

CLOSING SPEECH BY M. CABRIERE

*Director of Education in Madagascar
and Chairman of the Conference*

YOUR EXCELLENCY,

It was your personal wish to honour with your presence the closing phase of the C.C.T.A.'s inter-African Conference on Education. We fully appreciate this gesture which you have wished to make in all simplicity. I would like to say on behalf of our guests: the representative of UNESCO and those of Belgium, Great Britain, the Union of South Africa, and France, that all are deeply moved by this gesture.

GENTLEMEN,

Our work has now come to its close. It is no figure of speech and no exaggeration to say work, for we worked hard. We did so in an atmosphere of trust and sympathy, I dare say of friendship, which made the task pleasant and profitable. Of course, we have not solved the vast problem we had to contend with, but we have never presumed to believe that we could find a final answer to questions whose complexity reflects that of human nature itself. Our conference was held for purposes of information. We wished to exchange views, to define with real objectivity our difficulties, our failures and also our achievements and hopes. We have done so in a straightforward manner as do men of goodwill, and all communications, speeches, and remarks have stimulated fruitful thoughts. Our conference will not enjoy the literary appeal of some eloquently worded conclusion, its efficiency will be reflected in the spiritual enrichment of each of us, from a beneficial exchange of views. That this exchange has actually taken place and can be extended through correspondence, through the further exchange of ideas and documentation, suffices to give us the right to state that we did not waste our time.

The conference has worked under the sign of mutual understanding: therefore I wish to thank each one of you individually. Your presence has been of benefit to this country, I must thank you for this also. On your behalf as on my own, I wish to express our gratitude to the authorities of this territory who have facilitated our task, to the information and press services who followed our discussions with interest, to our secretariat, whose arduous task is not yet ended, without omitting our interpreters whom we have at times subjected to undue strain.

I am happy to think that we still have a few days to spend together here; thereafter, I wish you a pleasant journey home, in the firm hope that we shall meet again.

CLOSING SPEECH BY GOVERNOR-GENERAL SOUCADEAUX

High Commissioner of the French Republic in Madagascar

GENTLEMEN,

The Secretary-General, Governor Bailly, told you in his speech of welcome, how deeply appreciative the French administration of Madagascar is of the honour conferred on our town by the decision of the Commission for Technical Co-operation in Africa, South of the Sahara, to hold its Conference on Education here.

In attending the closing phase of your conference, which circumstances prevented me from inaugurating, I first wanted to give you the personal assurances that I share these feelings. But I also wished to show my interest in problems of education, to give my moral support to the work of culture and civilization to which all our efforts are dedicated, and to express my profound belief in the need for an increasingly active collaboration between our countries.

I shall read the minutes of your deliberations with pleasure but I already know that your conference has been conducted in an atmosphere of cordial understanding. This in my opinion guarantees its success. It is not within the realms of possibility to find a solution of universal validity to our difficulties. You are too well informed to have hoped for such a result.

The ramifications of civilization owe their multiplicity to the great variety of cultures; this is why we respect and love the very diversity of nations. Our classical tradition makes us appreciate the various forms which the same thought or the same feeling can take in men. Quite naturally it is the lot of those with a university education to take the lead in this understanding which goes further than tolerance and becomes sympathy.

As the Chairman of your conference said a few moments ago, the fact that this sympathy should have come to the fore and should leave you with the desire to continue the collaboration now initiated is positive enough a result to enable you to return to your respective countries with the certainty that this meeting has not been fruitless.

I am certain however that practical results will follow from the exchange of ideas which has taken place for the last week. The problem which concerns all of us equally can be solved only with all the resourcefulness of our intelligence and of our hearts. We aim at spreading civilization through culture, in Africa and the Great Island, without prematurely upsetting social struc-

tures worthy of respect, without engendering mental confusion, offending sensitivities or uprooting people: the adaptation of teaching and the training of teachers prepared for this mission, economy in the means necessary to obtain the widest results, are the complementary aspects of our common problem. I feel sure that your exchange of views will prove extremely fruitful and I am pleased that it should have taken place on the territory for the administration of which I am at present responsible.

I thank you, Gentlemen, for your contribution. I wish to thank the representative of UNESCO for his attendance which gives a broader significance to our meeting. I extend my very best wishes for the prosperity of your respective homelands and for the speedy progress of the territories entrusted to their care. I also wish that the united effort of our countries in their unselfish action, which has already yielded considerable results, may be progressively extended to wider fields.

APPENDICES

APPENDIX I
INTERNATIONAL REGIONAL EDUCATION
CONFERENCE

ACCRA, 1950

LIST OF DELEGATES, OBSERVERS, ETC.

FRENCH TERRITORIES

French West Africa

M. G. CAMERLYNCK, Directeur Général de l'Enseignement en Afrique Occidentale Française.

M. A. TERRISE, Inspecteur de l'Enseignement, Chef du Service Pédagogique.

French Equatorial Africa

M. G. A. BONNET, Inspecteur Général de l'Enseignement en Afrique Equatoriale Française.

M. R. R. BILLARD, Inspecteur Général Adjoint de l'Enseignement en Afrique Equatoriale Française.

Cameroons under French Trusteeship

M. J. R. BINON, Directeur de l'Instruction Publique au Cameroun.

Togoland under French Trusteeship

M. V. FOURNIER, Directeur de l'Enseignement en Togoland.

M. MAUBISSON, Professeur d'Anglais, Service de l'Enseignement, Togoland.

French Consulate General, Accra

M. V. A. GARES, Vice-Consul, French Foreign Service.

LIBERIA

MR. RICHARD A. HENRIES, Member, House of Representatives, Republic of Liberia and Chairman, Education Committee, Liberian House of Representatives.

