The meeting of experts on the promotion of African languages as media of culture and lifelong education was convened by the Director-General of Unesco in pursuance of Resolution 3.311 adopted by the General Conference at its sixteenth session (document 16 C/5).

The meeting, which was held at Dar-es-Salaam (United Republic of Tanzania) from 15 to 21 December 1971, studied the role of African languages as media of social and cultural development and proposed an outline ten-year plan.

This report contains the recommendations which were formulated by the experts. It is in two parts:


II. Outline ten-year plan for the promotion of African languages and oral traditions, for the whole of Africa.
Introduction

The meeting was opened on Wednesday 15 December 1971 by the Minister Delegate to the Presidency of the United Republic of Tanzania, His Excellency Mr. A.H. MWINDYI. In his speech of welcome the Minister expressed to the participants his conviction that the promotion of African languages as media of national culture and communication was one of the best means of consolidating the independence and strengthening the unity of African countries. He wished the meeting every success because, he said, a language such as Swahili which had been chosen by the Government as the sole national language needed the work of experts to become capable of expressing all the realities of the modern scientific and technological world. He stigmatized the linguistic colonialism of foreign countries responsible for the fact that even today Africans had to use a foreign language in order to converse among themselves instead of a language which might reflect their common vision of the world.

In his turn, Mr. Bammate, the representative of the Director-General of Unesco, stressed the special character of the meeting as compared with previous meetings of the same kind, which had been concerned with essentially regional themes, whereas the present meeting might be regarded as Pan-African, since the participants came from different linguistic and cultural regions and communities throughout the continent. The meeting was also notable for being the first of a linguistic nature to be organized by Unesco in East Africa. In conclusion, the representative of the Director-General invited the experts to formulate concrete and precise proposals with a view to preparing, on the basis of the necessary technical data and bearing in mind the report adopted at Yacundé (10-14 August 1970), a ten-year plan for the promotion of African languages and the collection of oral traditions throughout the continent. At its sixteenth session the General Conference of Unesco had requested that such a plan be prepared for it to consider and adopt at its next session, in 1972.

The meeting unanimously elected the following officers:

Chairman : Mr. G. MHINA (Tanzania)
Vice-Chairmen : Mr. W. ABIMBOLA (Nigeria)
               Mr. G. ANSRE (Ghana)
               Mr. Ch. BOUMRANE (Algeria)
               Mr. A. KAGAME (Rwanda)
               Mr. D. LAYA (Niger)
Rapporteur : Mr. K. MATEENE (Zaire)

It approved the agenda prepared by the Unesco Secretariat (Annex I).
I. PRESENT SITUATION AND UTILIZATION OF AFRICAN LANGUAGES IN AFRICAN STATES

The discussions on this theme were introduced by the reports presented by Messrs. Mateene and Mhina, Unesco consultants, on Central and East Africa respectively.

The participants then heard a report by Mr. Vishnyakov, Unesco expert for literacy and adult education, on the experiment conducted in Tanzania.

Lastly, the participants listened to addresses on the present situation and the utilization of African languages in the following countries: Algeria, Botswana, Burundi, Cameroon, Congo, Dahomey, Ghana, Kenya, Mali, Niger, Nigeria, Rwanda, Senegal, Somalia, Tanzania, Togo, Zaire and Zambia; information on the situation in Lesotho and Swaziland was provided by the expert from Botswana. They also took note of the communication on the Central African Republic, the documents prepared by the Society of African Culture and the study by the Unesco consultant, Mr. Alpha Sow, on the "Problems and linguistic and cultural policies of African States". In addition, the activities of the Regional Documentation Centre for African Oral Traditions in Niamey were described by its Executive Secretary-General, Mr. Dankoussou.

From these communications and the ensuing commentaries the present situation and utilization of African languages in African States can be summarized as follows:

A. Social and Cultural Life

The majority of States live in a situation of linguistic pluralism, the complexity of which is increased by the privileged status of the colonizer's language, namely English or French. In spite of this multilingualism it is to be noted that:

(i) African languages remain the means of communication and expression of the masses whilst English and French are used only by minorities. African languages are increasingly employed in cultural life (radio, theatre, cinema, press, etc.) and in political life (political parties, youth movements, mass movements, etc.) although they are only rarely used in public life (national, regional and local assemblies, administration, etc.);

(ii) Burundi and Rwanda each possess a single language, Kirundi and Kinyarwanda, respectively;

(iii) Within numerous States, one or several languages are used for purposes of intercommunication between the different linguistic communities;

(iv) Certain languages are international: Arabic, Bambara, Fang, Fulfulde, Hausa, Kiswahili, Lingala, Yoruba, etc.
B. Education and Literacy Teaching

The present situation has come about, essentially, as a result of the policies practised by the colonial powers. France, pursuing a policy of total assimilation, paid no heed to African languages and never, in Africa, took steps to have them taught or used as teaching instruments; Great Britain and Belgium, practising a policy of discrimination aimed at preventing the colonized peoples from gaining access to English and Belgian culture, organized schooling in African languages, especially at primary level.

