

УДК 378

L.A. Guzikova (Russia), N.F. Somga Bitchoga (Cameroon),

Peter the Great St. Petersburg Polytechnic University (Russia)

CONTRIBUTION OF EDUCATION TO THE SOLUTION OF ECONOMIC AND SOCIAL PROBLEMS OF AFRICAN COUNTRIES

The problems of education in African countries are described and analyzed for the case of Cameroon. The connection between economic and social problems of the country, teaching methodological approaches and the general tasks of educational system, higher school in particular, are traced. The conclusions for making these connections more efficient from the standpoint of national development are made.

EDUCATION; TEACHING METHODOLOGY; EURO-AMERICAN EDUCATION MODEL; AFRICAN COUNTRIES; SOCIO-ECONOMIC PROBLEMS

1. Introduction. It is said that education is a torch that can illuminate Africans and their dark continent. Teachers can be considered as torch bearers that received knowledge and cognitive values from their colonial masters. Having received knowledge the African teachers have to disseminate the received knowledge to pupils and students. As such African teachers largely lose sight of the ground out of which the existing African society has grown and the human values it has produced [1]. Recent studies conducted highlighted that education has sought to light Africa's tropics with educational assumptions.

However, African countries have struggled for change in the sense of finding out their own teaching models objective to teach economics in conformity with the requirements of African economy. It is said that African governments have called numberless summits to seek the implementation of the new original African methods including their curricular and pedagogies. Notwithstanding the curricula and pedagogical methods, many of them could be admitted as a result of the agreement established between American and European systems of education with the purpose that the defined goals were destined to facilitate the equivalence between the African and Euro-American education. In addition, it was noticed that the assumptions were raised by the commission that was held aiming to adapt the African education to the new world. But this issue raises different criticisms.

Due to the above mentioned facts, we need to know, the point of building a teaching assumption based on the Euro-American model knowing that it cannot help African economy to boom? If the Euro-American educational system does not help African countries to develop their economies, is it possible to find out an efficient African system? To get to know the efficiency of this system, we need to analyze the national economy of Cameroon. Having made this study, we will analyze the Human Development Index of Cameroon from 2005 to 2014. In order to scrutinize the issue regarding to the assessment of the teaching methodology in higher education in the sphere of economic science, we are going to study different questions above mentioned.

2. Historical factors. African continent has inherited much of European and American civilization. It is mentioned that educational systems come from thriving countries in order to be extended to African countries [2]. Most African countries were built by the European countries, which is why in Cameroon French and English are used as a major means of communication, notwithstanding the fact that more than 500 tribal languages are spoken in ten regions.

3. Education and schooling as an important feature. The analysis of the concept of education is used to constraint most of the authors to fall into the debate about the comprehension of education and schooling. When defining quality, the importance of the distinction between education and schooling is highlighted. “The world Declaration” on Education for all, the “Dakar Framework” for Action and the “Global Monitoring” Report 2005: the Quality Imperative” noticed that some literature fails to find the distinction between the concepts of “Education and School”, in some cases these two concepts can be used as interchangeable words [3]. This is particularly true for those working within the “quality management paradigm”, where “institutional effectiveness” can obviously be considered as a synonym for “educational quality”.

Earlier, a broad definition of education was a useful starting point for making the distinction. Hirst and Peters [4] described education as “the development of desirable qualities in people”. Opposite to the definition of education, schooling is considered as the fact of providing the service of education. Schooling can be broadly defined as educating or teaching young people through institutionalized and universalized “organized” learning. In the earlier twentieth century the universal provision of “basic education” was said to be a major improvement for the individual and society [5]. To sum up, schooling appears to be the factor of using the service of education, while education is said to be the development of desirable qualities in people in a favorable environment.

The importance of this distinction underpins the paper thanks to the approach of Sayed, in which he argued that the concept of “quality” in education is elusive and frequently used, despite the fact that it was never defined and discussion of how its multiple meanings reflect “different ideological, social and political values” is still open [6]. When criticizing key approaches to educational quality Sayed mentioned the value the basis of any framework for education quality. Contrary to Sayed Bunting claimed that quality in education has a bottom line, comprised of goals and values which strengthen the essential human activity of education [7].

To make clear Bunting’s viewpoint we need to show that the bottom line is considered to be the starting point of our understanding of the notion of quality in education so that we do not reify the practice of education and substitute education to a technical activity that is static and unaffected by contextual and contingent circumstances. Is it possible to analyze the quality of education without putting a stress on its tradition and development?

To analyze this situation we have to be based on diverse points. How does the economical approach is conceived in the education? According to economical approach, education is qualified as a psychological science, in which one can find

the use of quantitative measurable outputs as a measure of quality, for example enrolment ratios and retention rates, rates of return on investment in education in terms of earnings and cognitive achievement as measured in national or international tests. The progressive humanist tradition seeks to put more emphasis on educational processes. In addition to this economic orientation, the indicators can be mentioned, through which the quality of education can be assessed. Recent studies have demonstrated that judgments of quality depend on the results obtained in the classrooms, in schools and in the university. The assessment of the quality of education must take into account the apprenticeship, learning of basic cognitive skills, literacy, and numeracy, which can be the result of the general knowledge considered as a vital phenomenon to quality. A convincing new study has demonstrated that schools are recognized as environment, in which learners and teachers acquire knowledge and develop cultural values [8].