PORTUGUESE TERRITORIES

DR. A. A. DA SILVA, Representative of Portuguese Guinea.

UNITED KINGDOM TERRITORIES

Colonial Office, London

MR. T. H. BALDWIN, Assistant Educational Adviser to the Secretary of State.

Nigeria

MR. R. A. McL. DAVIDSON, Director of Education, Nigeria.

MR. A. HUNT COOKE, Acting Chief Inspector of Education, Western Provinces, Nigeria.

MR. A. J. CARPENTER, Senior Adult Education Officer, Nigeria.

DR. K. MELLANBY, Principal, University College, Ibadan, Nigeria.

Gold Coast

MR. T. BARTON, Secretary to the Ministry of Education and Social Welfare, Gold Coast.

MR. S. J. HOGBEN, Director of Education, Gold Coast.

MR. A. R. G. PROSSER, Chief Social Development Officer, Gold Coast.

MR. D. M. BALME, Principal, University College of the Gold Coast.

Sierra Leone and Gambia

- MR. R. ALLEN, Deputy Director of Education, Sierra Leone.
 MR. F. R. DAIN, Principal, Fourah Bay College, Sierra Leone.
 MR. S. CAULKER, Educationalist Lecturer, Fourah Bay College, and member of Planning Committee, Board of Education, Sierra Leone.

WEST AFRICAN COUNCIL

- MR. W. B. L. MONSON, Chief Secretary to the West African Council.

OBSERVER

U.N.E.S.C.O.

- MR. J. BOWERS, Division of Fundamental Education, U.N.E.S.C.O., Paris.

CONFERENCE SECRETARIAT

- MR. J. B. JOHNSTON, Assistant Secretary, Office of the West African Council (*Conference Secretary*).
 MR. O. V. LEE, Assistant Secretary, Office of the West African Council (*General Secretary to the Conference*).
 MR. F. W. BARKER, Official Interpreter.

The following were also in attendance at various sessions of the Conference :—

- MR. LEWIS, Institute of Education, University College of the Gold Coast.
 MR. WHITTAKER, Director Designate, Gold Coast Vernacular Literature Bureau.
 MR. P. WILKINS, Acting Senior Assistant Secretary, Ministry of Education and Social Welfare, Gold Coast.
 MR. P. F. DE C. DU SAUTOY, Assistant Secretary, Ministry of Education and Social Welfare, Gold Coast.
 MR. N. C. LAWRENCE, Assistant Director of Education, Gold Coast.
 MR. M. DOWUONA, Academic Registrar, University College of the Gold Coast.
 MR. H. DORMAN, Director of Social Welfare and Community Development.
 DR. K. E. BUSIA, Senior Lecturer, Department of Sociology, University College of the Gold Coast.
 MR. D. KIMBLE, Director, Extra-Mural Studies Department, University College of the Gold Coast.

AGENDA

1. CONSIDERATION OF THE CONCLUSIONS OF THE ANGLO-FRENCH-BELGIAN CONFERENCE OF JUNE, 1947
2. THE COMPARATIVE STUDY OF THE EDUCATIONAL SYSTEMS OF TERRITORIES REPRESENTED AS THEY ARE NOW AND AS THEY WILL BE IN 'TEN YEARS' TIME
3. PROBLEMS OF EDUCATIONAL SYSTEMS :—
 - (i) Primary Education (including Kindergarten Education)
 - (ii) Secondary Education
 - (iii) Higher Education
 - (iv) Technical Education (all Stages)
 - (v) Teacher Training
4. MASS EDUCATION, INCLUDING THE EDUCATION OF WOMEN AND THE PRODUCTION AND DISTRIBUTION OF LITERATURE
5. THE RELATIONSHIP OF THE EDUCATIONAL SYSTEM TO LOCAL GOVERNMENT
6. SCHOOL BUILDINGS AND EQUIPMENT
7. EXCHANGE OF TEACHERS AND STUDENTS
8. RELATIONSHIPS WITH AND POSSIBLE ASSISTANCE FROM U.N.E.S.C.O.
9. ADDITIONAL ITEM. EDUCATION FOR GIRLS

CONCLUSIONS AND RECOMMENDATIONS

PRIMARY EDUCATION

Item 3 (i) of the Agenda

(1) The delegates of all territories represented at the Conference recognised the urgent necessity on social and economic grounds of extending primary education as rapidly as possible until all children receive it.

(2) Examination of the papers submitted to the Conference showed that all territories represented, while pressing forward to meet this need were faced with problems arising from the shortage of financial means and of trained staff.

(3) The Conference affirmed that it would be of mutual advantage to the educational authorities of the different countries represented to follow up the exchange of information taking place at the Conference by an exchange of documentary and statistical information showing how far each Government was meeting these difficulties.