On gaining independence, the different African States had to take a position in regard to the use of African languages in education. They can be classified in various groups according to the attitudes they adopted on this important question:

(i) Those - the majority - which have not made an official statement, despite their declarations of intent;

(ii) Those which use these languages only in literacy work, for instance Mali and Niger;

(iii) Those which have embarked on research aimed at the utilization of these languages in primary education (Congo, Senegal, Somalia, Zaire);

(iv) Those which use these languages in education, among them:

(a) Botswana, Lesotho and Swaziland, although they have not adopted an official position, each use a single African language in primary and secondary education; in Nigeria regional languages such as Hausa, Igbo and Yoruba are used in primary education;

(b) Burundi and Rwanda, each with its own single language, use those languages in primary education;

(c) Those which have opted for a single official language: Algeria and Tanzania (Arabic and Swahili respectively);

(d) Those which have adopted a policy of multilingualism: Ghana, Guinea, Senegal.

Three general factors which are favourable to the promotion of African languages and cultures may be distinguished:

(i) In some States (Cameroon, Kenya, Uganda) African languages are used for teaching purposes on the initiative of private, religious and lay organizations or learned institutions and societies;

(ii) In many States intensive research at university level is being carried out on African languages and cultures;

(iii) In every State scholars and cultural associations are actively involved in the promotion of African languages and cultures.
CONCLUSION

The linguistic and cultural situation in the African States presents the same general characteristics, with only slight variations, throughout the continent. The action to be taken must, therefore, take account of the previous dominant forms and be based, for each State, on clear-cut policy decisions with regard to:

(i) the status of African languages, i.e., their utilization in various spheres of national life;

(ii) the status of other national languages which should be allowed to develop freely since they constitute cultural media for certain members of the community, even if these members are in a minority;

(iii) the promulgation of official measures with a view to supplementing and reinforcing literacy work, especially by the introduction of African languages as a subject and instrument of education at the primary, secondary and higher levels.

After having discussed the general principles of the ten-year Plan, the meeting was divided into three regional commissions.

A drafting committee was appointed to assist the rapporteur
II. OUTLINE TEN-YEAR PLAN FOR THE PROMOTION OF AFRICAN LANGUAGES AND ORAL TRADITIONS

A. General Principles

The experts examined at length the function of African languages within the framework of cultural, social and economic development and in education. In accordance with the wish expressed at the last session of the General Conference, they agreed on the need to propose a ten-year programme of action for the promotion of African languages.

The experts endorse the conclusions contained in the final report of the Yaoundé meeting from 10 to 14 August 1970 and the proposals submitted to the present meeting in the information document and Mr. Alpha Sow's report.

The ten-year plan of action for the promotion of African languages and oral traditions is based on the need for systematization and standardization after a decade of hesitations, blunders and a small measure of success.

Before beginning to draw up the ten-year programme, it is important, therefore, to state the underlying principles and assumptions:

1. Action in regard to African languages as media of culture and factors in cultural development can and must be undertaken immediately. There is no need to wait in this connexion for the simultaneous presence of all those technical conditions which are sometimes considered to be necessary before a beginning can be made. Certainly, the development of research in African linguistics, the establishment of special study centres and the improvement of African language teaching in schools are likely to further the promotion of African languages. But these already exist as a cultural reality experienced by the masses, and this reality is oral culture, that which is generally designated by the name of oral culture among the African peoples is expressed essentially through the oral tradition. This covers not only literature but also historical, sociological, political, economic, philosophical, psychological and religious data. It is given explicit form in sacred or initiatory writings, in pharmacopoeia and in songs. The oral tradition must consequently be seen as a total phenomenon, capable of being used as a factor in cultural development. While linguistic studies should therefore be pursued and where necessary undertaken, it is at the same time necessary to arrange for the widespread collection and systematic study of oral traditions, with a view to the greatest possible production and distribution of books and rural newspapers and the systematic use of modern mass media, such as radio and television.

