by the countries under study.

TASK 3.1

The student will critique the Phelps Stokes Commission Report emphasizing the ramifications of the Commission's findings upon the development of education in the British African countries under study.

TASK 3.2

The student will analyze the major Commission Reports, Review Panels and Legislation which influenced the development of educational policy in British Africa during early 20th century. In so doing,

a. the student will summarize the Advisory Committee's Report on Native Education in British Tropical African Dependencies 1925;

b. the student will analyze the Nuffield Foundation and the Colonial Office Report of the Commission of African Education;

c. the student will analyze the Asquith Commission Report as to its role in the development of higher education.

d. the student will summarize the Colonial Development and Welfare Act.

e. the student will analyze the Report of the Cambridge Conference on Education.
TASK 3.3

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make a comparative analysis of the 4 systems under study, using the following criteria:

a. educational philosophy,
b. policy,
c. organizational structure,
d. external and internal forces affecting the educational delivery systems.

Group presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.


ENTRY LEVEL.

No special requirement.
MODULE IV


INTRODUCTION.

There was no uniform educational policy in the French African territories, prior to 1903, when a general plan of education was drawn up. Educational policy aimed at establishing French culture in Africa. The school system was modelled in content and method after Metropolitan France. There was little attempt to adapt methods or curriculum to the needs or conditions of the territories.

One of the clearest statements of French educational policy in Africa is found in a document entitled, "The Organization of Public Education in French Equatorial Africa," issued in 1925 by the Governor General.

In this module, we will review and critique the conferences and legislation which had a direct relationship to educational development in the French African territories from the end of World War I to the early 1960's (independence).

GOALS.

1. The student will develop an understanding of the educational climate in the French African countries under study, during late 19th and early 20th centuries.
2. The student will become familiar with review panels, conferences and legislation during early 20th century which had a direct bearing upon the development of educational policies and practices in French Africa.
3. The student will understand the nature of the educational crises encountered at independence by the countries under study.
TASK 4.1

The student will critique the Phelps Stokes Commission Report, emphasizing the ramifications of the Commission's findings upon the development of education in the French African countries under study.

TASK 4.2

The student will analyze the major review panels, conferences and legislation which influenced the development of educational policy in French Africa during early 20th century. In so doing,

a. the student will summarize the Circular Number 8 concerning the Organization of Public Education - 1925
b. the student will critique the Educational Report of the Committee for Modernization of Overseas Territories
c. the student will analyze the Brazaville Conference- 1944
d. critique other relevant data.

TASK 4.3

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make comparative analyses of the four (4) systems under study, using the following criteria:

a. educational philosophy
b. educational policy
c. organizational structure
d. external and internal forces affecting the educational delivery systems of the country under study.

Class presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.


5. World Survey of Education. UNESCO.


9. Comprehensive Reference List

ENTRY LEVEL.

No special requirement.
Belgian Educational Policies and Practices in Countries as the
Republic of Zaire, Rwanda and Burundi

INTRODUCTION.

Official Belgian recognition of education began in 1906, when Leopole II signed a concordat with the Vatican. Under the terms of the Concordat, Catholic schools were granted a privileged position and received government subsidies for providing educational services. Protestant missions were permitted to operate but received no financial assistance from the government until 1948.

The basic characteristics of Belgian policy were its strong utilitarian bias and its emphasis upon primary education and attempts were made to adapt the education to the African milieu.

Like Britain and France, Belgium reviewed its educational policy in Africa after World War I, and issued an official report on new policy directions entitled "The Establishment of Subsidized Private Education for Natives." The report emphasized that the Belgian system of education could not be transferred to the Congo and that a new school system would have to be devised.

GOALS.
1. The student will develop an understanding of the educational climate in the Belgian African countries under study, during late 19th and early 20th century.
2. The student will become familiar with review panels, conferences and legislation during the early 20th century which had a direct bearing upon the development of educational policies and practices in Belgian Africa.
3. The student will understand the nature of the educational crises encountered at independence by the country under study.
**TASK 5.1**

The student will critique the Phelps Stokes Commission Report, emphasizing the ramifications of the Commission's findings upon the development of education in the Belgian African countries under study.

