

Perspectives of sectoral development in pre-colonial, colonial and post-colonial Africa (agriculture, education, oil and gas)

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pre-colonial agriculture

- * Population density was low**
- * Land was in abundance but labour was scarce**
- * Pastoralists could move freely in search of grazing land**
- * Farmers could use extensive agricultural methods**

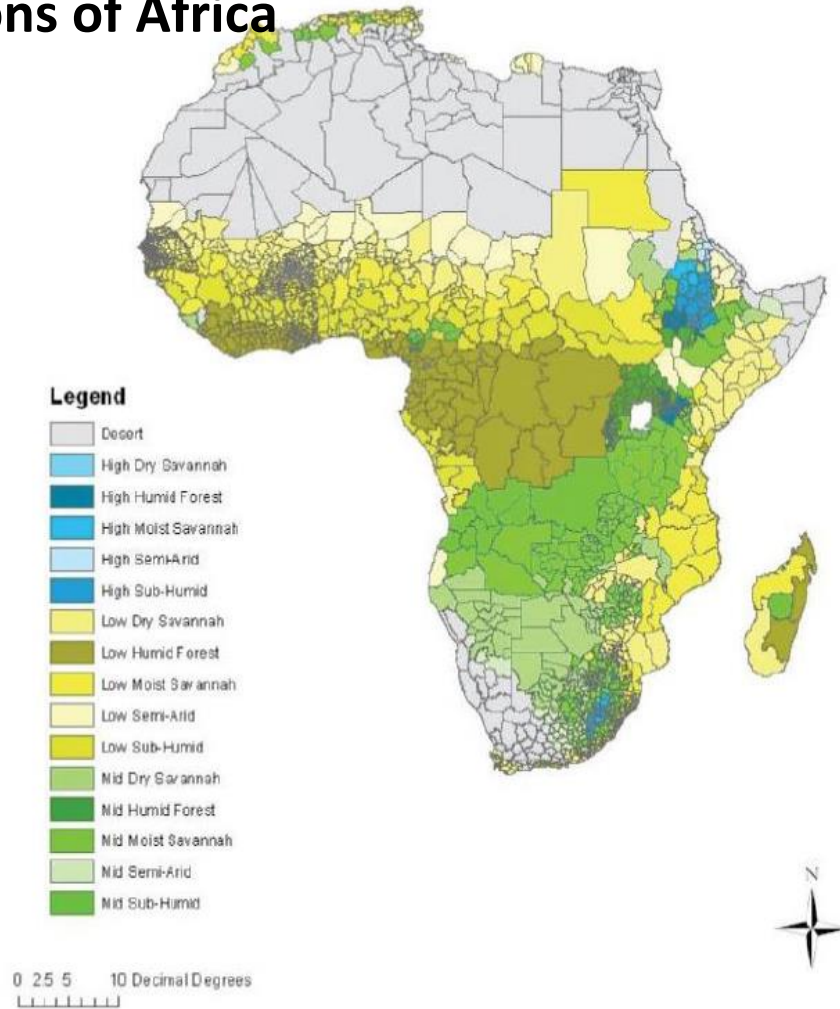
**Institutions that regulated
labour, such as family,
kinship systems and
slavery, played a crucial
role**

**Factors that limited
production were thin
soils, animal diseases and
crop pests**

**Sleeping sickness
(trypanosomiasis) and
rinderpest effectively
prevented livestock rearing in
many places. Swarms of
locusts could devastate
crops.**

Where animal diseases were endemic farmers could not keep cattle and thus did not have manure to use as fertilizer for their crops.

Ecological regions of Africa



Source: World Bank, <http://web.worldbank.org>

Tropical forest zones

- *Newly cleared with iron axes**
- *People grew oil palms, yams and plantains.**
- *These were labour saving crops that yielded well.**

***The forest limited access to grazing land.**

***No cattle meant that babies and young children did not get enough animal protein.**

- *The forest limited trade.**
- *Goods had to be transported by human porters.**