2. The languages spoken by African peoples have an irrereplaceable and decisive role to play in the promotion and development of African cultures and the establishment of a system of education and widespread dissemination of science and technology as well as genuine national cultures. This question of their rightful role cannot be over-emphasized, seeing that the experts felt it necessary to stress that, everywhere in Africa, African languages only play a marginal role in that they are rarely used in modern life, which is not very conducive to their being employed in the economic, social, political, legal, scientific and technological literature of the contemporary world.
3. The use of African languages in education facilitates the learning-process and promotes creativity. An African language that is spoken in the home and in everyday life is the best medium for African thought, for as has often been pointed out, "you cannot think with someone else's head".

4. Only the use of African languages in education can resolve the problem of disequilibrium which exists between the elite and the masses, between parents and pupils, and which is the result of the use of non-African languages in education; only thus will it be possible to promote the harmonious development of the African countries.

5. Up to the present time, emphasis has been laid on literacy work and the use of African languages as a subsidiary discipline within the framework of the collection of oral traditions with a view to publishing a General History of Africa. However, literacy work, even functional literacy work, does not give rise to social advancement unless action of a legislative or administrative character is taken at the national level.

In other words, the absence of motivation is a serious brake on the efficiency of literacy work. It is for this reason that, while recommending that the action undertaken during the last decade be pursued, the ensuing ten-year plan aims at - and is bound to aim at as its ultimate goal - the introduction of African languages in education as vehicles of modern knowledge and know-how.

In a word, the participants consider that, for Africa, only education given in African languages can be truly economical, genuinely national, and accessible to the entire population. This fact should be particularly emphasized since this is the only form of education which opens the way to the active and conscious participation of the people in a genuine and scientific African culture. The programme must therefore aim at the use of African languages in all spheres (education, the arts, literature, science, public life, administration, etc.).

6. The participants are of the opinion that modern media of communication such as radio and television should be used to extend and give greater depth to the field of application of African languages. The importance of these mass media of communication in terms of cultural development is a constant feature of contemporary civilization. Their power of attraction is such that their audience grows daily. Because of their prestige, these mass-media should be made to serve as a parallel form of schooling, alongside traditional means of education, with a view to the promotion of African cultures.

7. The participants therefore made a point of stressing the fact that, at the scientific level, all African languages are worthy of interest and that systematic linguistic studies should consequently be devoted to them. Furthermore, they remain, at the cultural level, the sources and vehicles of African civilization, whether they are used by a minority or by the entire population.

8. The participants expressed the wish that the programme coordinate in a judicious manner the execution of linguistic research and the study of oral traditions (music, religious themes, literature, etc.).
9. The ten-year programme should provide for the establishment of regional and sub-regional commissions, with particular reference to languages of national and international communication.

10. Programmes for the promotion of African languages can only be successful if the Africans themselves take responsibility for their languages. The planned training of a large number of personnel (linguistics, technicians of different kinds) is therefore one of the most important aspects of the ten-year programme. Numerous short, medium and long-term fellowships will have to be granted.

11. Apart from the training of personnel, the programme must aim at providing technical and financial assistance to experts working in the field, either individually or on behalf of the regional and sub-regional centres. In view of the requirements of the ten-year plan, Unesco is requested to show greater flexibility than is usual in the granting of training, research and study fellowships, so as to enable the African experts to be more effective. It is requested that they be allowed to benefit from fellowships outside the Participation Programme, by linking these fellowships to the implementation of the ten-year plan and by making it easier for African students to pursue their studies in their home universities in Africa.

12. It is important to set up in Africa itself several publishing and printing houses and to make effective use of already existing public and private publishing houses.

13. In order to carry out simultaneous and concerted action throughout the continent, it is urgent that at the beginning of this decade four regional centres be established in addition to the one at Niamey; these should be concerned with the research and teaching of African languages and the documentation of oral traditions. The possibility of each of these centres specializing in one particular field should also be envisaged.

14. The programme should, with the material and financial assistance of Unesco and other organizations, help to encourage the cooperation and exchange of scholars among the different countries of Africa.

15. The experts could but note that African Member States had been unable to take advantage of the possibilities offered by Unesco in the way of equipment. They therefore reiterated the relevant Yaoundé recommendations with regard to the centres which have been established or which are to be established.

16. The programme should make it possible to assist African cultural associations.

The experts consider that the following programme constitutes a minimum which it is possible to carry out in three stages (short, medium and long-term) according to the immediate needs and requirements of the Member States and the current programmes. It goes without saying that adjustments can be made to this programme while it is in the process of being carried out.