**TASK 5.2**

The student will analyze the major review panels, conferences and legislations which influenced the development of educational policy in Belgian Africa during early 20th century. In so doing,

a. the student will analyze the Concordat signed by Leopold II, granting a privileged position to Catholic Schools, which received government subsidies to provide Native Education in 1906.

b. the student will critique the Official Report issued by Belgium which reviewed its educational policy in Africa after World War II.

c. the student will summarize the 1948 Report entitled, "Establishment of Subsidized Private Education for Natives."

d. critique other relevant data.

**TASK 5.3**

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make comparative analyses of the four (4) systems under study, using the following criteria:

a. educational philosophy
b. educational policy
c. organizational structure
d. external and internal forces affecting the educational delivery systems of the country under study.

Class presentations will be made. Creativity is encouraged.
INSTRUCTIONAL RESOURCES.


5. World Survey of Education, UNESCO.


9. Comprehensive Reference List

ENTRY LEVEL.

No special requirement.
MODULE VI
Portuguese Educational Policies and Practices in East and West
African Countries as Mozambique, Angola, Guinea-Bissau,
Cape Verde, Sao Tome

INTRODUCTION.

The Portuguese educational policy in the African territories has been part of a wider policy of integrating the territories into metropolitan Portugal. Schools have been utilized as a vehicle for introducing Africans to the Portuguese language, culture and Catholic religion. The aim of the educational system has not been to train Africans for self government, but to become nationals of Portugal.

The first specific government provision for education in the overseas provinces was authorized by decrees of 1845 and 1869.

After 500 years of Portuguese African rule, with the policy of assimilation, the literacy rate in the Portuguese territories is extremely low. Portugal is finally being forced out of Africa. Guinea-Bissau and Mozambique became independent in 1974. Angola, the larger and richer colony, in natural resources, is slated for independence on November 11, 1975.

GOALS.
1. The student will develop an understanding of the educational climate in the Portuguese African countries under study, during late 19th and early 20th century.
2. The student will become familiar with review panels, conferences and legislation during early 20th century which had a direct bearing upon the development of educational policies and practices in Portuguese Africa.
3. The student will understand the nature of the educational crises to be encountered at independence by the countries under study.
TASK 6.1
The student will critique the Phelps Stokes Commission Report, emphasizing the ramifications of the Commission's findings upon the development of education in the Portuguese African countries under study.

TASK 6.2
The student will analyze the major forces which shaped the educational policy in the Portuguese Colonies during late 19th and early 20th century. In so doing,

a. the student will summarize the major decrees authorizing the government to make provisions for education.
b. the student will describe the role of the Catholic Church in providing education for African population.
c. the student will analyze the role of the protestant missions in providing education for the African population.
d. the student will critique other relevant data.

TASK 6.3
The student will analyze the educational system of the country selected in Module II. Groups will be formed to make comparative analysis of the four (4) systems under study, using the following criteria:

a. educational philosophy
b. educational policy
c. organizational structure
d. external and internal forces affecting the educational delivery systems of the country under study.

Class presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.


7. World Survey of Education, UNESCO.


**ENTRY LEVEL.**

No special requirement.
INTRODUCTION.

Independent African states today, have embarked on education and development plans calculated to increase their standards of living. These plans aim at increasing productivity in agriculture, forestry products, animal husbandry, minerals, establishing secondary as well as heavy industry, and at increasing the volume of trade.

The critical problem of Africa's economic development lies in the training of sufficient numbers of people who possess the specialized skills and competencies necessary for building and operating a modern nation.