(4) The Conference recognised that the proportion of total expenditure from public funds already devoted to the needs of primary education was considerable and that the possibility of any increase adequate to the needs of universal primary education depended in the ultimate issue on a general increase in the economic production of the territories.

SECONDARY EDUCATION

Item 3 (ii) of the Agenda

(1) The Conference noted the differences which existed in the organisation of secondary education in the various territories represented and recorded its general views as follows :—

(i) The Conference stressed the fundamental importance of the elaboration and continued improvement, within existing trends in each of the various territories, of measures designed to promote the development of secondary education in the common interests of social and economic progress ;

(ii) The Conference considered that this secondary education should be so developed as to facilitate the continued education of outstanding pupils whose abilities had become apparent towards the end of their primary studies, and to arrange their studies in such a way as to afford the greatest possible benefit to their country or territory.

(iii) The Conference recognised that in endeavouring to carry out this programme, each country and territory was at the present time faced with an urgent problem, which required for its solution the accelerated recruitment of a large number of qualified secondary school teachers both from overseas countries as well as from West Africa.

(iv) The Conference also recognised that such recruitment depended in the final analysis on the measures adopted to ensure adequate remuneration and an acceptable status for teaching staffs, and that in those circumstances the attention of governments should be drawn to the necessity of making all possible financial and material arrangements which would help forward the task of recruitment.

(v) The Conference, acknowledging the leading part to be played by secondary education in producing the leaders of an educated general public, and consequently in the evolution of each territory, considered that great benefit could be derived from a mutual sharing of experience in this field and to this end recommended that periodic contacts and regular exchanges of information between those territories represented should be encouraged.

HIGHER EDUCATION

Item 3 (iii) of the Agenda

(1) The Conference took note that on the following points there was agreement in practice between all territories concerned :—

(i) All institutions of higher education enjoyed a satisfactory degree of academic autonomy.

(ii) These institutions were in all cases under the direction of a Governing Body of which a substantial proportion of the members was drawn from the teaching staff of the institutions concerned.

(iii) Distinguished members of the West African communities were in all cases included among the members of the Governing Body.

(iv) All West African Institutions of higher education were closely linked with similar Institutions either in metropolitan territories or in the U.S.A., and all insisted on a strict equivalence of standards with those of such similar institutions in the final degrees awarded.

(2) The Conference recognised that the academic isolation of University institutions in West Africa presented serious problems and welcomed the possibility of closer contact between existing establishments. It took note, in this connection, of the existence of bodies such as the Scientific Council for Africa South of the Sahara and the International Conference of West Africanists (C.I.A.O.), whose purpose was to facilitate international contacts of this nature, but considered that such contacts could usefully be supplemented by direct local contacts between the West African territories.

(3) It considered that such contacts might take two forms—namely, the exchange of information, publications, etc., and the exchange of staff. On the first of these heads it was agreed that it would be convenient to arrange such an exchange through a single institution in respect of each national group represented, and a schedule of addresses of such institutions, as agreed, is accordingly appended to these Minutes. The British and French Metropolitan Governments had already agreed in principle on the desirability of the exchange of staff. The Conference

acknowledged that these exchanges might present certain financial difficulties, and expressed the hope that Governments would afford all possible assistance in overcoming such difficulties. The Conference recommended that, apart from private visits arranged direct between members of the staffs of the University institutions, formal visits and exchanges should normally be initiated by direct correspondence, and that invitations should subsequently be conveyed officially, subject to the resolution of any difficulties of the type mentioned above, through governmental channels.

TECHNICAL EDUCATION

Item 3 (iv) of the Agenda

(1) The Conference recognised that the rapid development of technical education in Africa, at all levels and in harmony with the economic and social development of the African territories, was a matter of urgent and fundamental concern to all Governments at the present time. Such technical education could only be successful when based on a sound system of general primary or secondary education, combined with suitable selection and guidance.

(2) The Conference recommended to the Governments represented that there should be close consultation between Governments on the general principles on which their plans for technical education were based, but it recognised that the practical application of such principles must be adapted to the particular circumstances of each territory and be related to its potential social and economic development.

(3) The Conference recognised that the following two factors were fundamental to such plans :—

(i) The production of trained artisans, technicians, and technologists should be planned on the basis of the most accurate and detailed surveys possible of actual requirements in each territory.

(ii) The provision of the necessary technical teaching staff should be made a matter of the highest priority, since any programme of technical education was entirely dependent thereon. The Conference accordingly recorded the following special resolution :—

This Conference, being deeply sensible of the fundamental importance to West Africa of the rapid expansion of Technical Education at all levels at the present time, strongly recommends that urgent consideration, including therein extraordinary measures if necessary, should be given at a high level by the Governments here represented with a view to the removal of obstacles to the recruitment of a sufficient Technical Teaching Staff, the present shortage of which constitutes a grave and major limiting factor in the expansion so imperatively required.

(4) The Conference acknowledged that for a number of years to come there would be an unfulfilled requirement for technicians of all grades in all branches of technical activity.

