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GUINEA

**STUDY OF MANPOWER NEEDS, EDUCATIONAL CAPABILITIES
AND OVERSEAS STUDY**

REPORT NUMBER 7

**Study Committee on
Manpower Needs and
Educational Capabilities
in Africa**

July 26, 1965

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Errata

Page

26, 27, 29, 30

Titles of Tables should refer to
Guineans, not Kenyans.

34

Delete last clause of final
sentence from "and" through
"universities" on page 35.

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GUINEA

Report Number 7

FOREWORD

Name of Reference for this Report

This report, based on a survey of Guinea made during the fall and winter of 1964-65, is submitted in partial fulfillment of USAID Contract AID/afr-198 dated June 2, 1964.¹ The study, undertaken at the request of AID, includes the following: (1) an assessment of available data concerning high-level manpower needs,² (2) an appraisal of the capabilities of indigenous African educational institutions to meet those manpower needs, and (3) a survey of opportunities for study overseas as they relate to high-level manpower needs.

¹This report is one of nine country studies, including Ethiopia, Guinea, Kenya, Liberia, Nigeria, Sudan, Tanzania, Tunisia, and Uganda. In addition, a summary report containing general conclusions and recommendations based on the individual country reports is being submitted to AID.

²The term "high-level manpower" has been given different meanings. As used in this report, it includes Class A or cadres supérieurs occupations, which are those requiring a university education or its equivalent. "Middle-level manpower" refers to Class B or cadres moyens occupations, which require not less than the second baccalauréat or its equivalent. Other categories which require less training were not examined closely, although some attention was given to Class C or cadres de base occupations, which require secondary school education or the equivalent.

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The data and conclusions from this study are intended to provide information and guidance useful to the Bureau for Africa in the programming of technical and economic assistance, particularly with regard to institutional development. It should be recognized, however, that the current Guinean situation presents unusual circumstances. A solution to the national disorganization must be found, and the U.S. position must be clarified before AID can expect the establishment of rational procedures for manpower development.

The study director and members of the study committee are grateful to the many individuals in Guinea and elsewhere who gave generously of their time, sharing their experience and providing advice and guidance. They particularly wish to thank members of the EWA staff who assisted directly in the preparation of this report: Sally V. Allen, Eugene Burgess, Patricia Mulvey, Rhoda Pauley, and James R. Sheffield.

John W. Masland
Director of the Study

INTRODUCTION

Guinea is an independent republic, 95,000 square miles in area. It has a population of over 3.5 million, and 90 per cent of this population is engaged in subsistence agriculture.

The Government and the Governing Party

Guinea is governed by a President, elected for a term of seven years, and a one-level Parliament of fifty deputies, elected for a term of five years. The administrative structure is divided into four regions, which, in turn, govern 136 administrative districts. Within these districts there are 7,164 local communes.

The governing party is the Parti Democratique de Guinée (PDG), led by President Sékou Touré. The PDG is highly centralized, and its vertical structure may be compared to that of the Communist Party in the U.S.S.R. A National Political Bureau (BPN) of 15 members directs a party organization that parallels the government structure described above. The party controls the government, the economy, and the educational system and instigates any change that comes to Guinea. While the tight party structure and seemingly unified political loyalty of the Guineans suggest unusual political stability, it appears that the continued deterioration of Guinea's economic life is creating intra-party strains.

The Aftereffects of Independence

Guinea gained its independence dramatically on September 28, 1958, when by overwhelming vote it decided not to accept the De Gaulle government's offer of affiliation with the French community. In retaliation for this defection, France abruptly pulled out virtually all the French administrative staff -- reportedly over 95 per cent of Guinea's total middle- and high-level bureaucracy at the time -- as well as certain technical personnel and capital equipment. Before the French left, however, they removed or destroyed much of the statistical data that had been compiled on Guinea's economy, labor force, and educational system. Even though most of the French teachers did not leave, the large exodus of other personnel and the circumstances surrounding their departure had catastrophic consequences.

Economic and administrative collapse were avoided only

by the strong leadership of Touré and the highly disciplined PDG, which succeeded in absorbing all the opposition parties. Emergency help came from Ghana and temporary teaching staffs from Senegal. Later, the Soviet bloc contributed large doses of financial and technical assistance. During its six years of independence, Guinea has launched political, economic, social, and educational experiments that are strongly suggestive of Marxian influence. Yet, it is very evident that Guinea is striving for an African personality and a pattern of socialism that is quite different from non-African models. Actually, the public pronouncements of Sékou Touré and his ministers over the past two years have all but muted the Communist slogans of earlier years.

Economic Problems

Guinea's economic problems since independence have been complicated by political vacillations that have vitiated effort and diverted attention from important development issues. Consequently, much momentum has been lost and crucial development opportunities have been passed over. Guinea does not yet meet the criteria by which a modern nation-state is judged; consequently, Guinea is not yet ready for rapid economic development.

National income, which amounted to about \$280 million in 1959, has been growing at a slower rate than population, which has been increasing three per cent a year. Per capita income at the present time is probably below the estimated level of \$90 in 1959. In 1960 Guinea withdrew its currency from the franc zone and indulged in a series of crash projects aided by Sino-Soviet countries. This was followed by the creation of state enterprises to monopolize and direct external and wholesale trade, retail distribution, banking, insurance, shipping, and power companies.

Little real economic progress was made, however. The first public projects undertaken by the government were a football stadium, a broadcasting station, a printing plant, and a national airline. Meanwhile, agricultural output either declined or produce did not reach the market; chronic shortages of food and other consumer goods developed; and imports of needed spare parts and equipment were drastically reduced, due to lack of foreign exchange. If the large foreign-built FRIA alumina plant had not started production in 1960, Guinea's economic plight would have been catastrophic. Until 1959 Guinea's major exports were bananas and coffee. Today

it is estimated that FRIA, now operating at near capacity, earns 60 per cent of all foreign exchange.

By the middle of 1962 it became apparent that the plunge into state socialism was abortive. Efforts have since been made to reestablish commercial and economic ties with the West. An investment code was issued to attract foreign capital, and in 1964 Guinea joined the World Bank and the International Monetary Fund. Nonetheless, no improvement is in sight: local private industry is almost nonexistent, stores and warehouses are empty, power is grossly deficient, and agricultural production continues to decline while population continues to increase. In addition, the commercial sector and social services are experiencing rapid inflation. While the Guinean franc has an official exchange rate of 247 to the dollar, it has little or no value outside the country. Both in Senegal and in Liberia the unofficial market rate is 800 Guinean francs to the dollar.

As of February 1965, Guinea's economic plight had shown no signs of correction. Further setbacks can be expected unless drastic steps are taken to devalue the currency in order to restore confidence in the Guinean franc, to redress the deterioration of transport and communications, to control plant diseases (particularly those seriously damaging banana and coffee production), and to restore the necessary climate for a vigorous market economy in agricultural produce and consumer goods.

Guinea is determined to retain its independence in an effort to become an economically viable nation. And yet the meaning of the term "independence" to the Guineans is unclear, since they are very dependent on the outside world for industrial, agricultural, and even human resource development.

NATIONAL AND HUMAN RESOURCE DEVELOPMENT

Under the circumstances, systematic planning for human resource development in Guinea is hardly possible. The problems of such development, large in themselves, have been magnified by political vacillation. This has affected educational policy as much as, if not more than, it has affected economic policy. Guinea suffers acutely from a scarcity of trained manpower, and policies must, therefore, be economical in the use of trained people; yet rational planning is extremely difficult.

The Three-Year Development Plan, 1960 - 1962

There have been two development plans in Guinea since 1960, but apparently no detailed material is available outside the government. Guinea's Three-Year Development Plan for 1960-62 got under way in July 1960. It provided for a total budget of \$183 million or about one-third of the estimated GNP. The plan's target for the industrial sector was the creation of 15,000 new jobs. Production targets were established for agricultural implements, household utensils, and other manufactured goods; processing plants for agricultural products were to be established or expanded. The plan proposed to raise agricultural productivity by four per cent a year, with major increases in the output of rice, bananas, palm produce, and pineapples. To mobilize domestic resources, the government organized a program of investissement humain, which called for the use of volunteer labor to help in construction of roads, schools, dispensaries, and other public works. Approximately 70 per cent of the population was expected to contribute 20 man-days per year. More than 25 per cent of the national budget was to be allotted to construction and staffing of schools in order to cope with the country's gigantic illiteracy problem.

The plan got off to a slow start, and some priorities and outlays were revised. The record of achievement under this three-year development effort is another indication of economic slowdown. Of the 26 factory plants listed in the plan, probably less than one-fourth have, in fact, been completed. Instead of the large projected growth in agricultural exports, there has been a large decline.

The Seven-Year Development Plan, 1964 - 1970

A Seven-Year Development Plan, designed to continue the work of the earlier three-year plan and to operate through 1970-71, was formulated by the Ministry of Economic Development in the fall of 1963. Details of the plan are still classified by the government. As outlined in October 1963 by Ismael Touré, the Minister of Economic Development, the plan focused on the key sectors of infrastructure and utilities, including all means of communication and transportation, public services, and national enterprises. The plan called for a reduction of imports and an increase in exports of bananas, peanuts, pineapples, palm produce, bauxite, alumina, aluminum, iron, and diamonds. The plan is more a list of proposed projects than an integrated

strategy for national development. For example, under the heading of national education only two items were listed: (1) creation of a university, and (2) creation of a medical school. No further details were given.

Manpower Planning

Little or no reliable quantitative or qualitative data is available on Guinea's manpower needs. There have been no manpower assessment studies made since 1957, even though the manpower requirements of the country seem endless. One thoughtful observer of the scene in French West Africa suggests that the future demand for highly skilled manpower

is either irrelevant or quickly obvious. For demands are unlimited and are likely to remain so in the foreseeable future....Evaluation of the educational system and other skill-producing institutions from the point of view of the requirements of economic growth -- this is what is needed, not counting heads that are not there.¹

Manpower Data

According to the 1957 labor force census, there were 18,420 Africans and 3,300 expatriates in managerial, skilled, and semi-skilled jobs in both the public and private sectors. There were also 75,400 Africans employed as unskilled laborers. The following table shows the Guinean labor force by origin and skill level in 1957.

¹Elliott J. Berg, "Education and Manpower in Senegal, Guinea, and the Ivory Coast," Manpower and Education: Country Studies in Economic Development, eds. Frederick Harbison and Charles Myers (New York: McGraw-Hill Book Company, 1965), p.255.