Since the Conference of African States, held in Addis Ababa, Ethiopia in May, 1961, the educational philosophy of contemporary Africa is that education must be geared to manpower needs and nation building. To quote Dr. K. A. Busia, an African educator from Ghana in his book, Purposeful Education For Africa:

"It is apparent that what Africa is seeking is a philosophy of education that has a total view of man and society; one that is rooted in the past, but is also attuned to the revolution of our times, taking account of the transformations now in process and the new perspectives stretching before us. Education must pass on the heritage of the past, cope with the present and prepare for the future."

GOALS.

1. The student will gain an understanding of the new philosophies of education in independent African nations.

2. The student will recognize the significance of education to all aspects of national development.

3. The student will become familiar with alternative modes of education and educational innovations which are being attempted in independent African countries under study.
4. The student will become aware of some of the crucial educational problems and issues.

5. The student will understand the strategy of educational planning.

6. The student will become familiar with the role of international organizations and personnel in assisting Africa to meet its developmental goals.

7. The student will be able to make broad projections as to the future trends of education in Africa.

**TASK 7.1**

The student will write a paper (10-15 pages) describing the various components of the contemporary educational thrust in the country selected in Module II, or another country may be selected. The educational system will be described in relation to:

a. the educational administration and organization

b. the school system in terms of:
   1. Primary education
   2. Secondary education
   3. Vocational education
   4. Higher education
   5. Technical education

c. a projection of future educational trends

**TASK 7.2**

The student will choose four of the topics listed below or another topic chosen by the student and approved by the professor. The student will make an annotated bibliography and critique of an article or chapter in a book on the subject. An acceptable format must be used for this activity. Two of the annotations must be presented orally in class, to be evaluated in terms of its clarity and the student's ability to interpret facts and figures.
SUGGESTED TOPICS

1. Education and training for rural development
2. The education of women
3. Non-formal education
4. Higher education in Africa
5. Programmed Instruction
6. Educational innovations
7. Adult education
8. Planning and organizing adult literacy programs
9. The role of international organizations in educational planning and development
10. The role of international personnel in educational delivery systems
11. Teacher training
12. Special problems in education in Tropical Africa
13. The role of research in educational planning and development
14. Regional educational councils
15. The role of the organization of African unity in educational development
16. The economic commission for Africa and education
17. The West African Council for Teacher Education
18. The Eastern Council of the Association for Teacher Education in Africa
19. Educational projections
20. The United States and educational development in Africa.

