

and a reorganization of the administration in order to ensure the sustainability of the reform.

Some problems have been identified during the implementation process including the following: (i) teacher resistance regarding the introduction of new subjects, such as citizenship education and the arts; (ii) an overloaded timetable through the addition of extra subjects (teachers have resisted the extension of working hours, even though they were offered extra pay); (iii) there is an ongoing debate as to whether IT should be used across the curriculum as a tool to reinforce teaching or whether it should be taught as a subject, as is currently the case; and (iv) a shortage of both physical and human resources for the production of quality teaching, learning materials and other aids.

IV. SPECIAL ISSUES

As was mentioned earlier, Mauritius enjoys free and full coverage at primary education level, and democratic and economic stability. Paradoxically, due to the bottleneck situation occurring at the transition to secondary education, there is a heavy drop-out rate among children who have repeated a primary class twice. Another important innovation includes the introduction of information technology (IT) and the setting up of computer laboratories in each of the 278 primary schools across the country. The country has also embarked on training programmes to provide existing and new teachers with citizenship education, IT, arts, sports and health education. Teaching and learning materials, such as textbooks, are properly tested before being freely distributed to schools. Finally, the new curriculum aims at fostering sound relationships of peaceful co-existence and interactions in a multicultural society, such as that of Mauritius, through the teaching of subjects like citizenship education, which includes human values, cultural heritage and diversity, natural heritage and national unity.

8. Nigeria

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Nigeria has participated in all deliberations concerning education for living together in a global world and is committed to the goals of Education for All, which are reflected in national education policies and programmes. The introduction of Universal Primary Education in 1976 and the publication of the National Policy on Education (NPE, 1977, revised in 1981 and 1998) are among the major national initiatives that were aimed at universalizing access to education in Nigeria. The NPE provides a framework within which all planned programmes and activities for basic education are implemented.

I. PROBLEMS WITHIN THE EDUCATION SYSTEM

Curricular contents and educational policies have not enjoyed the same level of confidence and diligence in their implementation as in their design and conceptualization. As a result, the education system is plagued by the following problems: (i) inadequate funding which manifests itself through a lack of teaching and learning materials and resources, the non-payment of teachers salaries, etc.; (ii) poor planning that puts further pressure on the budget because of the need to cater to high enrolment rates; (iii) highly centralized management of education through the federal government; (iv) mismatch between the values of schooling and what the parents and community want; and (v) clashes between the child's familial obligations and schooling. The following problems are particularly related to the curriculum: (i) there are hardly any funds available to buy materials and to expand the educational infrastructure; (ii) no school inspections are carried out to monitor curriculum implementation; (iii) instructional materials are poorly developed and supplies are inadequate; (iv) teacher morale is poor and their competence is insufficient to deliver the new curriculum; (v) low student achievement, especially in science subjects due to overloaded content, lack of teacher competence, an inadequate supply of teaching materials, and a faulty mechanism for assessment that creates an unfair reward system.

II. SOLUTIONS

The following solutions have been suggested in order to address the problems experienced with the education system in general and the curriculum in particular: (i) greater decentralization of education in a true sense; (ii) increased funding of education so that educational plans may be achieved; and (iii) the creation of entry and exit points for older children flexible enough to accommodate those who missed enrolment at age 6 and yet are still young enough to benefit from basic education. To achieve these educational goals and policies it is essential that the country experiences social and political stability.

III. EDUCATIONAL REFORM

The 6+3+3+4 education system emanated from the National Curriculum Conference in 1969 as a major attempt to reform the existing curriculum. Within this system, the secondary school curriculum in all subjects was expanded in both breadth and depth in order to cater for what would otherwise have been lost through the scrapping of the upper secondary school. Other changes included: (a) the fact that basic education became vocational and academic and was free and compulsory; (b) the introduction of pre-vocational subjects (technology, business studies, home economics); (c) a shift from content-based to process-based learning in sciences; (d) the introduction of social studies and citizenship education; (e) the use of the mother-tongue as

a medium of instruction in the early years of primary education; and (f) continual and cumulative assessment of learning. The Primary Education Improvement Project (1970) and the Bendel Primary Science Project (1996) were also introduced during these reforms.

Nigeria has taken some initiatives that have had a beneficial effect on and guided activities in favour of Education for All. These include: (i) the expansion of access to formal education; (ii) the setting up of government agencies to cater for disadvantaged groups, drop-outs and the disabled; (iii) placing education on the shortlist for legislative action so that the government shall direct its policies towards ensuring that there is equal and adequate educational opportunities at all levels, and (iv) the government has financed all curricular development efforts at primary, junior secondary and teacher-training education. Finally, based on the experiences acquired over the years, and feedback from the national curriculum conference of 1991 and 1995, as well as subsequent appraisal of the education system to fit the dynamics of socio-cultural and global economy, the curricula for basic education is undergoing revision.