**To clear enough forest
land to support one
family required 150
man-days of labour.**

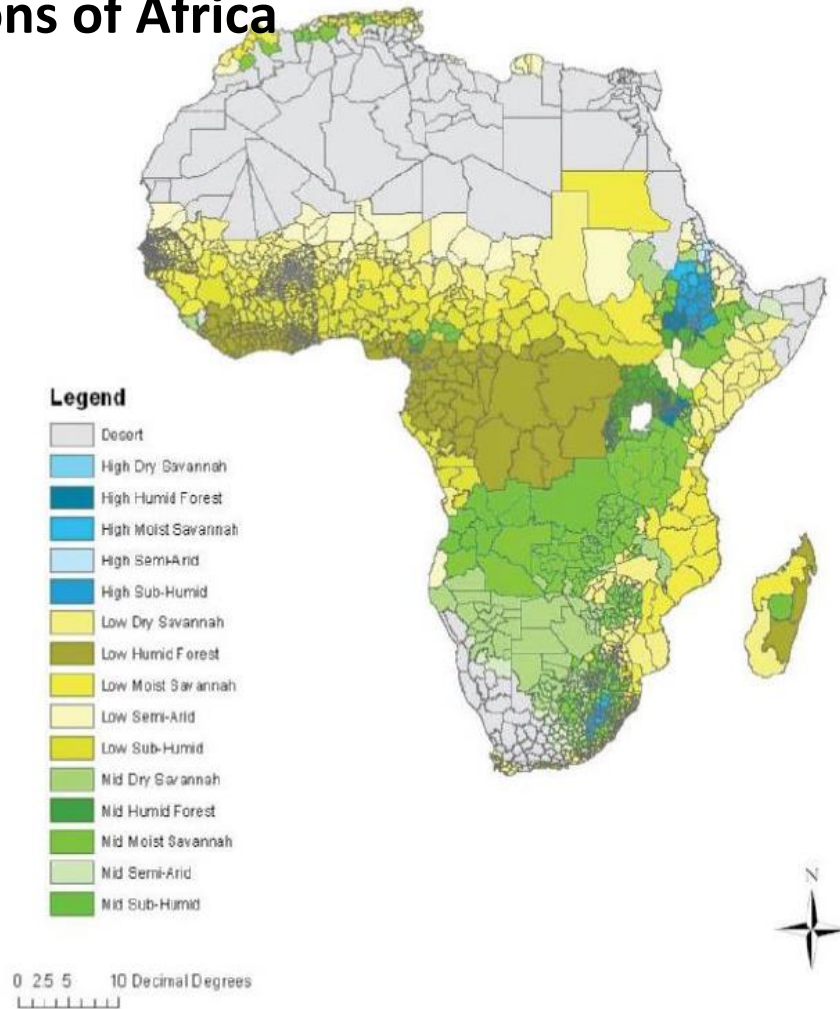
- *Institutions that regulated access to labour were important.**
- *The family was the main source of labour.**
- *Social status was closely associated with number of children.**

Men competed intensely for women.

Custom of Bride wealth.

Forced marriages, abduction of women and polygamy were common.

Ecological regions of Africa



Source: World Bank, <http://web.worldbank.org>

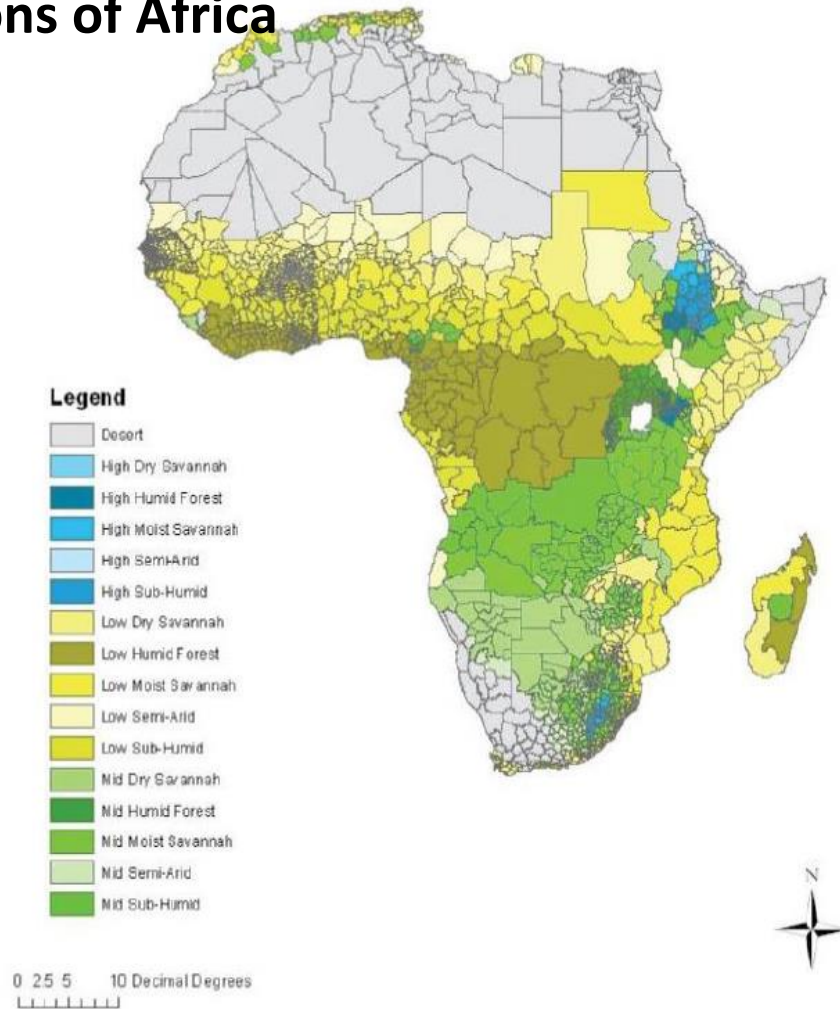
**The savannah land was
generally less fertile.**