INSTRUCTIONAL RESOURCES

   UNESCO, 1961
2. Comprehensive Reference List.
<table>
<thead>
<tr>
<th>Country &amp; Capital</th>
<th>Area (sq. miles)</th>
<th>Est. Population</th>
<th>Independence Dates or Political Status</th>
<th>Official Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMPIRE OF ETHIOPIA</td>
<td>400,000</td>
<td>22,000,000</td>
<td>About 2,000 years*</td>
<td>English</td>
</tr>
<tr>
<td>Addis Ababa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Conquered by Italy in 1935-36, but liberated by British forces in 1941</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF KENYA</td>
<td>224,960</td>
<td>8,676,000</td>
<td>12 December 1963</td>
<td>English</td>
</tr>
<tr>
<td>Nairobi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF SOMALIA</td>
<td>246,135</td>
<td>2,400,000</td>
<td>1 July 1960</td>
<td>English &amp; Italian</td>
</tr>
<tr>
<td>Mogadiscio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRENCH SOMALILAND</td>
<td>8,494</td>
<td>81,000</td>
<td>French Overseas Territory</td>
<td>French</td>
</tr>
<tr>
<td>Djibouti</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF THE SUDAN</td>
<td>967,500</td>
<td>12,831,000</td>
<td>1 January 1956</td>
<td>English</td>
</tr>
<tr>
<td>Khartoum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE UNITED REPUBLIC OF TANZANIA</td>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Dar es Salaam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formerly: Republic of Tanganyika (Dar es Salaam) and Zanzibar (Zanzibar Town)</td>
<td>362,688</td>
<td>9,538,000</td>
<td>(9 December 1961)</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(10-December 1963)</td>
<td>English</td>
</tr>
<tr>
<td>UGANDA</td>
<td>93,981</td>
<td>6,845,000</td>
<td>9 October 1962</td>
<td>English</td>
</tr>
<tr>
<td>Country &amp; Capital</td>
<td>Area (sq. miles)</td>
<td>Est. Population</td>
<td>Independence Dates or Political Status</td>
<td>Official Language</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>----------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>REPUBLIC OF MALI</td>
<td>465,050</td>
<td>4,900,000</td>
<td>22 September 1960</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Mal High</td>
<td>491,300</td>
<td>1,000,000</td>
<td>28 November 1960 (Remained within French community)</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Mal Por</td>
<td>459,180</td>
<td>2,900,000</td>
<td>3 August 1960 (Entente country)</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Sena</td>
<td>76,084</td>
<td>3,100,000</td>
<td>20 August 1960</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Sena</td>
<td>22,002</td>
<td>1,000,000</td>
<td>28 November 1960</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Upper Volta</td>
<td>113,100</td>
<td>4,400,000</td>
<td>5 August 1960 (Entente country)</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Dahomey</td>
<td>44,685</td>
<td>2,050,000</td>
<td>1 August 1960 (Entente country)</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Guinea</td>
<td>98,885</td>
<td>3,000,000</td>
<td>2 October 1958</td>
<td>French</td>
</tr>
<tr>
<td>Republic of Ivory Coast</td>
<td>127,520</td>
<td>3,400,000</td>
<td>7 August 1960 (Entente country)</td>
<td>French</td>
</tr>
<tr>
<td>Country &amp; Capital</td>
<td>Area (sq. miles)</td>
<td>Est. Population</td>
<td>Independence Dates or Political Status</td>
<td>Official Language</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>----------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>THE GAMBIA</td>
<td>4,011</td>
<td>316,000</td>
<td>18 Feb. 1965</td>
<td>English</td>
</tr>
<tr>
<td>Bathurst</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF GHANA</td>
<td>92,100</td>
<td>7,148,000</td>
<td>6 March 1957</td>
<td>English</td>
</tr>
<tr>
<td>Accra</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF LIBERIA</td>
<td>42,990</td>
<td>1,290,000</td>
<td>26 July 1847</td>
<td>English</td>
</tr>
<tr>
<td>Monrovia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEDERATION OF NIGERIA</td>
<td>356,669</td>
<td>35,952,000</td>
<td>1 October 1960’</td>
<td>English</td>
</tr>
<tr>
<td>Lagos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIERRA LEONE</td>
<td>27,925</td>
<td>2,260,000</td>
<td>27 April 1961</td>
<td>English</td>
</tr>
<tr>
<td>Freetown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- THE GAMBIA
  - Bathurst
  - Area: 4,011 sq. miles
  - Est. Population: 316,000
  - Independence Date: 18 Feb. 1965
  - Official Language: English

- REPUBLIC OF GHANA
  - Accra
  - Area: 92,100 sq. miles
  - Est. Population: 7,148,000
  - Independence Date: 6 March 1957
  - Official Language: English

- REPUBLIC OF LIBERIA
  - Monrovia
  - Area: 42,990 sq. miles
  - Est. Population: 1,290,000
  - Independence Date: 26 July 1847
  - Official Language: English

- FEDERATION OF NIGERIA
  - Lagos
  - Area: 356,669 sq. miles
  - Est. Population: 35,952,000
  - Independence Date: 1 October 1960
  - Official Language: English