TABLE 1

GUINEAN LABOR FORCE, 1957

Labor force	Africans		Expatriates		Total	
	Private	Public	Private	Public	Africans	Expatriates
Managerial & Supervisory Employees....	360	60	400		420	
Skilled & Semi-Skilled Clerical & Manual Employees.....				1,450		3,300
Unskilled Laborers....	12,000	6,000	1,430		18,000	
	67,000	8,400	...	...	75,400	

According to French sources, at the time of independence in 1958 there were approximately 1,500 French functionaries in Guinea, or almost half of the expatriates recorded in the 1957 labor census. These included not only civil servants but also those supervising and operating the railroad and employees in power plants and other public services, especially in teaching. Of these 1,500 Frenchmen, some 150 were classified as cadres supérieurs (Class A), perhaps another 150 as cadres moyens (Class B), and the balance as clerks, secretaries, and other skilled and semi-skilled employees.

Estimates in 1962 of the total nonagricultural employment in Guinea range from 75,000 to 80,000. Of this total, all but 3,000 are Guineans. Observers of the present situation suggest that in the public sector -- excluding the teaching and medical professions -- there are not more than 50 highly trained Guineans. In the private sector, the number is much smaller.

Manpower Supply

The supply of trained manpower is very limited, and acute shortages of highly trained manpower are likely to persist for some time. Between 1953 and 1963, some 350 Guineans graduated from secondary schools, 260 of them since 1961. A large proportion of these have undertaken further studies, and most will not join the Guinean labor force until 1965 or 1966. The number of African secondary school graduates probably will not exceed

400 a year before 1967. Between 1965 and 1968, the output of secondary school graduates probably will not total more than 2,200, and many of these graduates will continue their studies. Not until the end of the decade, then, will substantial numbers of highly trained people be able to contribute to the economy. These estimates, by Elliott Berg in his chapter in Manpower and Education in the Developing Countries, are shown in the table below. Because there is no available data upon which to base an estimate of the wastage rate in Guinea, it is assumed that this rate is 80 per cent, the same as in Senegal and the Ivory Coast -- where 20 per cent of those entering seventh grade graduate from secondary school. The projected secondary school and university output of Africans only from 1964 to 1972 is:

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>Total</u>
Second Baccalauréat	320	400	735	675	...	...	...	...	2,130 (4yrs)
University Graduates	...	...	...	180	160	200	365	340	1,245 (5yrs)

The Supply of Teachers. According to the October 1963 Revue de l'Education de la Jeunesse et de la Culture there were 2,512 primary teachers in Guinea during 1961-62 and 3,183 during 1962-63. There were 339 secondary and technical school teachers in 1961-62 and 464 the following year. Almost all of the elementary school teachers were Guineans, and most of the secondary school teachers in both general and technical schools were expatriates.

The Supply of Medical Personnel. The 1962 statistics record only 171 doctors (including surgeons and dentists) in the country -- or one for every 18,300 persons. One hundred of these, or 58 per cent, were non-Guinean. In the same year there were 1,260 persons working as pharmacists, laboratory technicians, midwives, social workers and assistants, and nurses. Of these, 1,206, or almost 96 per cent, were Guineans. If Guinea aims for the doctor-population ratio of 1 to 10,000, which is Tanzania's goal (although unrealistic under the present circumstances), the number of doctors must be almost doubled. And if the highest levels of the medical profession are to be Africanized, the task is even more sizable.

Africanization of the Mining Industry

The manpower situation in the mining industry is reviewed in statistics recently released by the government. Only 12 Africans could be counted among the 416 trained personnel employed by FRIA, the largest mining operation for the production of bauxite and alumina in Guinea. In 1960, FRIA's first full year of operation, only 1 African was included among the company's 50 Class A personnel, 8 Africans among its 266 technicians, and 8 more Africans among its 100 salaried employees. By June 1963, total employment had increased from 1,222 to 1,261, and of the company's 427 trained personnel, 53 were Africans. Thus, the proportion of African to non-African employees had risen from about 3 per cent to 12 per cent, but this rise occurred in Class B and C personnel. At the highest level, there were eight fewer non-African employees but still only one African.

In October 1964, according to FRIA, there were four African employees at the highest level. Two of these were still under some supervision and two were exercising complete responsibility, which included administration of the company's accelerated Africanization program that the government is pressuring the company to expand. The mine is now operating at capacity, which is actually only one-third of the original planned capacity of 120,000 tons per month. But FRIA officials estimate that a 25 per cent expansion of production would only add another 50 employees, none of whom would be in the trained categories.

It seems obvious that trained Guinean manpower is very scarce. There is even a shortage of qualified Guineans who could be trained as skilled workmen. FRIA reported that in 1963, out of 600 applicants for training in the needed craft skills, only 70 could qualify; and of these, only 30 satisfactorily finished their training in the company's shops. Two problems were chiefly responsible for this poor training record: (1) most of the applicants had inadequate schooling, even though they all had a certificat d'études primaires; and (2) many had a distaste for manual labor. So far, not one Guinean has stayed on long enough in the forge shop to qualify, apparently because the work is too physically demanding.

Although several technicians of the Ecole des Cadres Techniques de Conakry are beginning studies of the labor force, it is unlikely that further information on the manpower situation in Guinea will be available for some time.

Manpower Demand and Supply

Since FRIA is a highly sophisticated operation, its proportion of skilled personnel is likely to be greater than in most industries developing in Guinea. However, in estimating manpower demand, it might be helpful to see the possible magnitude of the problem by assuming that FRIA's experience is applicable, with modifications, to Guinean industry and public services. In June 1963, when FRIA had a total of 1,261 employees, Class A personnel accounted for approximately 3 per cent of the total employment (42 persons); technicians and middle management personnel, about 22 per cent (277 employees); other office personnel, about 9 per cent (108 employees); skilled and semi-skilled workmen, 20 per cent (252 employees); and the remaining unskilled workers, slightly less than 50 per cent (532 employees).

When the above percentages of categories of skilled workers are applied to the total estimated Guinean labor force of 80,000, it follows that there should be about 2,400 persons in the Class A category, 17,600 in the middle management group, 7,200 in the office employee category, and 16,000 in the skilled workman group.

Assuming that the high-level group should have a university education or its equivalent, only a very few members of this group would be Guineans. For the middle management category an educational level of not less than the second baccalauréat would be required. Official statistics for the period 1957-58 through 1962-63 indicate that the total number of second degree baccalauréats granted was 325. If it is assumed that at most another 500 students received the second baccalauréat in foreign schools, the total number of Guineans qualified for middle management positions would be less than 1,000. Yet seventeen times that many will be needed, if all expatriates are to be replaced and if the public and private sectors are to be adequately staffed even at their present size. If this middle management category could also include some brevet and first baccalauréat graduates who would be given in-service training, then the number of available middle management personnel might be increased from 1,000 to 2,800 or, at most, 3,800. But even this number would fill only one-seventh of the indicated needs.

From these calculations, one fact does stand out: Guinea's most crucial need is not high-level manpower, though this is

certainly inadequate, but rather cadres moyens or Class B manpower. Observers of the situation, including Guinean and French educators and industrialists, consider that it is much more important to rectify the middle-level rather than the high-level manpower supply problem. This small requirement for high-level manpower can be much more easily met through training overseas or through continued reliance on expatriates.

EDUCATIONAL CAPABILITIES

Historical Development of the Educational System

Guinea's Inheritance from the French. It has been estimated that for the fifty-year period from 1898 to 1948, there were not more than 10,000 Guineans who completed the six-year primary cycle of education then in vogue. Certainly the French did not emphasize education even at the primary level until the early 1950s. It is generally agreed that the French did not intend to educate Africans for positions of major responsibility. According to Elliot Berg:

In a curiously distorted way, French educational thinking was rooted in a notion basic to modern manpower and educational planning -- that the educational system should be intimately related to the needs of the economy....The trouble, of course, was that 'the needs of the economy' did not include Africans prepared for high-level positions. The African was to be trained only as an 'auxiliary' to the European -- an artisan, a clerk, a medical or agricultural technician; the higher-level technical and administrative jobs, it was implicitly assumed, would be performed by Europeans, presumably for decades to come, if not always.¹

Guinea has inherited most of its system of examinations and diplomas from the French. Both the brevet and the baccalauréat referred to in this report are national examinations. The brevet is given at the end of the ninth grade and for those who fail, again at the end of the tenth. Apparently, students

¹"Education and Manpower in Senegal, Guinea, and the Ivory Coast," p. 96.

have been able to enter the eleventh grade without having passed the brevet. The first half of the baccalauréat is given at the end of the eleventh grade, the second half at the end of the twelfth. Failure at either level excludes the student from further study.

Foreign Evaluation of Students' Credits. The Council on Evaluation of Foreign Student Credentials decided in 1961 that French (and presumably Guinean) students who pass Part II of the baccalauréat at the end of secondary school have completed roughly the equivalent of only one year of a U.S. college education. This evaluation represents an overall average for all subjects. For some subjects, such as history, science and mathematics, the council recommended little or no college credit, but it suggested that considerable credit be given for work in foreign languages. Although some groups in the United States suggest that two years of college credit (usually junior college) should be granted for completion of Part II of the baccalauréat, other groups argue that the second baccalauréat in Guinea should not be equated with more than a U.S. high school diploma.

Educational Statistics Before Independence, 1957-58. By 1957-58 there were 2,547 Guinean students in 22 secondary schools. These schools had 65 classes and only 62 teachers -- all of whom were expatriates. In that year fewer than 30 baccalauréats were accorded; only 177 brevets (corresponding to completion of the ninth grade) were granted; and only 855 children were eligible to enter the seventh grade, which at that time was the first year in the secondary cycle. It may be assumed that in 1957-58 the educational system was based on the French system and that the dislocations due to independence and subsequent reforms were not reflected in the education statistics until 1958-59.

Current Planning for Schooling

The Relationship of Education to Politics. The Guinean government regards education as a basic political tool to root out vestiges of French colonialism at all levels. Evidently, only during the last two years has the Guinean leadership understood the direct relationship of the educational structure to economic and social development and consequently has muted its attempts to reform the structure according to Marxian philosophy. And yet Guinea's present educational program cannot be understood unless it is recognized that education

in Guinea is intimately tied to Guinean politics. Government and party pronouncements still emphasize that education is the major tool by which colonialism is to be liquidated. Educational reforms are accompanied by biting historical justification, which traces the feudal and bourgeois systems through the era of colonialism to the present "popular democratic" system.