It recommended, nevertheless, that Governments in individual territories should keep constantly in view the basic and particular economic structure of their territories in order to avoid the excessive production of technicians in any particular field. The Conference recognised, however, that for the foreseeable future there would be a continuing need for the steady production of agricultural technicians in West Africa to meet the needs of this, her basic industry. Such production would require to be accompanied by the profound reformation of traditional African agricultural techniques on which any extension of social services would largely depend, though the discussion of this was beyond the competence of the present Conference.

TEACHER TRAINING

Item 3 (v) of the Agenda

(1) The Conference concluded from its discussions on this subject that all territories represented had roughly equivalent training systems at the various levels, and were all equally concerned to take all steps possible to equate the supply of teachers with the demand for education. It recognised that all were experiencing comparable shortages of qualified teachers, and equivalent difficulties in the temporary employment of insufficiently qualified teachers. The Conference agreed that, despite these factors, it was fundamental that the

standards of education and training required of teachers should be maintained.

(2) The Conference recognised the value of exchanges of teaching staff between West African and metropolitan or overseas territories and took note that the French territories appeared to find less difficulty in putting such exchanges into practice than some of the other territories concerned. The Conference invited the Governments of those territories to whom these considerations were relevant to study the methods employed in French territories for the secondment and exchange of teaching staff at all levels with a view of benefiting from the experience of the French metropolitan and overseas Governments in this connection.

MASS EDUCATION

Item 4 of the Agenda

(1) The Conference took note of a series of detailed statements by members of each delegation on both the policy followed and the methods employed in Mass Education or Community Development in their respective territories, and of a statement by Mr. Bowers of the work of U.N.E.S.C.O. in this field.

(2) The Conference considered that a clarification of the sphere and objectives of Mass Education was necessary in the present context in view of the broad use of the term in the conclusions of the Anglo-French-Belgian Conference of 1947. The Conference wished for the purpose of the record to distinguish the following elements:—

(i) Formal or academic education, i.e. the normal system of schooling at its various stages. This represented the long-term basis of all advancement.

(ii) The additional effort required immediately in the present circumstances of West Africa both to raise the level of knowledge of the mass of the adult population and to improve the domestic, social and economic standards of community life. This was regarded by the Conference as the sphere and objectives of Mass Education for the purposes of its discussions, though it recognised that the formal schools could and ought to be of assistance in Mass Education programmes.

(3) The Conference considered that it was of great importance that this distinction should be observed in considering

the financial aspects of Mass Education. The Conference, in its consciousness of the universal inadequacy of available funds and staff, recommended that in no circumstances should the financing of Mass Education work be to the detriment or at the expense of the basic school system, with all its developing requirements.

(4) The Conference therefore recognised that it was essential if the important work of Mass Education was not to be impeded, that inexpensive equipment and economical methods be devised. The Conference recognised that in this field there was great scope for co-operation and mutual assistance, and considered that there was a need for central research on a scientific basis into questions of method, language-teaching, equipment, visual aids, etc.

RELATIONS WITH LOCAL AUTHORITIES

Item 5 of the Agenda

(1) The Conference took note of statements by the representatives of the British territories :—

(i) That there had been generally in British territories over recent years an intense public demand for education.

(ii) That Education Departments were faced with an ever-increasing charge on public revenues for educational purposes.

(iii) That despite the readiness of Colonial legislatures to vote funds for such purposes and despite assistance from U.K. Government sources, the limits to which central government funds could be drawn upon were being approached.

(iv) That in view of the advantage of stimulating in local communities a direct sense of responsibility for educational advancement, study was being made in all British territories of means by which some part of such costs would be transferred from the funds of the central governments to those of appropriate local authorities.

(v) That the provision of adequate funds for education depended on a general raising of the standards of economic (especially agricultural) production.

(2) It further took note of statements by the representatives of French territories, Liberia and Portuguese Guinea that :—

(i) A similar popular desire for extension of education was widespread in their territories and reflected in an increase in the credits voted by their legislatures for educational purposes ;

(ii) But that as yet they had not been faced with the problem of financing educational development in the same manner as it had arisen in British territories.

SCHOOL BUILDINGS AND EQUIPMENT

Item 6 of the Agenda

(1) The Conference took note that :—

(i) In all the territories concerned the expansion of educational facilities was hampered by rising building costs ;

(ii) That this problem was essentially one for the engineering and similar services, but that the educational services must take a keen interest in a matter affecting their task so considerably ;

(iii) That various measures, which were described in discussion, had been employed in different territories.

(2) It further expressed the view that in any exchange of information which might be organised between educational services it would be useful to include material such as type plans of secondary and primary schools or regulations covering the construction of school buildings.

(3) The Conference considered that the development of education in the territories concerned rested primarily on the building and equipment of large numbers of new schools, involving a very considerable financial effort. In this constructional work the French territories had received notable financial help from the metropolitan budget, while the British territories had received equally important assistance from Colonial Development and Welfare funds. The territories concerned were grateful for this help and considered it vital that such help should be continued in the years to come.

EXCHANGE OF STUDENTS AND TEACHERS

Item 7 of the Agenda

(1) The Conference agreed that consideration of the procedure for exchanges of documentary information could be appropriately considered under this item of the agenda.