**The environment was
less hostile.**

- *Mainly grew grain such as millet and sorghum.**
- *Islands of intensive agriculture.**
- *Huge areas of pasture and sparsely populated land.**

- * Similar problems with labour**
- * Some labour saving through animal power**
- * Milk and meat improve nutrition**

Ecological regions of Africa



Source: World Bank, <http://web.worldbank.org>

The Highlands

**Develop systems of
intensive agriculture**

**Farmers worked on
improving the land:**

**Terracing, Manuring,
Mulching**

Intensive agriculture made it possible for populations to grow

The highlands were quite densely populated

Land and not labour was the scarce resource

**When extra labour was needed
for jobs like clearing land and
bringing in a big harvest.**

Work party of men.

**Women played a central
role.**

**Provide a good spread of
food and plenty of beer.**

Agriculture during Colonial times:

Same but add crops needed by the colonisers

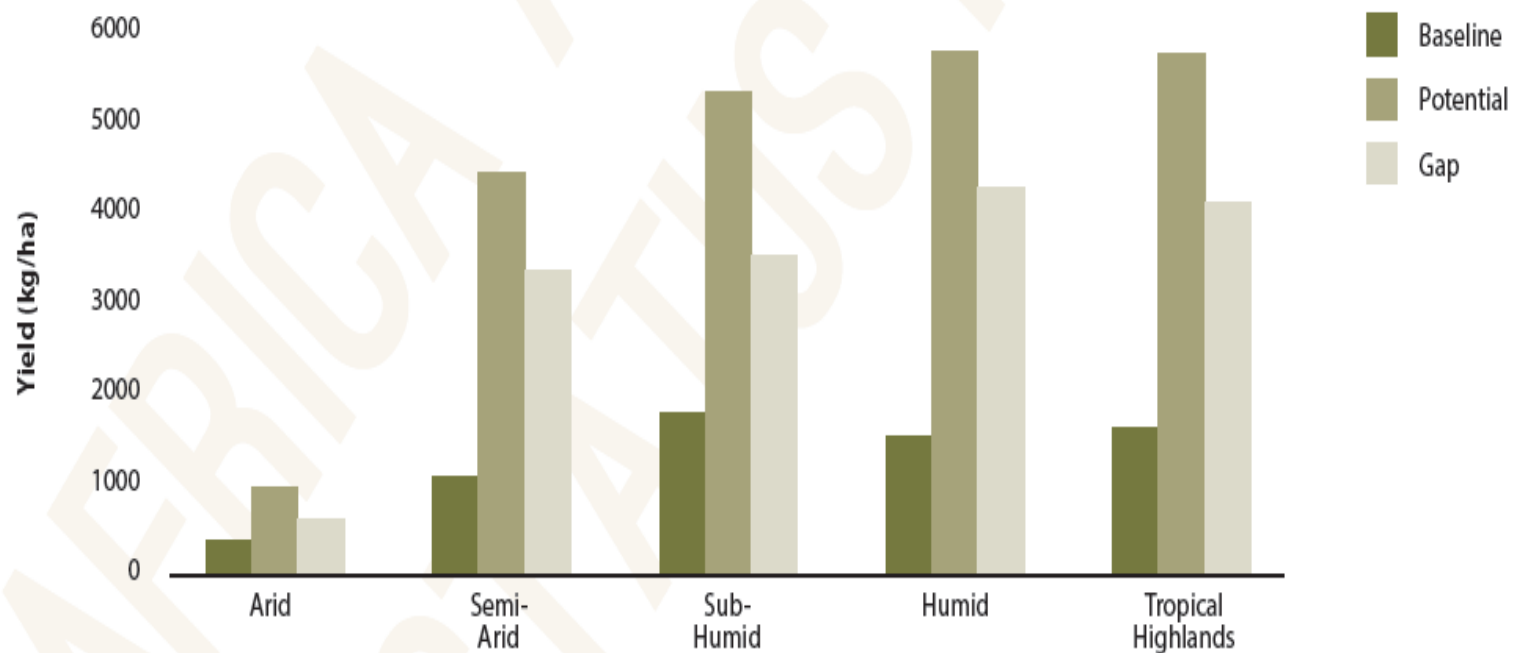
Groundnut, Soybean, Cotton, Oil palm, Rubber