The Educational Reforms of 1961. In 1961 far-reaching educational reforms were introduced. Private schools were nationalized; unqualified primary school teachers were given secondary school posts in order to Africanize the teaching staff more quickly and to cut salary costs; new textbooks and curricula emphasizing science and mathematics and giving an aggressively African focus to social studies and history were adopted; dependence on French examinations was ended, and national diplomas were established. In addition, the structure of the educational system was changed: a four-year primary school cycle with a new curriculum emphasizing agricultural subjects was to replace the six-year cycle as the basic instrument of mass education.

Expenditures for Education. Educational expenditures now claim a large share, about 20 per cent, of Guinea's current government revenues. According to a recent UNESCO mission, two billion francs or 20.6 per cent of Guinea's 1962-63 operating budget of 9.5 billion francs, was used for educational expenditures. In 1963-64, 2.3 billion of the 11.2 billion francs in the operating budget went to educational development, and the proportion of educational expenditure to total expenditures remained unchanged. Guinea is probably spending over 4 per cent of its gross domestic product on education and since 1958 has allocated about 10 per cent of its planned investment to education; this investment rate is to be maintained in the future. Most of the educational expenditure is for primary education.

The Three Cycles of Pre-University Schooling

It was not clear at the end of 1964 to what extent the numerous and constant paper reforms had been applied. The educational structure described here is the one that existed during recent years and that is presumed to exist at the present time.

The twelve years of pre-university schooling are divided into three cycles. The primary cycle includes the first four

years of schooling. The second cycle covers the next five years and includes courses on "Negro-African," French, and world literature, but apparently no technical courses. Because of the lack of classroom space, however, most of the fifth and sixth grades have been taught in the primary schools. According to critics, the course material treated in these grades has been uneven and not well-oriented towards qualifying the student to enter the seventh grade. Apparently, the big "shake-out" of students has been made by a stiff competitive examination at the end of the sixth grade. Even as late as October 1964, the only daily newspaper in Guinea (Horoya, published by the Parti Democratique de Guinée) devoted considerable space to list the names and ranking of students who gained admittance to the seventh grade. In the third cycle, or last four years of pre-university schooling, an option for technical studies, as opposed to the usual general or classical studies, has been provided; but the only diploma awarded has been the baccalauréat, in two parts.

Primary and Secondary Enrollments

According to the Ministry of Education, primary school enrollment of both Africans and Europeans was approximately 97,000 in 1960, 116,000 in 1961, and 161,000 in 1962. The educational pyramid for the first six grades during 1962 looked as follows:

<u>Grade</u>	<u>Enrollment</u>
First Grade	69,000
Second Grade	33,000
Third Grade	24,000
Fourth Grade	16,000
Fifth Grade	10,000
Sixth Grade	9,000

In 1963 primary schools enrolled between 25 per cent and 30 per cent of the primary school-age children. Although a 1959 law required all children between the ages of 7 and 15 to attend school, achievement of this goal has been thwarted by a shortage of space and teachers. Local political leaders have been urged to set up schools in villages, but they do not have instructors for such schools. All schooling, including books and equipment, is free. Apparently, however, 70 per cent of the potential students have no opportunity to be trained.

General secondary school enrollment in 1960 was approximately 5,000; technical school enrollment for the same year was 1,800,

making a combined total of 6,800. The combined total of general secondary school and technical school enrollments for 1961 was 8,900, and for 1962 it was 10,400.

In recent years the ratio of secondary to primary enrollments in Guinea has been approximately 6 per cent, which is a relatively high percentage by African standards. The French-speaking countries in Africa have a much higher rate of absorption of primary school graduates into secondary schools (40 to 70 per cent) than other countries in Africa. However, in 1964, for the first time in Guinea, primary school-leavers presented a major problem. In that year 16,000 primary students finished their ninth year of schooling, but the secondary schools could accommodate only about 2,000 of these students. Since the present school curriculum for the first and second cycles does not prepare students for trades or even for office work, most of these students whose education was abruptly interrupted could not get jobs. Both parents and students were dissatisfied, and when schools reopened the following fall, there were several demonstrations to protest this situation. Recently, secondary enrollments have increased at a slightly higher rate than primary enrollments, but the number of secondary school places will have to be doubled or tripled to accommodate a greater number of primary school graduates.

Technical and Vocational Education

There are several secondary institutions in Guinea that provide lower-level vocational training. These include a vocational training center at Conakry to which is attached an automobile workshop at Tumbo, the Girls School in Conakry, and the Kindia Trade School.

Until recently most of the higher-level technical and vocational training available in Guinea had been provided by the options for technical studies in the last four years of the government's education system, as mentioned above, and by separate technical secondary schools, the collèges, and the lycées techniques.¹ Because there were not enough

¹In the past, the lycées offered a classical course of study and the collèges were more technically oriented, but both were at the secondary school level. The two types of school were combined in France in 1959, and it appears that Guinea is now making less and less distinction between them.

instructors able to maintain the equipment, the lycées techniques were recently closed down, and most of their students were transferred to the Ecole des Cadres Techniques de Conakry described below.

The only sizeable in-service and apprentice training programs are run by FRIA and by the Guinean railway. In 1961 the railway's apprenticeship center trained about 60 students as fitters, diesel mechanics, machine tool specialists, and electricians. There were two training workshops, but these had poor teaching materials and poorly qualified teachers.

At the request of the ICA, the American ORT Federation¹ conducted a survey of vocational and technical education in Guinea during the summer of 1961. According to a summary of this report prepared by Elliott Berg, such training was almost nonexistent in Guinea and what did exist suffered from a shortage of teachers and equipment. Mr. Berg also noted that in-service training programs, except for the one at FRIA, were conducted on too low a level to meet Guinea's needs for technically competent personnel.²

The Ecole des Cadres Techniques de Conakry. Higher-level technical training is now offered at the Ecole des Cadres Techniques de Conakry, a post-secondary school largely financed by USAID. With the close cooperation of the Guinean government, AID is providing over \$10 million worth of assistance and counterpart aid to the school over the period 1963-1970. In addition, through a contract with ORT, AID is helping to staff the school, mostly with French and Swiss instructors, and is conducting participant training programs for Guineans who will replace the ORT personnel.

The Ecole des Cadres Techniques has two major aims:

¹The Organization for Rehabilitation through Training, an international organization with affiliates in several countries. The American ORT Federation, located in New York City, is one affiliate. The main headquarters of the international ORT are in Switzerland.

²"Notes on a Survey of Vocational Training and Technical Education in Guinea Conducted on Behalf of the International Cooperation Administration by the American ORT Federation." Report submitted in October, 1961.

(1) to provide three years of middle-level technical training to qualified students in nine areas -- autodiesel mechanics, electromechanics, electronics, industrial drafting, maintenance mechanics, precision instrument mechanics, refrigeration, and telecommunications; and (2) to provide one-year accelerated programs for qualified students in electric motor repair and topography, and a course in typing for girls. In addition to these programs, the school provides in-service training for nearly 300 employed workers.

The school began operation in 1963, when it was housed in temporary quarters at the lycée technique in Conakry. Most of USAID's assistance has been used for construction, the purchasing of equipment, and special training of the school's staff in Switzerland through the ORT contract. It is expected that most of the expatriate ORT teaching personnel will be replaced by Guineans at the end of 1968. A small number of expatriate instructors will probably be retained, however, to provide some supervision and on-the-job refresher training. It is hoped that the school will be fully manned and supervised by Guineans by 1970.

When the school is in full operation (in 1967 and thereafter), it expects to graduate about 285 students each year from both basic and accelerated courses. By 1970 the school should provide Guinea with a total of 270 technical teachers who will be qualified to teach in the secondary schools; this number will be reduced to 125 a year thereafter. After 1970 the Ecole des Cadres Techniques should provide 430 technicians who have brevets for production work, 180 personnel who have completed one-year short training courses, and an average of 200 upgraded employed persons who have had four months of in-service training in selected areas.

Employment of the School's Graduates. Because Guinea has only a few industries, some observers feel that much of the school's training efforts will be wasted. These observers point out that the school's graduates will have little chance to apply their skills and thus will be short on practical knowledge; moreover, except for motor mechanics, most of the school's graduates will find better salaries in office jobs than in technical employment. However, because most of the school's graduates for the next five years will be technical teachers in the secondary schools, the training provided by the school will not be wasted. Furthermore, in view of the recent folding of the lycées techniques and the inadequacy of

Guinea's other technical and vocational schools, the Ecole des Cadres Techniques appears to be the one institution capable of meeting Guinea's need for technically trained personnel.

Post-Secondary Education

The Four Grandes Ecoles. The Guinean government declares that the basis of a national university exists in four grandes écoles which provide post-secondary education. However, these schools actually operate at a sub-university level, and they have not been associated together in a single institution. The four grandes écoles are:

1. The Institut Polytechnique in Conakry, which offers training in four engineering fields -- civil, electrical, mechanical, and mining engineering -- as well as in agronomy and the arts. The institute's present enrollment is 170 students, including those who have already completed more than one year of study. At present approximately 50 per cent of the teaching staff comes from Eastern Europe, and this percentage is expected to rise next year.

2. The Ecole Normale Supérieure in Conakry, which offers courses in French literature, economics, history, sociology, mathematics, and physics, leading to a licence. This school has 30 students at present; it is temporarily housed in the Institut Polytechnique.

3. A National School of Administration in Conakry, which has 26 students. This school was originally under the Ministry of Justice and received U.S. aid in 1962-63. The government of Guinea, however, requested no extension of this aid. The school is reportedly now under the jurisdiction of the Minister of State. Little or no information seems to be available about the school's objectives.

4. An Ecole Normale Supérieure at Kankan, which has a total student enrollment of 240.

For the first three of these schools, entrance requirements have always been the complete baccalauréat. For the Ecole Normale Supérieure in Kankan, students have been admitted with only the first or incomplete baccalauréat and occasionally even without this diploma. However, for the year 1964-65, the complete baccalauréat will be required. Plans are also underway to upgrade the present students whose qualifications

are now below standard.

Other Post-Secondary Schools. Other post-secondary schools listed in the Revue de l'Education de la Jeunesse et de la Culture are three normal schools for training primary teachers in Conakry, Kankan, and Macenta; and one normal school for training secondary teachers in Kankan, which, it is hoped, will turn out 180 professeurs adjoints a year, beginning in 1964. It is reported that the entire faculty of this school consists of nine North Vietnamese. The Revue lists one other school, the Ecole Nationale de Secrétariat, which is an English-language school.