IV. SPECIAL ISSUES

In Nigeria, measures are being considered to bring about complementarity and integration between the Koranic and official schools that have existed up to now along parallel lines. Since, 1999, Nigeria has also embarked on a nine-year Universal Basic Education programme. The country uses the 6+3+3+4 education system.

9. Rwanda

I. LES PROBLÈMES DU SYSTÈME ÉDUCATIF

Une vue globale sur les problèmes que connaît le système éducatif rwandais indique que l'objectif de démocratisation de l'éducation n'est pas atteint, que les taux de scolarisation restent faibles, qu'il y a une baisse de la qualité de l'enseignement, un manque d'efficacité et une mauvaise gestion du système.

En effet, le système éducatif rwandais est confronté à l'insuffisance du personnel d'enseignement et d'encadrement administratif à la fois en nombre et en qualité, un abaissement de la motivation des enseignants lié à leurs salaires bas, à des taux (bruts) de scolarisation très bas (22 % des lauréats du primaire sont admis dans les établissements secondaires publics et 10 % dans les écoles privées), l'insuffisance d'infrastructures d'accueil, la mauvaise répartition de la carte scolaire, aux infrastructures détruites ou défectueuses et non encore réhabilitées, l'insuffisance et l'inadaptation du mobilier scolaire et du matériel didactique approprié surtout pour l'enseignement des sciences et de la technologie, l'instabilité et l'inadaptation de la structure de l'enseignement, l'absence ou le dépassement par endroit de la législation scolaire, l'inadéquation entre les besoins du

marché de l'emploi et la formation dispensée.

La dimension curriculaire des problèmes de l'éducation se présente avec l'année 1994 comme un repère important. Avant 1994, « les programmes d'enseignement élaborés suivaient une structure inadaptée ». Les contenus des programmes ne répondaient pas à la réalité socio-économique et culturelle du pays : contenus des programmes calqués sur les modèles étrangers. Les filières et les options d'enseignement définies arbitrairement et non conformes aux réalités du pays et ne respectant pas le principe de l'adéquation formation-emploi. Les programmes correspondant aux filières et options retenues sont surchargés. Les programmes de l'enseignement primaire et secondaire conçus respectivement pour préparer l'enfant à affronter le secondaire et le supérieur et non pour participer à la résolution des problèmes de la vie, au développement national et à la formation des cadres moyens spécialisés répondant aux besoins du développement du pays. Les contenus des programmes n'intégraient pas une éducation à la paix et aux droits de l'homme.

« Le contexte socio-politique du Rwanda après 1994 exigeait que les programmes d'enseignement soient revus et harmonisés pour permettre aux enfants provenant de différents systèmes éducatifs d'être instruits en suivant les mêmes normes d'éducation. »

« La révision des programmes a suivi l'ajustement de la réforme qui a instauré une structure de six ans au lieu de huit ans au primaire, deux cycles au secondaire (un tronc commun de trois ans et un deuxième cycle de deux ou trois ans selon les options) au lieu d'un cycle unique de six ans pour le secondaire ».

Parmi les critiques adressées aux nouveaux programmes on peut citer : « l'incohérence de contenus pour certains curricula ; le manque de suite logique au niveau des prérequis ; le niveau trop élevé de quelques contenus ; la surcharge de certains enseignements ; la difficulté d'apprentissage des langues ; le manque de manuels scolaires conformes à ces curricula, le manque de suivi des curricula élaborés à cause de l'effectif très réduit des concepteurs des programmes sur les plans quantitatif et qualitatif et à cause du problème lié à la logistique et aux finances ».

A ces différents problèmes, des solutions ont été adressées.

II. LES SOLUTIONS ET LES TENTATIVES DE SOLUTIONS

Face à ces problèmes, le Ministère de l'Éducation s'est assigné une mission importante avec des objectifs précis dont la réalisation passe par de mesures concrètes. L'une de ces mesures est la formation des enseignants de qualité et en nombre suffisant pour tous les niveaux d'enseignement. Le ministère a procédé à la création de centres de formation des enseignants au niveau de l'enseignement secondaire, des TTC (teacher training centers), dans lesquels on forme des enseignants pour le niveau primaire, d'un institut supérieur pédagogique