Hence, it is important to show that the educational institutions such as learner-centered pedagogies (for instance, [9], [10]), democratic school governance (for instance, [11], [12]) and inclusion (for example, [13]), of democratic school governance are included in the notion of quality education. The research revealed that each of these contrasting approaches is associated with a large international organization in the field of development. The economic view point tends to dominate World Bank's conception on education.

The World Bank is considered as the first and foremost bank that grants loans for education development in terms of public financial returns. UNESCO participates in the development of education although not sufficiently, for human development and the development of cultural and spiritual benefits [14]. But the current conception of education has change, in the sense that the emphasis is put on the diverse type of education such as cultural and linguistic education, inclusive education, peace and human rights education and education for sustainable development. The United Nations has highlighted the these issues through the institution of an international lingua franca and the statement of "Decade of Education for sustainable Development" in 2005-2014. From these viewpoints we come to the conclusion that the quality of education depends first of all on the appraisal of by the learner's performance; in addition to this idea, the economic point that the input can be considered as a lever must give an increment to the final result obtained by the learners. As a matter of fact the quality can easily be considered as an intrinsic value of what a learner or an apprentice can perform after being trained. The final result that we can come up with is that the quality is a subjective factor and takes into account of the learner, the knowledge acquired, the results obtained after being tested, and the retention rate.

4. The progressive humanist tradition – quality of classroom processes.

C.E. Beeby made the first attempt to generate a model for understanding educational theory in his "Quality of Education in developing countries"[15]. He conceptualized quality as integrating three levels. In this configuration, classroom quality takes the leading position; Beeby considered classroom as an environment that is concerned with the acquisition of measurable knowledge and learning skills as well as with the development of behaviors and attitudes, including "habits of

industry... attitudes for authority and love of country” [16: 11]. At the second level, it seems that the quality education must serve the economic goals of the community in which learners live [17]. Related to this, at the third level, quality is judged by the broader social criteria. These last two criteria for quality education are now defined as relevance [17] or “external quality” [8].

To jump to an earlier conclusion, we can say that Beeby’s stages of development only concerned the first criteria of quality that is limited to the processes of teaching and learning in the classroom. The reason for Beeby’s limitation is that his research was held at the time, when human capital theorists started developing quantitative techniques to measure the economic benefits of investments in education. Beeby’s aim was to propose a theory of quality of education to match the sophistication of their statistical analysis. It was the time of particularly primary education provision, where low income countries were perceived as a threat to quality. To sum up, we consider that Beeby’s “stage of development” model is limited to the description of primary schooling; for these reasons “Teacher for education” and the process of “preparation” were seen as the key means to achieve educational quality. However, the description of each stage is considered as a curriculum and classroom characteristics (see table 1), foreshadowing the place given to the context, as determinant of quality, in later key texts [8] [17] [18].

Table 1. Beeby’s stages of development [16]

STAGE	TEACHERS	CHARACTERISTICS
1. Dame School	Ill-educated Untrained	Unorganized, relatively meaningless symbols; very narrow subject content – very low standards; memorizing all-important.
2. Formalism	Ill – educated Trained	Highly organized, symbols with limited meaning; rigid methods – “one best way”; one textbook; external examinations; inspection stressed, discipline tight and external memorizing heavily stressed; emotional life largely ignored.
3. Transition	Better-educated	Roughly same goals as stage 2, but more efficiently achieved; more emphasis on meaning, but it is still rather “thin” and formal; syllabus and textbooks less restrictive, but teachers hesitate to use greater freedom; final leaving examination often restricts experimentation; little in classroom to cater for emotional and creative life of child.
4. Meaning	Well-educated Well-trained	Meaning and understanding stress; somewhat wider curriculum, variety of content and methods; individual differences catered for; activity methods, problem solving and creativity; internal tests; relaxed and positive discipline; emotional and esthetic life, as well as intellectual; closer relations with community; better buildings and essential equipment.

5. Theoretical behavior of education in Africa especially in Cameroon.

“Post colonial authors” and followers have deeply examined the role of education. We agree with the assertion that the school education in most African countries is inadequate to usher them into a productive and hopeful way of life [19]. In general, education in most African countries is more suitable for foreign than national labor markets in the way that it mainly provides incoherent chunks of western knowledge repertoires that fail to solve African economic problem, because African institutions encounter diverse problems including the one, for example, that African agrarians are faced up with.

The recent studies demonstrated that a good number of institutions have actively been advertising training programs for Euro-American employment agencies and labor markets. National African governments grapple with slim budgets and high resources. Hirsh claimed that education is causing poverty in Kumbo in the Northwest region in Cameroon as well as, throughout the continent [20]. The educational system is accused of not being suitable for African national labor markets. The major issue is that the education system trains an excessively large number of graduated students in different professional spheres of activities.

The crucial problem is that a lot of graduates and professionals are perfectly ready to leave their own countries after graduation. This phenomenon causes a large deficit of human resources because of the absence of equality between the quantity of labor and the demand for labor [21]. This results excessive number of experts and professionals who cannot find jobs in the Panafrican Zone, which may be the prime cause of brain drain around the world. This issue causes problems in recipient Western countries in such a way that Western countries find themselves invaded by large numbers of illegal immigrants because of precarious conditions [22]. The convenient solution to the problems of African education would be the educational system, due to which African students would be compelled to acquire knowledge and high-skills destined to serve their countries through the multiplication of job opportunities. This could particularly be essential in case of primary and secondary institutions which could to the universities.