- SIERRA LEONE
  - Freetown
  - Area: 27,925 sq. miles
  - Est. Population: 2,260,000
  - Independence Date: 27 April 1961
  - Official Language: English
<table>
<thead>
<tr>
<th>Country &amp; Capital</th>
<th>Area (sq. miles)</th>
<th>Est. Population</th>
<th>Independence Dates or Political Status</th>
<th>Official Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMOCRATIC &amp; POPULAR REPUBLIC OF ALGERIA</td>
<td>952,198</td>
<td>11,020,000</td>
<td>5 July 1962</td>
<td>Arabic &amp; French</td>
</tr>
<tr>
<td>Algeria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINGDOM OF LIBYA</td>
<td>680,000</td>
<td>1,244,000</td>
<td>24 December 1951</td>
<td>Arabic &amp; English</td>
</tr>
<tr>
<td>Beyda (formerly: Tripoli and Benghazi)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINGDOM OF MOROCCO</td>
<td>171,305</td>
<td>13,320,000</td>
<td>2 March 1956</td>
<td>Arabic &amp; French</td>
</tr>
<tr>
<td>Rabat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF TUNISIA</td>
<td>63,362</td>
<td>4,300,000</td>
<td>20 March 1956</td>
<td>Arabic &amp; French</td>
</tr>
<tr>
<td>Tunis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNITED ARAB REPUBLIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country &amp; Capital</td>
<td>Area (sq. miles)</td>
<td>Est. Population</td>
<td>Independence Dates or Political Status</td>
<td>Official Language</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>SPANISH GUINEA</td>
<td>10,825</td>
<td>244,574</td>
<td>Two Spanish provinces, Rio Muni &amp; Fernando Poo, jointly administered</td>
<td>Spanish</td>
</tr>
<tr>
<td>Santa Isabel de</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fernando Poo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IFNI</td>
<td>580</td>
<td>49,889</td>
<td>Spanish province</td>
<td>Spanish</td>
</tr>
<tr>
<td>Sidi Ifni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPANISH SÁHARA</td>
<td>102,681</td>
<td>23,793</td>
<td>Spanish province</td>
<td>Spanish</td>
</tr>
<tr>
<td>El-Aaiun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The map depicts the regions of IFNI, SPANISH SAHARA, SPANISH GUINEA, and RIO MUNI.
<table>
<thead>
<tr>
<th>Country &amp; Capital</th>
<th>Area (sq. miles)</th>
<th>Est. Population</th>
<th>Independence Dates or Political Status</th>
<th>Official Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGOLA</td>
<td>481,351</td>
<td>4,840,719</td>
<td>November 1975</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Luanda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPE VERDE ISLANDS</td>
<td>1,557</td>
<td>201,549</td>
<td>Portuguese overseas province</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Praia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTUGUESE GUINEA</td>
<td>13,948</td>
<td>544,184</td>
<td>Portuguese overseas province</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Bissau</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOZAMBIQUE</td>
<td>297,731</td>
<td>6,482,000</td>
<td>July 1975</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Lourenco Marques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAO TOME and PRINCIPE</td>
<td>372</td>
<td>63,676</td>
<td>Portuguese overseas province</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Sao Tome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country &amp; Capital</td>
<td>Area (sq. miles)</td>
<td>Est. Population</td>
<td>Independence Dates or Political Status</td>
<td>Official Language</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>BOTSWANA</td>
<td>275,000</td>
<td>542,000</td>
<td>30 September 1966</td>
<td>English</td>
</tr>
<tr>
<td>Gaberones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formerly: Bechuanaland (Mafeking, S.A.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINGDOM OF LESOTHO</td>
<td>11,716</td>
<td>658,000</td>
<td>30 September, 1966</td>
<td>English</td>
</tr>
<tr>
<td>Maseru</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formerly: Basutoland (Maseru)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALAGASY REPUBLIC</td>
<td>227,900</td>
<td>6,000,000</td>
<td>26 June 1960</td>
<td>French and Malagasy</td>
</tr>
<tr>
<td>(Madagascar)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tananarive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF SOUTH AFRICA</td>
<td>472,685</td>
<td>16,122,000</td>
<td>31 May 1910</td>
<td>English and Afrikaans</td>
</tr>
<tr>
<td>Capetown (parliamentary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretoria (administrative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTH-WEST AFRICA</td>
<td>317,887</td>
<td>554,000</td>
<td>Republic of South Africa mandate</td>
<td>English and Afrikaans</td>
</tr>
<tr>
<td>Windhoek</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWAZILAND</td>
<td>6,705</td>
<td>280,260</td>
<td>British Protectorate</td>
<td>English</td>
</tr>
<tr>
<td>Mbabane (Moabane)</td>
<td></td>
<td></td>
<td>Independence not later than 1969</td>
<td></td>
</tr>
<tr>
<td>Country &amp; Capital</td>
<td>Area (sq. miles)</td>
<td>Est. Population</td>
<td>Independence Dates or Political Status</td>
<td>Official Language</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>----------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>KINGDOM OF BURUNDI</td>
<td>10,747</td>
<td>2,750,000</td>
<td>1 July 1962</td>
<td>French</td>
</tr>
<tr>
<td>Usumbura</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEMOCRATIC REPUBLIC OF THE CONGO</td>
<td>905,378</td>
<td>15,000,000</td>
<td>30 June 1960</td>
<td>French</td>
</tr>
<tr>
<td>Leopoldville</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALAWI</td>
<td>49,177</td>
<td>2,890,000</td>
<td>6 July 1964</td>
<td>English</td>
</tr>
<tr>
<td>Zomba (Plan to move to Lilangwe) Formerly: Nyasaland (Zomba)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RHODESIA</td>
<td>150,333</td>
<td>3,849,000</td>
<td>11 November 1965</td>
<td>English</td>
</tr>
<tr>
<td>Salisbury</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formerly: Southern Rhodesia (Salisbury)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPUBLIC OF RWANDA</td>
<td>10,169</td>
<td>2,694,749</td>
<td>1 July 1962</td>
<td>French</td>
</tr>
<tr>
<td>Kigali</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZAMBIA</td>
<td>290,323</td>
<td>3,600,000</td>
<td>23 October 1964</td>
<td>English</td>
</tr>
<tr>
<td>Lusaka</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDU 510
African Educational Systems: A Comparative Approach
General Facts About Africa
Pre - Test