Lastly, the participants felt it necessary to emphasize that this programme will remain a pious hope so long as men of good will interested in the promotion of African languages (organizers, writers, experts, members of institutes, etc.) do not shake off their inertia and bring the competent
authorities to reap the maximum benefits from the possibilities offered by Unesco.

B. Ten-year Programme: common concerns

From the general discussion of the work of the sub-regional groups there emerge a number of common concerns which the Ten-year Plan will endeavour to weld together in order taking into account existing possibilities. These common concerns may be summarized as follows:

1. Regularization and standardization of the transcription of African languages

(a) to harmonize existing methods of transcription for one and the same language;

(b) to develop a system of transcription for languages which do not yet possess such a system;

(c) to co-ordinate research carried out by different centres and specialists in regard to one and the same language;

(d) to arrange exchanges of information and individual scholars among the national, regional and sub-regional research centres;

2. Cultural publications exclusively in African languages as media for literacy work and education

(a) to accord priority to written works which are representative of African cultures;

(b) to publish oral traditions collected by the regional, sub-regional and national centres, beginning with those oral traditions which are common to several regions.

3. Regional centres for the co-ordination and promotion of cultural activities

The goals of these centres are the following:

(a) to co-ordinate research being carried out in national centres which relates to cultural areas common to several countries;

(b) to promote the activities of existing centres and African associations and organizations for culture and linguistic advancement;

(c) to accord priority to research on the most prevalent African languages spoken by large sectors of the African population: Arabic, Bambara, Fulfulde, Hausa, Lingala, Swahili, Yoruba;

(d) to promote research by means of seminars, courses and conferences bringing together specialists from different regions and disciplines with a common concern for the development of African cultures and languages;
(e) to publish and distribute texts written in the African languages, linguistic research and anthologies of traditional material compiled by the centres or by individual African scholars;

(f) to compile indexes of the oral tradition.

4. Preparation of teaching materials

All the experts are agreed as to the need to prepare and publish teaching materials in African languages for literacy work and for educational purposes, with priority being accorded to African languages which are already taught in African countries.

5. Promotion and dissemination of African cultures by the mass media, taking into account technological developments in this field: video-tapes, video-cassettes, discs, synchronized cine-cameras, etc. This action should be carried out at two levels: at the teaching level, by the dissemination of inexpensive audio-visual equipment in schools, and in the composition of radio and television programmes for the general public.

Efforts to promote African cultures should transform the environment and enable those who have attended school as children and those who have received literacy training as adults alike to find in everyday life the material fulfilment of what they have learned:

(a) radio and television broadcasts in African languages;

(b) development of the press in African languages;

(c) theatres and popular festivals with prizes for creative artists and outstanding performers;

(d) recording and dissemination of traditional music in the form of audio tapes and discs;

(e) establishment and development of cultural centres not only in built-up areas but also in rural zones.

6. Training of teachers, technical personnel and organizers of cultural activities

To this end, Unesco is urgently requested to grant, in addition to the quota for the Participation Programme:

(a) training fellowships at university level;

(b) research fellowships for African scholars working for the development of African cultures and languages;

(c) study fellowships for young Africans who wish to complete their training in universities and research institutes in their country of origin.

It is also recommended that there be organized, under this heading, seminars and training courses in close liaison with the African regional centres.
7. Equipment. The experts recommend:

a) that the regional, sub-regional and national centres be equipped to serve the needs of research units;

b) that the regional centres be provided with means of printing and publishing works in African languages, with a view to disseminating them not only among specialists but also among the African public.

In order to enable them fully to assume their role, Unesco is requested to improve the equipment of the existing regional centres.

8. International Book Year

The meeting of experts, desirous of making its contribution to the organization of International Book Year, proclaimed for 1972 by the General Conference of Unesco, recommends in regard to Africa:

(a) the publication of African-language works not available in printed form;

(b) the publication and dissemination of texts taken from African oral traditions which have already been prepared, either by way of contracts with Unesco or by the African regional centres;

(c) the publication of reading materials extracted from works which are representative of African cultures;

(d) the publication in African languages of representative works of world literature;

(e) the publication of literacy training manuals in African languages where no such manuals exist.