African continents have natural resources that cannot be utilized by Africans themselves; this is why some Africans can by no means study in the branches that interact with the economical development nowadays. In the same view some African authors argue paradoxically that the African school and social institutions, to which the mandate has been given to deliver relevant education, have failed to offer to the African countries the ability to ensure a good living standard by renewing the educational culture and adapting it to the economy [23]. We agree with the conclusion of [24] that highlights the fact that African scholarship is significantly influenced by Western ideological perspectives, value systems and interpretative frames. The African higher education is further discarded from the target, in the sense that it does not focus on the fact that African countries have only natural resources and that they can direct the educational principles to the agriculture in terms of, the accountancy of natural resources. It is well known that the possibility of bringing the equity between the production of

experts and the rate of employment (theory of demand and supply [25]), can be warmly welcomed in the way that it can be considered a as keystone economic model, through which education can finally improve the current errors it incurred. Education had the objective to train African experts and managers, and the African resources in the market have to be managed at the stages of input because of the fact that the developing countries' resources are not yet exhausted. Agriculture as a whole should have been one of the keystone goals of most African Higher Schools for economics, in the sense of allowing the equity between the quantity of labor and the demand for employment [Fig.1]. According to John Maynard Keynes, such equilibrium enables full employment [25].

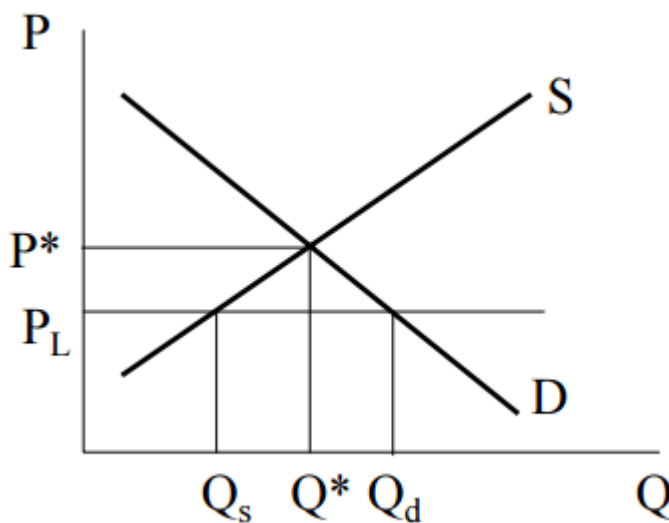


Fig.1. Demand-supply interaction in the labor market

Our conclusions come to the fact that only at this stage African education in Cameroon can be planned, and maybe in the coming centuries we could reach the possibility of its improvement in the way that Cameroon will catch up with with those of the thriving countries in their development.

6. African education method tackling economical problems. From 1960 until its Independence Day Cameroon has been using two opposite educational systems such as the English and French system for education. The Cameroonian system aims to teach the learners from the primary school in such a way that, before writing their concourse, when applying to the grammar school, they have to be ready to encounter the newer system of the high schools. The teachers use the information from the teaching guide that can be a textbook depending on the frameworks in which they have been participating. In addition, teachers are advised to use the transversal materials that are integrated into the following configuration (Figure 2):

- Using information in order to solve the problems of teaching (Learners). Solving learners' problems relates to the fact of exercising critical judgments. At this stage, the teaching staff has to develop creativity and motivation, so that their knowledge can easily be transmitted to the learners or students. The result of this schematic figure is to push the level of the learner forward so that it will be improved. The description of the part of this figure is called the "intellectual or cognitive, affective and psychomotor".

- At the first stage, the teacher can easily associate his high skilled competencies to develop his professional identity by means of cooperating with other teachers, in the sense that all the hardships encountered by numerous teachers can be exposed and solved; the seminars help teachers and professors of the university to innovate the teaching methods moving with the time. The competent teacher or professor can easily cooperate with the learners so that the learners might feel themselves involved in the educational process of classes or lectures. This stage takes into account the personal and social factors.

- The third stage implies the use of information and communication technology. Using the information to transmit it to the learners is one of the key factors, through which the teacher can easily assessed the performance of the students by making tests. This vector of communication requires the implementation of the communication technologies that may be considered as an increment to the diffusion of the information to the audience. In addition to this task, the teaching staff adopt effective and efficient working procedures. This relates to the methodological and procedural stage.

- Communicating effectively is not so easy, although it appears to be one of the psychomotor elements, through which the task is enhanced to the students. This parameter is assessed by the function of correlation between the level of comprehension of the students and the effort made by the teacher in order to achieve his goals.

The above mentioned description is considered as the "development of transversal competencies"(Fig.2), which refers to the heart of the science and technology program.