According to a confidential report from the Guinean Ministry of Education to UNESCO, dated May 21, 1962, Mali and Guinea planned to join forces to create post-secondary schools. Under this agreement, the Ecole Normale Supérieure, established in Kindia in 1961, was to be converted to a lycée, and the twenty students there would be transferred to a similar school at Bamako. The agreement also suggested that Guinea would train science teachers from Mali in the Institut Polytechnique de Conakry; and when the faculties of medicine and pharmacy were established, they, too, would accept qualified Mali students. In turn, Mali was to build a university of arts, humanities, social sciences, economics, and law and a high-level public administration school. However, the Guinean Directeur Général de l'Enseignement, M. Louis Behanzin, makes no reference to any such schools or exchange of students in his public statements, and it must be assumed that the agreement has completely lapsed and that no further exchanges are envisioned.

Teaching Personnel

The High Percentage of Expatriate Teachers. It is apparent that post-secondary education is only beginning to be developed and that Guinea's major efforts focus on the preparation of teachers for secondary schools. Most of the teaching staff in Guinean secondary schools are expatriates. In January 1964 the Revue du Travailleur de l'Education Nationale listed only 28 Guineans among the 450 teachers in the top three-year cycles of secondary education. Another source claims that all nine of the country's post-secondary teachers were expatriates.

Although there are many discrepancies in the statistics,

the July 1963 issue of the Revue indicates the national origin of these expatriates. Under a block announcement are listed the dates of departure and the nationality of those professors who were returning to their homelands for the vacation period in 1963. From July 13 to July 19, Air Guinée transported the following professors:

220	French
19	Belgians
9	Swiss
81	Russians
18	Czechs
16	Romanians
37	Bulgarians
16	Egyptians
<u>72</u>	<u>Yugoslavs</u>

488 Total

The total of 488 is 22 higher than the total number of teachers listed at secondary and higher levels in the official statistical summary reproduced in Table 3 on page 22.

The Declining Number of Russian Personnel in Guinea.

No doubt the number of teachers from Russia was much higher in 1961 and 1962. Russia reported to the Development Assistance Committee of OECD that during the period from July to December 1961 there were 1,445 nationals from the Soviet bloc in Guinea in one capacity or another. It seems obvious that by far the largest number of Russians in Guinea were technicians and advisers. This must have been the apogee of Russian influence, for it was in the fall of 1961 that the student-teacher strikes occurred, which, in turn, led to the expulsion of the Soviet ambassador and a subsequent decline of Russian influence. According to the OECD statistician who supplied the "not yet recorded" 1962 statistical reports, the Russians have refused to give any information since this 1961 report.

The French Role in Guinean Education. For the 1961 period, the French reported 116 teachers in Guinea, of whom only one was at the university level; 25 were at the secondary, vocational, and technical levels; and 90 were in other primary and secondary posts. For 1962, the French reported a total of 178 teachers in Guinea, of whom 4 were at the university level, 40 were in vocational and technical teaching posts, and 122 were in other primary and secondary schools. Only four French advisers, all in agriculture, were listed in 1961,

but a year later the number increased to 18, of whom 10 were listed as educational advisers.

One major problem that plagues the educational planners in Guinea, however, is the dearth of high-level expatriate teachers who are fluent in the language of instruction, French. Guinea's experiences of the past few years in using teachers not thoroughly conversant with the French language and culture were anything but salutary. Since for the most part Guinea used teachers from behind the Iron Curtain, even for instruction in mathematics and the pure sciences, classroom interpreters were necessary. It is probable that the interpreters were not professional; at any rate, this method of instruction through translation proved ineffective.

At present the Ministry of Education is making every effort to attract French teachers back to Guinea, and it recently (and quietly) let it be known that the new director of the Institut Polytechnique de Conakry was a competent French educator. According to M. Beise in the Ministry of Cooperation in Paris, in September 1964 Guinea asked the French government to supply 44 university- and secondary-level teachers to replace Russian teachers whose contracts would not be renewed. M. Beise made it clear that the French government would not be able to meet the request, at least for university-level teachers, because the French themselves are critically in need of teachers at this level.

The cultural accord reached by Guinea and France in 1963 has not been implemented to any significant degree. Apparently, the French policy is to concentrate educational assistance in sub-Saharan Africa on building up regional universities at Abidjan, Brazzaville, Yaoundé, and Tananarive, and to continue to reinforce the University of Dakar. Informed sources implied that French assistance will be forthcoming to help Guinean and other sub-Saharan African nationals attend these institutions but that French teaching personnel would not be assigned to the many uneconomical educational institutions now springing up in other developing nations.

Further Educational Reforms

Since Guinea became independent six years ago, it has experienced four or five educational reforms in rapid succession. Such constant change, of course, makes any long-range educational

planning uncertain. The most recent educational reform was outlined by M. Louis Behanzin, Directeur Général de l'Enseignement, in the Revue du Travailleur de l'Education Nationale of September 1964. The article is summarized in the Appendix at the end of this report. The government's intentions with respect to implementation of this ambitious plan are not known at this writing.

Present and Projected Enrollments

The leap toward education en masse in Guinea has produced accelerated enrollments at the primary level, as shown in the tables below. There are, however, no further details to indicate whether the rapid increase in primary enrollment has led to a proportional rise in primary graduates or the large number of repeaters has been responsible for the increased primary enrollment.

Guineans have been proud of the rise in enrollment from 9.5 per cent in 1957-58 to over 28 per cent in 1962-63. Yet statistical evidence for other comparable countries shows that the percentage of students who finish the six-year primary course in the regular cycle runs from a high of 60 per cent in Mali to a low of 20 per cent in Madagascar.

Increases in enrollments in Guinea are shown in the following tables.

TABLE 2^a

ELEMENTARY EDUCATION, 1957-62

Category	1957- 1958	1958- 1959	1959- 1960	1960- 1961	1961- 1962	1962- 1963	%Increase of 1962-63 over 1957-58
Schools.....	287	347	486	642	1,113	1,459	408.3%
Classes.....	450	797	1,260	1,575	2,101	3,495	676.6%
Boys.....	33,021	36,225	66,428	71,348	84,842	111,937	238.9%
Girls.....	9,522	10,391	12,945	25,281	31,503	48,007	404.1%
Total Enrollment	42,543	46,616	79,373	96,629	116,345	159,944	275.9%
Teachers.....	505	850	1,120	1,474	2,512	3,183	530.2%

^aTables 2-4 are taken from the Revue de l'Education de la Jeunesse et de la Culture, No. 2 (October, 1963), p. 32.

TABLE 3

SECONDARY AND TECHNICAL EDUCATION, 1957-62

Category	1957-1958	1958-1959	1959-1960	1960-1961	1961-1962	1962-1963	% Increase of 1962-63 over 1957-1958
Schools	22	20	20	23	26	41	86.3%
Classes	65	80	130	217	280	287	341.5%
Boys	2,179	3,941	4,572	5,895	7,634	9,323	327.8%
Girls	368	616	713	915	1,221	1,075	192.1%
Total Enrollment	2,547	4,557	5,285	6,810	8,855	19,398	661.6%
Teachers	62	131	176	250	339	464	648.3%

TABLE 4

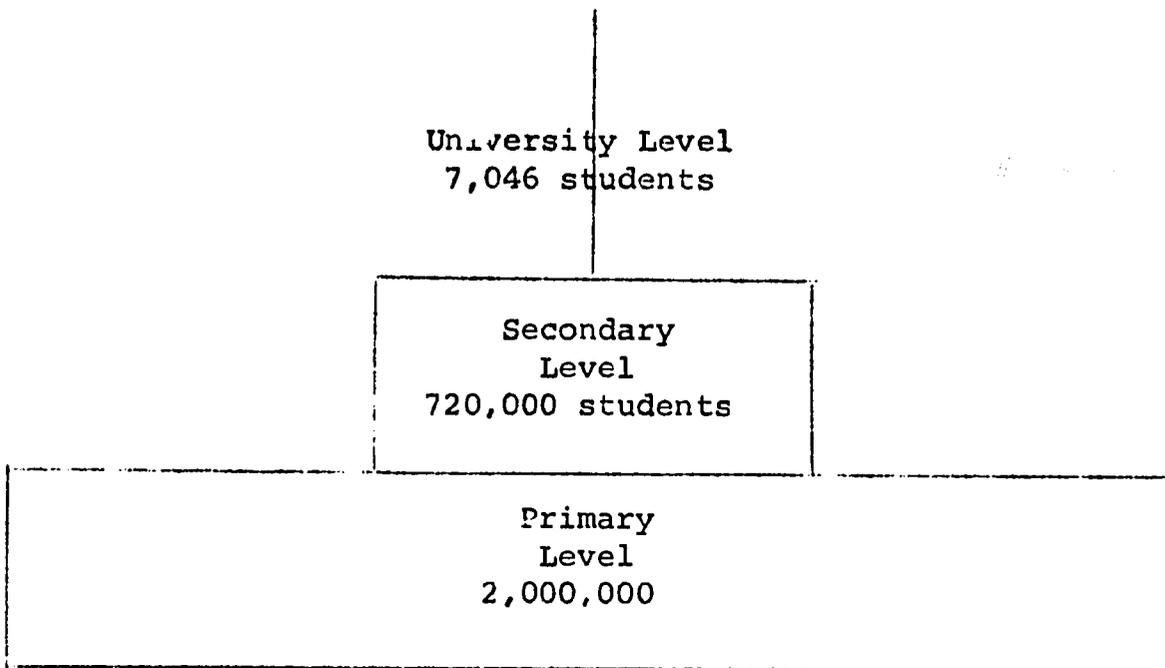
GENERAL SUMMARY, 1957-1962

	1957-1958	1958-1959	1959-1960	1960-1961	1961-1962	1962-1963	% Increase of 1962-63 over 1957-1958
Schools	309	367	505	665	1,139	1,501	385.7%
Classes	515	877	1,390	1,792	2,481	3,786	635.1%
Boys	35,200	40,166	71,000	77,243	92,482	121,260	244.4%
Girls	9,890	11,007	13,658	26,196	32,724	49,082	396.2%
Total Enrollment	45,090	51,173	84,658	103,439	125,206	170,342	277.7%
% Enrollment	9.52%	12.35%	15.36%	17.62%	20.21%	28.31%	...
Teachers	908	1,021	1,296	1,924	2,851	3,647	301.6%
C.E.P. ^a	1,754	2,388	2,146	...	4,138	3,763	114.3%
7th Grade Admissions	855	1,762	1,634	2,045	3,362	2,579	201.6%
Brevet	177	296	305	89	473	340	92.0%
1st Baccalauréat	...	5	94	126	233	130	...
2nd Baccalauréat	...	22	45	103	155	164	...