(2) It further agreed that the necessary foundation for any collaboration in educational matters between the territories represented was the provision of some machinery whereby exchanges of information could be increased and made regular.

(3) In view of the present heavy demands made on educational staff, the Conference had particular regard to the necessity of ensuring that such an exchange would not impose additional burdens on departmental staffs but considered that the policy in mind could be effectively implemented by limiting the exchanges to material published by departments, etc., in the course of their normal work. It further considered that it would be convenient to adopt for this purpose the channels of communication already recommended under Item 3 (iii) of the agenda, and took note that the type of material covered by the exchange might fall broadly under the following heads :—

- (i) Published Departmental Reports.
- (ii) Copies of legislation and subsidiary regulations.
- (iii) Educational journals and local publication of pedagogic interest.
- (iv) Public announcements about research projects of educational and scientific interest.

(4) The Conference considered that an increase in informal contacts at all levels between those concerned with education in neighbouring territories would be a material contribution to the policy of co-operation already accepted in principle by the Governments represented, and recommended that those Governments should therefore facilitate such visits between educationalists of neighbouring territories by any measures possible, including the provision of funds earmarked for this purpose.

(5) The Conference took note that reciprocal visits of a non-academic nature had already been made by students in certain territories in Africa. It recognized that exchanges of students were not without difficulty owing to differences of language and curricula. The Conference, nevertheless, in view of the general cultural value of such exchanges, recommended to Governments that as and where opportunity arose these exchanges should be given all encouragement.

RELATIONS WITH AND ASSISTANCE FROM U.N.E.S.C.O.

Item 8 of the Agenda

(1) The Conference took note of a detailed statement by Mr. Bowers of the educational activities of U.N.E.S.C.O., and of the assistance which that organisation could on request make available to interested countries. The following subparagraphs contain a brief summary of Mr. Bowers' remarks :—

(i) U.N.E.S.C.O. acted as a clearing house for the exchange of technical information by its numerous publications, newsletters, microfilm service, card index of specialists, etc., and would welcome any information on matters of international relevance from territories represented at the Conference, to be supplied through the normal channels already agreed between U.N.E.S.C.O. and the Governments represented.

(ii) U.N.E.S.C.O. was able in a variety of ways to meet requests for advice and assistance from its international resources and experience, and was particularly concerned to supply additional help if required to territories engaged in pioneer research work. It was normally not within the financial competence of U.N.E.S.C.O. to supply expensive equipment, though where expert advisers or special teams were sent out by U.N.E.S.C.O. they were fully equipped. U.N.E.S.C.O. had established a scheme of "Associated Projects" designed to link important projects in individual territories with U.N.E.S.C.O. for the exchange of information and advice. U.N.E.S.C.O. would therefore be interested to hear of research undertaken in such matters as literacy teaching, the use of audio-visual aids, etc., which might be included in this scheme.

(iii) While not being able to supply equipment and films, U.N.E.S.C.O. had organised a system of film and book tokens to overcome currency difficulties in buying films and books.

(iv) Further aspects of U.N.E.S.C.O. assistance were (1) the organisation of conferences and meetings of experts on specialised subjects, (2) the correlation and diffusion of information about opportunities and bursaries for study abroad by students or post-graduate workers and the provision of a number of

U.N.E.S.C.O. fellowships, and (3) in the future, the organisation and staffing of fully-equipped regional research, training and production centres for Fundamental Education.

(2) The Conference expressed its appreciation of the value of the services put at the disposal of educational authorities in the West African territories by U.N.E.S.C.O. and of the opportunity for contact between those directly responsible for educational policy in West Africa and U.N.E.S.C.O., which had been provided by the presence of a U.N.E.S.C.O. observer at its discussions.

EDUCATION OF GIRLS

Additional Item 9

(1) The Conference, at the request of the French delegation, discussed the difficulties of ensuring an adequate participation by girls in the educational systems in West Africa, and rehearsed in detail several considerations relevant to this problem but peculiar to various territories represented.

(2) The Conference, while recommending strongly that efforts to increase the proportion of girls in attendance at school should on general social grounds be given special priority in the formulation or implementation of policy, recognised that it was not in a position to suggest any remedies of universal application, and that it fell to the various delegations, drawing any benefit which might have been obtained from the discussion of this matter with their colleagues at the conference, to consider with their Governments the measures to this end most suited to the conditions and structure of their particular territory.

CLOSING SESSION

The Chairman, in reviewing the work of the Conference, referred to the inaugural speech by His Excellency the Governor in which the task of the Conference had been defined as the exploration of spheres of co-operation and mutual assistance. This task had been undertaken thoroughly: differences of approach and method had been freely recognised and the conference could look back on three principal achievements which had resulted. It was

significant in the first place that the Conference was the first time delegates of the four Powers represented had met together in West Africa: the isolation which had hitherto separated them was thus being broken down. Secondly, the meeting had been throughout characterised on all sides by the greatest goodwill, and the delegates had met as friends to discuss their common problems. Thirdly, the exchanges of information arranged and the visits proposed had laid the foundations for the maintenance of this goodwill and the extension of the co-operation begun at the Conference in an increased spirit of sympathy extending across international frontiers. The Chairman thanked the Principal of the University College of the Gold Coast for the facilities which had been made available for the holding of the Conference, and expressed his appreciation of the extensive help which had been given towards the organisation of the Conference by the Ministry of Education and Social Welfare in the Gold Coast.