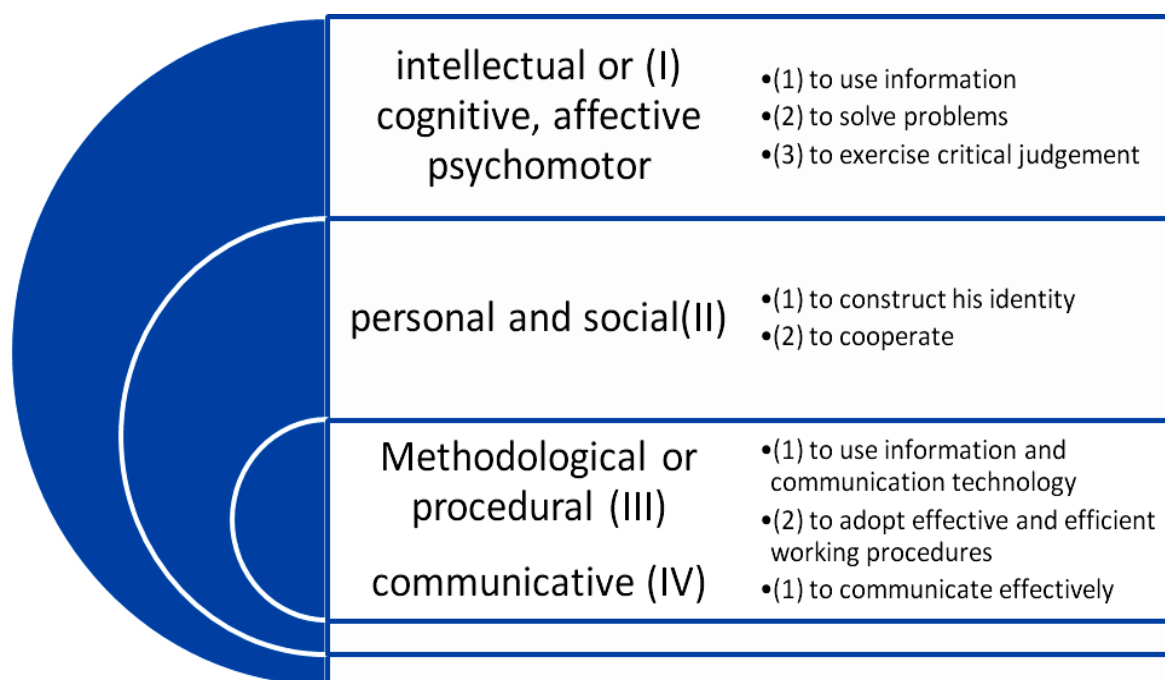


Fig.2. Development of transversal competencies (heart of the science and technology program)

The second approach that came to be implemented in Cameroon, in order to deal with the case of critical learners, is considered to be “A Holistic approach to learning and teaching Interaction: Factors in the development of critical learners” [26] (Fig. 3). The method in question facilitates the interaction between teachers and learners and is used nowadays in undergraduate, post-graduate and doctoral degree programs. Its roots are found in the computing fields. This approach can be generalized and applied to all disciplines in higher education. Its aim is to create a social climate between the students and their professors, in order to enhance the acquisition of knowledge by the students.

Did the implementation of these methods change life in African countries in Cameroon in particular?

To answer this question we are going to attract your attention to the education in Cameroon in terms of repartition as regards to the gender and the level of education. After that we are going to discuss the employment rate and the production of experts and then we will come to the conclusions.