This exercise is designed as a learning instrument for the student and as an aid for the Instructor in ascertaining the student's prior overall knowledge of the African Continent. No grade will be assigned to this exercise.

Directions - Write true or false, fill in the blanks or choose the correct answers.

1. Africa is the second largest continent in the world. _______ T or F

2. There are more than 40 African countries with memberships in the United Nation. _______ T or F

3. Over 800 local languages are spoken on the African continent. _______ T or F

4. Over 342,000,000 people live in Africa. This Continent ranks third in population among the continents of the world. _______ T or F

5. The names of three African leaders are ____________________________

6. Angola became independent in the year ________

7. ____________________________ was a former Belgian colony.

8. ____________________________ & ____________________________ were former British colonies.

9. ____________________________ & ____________________________ were former French colonies.

10. ____________________________ & ____________________________ were former Portuguese colonies.

11. Algeria is a country in Africa located South of the Sahara. _______ T or F

12. Nigeria has a population of about 64 million, the largest in Africa. _______ T or F

13. The concept of Pan-Africanism supports the Unity of all Black people. _______ T or F

14. The Continent of Africa is considered to be in the Third World. _______ T or F

15. The OAU (Organization of African Unity) was formed in 1963 to promote cooperation in solving common African problems. _______ T or F

16. South Africa does not belong to the Organization of African Unity. _______ T or F

17. The Republic of Ghana was called the Gold Coast & Togoland before independence was gained in 1957. _______ T or F
18. Negritude is a literary movement which first developed in French speaking West Africa in reaction to the French Colonial Policy of attempting to assimilate Africans into French culture. ______ T or F

19. Ian Smith led the White minority government to declare unilateral independence in Northern Rhodesia. ______ T or F

20. Timbuktu was the name of an Ancient African learning center. ______ T or F

21. Dr. Antonio Neto is a leader of (1) Angola (2) Kenya (3) Ghana

22. Which of the following Countries is located in West Africa?
   (1) Algeria (2) Mozambique (3) Nigeria (4) Uganda

23. After the Civil War, many former slaves left the United States and returned to which one of these African Countries?
   (1) Liberia (2) Dahomey (3) Egypt (4) Tanzania