M. Camerlynck, on behalf of the French delegation, said that they had learnt much from the Conference, and had greatly appreciated its friendly atmosphere. He conveyed the thanks of the French representatives to His Excellency the Governor and to the Chairman, the University College authorities, and the delegates' hosts in Accra. He hoped it would be possible for him to reciprocate at some time in Dakar the hospitality received in Accra.

The sentiments expressed by M. Camerlynck were endorsed by Mr. Henries for Liberia and Dr. da Silva for Portuguese Guinea. Mr. Henries stated how appreciative his Government had been of the invitation to attend the Conference, and hoped it would be found possible to invite Liberia to participate in similar West African Conferences in the future.

Mr. Davidson conveyed to the University College and Gold Coast authorities the thanks of the British delegates from outside the Gold Coast and endorsed the Chairman's remarks on the value of the Conference, which he considered had reflected and met the need of the times.

After Mr. Balme had replied on behalf of the University College of the Gold Coast, the Chairman formally declared the Conference closed.

ANGLO-FRENCH-BELGIAN CONFERENCE, JUNE, 1947

CONCLUSIONS ON PROBLEMS OF EDUCATION IN TROPICAL COUNTRIES

Our discussions on problems of education in tropical territories have led us to the following conclusions, which we desire to recommend to our respective Governments :—

(1) The problems of education need to be reconsidered in the light of the general policy of Mass Education (or Fundamental Education) to which we are now committed.

(2) We understand by Mass Education a programme with three main elements : (a) the extension of schooling towards a system of universal primary schooling ; (b) adult literacy campaigns ; (c) various measures to help the people to desire, and to work towards, better standards of living in such matters as health, housing, agriculture, handicrafts, art and music.

(3) Mass Education depends for its success on the greatest possible extension of women's education, including training both for the professions and for the home.

(4) Such a programme of Mass Education cannot be carried very far without considerable economic developments.

(5) These economic developments will require the training of large numbers of skilled and semi-skilled technicians and craftsmen of all kinds and further study is needed of the complex problems of technical training involved, both as regards educational method and as regards the economic background.

(6) We are impressed with the size and urgency of the financial problem of paying for the greatly increased numbers of teachers that will be required if Recommendation 2 (a) is to be carried into effect ; and of the professional problem of devising methods to make the most effective use of the limited number of

trained teachers which is likely to be afforded by the resources of the territories concerned. We feel that these problems should receive further study by the educational, economic and other advisers of the three Governments, and that at an early date there should be further discussions on an international basis.

(7) Literacy, though not the only aim in Mass Education, is of great importance, especially in view of the permanent educational value of the written word.

(8) An essential condition for the furtherance of mass literacy is the production of large quantities of appropriate reading material, both for school leavers and for the newly literate adults ; in this connection we attach great importance to the development of literature bureaux.

(9) Whether school children begin their education through the medium of their mother tongue or through that of a European language, it is to be hoped that on leaving school many of them will be able to make use of reading material in a European language. For adult literacy work we recognise that the vernacular must be used ; though, if possible, literacy in a European language is to be aimed at here also, and vernacular literacy should be regarded as a transitional stage.

(10) The greatest possible co-operation between Governments is desirable in the production and use of films, books and printed matter, radio, and other educational resources ; in the exchange of views and information (especially information on the results of experiment and inquiry of all kinds) : and in the secondment or temporary exchange of staff.

APPENDIX II

INTERNATIONAL REGIONAL EDUCATION
CONFERENCE

NAIROBI, 1951

LIST OF DELEGATES ATTENDING

Chairman

MR. W. E. F. WARD, C.M.G., Deputy Educational Adviser to the Secretary of State for the Colonies.

KENYA

MR. W. J. D. WADLEY, Acting Director of Education.

MR. N. B. LARBY, Assistant Director of Education (African).

MR. T. G. ASKWITH, Commissioner for Community Development.

UGANDA

MR. J. R. CULLEN, Director of Education.

MR. D. E. B. CARR, Welfare Officer, Department of Public Relations and Social Welfare.

TANGANYIKA

MR. R. E. ELLISON, Acting Director of Education.

ZANZIBAR

MR. B. A. BABB, Director of Education.

BELGIAN CONGO

DR. J. F. M. AERTS, Chef du Service de l'Enseignement de la Province du Kasai.

DR. R. SCHEPMANS, Chef du Service provincial de l'Enseignement du Ruanda-Urundi.

U.N.E.S.C.O. OBSERVER

MR. LLOYD HUGHES, Division of Fundamental Education, U.N.E.S.C.O.

ADDITIONAL DELEGATES

MR. C. G. RICHARDS, Director, East African Literature Bureau.

MISS M. M. JANISCH, Assistant Director of Education, Kenya.

Secretary

MR. J. MCTURK, East Africa High Commission.

Representatives from Northern Rhodesia and the Portuguese territories were unable to attend.