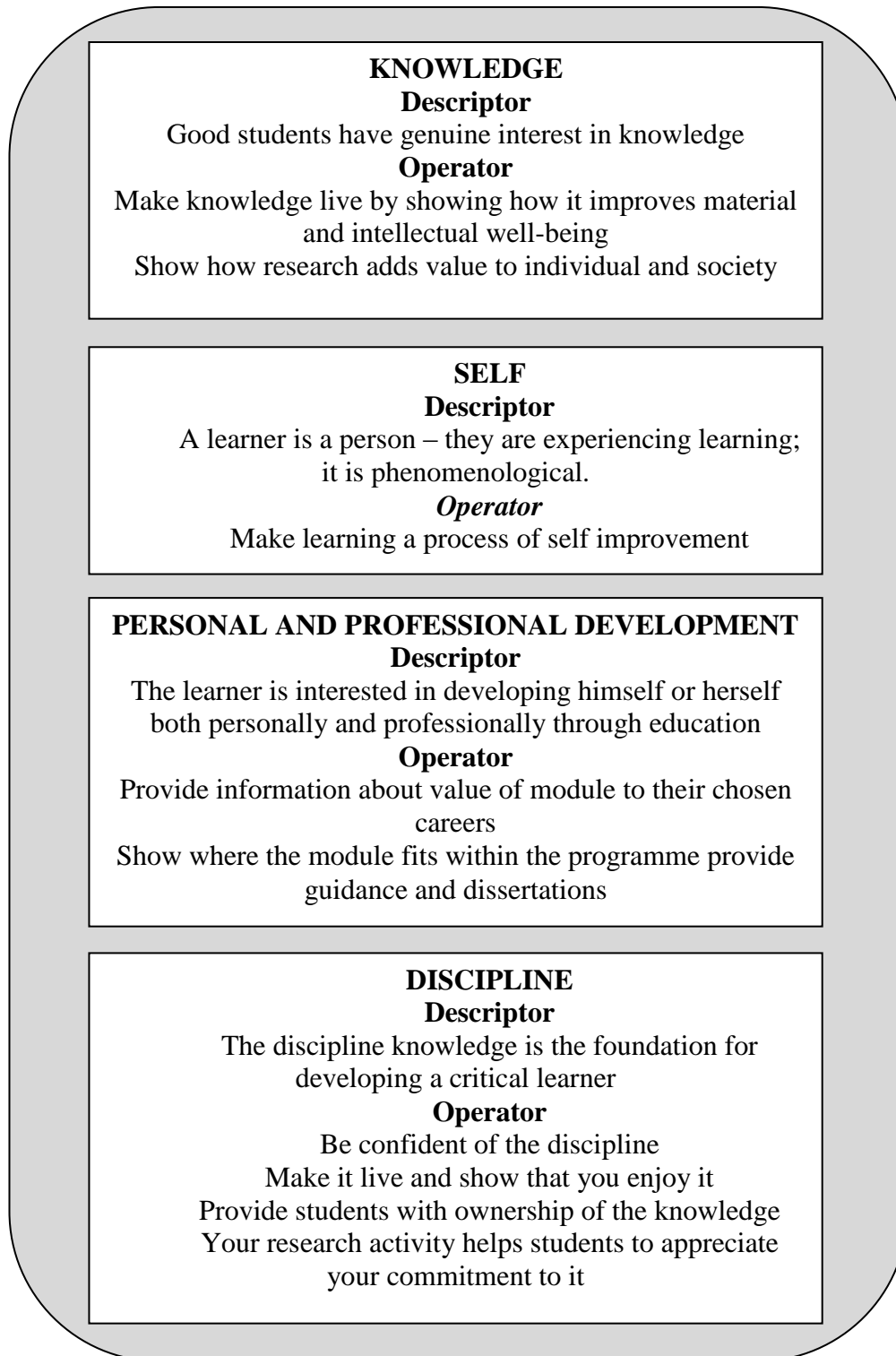


Fig. 3 Holistic model of learning and teaching interaction for the development of critical learners [27].

7. Economic and Social background of the education system development in Cameroon. Africa as a whole is comprised of different developing countries. The developing countries according to the economical indicators can produce the turn-over in the range of 10 to 15% contributing to the

Gross Development Product. This is why we are going to use the results of Cameroonian economy according to the recent study conducted by the Cameroon National Statistic Institute (CNSI). The recent study shows that the woman in the range of 15-49 y.o. in Cameroon can give birth to the average of 5.1 children. One of the paramount indicators to show that the study was conducted in the developing country is that the youth represents 78% of the population of Cameroon. With the aim of diminishing the poverty as one of the core missions of UNESCO, the National Institute of Statistic of Cameroon, being the key agency, provided access to the data. The pyramidal structure of the population is built in order to identify the major role played by the education in the national economy of Cameroon. It is known that the following data is aimed to measure the level of poverty and its consequences in Cameroon.

The indicators focus on the examination of women's poverty by showing that the women index of poverty has slumped from 40.5% in 2001 to 33.4% in 2007. In the Far-North Region the women index of poverty amounts to 63%. Literacy rate provided the following scores: in the Far-North region it amounted to 17%, in the North region it increased to 26.7%, whereas in the Adamaoua region it rose by more than by 4 points to reach 31.8%. These figures show that the literacy rate is lowers in the entire North region, despite the effort made by the government. Our analysis proves that in order to streamline the literacy in the country we should establish the literacy rate in the universities. The study highlights the fact that the number of students in the state universities in Cameroon has largely increased to 87% from 2005 to 2009. Three major fields such education, art, and social sciences now involve large number of students that has doubled recently. The number rate of students increased from 35175 to 56509 students between 2005 and 2011, which amounts to 60% of growth.

Women's access to universities is quite limited due to the fact that they are more interested arts, education and social sciences. Thus, Far-North region is characterized by the low rate of literacy, this is why an effort ought to be made to establish teaching methods in universities in order to train students in the field of agriculture, marketing, environment, and healthcare.

It is shown in the report of the National Institute of Statistics that the Cameroonian people are insecure, because of the fact that most people live below poverty level. From 2001 to 2012 the death rate increased from 430 to 669 for every 1000 people.

Access to electricity appears to be one of the core problems that hinder the growth of well-being in population in the 21st century. The results show that 46.9% of men against 46.7 % of women got access to light in 2001, 50,15% of men versus 48,95% of women in 2004; the 2007 results demonstrated that 47.8% of men against 48.7% of women got access to the light. In conclusion, it is shown that the growth rate of having access to light from 2001 to 2004 slightly increased to 3%, which means 3% of the men got access to light, whereas the growth rate of women's access to light slightly increased to 1,3%. The final results show that women's access to light increased to 48.7%, while men's access to light has slightly slumped in comparison to women's. As a matter of fact we can notice that men's access to light

is slightly above women's access to light. Thus, the results show that Cameroonian education needs to be concentrated to its everyday problems such as, for example, the inaccessibility to light, as is one of the precarious problems whose solution will allow Africans to build their future by means of creating institutions dealing with teaching and training of electricity experts..