Soybean Story.

Post Colonial Agriculture

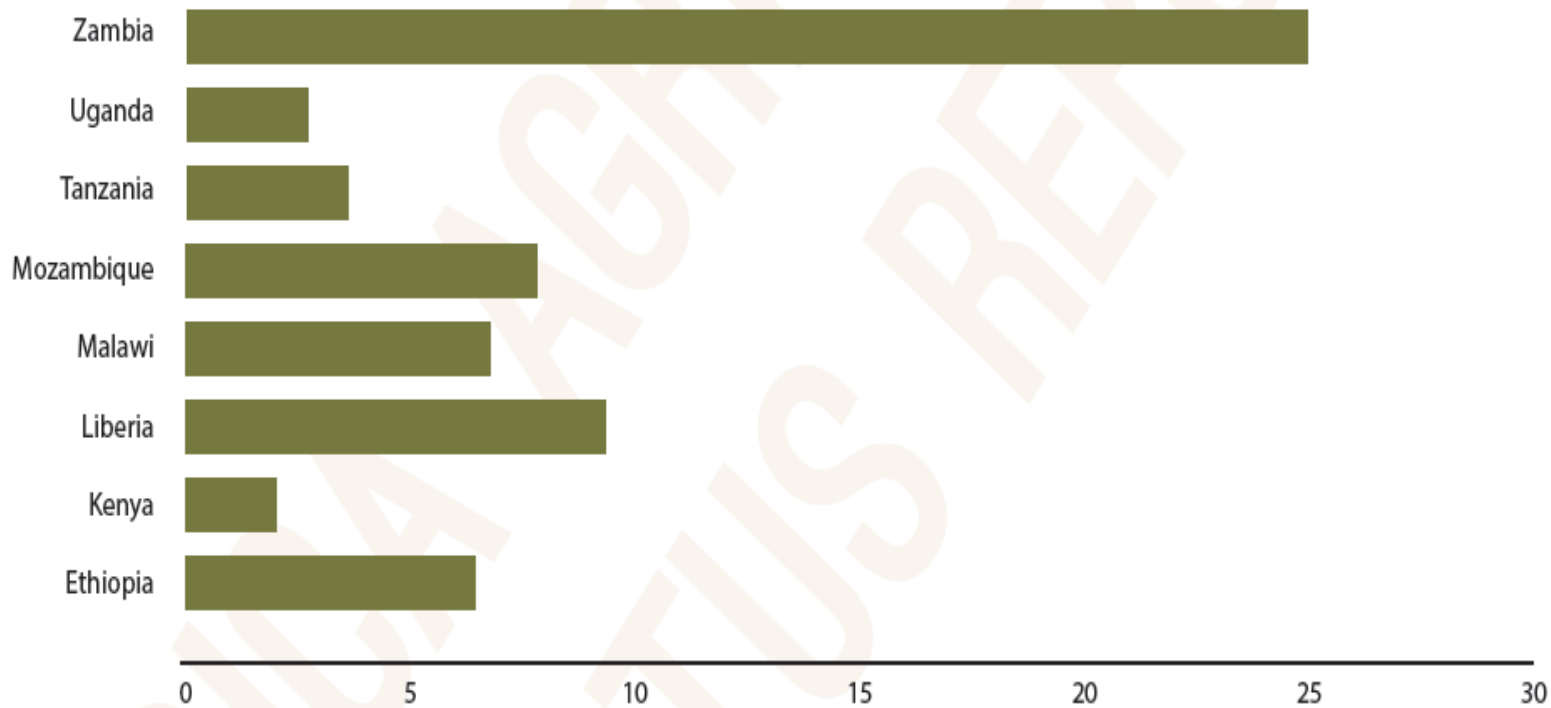
Same but with some major improvements for some farm families. Soybean Story