24. African countries are among the greatest producers of gold and diamonds in the world. ______ T or F

25. Which of the following countries is located in East Africa?
   (1) Mozambique (2) Uganda (3) Sierra Leone (4) Angola
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| April 6    | 1. Library presentation  
2. Lecture - An overview of the African Continent  
3. Film - Africans All  
4. Student presentations of Assignments |
| April 13   | Prof attending conference in Chicago  
1. Library Assignment Module II  
2. Film Public Library  
3. Ancient Africa Education Patterns  
4. Guest speaker - Education in South Africa |
| May 4      | MID TERM  
1. Reports - Group Reports - British and French Education Patterns  
Film: Focus on Kwame Nkrumah Nigeria, Giant in Africa |
| May 11     | Group Reports  
Belgian and Portuguese Educational patterns  
Film: Angola: Journey to a war  
Film: Focus on the Congo |
| May 20     | Film: Africa in Change, East Africa  
The contemporary Educational thrust  
The Addis Ababa Conference |
| May 25     | Trends in the Development of Education in Africa - Guest Speaker  
Educations and Nation Building |
| June 1     | Special topics - Guest Speaker |
| June 8     | STUDENT PRESENTATIONS  
II. Addresses of African Embassies |
EDUCATIONAL PROCESS

1. Areas and priorities
   - (details not visible)

2. Students
   - (details not visible)

3. Management
   - (details not visible)

4. Structure and time schedule
   - (details not visible)

5. Content
   - (details not visible)

6. Teachers
   - (details not visible)

7. Learning aids
   - (details not visible)

8. Facilities
   - (details not visible)

9. Technology
   - (details not visible)

10. Quality controls
    - (details not visible)

11. Research
    - (details not visible)

12. Costs
    - (details not visible)
**EARLY AFRICA**

Prehistoric man may have lived in Africa as long as 21/2 million years ago. A civilization developed on the continent more than 5,000 years ago. Several Negro empires, such as Ghana, Mali, and Songhai, flourished in Africa during the Middle Ages.

A Product of West Africa, this bronze figure dates from the 1500's. It came from the Negro kingdom of Benin.

**IMPORTANT DATES IN AFRICA**

- c. 21/2 million B.C. World's earliest people lived in the Great Rift Valley of eastern Africa.
- c. 3000 B.C. Agriculture introduced into Africa from the Near East.
- 3100 B.C. Upper and Lower Egypt united into one country.
- c. 2300 B.C. The Sahara began to turn into a desert.
- c. 2000 B.C. Cattle rose and sea trade became important in North Africa.
- c. 500 B.C. Kingdom of Kush established in Sudan.
- c. 300 B.C. Kingdom of Axum founded in Ethiopia.
- 30 B.C. Roman Empire began to control all North Africa.
- A.D. 1 Bantu-speaking people began their southward migration.
- c. 300 Kingdom of Aksum converted to Christianity.
- c. 500 Hindu kingdoms converted to Christianity.
- 651-710 Moslem Empire conquered North Africa.
- c. 1000 Empire of Kanem began to expand near Lake Chad, and the Ghana empire flourished in western Africa.
- 1000-1300 Large kingdoms, including the Kingdom of the Kongo, were established in central Africa.
- 1700 Mali became the strongest empire in western Africa.
- 1400's Songhai began to replace Mali as the strongest empire in western Africa. Portuguese sailed down Africa's west coast.
- 1652 The Dutch set up a trading post at Cape Town.
- 1770's European exploration of Africa began.
- Late 1700's-1860 Moslem empire rose in West Africa.
- 1883 European governments began to claim parts of Africa.
- 1920's European colonial rule was firmly established in Africa.
- 1961 Most European colonies in Africa had become independent.