^aCertificat d'études primaires.

It is worthwhile to note that the percentages of repeaters in Mali's educational system, listed in a study on education in tropical French Africa,¹ indicate that a 20 per cent average repeater rate will raise enrollment totals by 17 per cent. If this holdstrue for Guinea, then the enrollment figures in the tables above are at least 20 per cent higher than they should be.

Considering French-speaking sub-Saharan Africa as a whole, the same study concluded that for every 288 students in the primary cycle there would be 17 in the secondary and only 1 at the university level. In other words, the school pyramid in this part of the world has the following dimensions:



Another study of all French-speaking African countries showed the following level of education for 1960-61:

¹Institut d'Etude du Développement Economique et Social, l'Université de Paris, "Le Rôle de l'Education dans le Passage de l'Economie de Subsistance à l'Economie de Marche: l'Afrique Tropical d'Expression Française," directed by Le Thanh Koi.

TABLE 5

ENROLLMENTS IN FRENCH-SPEAKING AFRICA, 1960-61

Country	Rate of Primary Enrollment	Rate of Secondary Enrollment	Number of Students per 100,000 Population
Cameroun	78.2	4.95	26
Central African Republic	37.3	2.14	8
Congo (Brazzaville)	81.1	5.06	52
Ivory Coast	43.1	3.36	30
Dahomey	34.4	2.06	24
Gabon	84.9	5.25	29
Guinea	19.7	2.15	8
Upper Volta	10.3	0.67	3
Malagasy Republic	57.4	5.04	28
Mali	10.7	0.88	7
Mauritania	10.3	0.88	6
Niger	5.7	0.37	3
Senegal	28.0	2.61	33
Chad	20.1	0.62	5
Togo	44.2	2.55	17
Algeria	50.1	8.70	102
Morocco	46.8	4.57	37
Tunisia	69.4	9.95	123
Congo (Leopoldville)	82.3	3.41	6
Middle Africa ^a except the Union of South Africa & the U.A.R.	46.1	6.29	24

^a Average of forty countries.

Compared to Middle Africa, Guinea is way down the list; only four French-speaking countries have a lower rate of primary enrollment. However, Guinea's rating is somewhat better at the secondary level. When Guinea's average of both cycles is compared to the average in other countries, Guinea is again fifth from the bottom. The much higher rating in Cameroun, Gabon, Malagasy Republic, and the Congo (Brazzaville) can be attributed mostly to the development of Catholic missionary

schools in these countries. Guinea has suppressed all private schools; thus, the state now carries a heavier burden which probably has already produced some interim recession in enrollments.

The Quality of Instruction

It is clear that the quality of instruction at both the primary and secondary level is extremely poor and that students, teachers, and parents are concerned. The attitude of teachers about their labors in the educational vineyard has provoked political leaders into suggesting that production standards be set for teachers similar to standards for other workers and to the quota system for agricultural products that is already in vogue. The union of Guinean teachers and students has been stronger and more prominent since the student-teacher strike in 1961. Student committees are formed in each school -- and sometimes each classroom -- to assist in maintaining classroom discipline and to report on the teacher's classroom performance. Professor Noel Stern, reporting in June 1964 on public administration aid to Guinea, emphasized the doubt and restlessness of Guinean students and intellectuals and their skeptical attitude toward the political activities of their leaders.

OVERSEAS STUDY

Overseas study is essential to Guinean development. Yet very little information is available about students outside the country, their institutions and fields of study, their sources of support, and their expected date of return. According to the October 1963 Revue de l'Education de la Jeunesse et de la Culture, there were 238 Guineans studying abroad in 1958 and 2,000 by 1963. On the basis of the figures listed below, however, the total number of university-level students (both undergraduate and postgraduate) abroad in 1963-64 was only about 1,000 -- half of the officially recorded Guinean total, which probably includes secondary-level students and others in short-term post-secondary courses.

Students in the United States

IIE's Open Doors reports a total of 90 Guineans studying in the United States during 1963-64, of whom 3 were graduate students, and 79 during 1962-63, of whom 2 were graduate students.

Twenty-six of the 1963-64 students began their studies in that year, and 60 of the 1962-63 students started their work then. The decline in the number of new students indicates that more students are staying for longer periods. (During 1964-65, there were 99 Guineans at U.S. colleges and universities, 25 per cent of whom began their studies in that year.)

Most students have been enrolled in the fields of engineering, and, in descending order, in the humanities, social sciences, business administration, medical sciences, physical and natural sciences, education, and agriculture. The distribution by field has been as follows:

TABLE 6
COURSE OF STUDY OF GUINEANS IN THE
UNITED STATES, 1962-64

Field	1962-63	1963-64
Engineering	22	28
Humanities	21	15
Social Sciences	12	18 (3 graduate)
Business Administration	12	13
Medical Sciences	..	8
Physical & Natural Sciences	2	3
Education	6	..
Agriculture	2	2

Most students have been financed by the U.S. government or private organizations. A breakdown of sponsorship is shown below.

TABLE 7^a

SPONSORSHIP OF GUINEANS IN THE
UNITED STATES, 1962-64

Sponsor	1962-63	1963-64
U.S. Government	16	33
Private Organizations	21	12
Foreign Government	8	6
Private Organizations & Foreign Government	3	5
Private Organizations & U.S. Government	5	1
U.S. College or University & U.S. Government	1	4
U.S. College or University	..	2
Self-Sponsored	..	..
U.S. College or University & Private	..	..
U.S. College or University & Foreign Government	..	..
No Answer	25	27

^aThis table includes only persons in U.S. colleges and universities for at least one academic year. Consequently, Guineans in the United States on the AID participant training program for short-term training were not included.

USAID Assistance. By far the largest program bringing Guineans to the United States has been the USAID participant training program. According to a 1964 "Special Report on U.S. Aid to Guinea," from 1959 to 1964 the United States assisted 214 Guinean students: 195 of these continued their studies in the United States and 19 were trained in Canada,

Morocco, France, and Switzerland. In addition, AID has contributed funds for 160 students at the Ecole des Cadres Techniques de Conakry, another 45 at the Ecole Nationale d'Administration, and over 500 Guineans in special English-language courses.

AAI Administration of USAID Program. The African-American Institute administers the Guinean participant training program in the United States, which offers both technical and university training. Under the program, language training is provided for students on arrival in this country. According to AAI, there are perhaps ten AID-sponsored Guinean girls in a one-to two-year English course at San Jose State College, who will return to Guinea to teach English, and about three graduate students in the United States outside the AAI program. According to AAI figures, the AAI/AID program has offered sponsorship for 195 students, but only 192 have actually come and 108 are here now. However, the "Special Report on U.S. Aid" indicates that 195 students actually have come, 150 of whom represented the originally authorized group, and 40 of these have terminated their studies or have been repatriated because of poor academic performance or for medical or other reasons. Forty-five students were authorized in 1963-64.

Relatively few of the Guinean students under the AID program are at the graduate level. A review of their areas of study indicates that a very high percentage were following courses well suited to the varying manpower needs of Guinea, and practical work experience has been arranged in conjunction with their academic training. The Guinean government maintains a close interest in the program, which has distinct political overtones. Most students are barely qualified for the work they must do, and for that reason, according to AAI, there is no effort to obtain financial support for them from the U.S. colleges and universities which they attend. USAID officials in Conakry suggest that for political reasons the strict selection procedures used for the originally authorized group of 150 will not be continued. Considerable leeway was given to USAID in selection of the 45 students authorized in 1963-64. It should be noted that there is no ASPAU program in Guinea.

The Withdrawal of Medical Students in the United States and Canada. Apparently, Guinea plans to send her medical students

to countries where medical courses are of shorter duration than those available in the United States and Canada. In October 1964 the AID mission in Conakry was informed that the Guinean government was withdrawing all 44 students studying medicine, dentistry, and pharmacy in the United States and Canada. The reason given was that the courses of study, particularly for medicine, were very long in the United States -- some seven years -- and that these students could transfer to Algeria and Tunisia where such courses did not run longer than five years. It may well be that the medical courses in highly developed countries are far too specialized and too long for current African needs; and that African doctors do not need to be so highly trained as American or European ones. According to Mr. Engle of AAI in Abidjan, African medical students in the United States very rarely finished their studies, so perhaps the Guinean government's decision is good in principle.

Students in the United Kingdom

During 1963-64 there were no Guinean students at U.K. universities. There were only three students at post-secondary schools: one was in professional and practical training, and two were in private colleges or other institutions. Two of these three held British Council scholarships.

Students in West Germany

Twelve Guinean students studied in the Federal Republic of Germany during the summer semester of 1963 and 15 during the winter semester of 1963-64, according to the statistics of the Auslandsstelle ("Das Studium des Auslander in der Bundesrepublik"). They have been studying in the following fields:

TABLE 3

COURSE OF STUDY OF GUINEANS IN WEST GERMANY, 1963-64

Field	Summer 1963	Winter 1963-64
Construction	2	7
Business	..	1
Chemistry	..	1
Farming	1	1

TABLE 8 -- Continued
 COURSE OF STUDY OF GUINEANS IN
 WEST GERMANY, 1963-64

Field	Summer 1963	Winter 1963-64
Medicine	..	1
Languages	1	..
Political Science	5	..
Sports	..	1
Veterinary Medicine	1	1
Political Economy	1	1
Economic Affairs	<u>1</u>	<u>1</u>
TOTAL	12	15

Students in Other Countries

There are no accurate figures for Guinean students studying abroad in countries other than the United States, the United Kingdom, and West Germany. The best estimates of observers in Conakry are that about 500 Guineans are in Soviet bloc countries (of whom 255 are in Russia), about 20 in Mainland China, 250 in France, 9 in Morocco, 6 in Egypt, and perhaps 20 or so in Algeria and Tunisia.