AGENDA

- (1) METHODS OF EXCHANGE OF INFORMATION ON EDUCATION BETWEEN GOVERNMENTS
- (2) " FUNDAMENTAL EDUCATION "—PRINCIPLES AND METHODS. (Note from Government of Belgian Congo on means of combatting illiteracy has been circulated.)
- (3) FURTHER EDUCATION OF CHILDREN WHO LEAVE SCHOOL AT THE END OF THE PRIMARY COURSE
- (4) PROVISION OF BOOKS FOR SCHOOLS AND LIBRARIES
- (5) METHODS OF ENCOURAGING WOMEN'S EDUCATION
- (6) TRADE AND TECHNICAL EDUCATION
- (7) POSSIBLE CO-OPERATION BETWEEN GOVERNMENTS IN PRODUCTION OF VISUAL AIDS TO EDUCATION (PICTURES, FILMS, FILM STRIPS, ETC.)
- (8) CONSIDERATION OF THE ASSISTANCE IN AFRICAN EDUCATION THAT MIGHT BE AFFORDED BY U.N.E.S.C.O.
- (9) ANY OTHER BUSINESS

CONCLUSIONS

RESOLUTION 1

It was agreed that when the term "education" was used in this Conference, unless the context clearly showed the contrary, there was meant education in its widest sense, formal and informal, institutional and administrative, and expressly including fundamental education.

ITEM 1.—METHODS OF EXCHANGE OF INFORMATION ON EDUCATION BETWEEN GOVERNMENTS

The following points were raised :—

(a) Governments should be encouraged to facilitate exchanges of visits to other territories by their educational officers of all levels and by educationists from voluntary agencies. Educationists visiting other territories should be informed beforehand what is worth their attention.

(b) In order to make these visits possible it was desirable that the staff of the Education Department at provincial and headquarter levels should be large enough for educationists to be spared for such visits. In particular, the Director of Education himself should be set free as much as possible from routine paper work.

(c) It was to be hoped that, as has already happened in the case of political administration, educationists might be attached for duty for a period of some months to a neighbouring territory, whether under the same flag or a different flag.

(d) Where such visits would be appropriate, facilities should be given for visits to educational work in countries outside Africa.

(e) As far as possible the experience

gained by officers making these visits should be made available to their own colleagues and to neighbouring territories in the region.

(f) It was desirable that Annual Reports and special reports made by officers visiting other territories should be translated (perhaps in a summarised form) into the languages of other interested powers ; U.N.E.S.C.O. might be asked if it could assist in this.

(g) Educationists should be encouraged to make the results of their work available by contributing to *Overseas Education* and other local or central educational journals and that such journals should be circulated as widely as possible in neighbouring territories.

(h) Contributions from countries outside the British Commonwealth to *Overseas Education* should be encouraged as much as possible.

(i) Such Conferences as the present one were a valuable method of exchanging information and should be repeated.

RESOLUTION 2

In the light of the above points raised in the course of discussion there should be full and regular exchange of information between the Governments concerned.

RESOLUTION 3

The Colonial Offices in London, Paris, Brussels, and Lisbon should be asked to keep in view the possibility of holding an Education Conference for East, Central, and West Africa ; and as long as Conferences were still held separately in West and East Africa, full information

should be exchanged on the proceedings and resolutions. Territories in East and Central Africa should receive educational information from territories in other parts of Africa.

ITEM 2.—FUNDAMENTAL EDUCATION

Points raised under discussion were :—

(a) Literacy is a means to an end, not an end in itself. A mass literacy campaign in isolation is not likely to be effective. A literacy campaign may often be an important element in a campaign devoted to general educational ends, such as social betterment, including such matters as health or soil conservation. A literacy campaign to be effective also needs a plentiful supply of suitable reading matter.

(b) The school and the fundamental education campaign should go hand in hand; the school should, as far as possible, be a natural centre for community activities and informal education, and the school teacher should co-operate as much as possible in fundamental education activities.

(c) Generally speaking, the fundamental education campaign (including literacy) is aimed at adults, and the problem of illiteracy among children of school age is best dealt with as a separate problem.

(d) The content and administration of any scheme for fundamental education and the division of responsibility for it between the various Government departments and voluntary agencies should depend on local circumstances.

ITEM 3.—FURTHER EDUCATION OF CHILDREN WHO LEAVE SCHOOL AT THE END OF THE PRIMARY COURSE

It was agreed that it was difficult to provide further education for children whose formal education did not extend beyond the end of a primary course. As

the community development organisation expanded, these children would come under its influence. Meanwhile the best hope for the permanence of the impression left by the primary school lay in the improvement of the home influence through more training of women and better training of teachers.

The following were suggested as possible aids to the schools in this problem :

(a) A periodic reunion of former pupils.

(b) Youth organisations, such as Scouts, Guides, Young Farmers and 4-H clubs.

(c) Provision of reading material and such guidance as libraries could supply.

(d) Women's Institutes.

(e) The use of certain school facilities, such as garden, library, and workshop by former pupils.

(f) Parent-Teacher Associations.

(g) All educated people, particularly African clergy, should be encouraged to help the teacher by giving former pupils whatever guidance they could.

RESOLUTION 4

ITEM 4.—PROVISION OF BOOKS FOR SCHOOLS AND LIBRARIES

It was resolved that it was desirable that educational books produced in or for Africa should be exchanged where appropriate across international frontiers. This should apply both to school textbooks and also books produced for adults.