FIGURE 4. MAIZE YIELD GAPS BY AGROECOLOGICAL ZONE IN SUB-SAHARAN AFRICA



Source: Pingali, Gingerich, & Wood (2010).

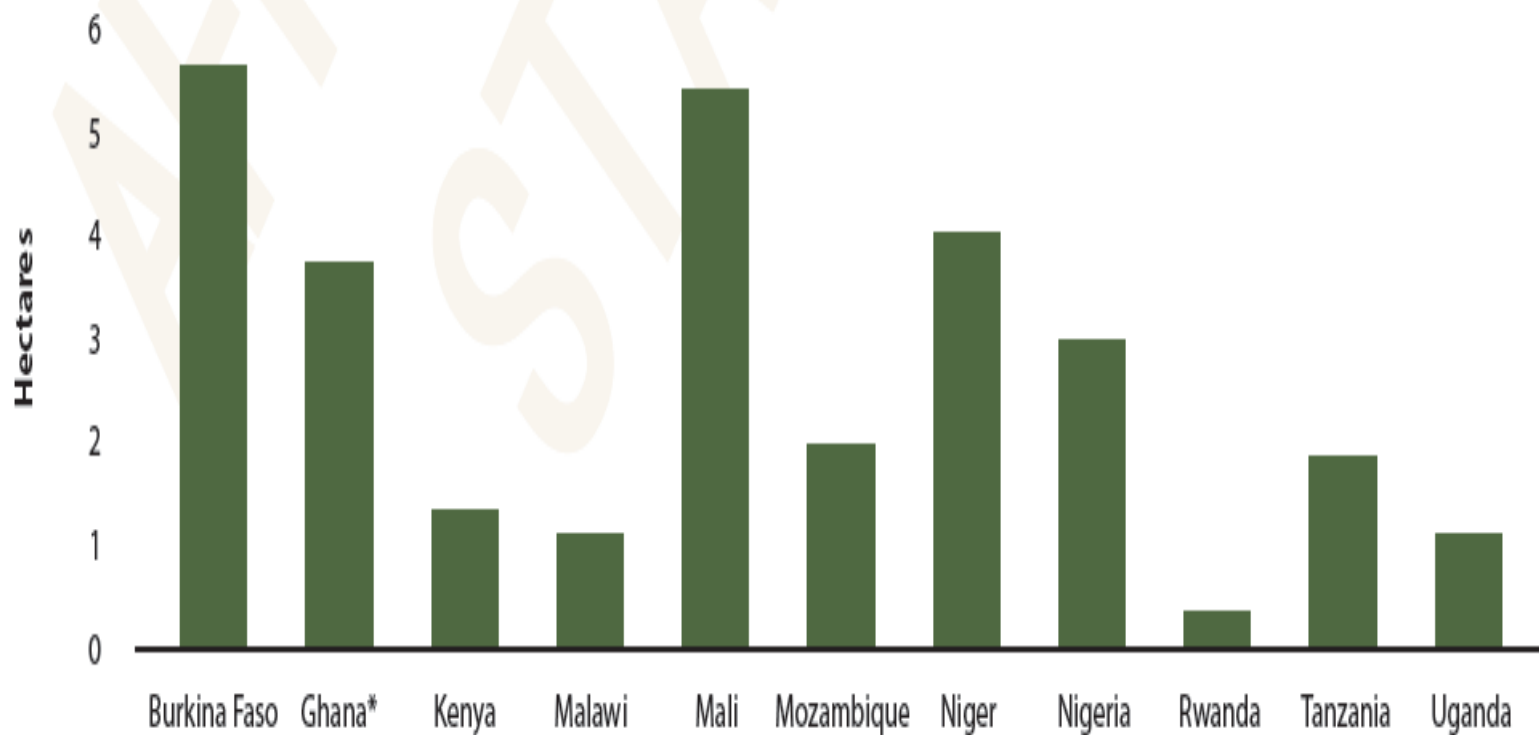
FIGURE 6. REAL AGRICULTURAL GDP GROWTH RATES IN SELECTED COUNTRIES, 2010



Source: Africa Development Indicators (ADI) <http://data.worldbank.org/>

Source: ASTI/IFPRI (n.d.).