A substantial number of the 2,000 students reported by Guinean sources to be abroad in 1963 must have been in short-term courses, more for training in specific fields than for degree programs in colleges or universities. For example, 18 Guineans were known to have gone to West Germany in 1962-63 for special training preparatory to working in the new slaughterhouse built by West German aid in Conakry. Similar missions were sent to Yugoslavia for training in furniture manufacturing, to Hungary for sawmill instruction, and to East Germany for training in printing. It appears that students returning from such short-term training frequently dislike the jobs they have been assigned to -- and even refuse to work where they are assigned, as in the case of the slaughterhouse.

Little is known from Guinean sources about the number of

students attending other sub-Saharan universities and colleges. M. Behanzin, the Directeur Général de l'Enseignement, was reluctant to give an estimate, but he indicated that some Guinean students were in Dakar, Abidjan, Ghana, Nigeria, and Monrovia. He specifically stated that there were no students at Yaoundé, Brazzaville, or Tananarive, and the tone of this reply indicated that there would be none in these three either!

Greater Government Control of Study Abroad

There are obvious problems for Guinea in choosing foreign institutions for its students. The "good life" students encounter in Western countries, particularly in France, tends to estrange them from the political and social ideologies being fostered in Guinea. It seems that the Guinean government is becoming increasingly alarmed over the number of students who will accept any scholarship offer just to get out of the country for a term of months or years. There is growing concern over the number of students who refuse to return to Guinea.

Lately, the government has discouraged students who have not completed the third cycle of the secondary system from going abroad. However, the government will authorize Guineans to go abroad for specified training for short periods of time. A national commission, which appears to be attached to the National Political Bureau of the PDG, has been created to authorize applications for overseas training. This commission seems to be more concerned with the political reliability of scholarship recipients than with their intellectual abilities. The growing defection of students who are abroad for training is leading to greater control over such exits. All students wanting to go overseas for training or general studies must have written authority from the President.

MANPOWER BALANCE SHEET

It is, of course, dangerous to draw conclusions about the equation of manpower demand and supply in Guinea in view of the lack of reliable data. And yet the very rough demand calculations based on the size of the FRIA operation and on the needs outlined by Guinea's most recent educational plan indicate certain fundamental differences.

Requirements for High-Level Manpower

The high-level manpower requirement for industry and public service suggested by the FRIA experience and based on a total estimated work force of 80,000 is 2,400. In 1957, 420 Africans and about 300 expatriates were known to be serving at this level in these sectors. Assuming that Africanization will proceed at a rate of 50 per cent from 1957 to 1967, and allowing for a small death or retirement rate, the number of high-level African personnel needed to maintain a high-level force of 1,200 will be about 400. Therefore, the need outstanding, based on the 2,400 figure, will be 1,600.

There are currently 396 students enrolled in Guinea's four grandes écoles. Allowing for some dropouts, there should be approximately 375 Guinean-educated post-secondary graduates by 1968. Assuming that one-tenth of the students studying abroad return to Guinea each year¹ and using the 1,000 figure for students now abroad² (but not allowing for the percentage of students overseas not at universities or likely to stay on for graduate work), there would be about 400 foreign-educated Guinean university graduates by 1968. Therefore, assuming that all graduates go into industry and the public services, in 1968 there would still be a high-level manpower need of 1,200. And, of course, some of these graduates will go into teaching, medicine, and other fields.

As previously indicated, if Guinea aims for the doctor-population ratio of 1 to 10,000 which is Tanzania's goal, the number of doctors (171 in 1962, of whom 83 were Africans) must be almost doubled. If the total of 700 secondary and technical school teachers set as a target for 1966-67 by the educational plan is to be reached, the number officially recorded in 1962-63 (the majority of whom were non-Guineans) must be increased by about 63 per cent -- even without figuring the demands added by Africanization.

Requirements for Middle-Level Manpower

The middle-level manpower supply figures are more difficult

¹This is the ratio that the Nigerian government assumes holds true for its students abroad.

²Based on the figures given by country of study earlier.

to calculate. Available statistics do not adequately distinguish between skill or educational levels. But using the standard 1:3 ratio of high- to middle-level manpower and the total of 1,220 high-level persons previously identified, the middle-level supply at present would total 3,660, or slightly more than one-fourth of the middle-level demand of 17,600, which is based on the FRIA experience.

Consequently, the need outstanding at the middle-level is at least 13,950. Against this demand can be placed the total of 325 second baccalauréats granted in Guinea by 1963, and a possible 500 more (a high estimate) from foreign schools, for a total of 1,000 -- only one-fourteenth of the estimated demand. The calculations of Elliot Berg indicate that 2,130 second baccalauréats should be granted in the Guinean educational system by 1968. If approximately 100 second baccalauréats per year are granted to Guineans by foreign schools (and the number will probably decrease if the government policy of restriction is effective), the total by 1968 will be 2,530. Even combining the estimated present and future supply, the grand total by 1968 will only be approximately 4,500 -- or about 33 per cent of the calculated demand outstanding. And, of course, not all holders of the second baccalauréat will go into industry or the public services.

In 1962-63, the number of primary school teachers was 3,183. The education plan calls for 9,000 primary school teachers by 1966-67, about 5,800 more than are presently available. And 5,800 is 1,300 more than the grand total of second baccalauréats expected by 1968.

Great Needs and Limited Resources

Guinea is facing a serious problem on all fronts in its efforts to mount a different educational program from that heretofore found in Africa. There is a great danger that the country is trying to do too much with too little. Many observers suggest that Guinea's manpower needs are so vast and comprehensive that any skills, even narrowly developed ones, can be usefully employed. Others suggest that the problem involves quality, not numbers. But Guinea's resources are not adequate to afford either course of action. Unfortunately, Guinea's financial resources are shrinking or being tied up in barter or other pressing obligations.

Specialization Versus General Education. The present educational reform program, which aims to expand lower and higher vocational education largely at the expense of general education courses, is not likely to lead to the quality of manpower needed at the high levels. Moreover, Guinea is woefully deficient in Class B manpower. Certainly, every means should be used to speed up the quality and quantity of the formation of middle-level manpower. Yet the experience of developing nations strongly suggests that specialization, particularly at the lower levels of the educational system, turns out students with narrow craft expertise who are so lacking in general education that they are not able to be trained by industry or public service for the varied positions that need qualified manpower. Attention must be paid both to the number of students being educated and to the content of their education, or else the waste of educational resources will be even higher.

The third cycle under the proposed Guinean system is woefully weak and not well-enough equipped or staffed to produce the quality of students necessary for successful university studies. Certainly, Guinea's objective of industrializing on a grand scale demands a curriculum of a limited technical nature rather than confining secondary schooling to the development of narrow specialized skills. The narrow-limit skilled training should be done in special vocational schools for which the pattern of the Ecole des Cadres Techniques seems ideally designed.

Use of Expatriate Teachers Versus Africanization. Africanization of school teachers at the primary level has moved at too rapid a pace, with a serious reduction in teaching standards. It is probable that more foreign professors, including French faculty, will need to be recruited for both primary and secondary programs. Short-run Africanization efforts will have to be sacrificed for long-run objectives. It is important that various economizing methods be tried, particularly at the secondary level.

The growth of post-secondary educational institutions in Guinea suffers from two great restraints: lack of high-level Guinean teachers and excessive expenditures in both capital and continuing teacher costs. Qualified expatriate teachers will not be easily found, as they are in demand all over the world, and, even if available, their cost would be very much higher than the cost of sending students to

foreign universities.

Regional Cooperation in Education

The question of overseas study for Guinean students poses a real problem because of the government's hesitation to expose students to political temptations outside the country. But, especially at the university level, every effort should be made to persuade Guinea to seek cooperative arrangements with other African states for the exchange of students (Guinea's own Polytechnic Institute has a far larger capacity than can be currently filled by Guineans) and to carefully reconsider its policy of restricting overseas study for Guinean students. Sending capable students abroad appears to hold out the best hope of expanding high-level manpower. Although sending students to non-French-speaking countries lengthens the scholarship period and further delays the students' contribution to the country's development, Guinea needs high-level manpower versed in major languages besides French.

French Assistance Policies

French policy toward the problem of Guinea's manpower and educational needs is instructive. The French Ministry of Cooperation has definitely taken the stand that there can be no short-term reduction in French technical assistance personnel until Guinean personnel are trained; therefore, more effort and funds must be put into the Guinean educational system. To this end, the number of French teachers at the higher primary and secondary levels is being increased. Additional teachers at the post-secondary level will be supplied only at the regional universities and technical centers in French-speaking Africa.

The French realize that scholarship programs to bring African students to French universities should operate in areas where no African university facilities exist, and the French are deliberately orienting their aid so that fewer Africans come to France for their education. The French Ministry of Cooperation is very aware of the problems of adapting to a changed social milieu, of receiving training that is too general or too advanced for the country's needs, and of the temptation not to return home. France aims primarily to create those institutions in Africa that can be economically viable and not simply serve as status symbols. For this reason, France has continued to support and enlarge the University of

Dakar, to assist the growth of universities in Yaoundé, Tananarive, Abidjan, and Brazzaville. The geographical location of these university centers has made it possible to have adaptive educational programs in the sciences and medicine, and much headway has been made in economics, the social sciences, and literature. The preparation of engineers, however, poses a whole range of other problems. French policy intends that the grandes écoles should be integral parts of the universities, in order to allow greater flexibility in adapting to circumstances and in permitting greater choice to the student.

Special concern has been felt about education in countries like Guinea, which are predominantly agricultural and where education can be costly and adaptation difficult. French experiments in this area include two systems, both of which might be noted by AID in planning its own assistance:

1. In Madagascar, the primary cycle is of short duration, running four years. French assistance comes in at the second grade and carries on through the long six-year secondary cycle many elements of lower secondary education for those students having the aptitude.

2. In Upper Volta, a rural school has been instituted for children twelve-to fifteen-years-old who have not benefited from a primary education of the classical type because there are not enough teachers in the primary schools. Apparently, the Republic of the Congo is thinking along these lines.

The Need for a Strategy

Guinea's primary cycle, whether it is the present four-year or the projected five-year period, is of relatively short duration. Consequently, the secondary cycle has great responsibility for the education of post-primary students, and foreign assistance ought to concentrate on the secondary cycle. Teacher training should also focus on the preparation of teachers for secondary schools. French assistance to Guinea is already being keyed to supply teachers for the higher primary and secondary levels.

The shortage of primary teachers in Guinea could be further alleviated through the operation of rural schools, similar to the one established in Upper Volta. In the short run, these rural schools should provide both basic primary education and

agricultural training until Guinea can afford to construct and staff enough primary and secondary schools for its entire school-age population.