Information and catalogues should be exchanged regularly between publishing institutions on either side of frontiers, and provincial education officers should be able, on request, to obtain a free specimen copy of a book published on the other side of the frontier. The finance and exchange machinery necessary for this should be worked out by the appropriate authorities.

If one country wished to use or to

adopt books and other material produced in another country, everything possible should be done to enable it to do so.

RESOLUTION 5

ITEM 5.—METHODS OF ENCOURAGING WOMEN'S EDUCATION

The Conference agreed that :—

(a) The ultimate aim of educating women and girls must be to give them equal opportunities with boys ; but this did not imply that their education should be identical. In particular, ample opportunity must be given for the learning of homecraft.

(b) In the present state of Africa it was particularly the practical subjects, such as homecraft, which were more likely to appeal to the African parents for their daughters.

(c) The improvement in women's and girls' education must depend on the improvement of the training and supply of women teachers.

(d) Women teachers were especially needed for teaching small children and for teaching homecraft subjects to girls.

ITEM 6.—TRADE AND TECHNICAL EDUCATION

Mr. G. P. Willoughby, O.B.E., described to the Conference the project for an inter-racial and inter-territorial Technical College in Nairobi. (A copy of Mr. Willoughby's talk is being circulated.) After discussing Mr. Willoughby's talk the Conference had a general exchange of views and information on the policy and the problems of trade and technical education at different levels. It agreed that :—

(a) It was of the highest importance that pupils should be admitted to such education at whatever level only if found suitable by adequate tests.

(b) In the organisation of the work of a trade or technical school, educational

considerations must be foremost and any saleable work or building construction, which the pupils produced, must be such as fitted into the curriculum of instruction.

(c) That the need of the pupils for general education should not be lost sight of through the claims of technical instruction.

(d) Trade Schools should be so organised as to resemble as closely as possible schools following an academic curriculum, with particular reference to the inclusion of extra curriculum activities.

(e) It was noted that there was no uniformity between the various territories as to the stage at which technical or trade education was being begun and it was agreed that further information on the success or failure of the various experiments now being made should be exchanged.

ITEM 7.—POSSIBLE CO-OPERATION BETWEEN GOVERNMENTS IN PRODUCTION OF VISUAL AIDS TO EDUCATION (PICTURES, FILMS, FILM STRIPS, ETC.)

The Conference agreed that cine films and film strips were such valuable educational aids that the present inadequate resources devoted in East Africa to the production of such materials should be greatly increased, possibly with assistance from funds provided under the Colonial Development and Welfare Act. To avoid overlapping in the production of such visual aids a central clearing house in East Africa should be set up in order to co-ordinate production programmes and to issue a central catalogue. Similar arrangements to those which the Conference had already recommended under Item 1, with regard to the circulation of reading materials, should be made as far as possible to enable visual aids to be used on both sides of international frontiers. The proposed clearing house should, if possible, be international, to include Belgian and British territories, and it should be possible for other territories

later to come into the scheme, if so desired.

The functions of the clearing house should include :—

(a) Receiving information from the territories of their plans for producing films and film strips.

(b) Passing on these plans to other territories.

(c) Assisting the Governments concerned to avoid overlapping in production.

(d) Keeping sample copies of all films and film strips produced for circulation to producers and users in Africa.

(e) Issuing a catalogue.

(f) Giving general assistance to film and film strip makers.

(g) Circulation (possibly eventually in magazine form) of experience and ideas among film and film strip makers and exhibitors in Africa.

(h) Keeping in close contact with any similar clearing houses to be established in other parts of Africa.

(i) Acting as a central ordering agency on request.

The Conference agreed further that in view of the importance and technical difficulties of this work, the desirability should be borne in mind of a Conference of technicians and educationists on the production and use of educational films and film strips.

As a great increase in the use of visual aids was so necessary, the Conference recommended that the question of the production and supply of visual aid apparatus other than films and film strips needed further exploration by the Education Departments of all the Mem-

bers of this Conference. The results of such discussions should be made available to all territories represented at this Conference within twelve months.

ITEM. 8.—CONSIDERATION OF THE ASSISTANCE IN AFRICAN EDUCATION THAT MIGHT BE AFFORDED BY U.N.E.S.C.O.

The Conference heard from Mr. Lloyd Hughes, of U.N.E.S.C.O., a list of six possible methods by which U.N.E.S.C.O. might give assistance to educationists in Africa :—

(i) Technical assistance for economic development.

(ii) Associated projects.

(iii) The special project for a chain of regional fundamental education centres.

(iv) Education clearing house.

(v) The Film clearing house.

(vi) The educational mission.

The Conference took note of these possibilities but was unable, without further study, to make any recommendation.

RESOLUTION 6

ITEM 9.—ANY OTHER BUSINESS

This Conference considered the handicap to the spread of education and literacy caused by the existence of divergencies in the written forms and terminology of African languages, and considered that Governments should take every possible step, in co-operation with such international bodies as U.N.E.S.C.O. or the International African Institute, to bring about standardisation of terminology and spelling.

C.C.T.A.

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