In addition to the results from the National Institute of Statistics, we also more found the recent results of the United Nations' Development Program that show that Cameroon's Human Development Index (HDI; Table 2) for 2014 is 0.512. This value of index automatically puts the country into the low human development category by positioning it on the 153rd place out of 188 countries and territories. The report demonstrated that between 1980 and 2014, Cameroon's Human Development Index increased from 0.405 to 0.512; this underlines an increase of 26.4% that reflects an average annual increase of about 0.69%. Table 2 reviews Cameroon's increment in each of the Human Development Index indicators. It is described that Cameroon's life's expectancy at birth increased by 4.3 years, average years of schooling increased by 3.4 years. However, Gross National Income spiraled down by about 9.7% between 1980 and 2014.

Table 2.
Cameroon's Human Development Index trends based on consistent time series data and new goalposts

Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (PPP dollars)	HDI value
1980	51.2	7.0	2.1	3.104	0.405
1985	52.9	7.5	2.8	3.698	0.436
1990	53.6	8.0	3.5	2.655	0.443
1995	53.2	7.5	4.2	2.057	0.432
2000	52.0	7.1	4.8	2.251	0.437
2005	51.9	8.2	5.1	2.459	0.456
2010	53.7	10.0	5.2	2.542	0.486
2011	54.2	10.4	5.5	2.580	0.496
2012	54.6	10.4	5.7	2.616	0.501
2013	55.1	10.4	5.9	2.682	0.507
2014	55.5	10.4	6.0	2.803	0.512

The Human Inequality coefficient for Cameroon is equal to 32.4%.

The report shows that more than 50 percent of Cameroon's people live in severe poverty; more in detail, it is known that in Cameroon 48.2% of the population are multidimensionally poor (10.187 thousand people), while an additional 17.8% live at the edge of multidimensional poverty (3.763 thousand people). The report highlighted the fact that the breadth of deprivation is scores experienced by 54.1% of people living in poverty.

CONCLUSIONS. The debate on the topic “How Does Education Contribute to Solve Economic and Social Problems of the Country?” was the center of our discussion. Firstly, we have concentrate on the methodology of higher education in order to study the major distinction between the world education and the term schooling. To formulate the definition of the world education, we had to identify the role of the quality in the concept of education. At this stage, we used the economic approach based on the quality management paradigm that requires institutional effectiveness. In addition to this approach, it was found that education is considered as the development of desirable qualities in people. Therefore, schooling is conceived to be the provision of the services of education. Different types of educations were identified, such as cultural, linguistic, inclusive education, peace and human rights education. Diverse approaches to educational systems used by different authors on the psychology of pedagogics have been analyzed in order to find the better understanding of the term ‘education‘.

One of our missions was to analyze the education in Cameroon, although in order to get straight to the point, we had to define the role of the Euro-American system in education. We noticed that Euro-American system is good enough, although it does not bring positive changes to the economy of Cameroon. The research was aimed to find whether there is, linkage between African education and the development of the Cameroonian national economy. It seems that to be like the absence of the determinants capable to identify the fundamental weakness of Cameroonian economy pushes the education too far away from the goal. Education can be one reasons for the of the failure of economic development, in the sense that the economy of Cameroon is focused on the agriculture and the export of natural resources; besides, the agricultural system does not implement any structural changes based on the entrepreneurship.

The last point to tackle was to focus on the analysis of the national economy, through which we used the indicators such as the access to light, access to clean water, access to housing, unemployment and the Human Development Index. It was highlighted that many people suffer from poverty; people lack access to clean water and light.

Having mentioned and studied different factors that hinder the best correlation between the education system and the favorable development of the national economy, we have provided the following suggestions with the objective to envisage the breakthrough:

- Selection of good teachers interested in teaching;
- Implementing educational methods that can be easily adapted to the requirements of the development as a whole;
- We call for the creation of new managerial schools that can facilitate the development of developing countries;

- To create higher schools of fiscal control to allow developing countries to solve the enable accommodation or housing problem solution in the view of reducing poverty;
- We invite the decision makers to enhance the access to clean water, in order to alleviate the pandemic of water diseases;
- We do recommend the decision makers to streamline the agricultural sector by means of which the richer agricultural farms should become industrial organizations, which can also help to tackle the employment problems;
- We invite the decision makers to create the data base, through which all the companies can easily pay their taxes in order to increase consumption spendings, by means of which the economy will thrive ;
- We call for the implementation of the national and social economic policy that should be based on the recruitment facilities, through which companies should employ workers basing on the respect of labor rights;
- We call for the collaboration of entrepreneurs, in the sense that they have to recruit in order to sustain the national economic efficacy;
- We call for the policy of full employment thanks to the equity between the number of graduates and experts and the quantity of labor;
- We call for the creation of new medical universities in developing countries and building of new hospitals, in which the patients can be cured in case of emergency or in case of any disease;
- We call for the creation of African business universities and higher schools of business which should work in partnership with the enterprises, thanks to which the product and market studies will be implemented in the universities;
- We call for new fiscal policy that should lower the taxes and impose the payment of taxes in the sense of encouraging the investment, instead of encouraging fiscal evasion because of the higher tax rates;
- We do not insistently call for increasing savings, because it can delay the economic boom.

To put the end to this important discussion, we can say that education seems to be one of the core means through which Cameroon will be able to raise its economy lever to the zenith, by means of innovating education system, which will be linked to the problem of the country, so that these problems would be solved in such a way that the whole African continent will take the benefit.