Guinea must determine its manpower requirements and set out a course that will produce needed skills in the shortest and best manner possible. Whether politics will prevent a rational approach to this situation is not clear at this writing.

CONCLUSIONS

The Need to Establish Priorities

The committee's recommendations, listed on the following pages, are based on recognition of the need to establish development priorities within an integrated framework. The committee believes that such a framework is necessary to provide an overall strategy of human resource development and to insure an effective AID assistance program in Guinea, even though the committee recognizes that the disorganization of the Guinean situation limits AID effectiveness in that country. Within this limitation, AID should plan its own development strategy for Guinea so that its supplementary assistance will be based on the appropriate selection of important sectors, programs, and institutions rather than on a piecemeal approach in response to individual requests. Even though circumstances make long-range planning impossible, AID should formulate an overall strategy to insure that the programs it undertakes are effective. The Agency must work out its own priorities as an external donor and be firm in its commitment to these priorities.

Assumptions

The development priorities established by the Education and World Affairs study committee are based upon the following assumptions:

1. That the main objective of the present U.S. policy in Guinea is to maintain a position in the country. Because of Guinea's political and economic instability, USAID is unable to act on the basis of a long-range developmental strategy. Moreover, since comprehensive planning is a low priority of Guinean leaders, USAID must be pragmatic and support projects that will increase short-term productivity. At the same time, AID should encourage and support the Guinean government in establishing appropriate machinery for national planning and in stabilizing the economy.
2. That the French have a comparative advantage in assistance to Guinean education because their educational system is similar to Guinea's and their native tongue is the language of instruction in Guinea's schools.

3. That the reduction of wastage and the improvement of the quality of primary and secondary education are essential for the development of intermediate- and high-level manpower in Guinea. Because Guinea does not have a university, the major focus of any effort to improve the educational system must be on the pre-university level.

4. That existing information on manpower needs and supply is insufficient to serve as the basis for establishing detailed priorities. The supply and demand statistics available for Guinea are less reliable than they are for any other country studied. The most recent manpower assessment was made in 1957, and even that is sketchy. Estimates of manpower requirements are based on the experience of the FRIA Mining Corporation, a highly sophisticated industry which is probably not representative of the country's manpower distribution.

5. That the major employers, especially FRIA, are and will continue to be the largest producers of middle-level Guinean manpower, and that emphasis should be placed on developing these enterprises as the country's key training institutions, providing on-the-job training to upgrade manpower.

Manpower Priorities

High priority should be assigned to middle-level personnel. The demand for Guinean personnel with middle-level training (generally assumed to be those who have at least the second baccalauréat) is critical. It is estimated that the present supply of middle-level manpower is only slightly more than one-fourth of the demand and the need outstanding is approximately 13,950 persons. Even by 1968 the supply of middle-level manpower will not have caught up with the demand. At that time approximately 33 per cent of the demand will be met, and there will be a need for 9,450 more middle-level personnel whom Guinea will not be able to supply.

High priority should also be assigned to high-level manpower. Guinea has only about one-half the manpower it needs at this level. Even if all post-secondary graduates go into industry and public services, in 1968 there will still be a high-level manpower need of 1,200 persons.

The greatest need in any single category is secondary school teachers. The teaching staff of Guinean secondary schools is composed almost entirely of non-Guineans, who will be needed for some time. However, the supply of teachers with facility

in the language of instruction, French, is inadequate. Ideally, additional teachers should be supplied by the French foreign assistance program. Although the Ministry of Education is making every effort to attract French teachers back to Guinea, it is unlikely that the French will be able to send many of the teachers that the ministry has requested. If the total of 700 secondary and technical school teachers set as a target for 1966-67 by the educational plan is to be reached, the number of teachers officially recorded in 1962-63 must be increased by about 63 per cent. Even more teachers will be needed to meet the demands added by Africanization.

Educational Capabilities

The least adequate aspect of Guinean education is the post-secondary level. Guinea's own educational effort should be concentrated at the pre-university level, and AID should assume no responsibility for university development in the country.

Education at the secondary level is critical. The most recent educational reform aims to expand vocational education within the secondary school system largely at the expense of general education courses. Although education for intermediate technical and vocational skills should be expanded, the reform program threatens to produce students with such narrow craft expertise and so little general education that they will not qualify for training by industry or public services for the varied positions that lack qualified manpower.

The training of qualified primary and especially secondary teachers is another critically deficient area.

Recommendations

1. Continued Support for the Ecole des Cadres Techniques

USAID should continue its support for the Ecole des Cadres Techniques at Conakry as the most logical means of alleviating Guinea's critical shortage of middle-level technicians. Largely financed by USAID through the Organization for Rehabilitation through Training, the school is the only educational institution in Guinea that seems able to directly meet critical manpower needs. Efforts to assure the proper utilization of the school's graduates should be encouraged.

2. Encourage Major Employers to Increase Training Capacities

USAID should explore with the major employers already in Guinea or planning to enter the country, ways to increase their training capabilities. Private industry is a potential source of trained manpower but in most cases has not met its training responsibilities.

3. Continued Support for Participant Training Program

Despite the difficulty of taking courses given in a foreign language and the Guinean government's increasing worry about nonreturnees, undergraduate study in the United States and third countries through the participant training program should be continued.

4. Emphasis on Regional Scholarships and Discouragement of the Development of a University in Guinea

USAID should not offer support for the establishment of a University in Guinea; instead it should encourage the maximum use of regional resources. The universities at Dakar, Yaounde', Abidjan, Brazzaville, and Tananarive can accommodate at present those secondary school graduates in French-speaking Africa who want a university education. Teacher training and public administration training should also be provided through regional efforts.

5. Encouragement of Manpower and Educational Planning

The committee recommends that USAID be prepared to encourage manpower and educational planning. However, the committee doubts that such aid will be possible or, under the present circumstances, useful and consequently has not made this recommendation of top priority. Nonetheless, USAID should be ready to provide technical assistance in the establishment of effective planning machinery and should explore the possibility of offering such assistance through a multilateral or even a private agency.

USAID should also be prepared to support, in conjunction with the establishment of planning machinery, a national agency for the collection and analysis of information on the labor force. Such an agency would be responsible for keeping up-to-date records of post-secondary students overseas -- which is Guinea's primary source of high-level manpower--and for maintaining communication between these students and the major employers.

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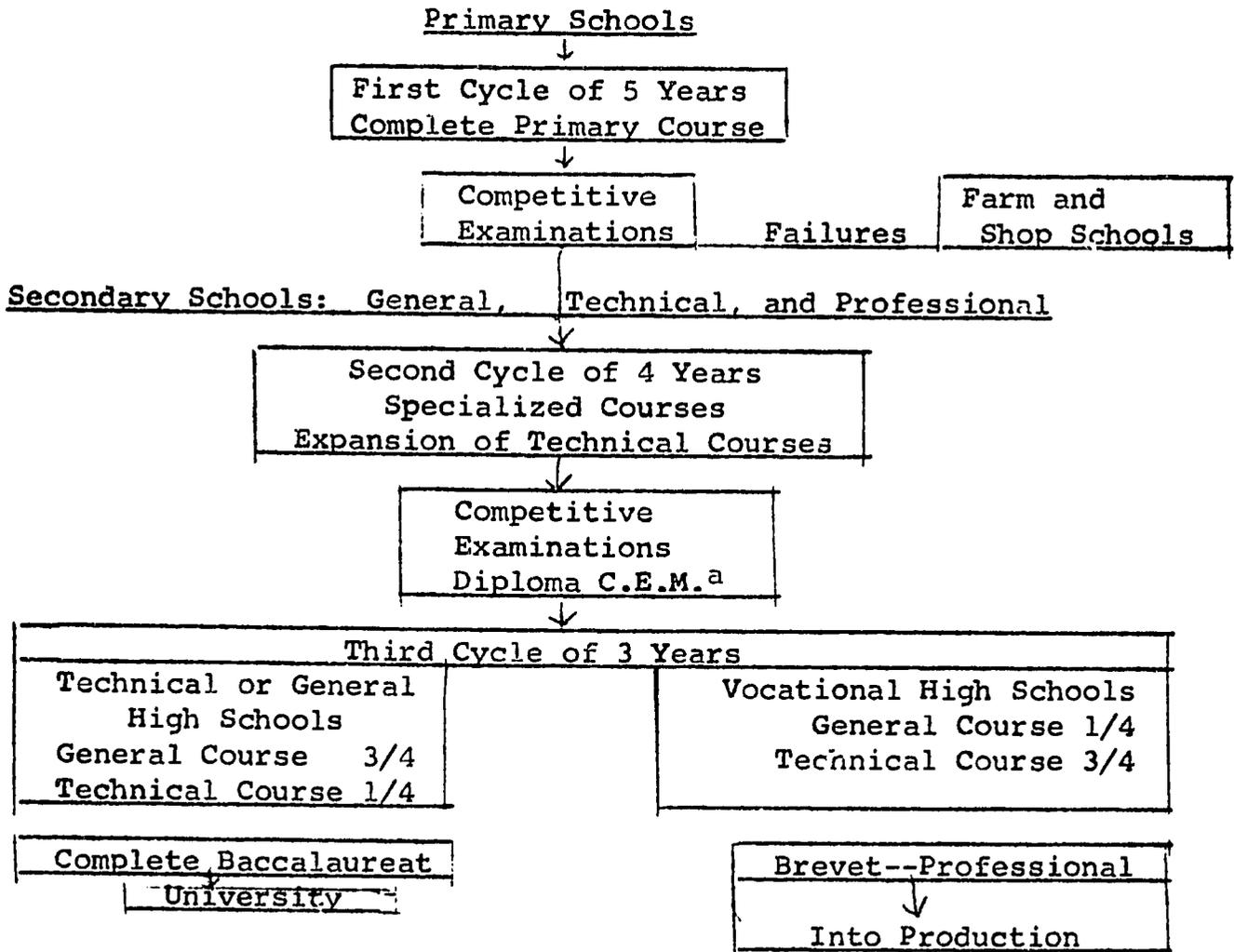
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APPENDIX

As suggested in the text of this report, plans for educational reform have been subjected to frequent change and revision, and the intentions and capabilities of the government remain uncertain. At this writing, the most recent statement of objectives was set forth in an article by the Directeur Général de l'Enseignement, M. Louis Behanzin, in the Revue du Travailleur de l'Education Nationale (September 1964).