FIGURE 12. AVERAGE SIZE OF FARM HOLDING IN SELECTED COUNTRIES



Source: AGRA Baseline Studies (2009–2010).

Topics that need to be addressed to transform Agriculture in Africa

Agricultural Productivity, Growth, and Competitiveness

Securing Land for Agricultural Production

Improving Soil Health

Seed systems development

Financing Agriculture

Improving Output Markets

Enabling Policy Environment

Farmers' Organizations as Key Actors in Agricultural Development

Capacity Development in Agriculture

The Role of Women in Smallholder Agriculture

Extension and Advisory Services for Facilitating Sharing of Agricultural Innovations

Pre-colonial education

MAIN AIM OF TRADITIONAL AFRICAN EDUCATION

Preserve the culture of the extended family, the clan and the tribe

Teach youth how to control and use their physical environment; explain their own future depends on the understanding and perpetuation of the institutions, laws, language and values inherited from the past

Characteristics of education

- (a) Heavy stress on informal instruction**
- (b) Limited specialized training**
- (c) No full time teachers**
- (d) Oral communication**
- (e) Practical and geared to specific situation**
- (f) Religion, ethics and education were integrated**
- (g) Little scope for experimentation with new ideas and techniques**

Colonizers introduced a new formal educational institution

Colonial education, especially British enclaves was based on learning to read, write and calculate in the English Language

Later, additions to the curricular were British Empire and European geography plus a few practical subjects such as gardening, sanitation and personal hygiene

- *Content, an elementary knowledge of the English**
- *Language senior clerkship was the upper limit of permissible advancement.**
- *There were hundreds of candidates for every school vacancy**

The European carefully structured African education, so as to perpetuate their underdevelopment and dependency

***Education system caused students to internalize their inferiority and to recognize the white man as their saviour.**

***Colonial schooling was education for subordination and exploitation.**

Post Colonial Education

The 2009 Education for All Global Monitoring Report states, “too many children are receiving an education of such poor quality that they leave school without basic literacy and numeracy skills”

In 2006, 95% of African children enrolled in primary school in 1999 it was 78%

**30% of pupils enrolling in
year 1 fail to complete
primary education**

**38% of those completing
primary education do not
proceed to secondary
education**

**In 6 countries, fewer than
10% of grade 6 children
could read adequately**

Only 22% of grade 4 South African students reached the lowest level of reading ability compared with 95% in Europe

**Average primary PTR
increased from 41:1 to 45:1
from 1999 to 2006**

On average 15% of primary school teachers are untrained rising to 60% in some countries and rural areas

Approximate statistics for 2006

Primary = 95%

Junior secondary = 35%

Upper secondary = 20%

Tertiary = 4%

Precolonial and Colonial Oil and Gas: No report

Africa currently supplies about 12% of the world's oil and boasts significant untapped reserves estimated at 8% of the world's proven reserves

**From proven oil reserves of
132 billion barrels, Africa
produced nine million
barrels of crude oil per day
(bbl/d) in 2011 (40 years)**

**Africa has proven natural
gas reserves of 513 trillion
cubic feet**

There are many key opportunities within Africa due to:

- New exploration blocks being opened for competitive bidding;**
- Port development and management**

- **LNG plant engineering and construction;**
- **CO2 reduction and gas – powered electricity generation;**

- **Other gas monetisation projects for local use (methanol, fertilisers, urea);**

- **Stability of supply and security of supply with a reduction in exports;**

• **Foreign exchange inflows;**

- **Distribution of wealth– a benefit for all citizens;**

- **Infrastructure development mega projects; and**
- **New refinery development or upgrades**

The Challenges

Facing oil and gas companies are diverse and numerous.

Shell reports that criminal gangs are targeting, damaging and bunkering in Nigeria

In February 2013 President Obama indicated that the US could become self-sufficient with locally-produced oil. This would hit Nigeria particularly badly, as 33% of its exports go to the US. Africa will need to look to the growing markets in the East such as China and India for uptake of its oil.

2014 Report card for Africa

Agriculture – D

Education – D

Oil and Gas -C

Thank you