REFERENCES:

- 1) **Kishani** 2001: Handbook of African Educational Theories and Practices, “A Generative Teacher Education Curriculum”, A. Bame Nsameng and Therese M.S. Tchombe, 2011 by Human Development Resource Centre, Bamenda, North West Region (Cameroon), www.thehdrc.org
- 2) **General History of Africa** VII: Africa under colonial domination 1880-1935, Editor. A. Aduboahen
- 3) **The Dakar** Framework for Action and Global Monitoring Report 2005: The Quality Imperative, Ikudo Suzuki, Delphine Nsengimana, Liliane Phuong, Francois Leclercq, Fadila

- Caillaud, Roser Cusso, ed. United Nation's Educational, scientific and cultural organization, 2004, unesdoc.unesco.org
- 4) **Hirst and Peters**, 1970. The Logic of Education, P.H. Hirst and R.S. Peters, Routledge library Editions: Education, volume 143 (London and New York), 2012
 - 5) **Illich**, 1974, Ivan (1976), Limit to Medicine, Medical Nemesis: The Expropriation of Health, Human Rights of Linguistic Minorities and Policies (unesdoc.unesco.org, Postman and Richter, 1998, Von Henting, 1996, Harber, 2004;- Education for all "the Quality Imperative" Global Monitoring Report Team, Christoph Colclough, Steve Packer, Albert Motivans, Jan Van Ravens, Ulrika Peppler Barry, Lene Buchert, Nicole Bella, Cynthia Guttman, Vittoria Cavic-Chioni, Yusuf Sayed, Valerie Djioze, Carlos Aggio, Jude Franoman
 - 6) **Sayed**, 1997: 66 (4), Hospital Infection Control Guidelines Principles and practice, edited by Shakti Kumar MBBS MHA FIMSA Head Department of Hospital Administration Medical Superintendent all India Institute of Medical Sciences DR RP Centre for Ophthalmic Sciences and Jai Prakash Narayan Apex Trauma Centre New Delhi, India, Jaypee Publisher (P) LTD, 2012 editors, books.google.ru or www.jaypeebrothers.com, The Journal of Negro, 354; – Deconstruction the Rhetoric of Decentralization: the State in Education Reform, Sangeeta, Kamat-School of Education, University of Massachusetts, Amherst, www.t.c.columbia.edu; How to make Knickers Bunting! "The Queen's knickers, Nicholas Allan, images taken from the Queen's, Random House Children's UK 1993, 212, Nicholas Allan, 1993
 - 7) **Bunting**, 1993; – The Concept of Quality in Education: A Review of the "international" Literature on the Concept of Quality in Education; Edqual working paper N.3, Angeline M. Barrett, Rita Chawla Duggan, Joseph Lowe, Jutta Nickel, Eugenia Ukpo, University of Bristol, UK, University of Bath, UK, 2006, www.edqual.org
 - 8) UNESCO and World Bank, 2005;- The Concept of Quality in Education: A Review of the "international" Literature on the Concept of Quality in Education; Edqual working paper N.3, A.M. Barrett, R.Chawla Duggan, J.Lowe, J.Nikel, E.Ukpo, University of Bristol, UK, University of Bath, UK, 2006, www.edqual.org
 - 9) **Prophet**, 1995, Slam School, Learning through Conflict in the Hip-Hop and Spoken Word Classroom, Bronwen E. Low, Stanford University Press, California,
 - 10) **Hackers and Hardman**, 2001 – Heros of Computers Revolution, Steven Levy, edited by Dell publishing a division of Bantam doubleday Dell Publishing Group, inc. New York, New York 10036 copyright 1984
 - 11) **Harber, David**, 1993, Global Aspects of Healthcare Administration, George D. Pozgar, MBA, CHE, Author Consultant, Educator, Speaker (Legal-Ethical Healthcare Issues) GP Healthcare Consulting Annapolis, Maryland, books.google.ru
 - 12) **Karlsson**, 2002, Jottan Norberg in Defense of Global Capitalism, copyrights 2003 by institute, Edit. Cato Institute, 2003, ISBN 1-930865-46-5
 - 13) UNESCO, 2004, The UNESCO Convention on the Protection and Promotion of the Diversity of cultural Expressions, Editors. Prof. Dr. S.Von Schorlemer, Technische Universitat Dresden, Germany, and Prof. Dr. P.T.Stoll, Georg August University of Gottingen, Germany, ISBN 978-3-642-25994-4 or ISBN 978-3-642-25995-1 (ebook) – books.google.ru
 - 14) UNESCO, 1947; Deslors and Al, 1996;- Learning the members of Commission, J.Delors, Al Mufti, I.Amagi, R.Carneiro, Fay Chung, B.Geremek, W.Gorbam, A.Kornhauser, M.Manley, M. Padrom Quero, M.-A.Savane, K.Siingh, R.Stavenhagen, Myong Wong Suhr, Zhou Nanzhaou; Treasure within report UNESCO: The International Commission on Education for the Twenty – first century highlights, UNESCO publishing unesco.doc.unesco.org
 - 15) **Beeby** (1996) "Building a Translation Competence Model" in: Alves, F(ED.). Triangulating Translation: Perspectives in Process Oriented Research Amsterdam: John Benjamins, A. Beeby, M.Fernandez Rodriguez, O. Fox, A. Hurtado Albir, W. Neunzig, M. Orozko, M. Presas, P. Rodriguez Ines, L. Romero (Universitat Autonoma de Barcelona, www.ujie.es
 - 16) **Beeby**, 1966: 11; – The Concept of Quality in Education: A Review of the "international" Literature on the Concept of Quality in Education; Edqual working paper N.3, Angeline M.