DIAGRAM OF NEW STRUCTURES OF THE
PRE-UNIVERSITY EDUCATION SYSTEM



a

Certificate at end of middle-level studies

Primary and Secondary Education

The new educational system will be based on twelve years of pre-university schooling, divided into three cycles and concentrating on scientific and cultural instruction. The first cycle will be five years (instead of four) and will be upgraded so that it corresponds to the present certificat d'études primaires (C.E.P.), a six-year cycle under the French system. Students must pass an examination at the end of this first cycle but will not receive a diploma attesting to this fact. Therefore, as in the French system, each student who drops out at the end of this cycle will have no proof of his schooling. Reference will always have to be made to the Ministry of Education by prospective employers (public or private) and thus will further enable the government to better direct or regiment its lower categories of human resources.

Based on a 1966 population of 4,000,000 and a population of 115,000 seven-year-olds (112,000 in 1964), the following school enrollments, tracing the 1966 entering class, are projected:

1st year	110,000
2nd year	100,000
3rd year	90,000
4th year	80,000
5th year	<u>70,000</u>
Total in 5 years of 1st cycle	450,000

Such an increased enrollment¹ will call for 9,000 primary teachers with higher qualifications than at present, due to a more difficult curriculum.

The Second Cycle. The second cycle will be four years instead of five. Students entering the second cycle will not, for the most part, continue to live in their native villages but will have to adjust to larger or urban centers. For this reason, it is intended that the selection process for sixth

¹Note that the first year's enrollment will include only 25 to 30 per cent of the school-age population, the same percentage that was enrolled in 1963. However, while only 14 per cent of those enrolled in the first grade in 1962 completed the fifth year, these figures assume that 64 per cent in 1966 will complete the fifth year.

grade entrants will be so severe as to reduce to one-third or even one-quarter the number of fifth grade-leavers qualified to enter the sixth grade. The two-thirds or three-quarters who fail will enter new schools called farm and factory schools (fermes et chantiers écoles), which will be discussed later. The secondary curriculum itself will include craft and technical training in order to provide sufficient practical training for the student to make a living no matter where along the secondary cycle he may abandon his studies.

The plan envisages the transformation of all lycées and collèges into collèges d'enseignement technique (C.E.T.). These technical schools will incorporate, along with the general education presently provided, professional courses with several options or branches such as mechanics, electricity, construction, chemistry, business and accounting, agriculture, and education. Two-thirds of a student's time will be spent in general education and one-third in professional disciplines of both a theoretical and practical nature.

The technical schools will not have dormitories, so they must be distributed throughout the country to enable the student to live at home or otherwise on his own. The seven-year plan calls for each region (arrondissement) to have at least one such technical school; therefore, 133 new ones will have to be built, and the 27 existing general lycées and collèges will have to be transformed into technical ones.

This new system of technical training emphasizes the bringing of the factory into the schools. In fact, it must be concluded that in promoting technical schools, the state will actually be creating shops where replacement parts for public and private industrial equipment may be manufactured and thus reduce the costs of such education.¹

Graduates of this cycle will have the certificat d'études moyennes (C.E.M.), which corresponds to, but will replace, the brevet. Students who terminate their studies here may take a more practical examination in their technical specialty for the C.A.P. (certificat d'aptitude professionnelle). The intention is not to recreate former apprenticeship centers but to make secondary education serviceable to industry or

¹Whether the costs or usefulness of such expensive factory-schools in a primarily agricultural country has been thought through is another matter.

agriculture at whatever level students terminate their studies. Practical training and complementary theoretical classes will be offered for skilled and semi-skilled workmen in the industrial factories where they work.

The following enrollments are projected:

June 1964

Entering 6th Grade: A very severe selection; only 4,500 to be admitted.

Entering 7th Grade: 4,000 students admitted on competitive exam; of whom 1,500 are to enter general curricula.

June 1965

Entering 6th Grade: General competitive examination, with 4,500 being admitted, of whom 1,500 will be enrolled in general curricula.

Entering 7th Grade: Simple exam, since these students will be highly selected at 6th grade in 1964.

June 1966

Entering 6th Grade: General competitive exam with 5,000 being admitted.

Secondary cycle enrollments for 1966-67 should be:

6th year	5,500 students
7th year	5,000 students
3th year	4,500 students
9th year	<u>4,000</u> students

TOTAL 19,000

The teaching staff to accommodate these 19,000 students in 1966 is estimated as 628, distributed as follows:

125 professors of French, teaching 4 classes each
34 professors of English, teaching 6 classes each
84 professors of history, geography & economics,
teaching 6 classes each
167 professors of theoretical & applied math, teaching
6 classes each
84 professors of physics and chemistry, teaching 3
classes each
84 professors of natural science and agronomy, teaching
6 classes each

TOTAL 628 professors teaching 3,000 classes

In addition, by 1966-67 there should be 30 professors of technical subjects who will be graduating from the national professional schools, described below. Thus, a qualified teaching staff of over 700 will be needed by 1966-67. This estimate necessitates an increase of at least 234 secondary and technical teachers beyond the 464 teachers for the same courses in 1962-63.¹

The Third Cycle. The third cycle (or second part of the full secondary system of seven years) will be for three years--tenth, eleventh, and twelfth grades--and will consist of two types of training: (1) students going on to a university, and (2) cadres de maîtrise, technically trained supervisors for industry, agriculture, commerce, and other productive areas; these students will receive a specialized professional diploma (brevet) and enter industry, commerce, and finance.

In order to accomplish these two different tasks, two separate educational establishments are anticipated: (1) the lycées techniques already mentioned, which will incorporate both general studies and technical disciplines; and (2) the écoles nationales professionnelles, which will prepare for the various professional brevets or for technician brevets, leading to work as foremen or supervisors. Three-quarters of the courses will be devoted to technical subjects and one-quarter to general education.

¹Most of these 464 teachers were expatriates.

The lycées and professional schools should be constructed near each other in order to share costly laboratories and shops, but they should have clearly defined goals and probably two separate administrations. In particular, the shops of the professional schools must be real production factories able to turn out finished materials conforming to professional standards. The long-term aim is to so divide students between the lycées techniques and the écoles professionnelles that there will eventually be six technicians for each engineer or scientist. This 6:1 ratio presupposes that it takes five more years to turn out an engineer or scientist than it does a technician.

The following enrollments in the third cycle are envisaged for the academic year 1966-67:¹

	Lycées Techniques	Ecoles Nationales Professionnelles	Totals
10th Grade	1,000	2,000	3,000
11th Grade	900	1,600	2,500
12th Grade	<u>300</u>	<u>1,200</u>	<u>2,000</u>
TOTALS	2,700	4,800	7,500

Teacher Training

Two new options are envisaged to improve primary teacher training: (1) teacher training options in the lycées and collèges techniques to prepare assistance instructors; and (2) teaching options at the third cycle in the écoles nationales professionnelles, including variations from the usual baccalauréat to train instructors. A student graduating from the twelfth grade in the teaching option would receive a "diploma of instructor" which would carry the same professional weight as the brevet professionnel.

¹Apparently, these figures are based on an optimal entering class in 1964-65, of 4,000, in 1965-66 of 4,500, and in 1966-67 of 5,000 (as shown on p. 45), and on estimated actual enrollments of 50 per cent, 55 per cent, and 60 per cent. If high standards are maintained in the second cycle, the high enrollment indicated for those actually entering the third cycle would not be questionable. But unless the Guinean government is to discourage all or most students going abroad until they have passed their baccalauréat, this high enrollment will not be reached.

Plans for secondary teacher training are based on the realization that ninth and twelfth grade teachers need different backgrounds; the agrégée or doctorate degree necessary for a well-qualified twelfth grade teacher is not essential for the lower grades. Because there is currently less need for teachers at the post-doctoral and research level, plans emphasize the need to give B.A.'s at least two years of specialized training in secondary school teaching techniques and subject matter.

Two specialized écoles normales supérieures are designated for the improvement of secondary teacher training. One is the Ecole Normale Supérieure in Conakry, to train lycée professors. The course will cover four years with a fifth year during which some time will be spent serving as a substitute teacher while completing a specialty diploma. The second school is the Ecole Normale Supérieure de Kankan which would be dedicated to training teachers for the collèges techniques and the écoles normales professionnelles. The course will be two years, with a one-year training period before graduation.¹ Recruitment for each school will be by a combined competitive examination. Students with the highest scores will go to the Conakry school until its quota is met, and those with lower scores will go to the Kankan school until it reaches capacity.

The Polytechnic Institute in Conakry with its well-endowed laboratories and high-level professors will be called upon to turn out teachers for the lycées in mathematics, physics, physical chemistry, biological chemistry, geology, and geographical physics. The Ecole Normale d'Administration in Conakry should provide a faculty qualified to prepare teachers in economics, demography, history, and sociology. With the addition of only literature and philosophy, the course of studies would be complete.

∟ Also mentioned is the possibility of establishing specialized institutions at Kankan, Labé, N'Zérékoré, and Kindia, but no details are given. ∟

¹There is some mystery about the reasons behind the choice of the Kankan school and the government's refusal to move it to Conakry. The presence of North Vietnamese faculty may complicate the situation.

Extension Education (cours complimentaires)

The effort to develop extension and correspondence courses, coupled with on-the-job training, focuses on the fermes et chantiers écoles (farm and factory schools) for the students who do not or cannot go on to secondary school. Practical apprenticeship in modern farming as rural craftsmen over a three-year period is envisaged. The farm schools are not to be under the state; except for some initial help from the state or district, each farm school is expected to be self-supporting eventually. Each will serve a group of 2,000 in which there are an average of 40 twelve-year-old children.¹

Literacy Campaign

An attempt is to be made to combat adult illiteracy by promoting basic reading and writing education in the individual's own dialect. Based on an estimate that three or four months of training will be adequate, it is hoped that work in the ten principle dialects in Guinea for two to three years can overcome the illiteracy problem.²

Textbook Publication

The educational reform as planned calls for the creation of a "Maison d'Editions Scolaires" to edit and print the majority of books and teaching materials for pre-university education, and to find and print progressive but politically acceptable world literature and the works of Guinean authors. The aim is to reduce or eliminate reliance on foreign sources and to promote understanding of African culture. The Ministry of Education hopes to have such a Maison d'Editions in operation by 1964-65.

¹ Apparently, these farm schools are still being studied by the Ministry of Education, but the aim is to start a few pilot schools to assess their place within the plan.

² Although the syllabi of six dialects are already in draft form and plans have been made, the project has not yet been activated.