Barrett, Rita Chawla Duggan, Joseph Lowe, Jutta Nickel, Eugenia Ukpo, University of Bristol, UK, University of Bath, UK, 2006, www.edqual.org

17) Hawes and Stephens, 1990; – The Concept of Quality in Education: A Review of the “international” Literature on the Concept of Quality in Education; Edqual working paper N.3, A.M. Barrett, R.Chawla Duggan, J.Lowe, J.Nikel, E.Ukpo, University of Bristol, UK, University of Bath, UK, 2006, http://www.edqual.org/publications/workingpaper/edqualwp3.pdf/at_download/file.pdf

18) Heneveld, W. (1994). Educational quality; defining what's important. World Bank: Washington DC

19) Herzog, 2008; – The Future of Coal, Options for a Carbone – Constrained World, Cambridge – MIT Electricity Policy Conference – Howard Herzog, Newsweek, April,16, 2007, www.eprg.group.com.ac.uk

20) Hirsh, 2010; – What will it take to end poverty? Firing on all cylinder, Donald Hirsh, Joseph Roundtree Foundation, 2006+ ISBN-10: 185935 499 8, www.donaldhirsh.com

21) The Wealth of Nations, Adam Smith, 1776; – www.ibiblio.org/ml/libri/s

22) Nsamenang, 2009: cultures in early childhood care and education in M. Fleer; M. Heedegaard and J. Tudge (eds) childhood studies and impact of globalization: policies and practices at global and local levels (pp. 23-45), New York: Routledge; – Nsamenang, 2009, Handbook of African Educational Theories and Practices, A Generative Teacher Education Curriculum, A. Bame Nsamenang and Therese M.S. Tchombe, Human Development Resource Centre, Bamenda, , North West Region (Cameroon), www.thehdrc.org

23) Nsamenan, 2005; – Nsamenang, 2005, Human Ontogenesis: An Ontogenous African View on Development and Intelligence, International Journal of Psychology, 2006, 41 (4), 293-297- Psychology Press Taylor and Francis Group, www.unige.ch

24) Ojiaku, 1974 – Origins and Development of Scientific Psychology in Afrique Noire (A. Bame Nsamenang, in M.J. Stevens and D. Wedding (eds.). Under the Supervision of John G. Adair; – Psychology: IUPsys Global Resource (Edition 2007), London Psychology Press. www.psypress.com/iupsypress.com/iupsys

25) The General Theory of Employment, Interest, and Money, John Maynard Keynes, 1939

26) The international journal of educational management 17 (6|7) 272-284, Nandish V. Patel Brunel, Business School Brunel University, Ux bridge, Middx, UB8. www.brunel.ac.uk/~csstnvp

Гузикова Людмила Александровна – доктор экономических наук, профессор Высшей школы государственного и финансового управления, Санкт-Петербургский политехнический университет Петра Великого, 195251, ул. Политехническая, 29, Санкт-Петербург, Россия; e-mail: gauzikova@mail.ru

Guzikova Liudmila A. – Peter the Great St. Petersburg Polytechnic University; 195251, Politekhnikeskaya Str. 29, St. Petersburg, Russia; e-mail: gauzikova@mail.ru

Сомга Бичога Николя Франсуа – аспирант Высшей школы государственного и финансового управления, Санкт-Петербургский политехнический университет Петра Великого, 195251, ул. Политехническая, 29, Санкт-Петербург, Россия; e-mail: francksomga@yahoo.fr

Somga Bitchoga Nicolas Francois – PhD Candidate, Peter the Great St. Petersburg Polytechnic University; 195251, Politekhnikeskaya Str. 29, St. Petersburg, Russia; e-mail: francksomga@yahoo.fr

ВЛИЯНИЕ ОБРАЗОВАНИЯ НА РЕШЕНИЕ ЭКОНОМИЧЕСКИХ И СОЦИАЛЬНЫХ ПРОБЛЕМ В АФРИКАНСКИХ СТРАНАХ

В статье описываются и анализируются проблемы образования в африканских государствах на примере Камеруна. Прослеживаются связи между социально-экономическими проблемами страны, методологическими подходами к обучению и задачами, стоящими перед системой образования, в частности, перед вузами. Сделаны выводы относительно возможностей повышения эффективности этих связей с позиций национального развития.

**ОБРАЗОВАНИЕ; МЕТОДЫ ОБУЧЕНИЯ; ЕВРО-АМЕРИКАНСКАЯ
ОБРАЗОВАТЕЛЬНАЯ МОДЕЛЬ; АФРИКАНСКИЕ СТРАНЫ; СОЦИАЛЬНО-
ЭКОНОМИЧЕСКИЕ ПРОБЛЕМЫ**

© Санкт-Петербургский политехнический университет Петра Великого, 2016