9. Cultural assistance to African liberation movements

The meeting recommends:

(a) the study of African languages in the liberated territories and refugee areas;

(b) the establishment of a literacy programme for these populations;

(c) recruitment of the necessary training personnel in the liberated territories and refugee areas by appealing on the one hand to qualified African personnel in such territories and areas and, on the other, to the African States;

(d) the organization of cultural seminars for the above-mentioned personnel;

(e) the collection and dissemination of the oral traditions of these territories in liaison with nearby regional centres.
C. The Ten-year Plan by regions

WEST AFRICA (PROJECTS)

1. Standardization of transcription and spelling of languages

(a) Linguistic atlas of West Africa (priority project)

Before any comprehensive and satisfactory standardization of the transcription and spelling of West African languages can be undertaken, a linguistic atlas of West Africa needs to be drawn up. This atlas should be compiled by competent African scholars who should include linguists, ethnologists, surveyors, geographers and specialists in oral traditions working in close collaboration.

(b) Standardization of orthography (priority project)

(i) The orthography of the principal African languages, particularly those used in several countries, such as Yoruba, Ewo and Fon, should be standardized by scholars from all the countries in which these languages are spoken.

(ii) The Bamako decisions should be applied, particularly in regard to Fula and Hausa.

2. Preparation and publication of educational material

(a) Readers and textbooks (priority project)

To facilitate the maximum use of African languages in primary, secondary, teacher-training and technical education and in universities and adult courses, it is essential to publish, in African languages, graded readers for the teaching of the languages themselves and also textbooks for other subjects such as arithmetic, science and history. These textbooks should be written by specialists working in teams at practical study meetings organized for the purpose.

(b) Classroom and descriptive grammars

Concise, clear and modern teaching grammars must be produced in African languages. This work should be done by proven African linguists who are also fully proficient speakers of their own language. If these teaching grammars are well written, they will improve the linguistic aptitudes of pupils and students and consequently their creative potential and ability.

(c) Dictionaries and glossaries

To achieve the aims mentioned in paragraph 2(b) above, monolingual scientific, technical and cultural dictionaries and glossaries for training schools and institutions will also have to be compiled in African languages.

* The term West Africa covers the following countries: Cameroon, Chad, Dahomey, Equatorial Guinea, Gambia, Ghana, Guinea Bissau, Ivory Coast, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo, Upper Volta.
Monolingual dictionaries are needed for the following widely spoken languages: Ewe, Igbo, Hausa, Yoruba, Fulfulde, Fon, Kanuri, Bambara and Tamashek.

3. Preparation, publication and dissemination of representative works of African cultures

(a) Classical examples of African oral literature

The urgent need to collect, transcribe, publish and disseminate works belonging to the rich heritage of African oral literature cannot be overemphasized. Consequently, classical texts of African oral literature must as soon as possible be published, disseminated and used as instruments of life-long education.

Priority projects:

Texts to be collected, transcribed and published:

(i) The divinatory poetry of the Yoruba, Ewe, Fon, Bambara and Dogon peoples, such as Ifa divinatory poetry;

(ii) The hunting songs of Mali and Niger;

(iii) Drama.

(b) Collection and transliteration into Latin script of important African texts transcribed in Ajami.

(c) Regional centres for the oral tradition

To encourage the collection and transcription of oral literature, the Niamey Centre needs to be strengthened.

(d) Archives of traditional music

To ensure the conservation, cataloguing, reproduction and dissemination of recordings of oral literature, an archive service for traditional African music must be established in the ten years ahead to conserve copies of all recordings made in the regional centres for oral traditions and to ensure the widest circulation of magnetic tapes and other recordings.

(e) Production of gramophone records and films

In order to perpetuate the oral and audio-visual character of traditional cultural works, arrangements should be made to produce gramophone records and films of popular festivities, cultural gatherings, dances, dramatic representations and so forth, so that they may be disseminated as widely as possible (in educational institutions and among the general public) by means of radio and television.

(f) Development of newspapers and periodicals

The publication of newspapers in African languages should be encouraged. Interested persons or organizations should have the benefit of technical assistance and training facilities. The publication of
learned journals in African languages should also be encouraged and financial assistance should be granted through Member States to learned societies wishing to publish periodicals.

(g) Unesco should also supply technical and financial assistance to African cultural organizations for the development and extension of their activities. It would be appropriate to establish regional cultural centres throughout the continent.

(h) Radio

Radio broadcasts in African languages should be encouraged. Prizes should be granted (for instance, in the form of radio receivers distributed to rural communities) to the best African radio stations broadcasting three-quarters of their programmes in African languages.

4. Personnel training

The training of personnel to apply the program for the development of African languages as teaching media is of the utmost importance. Personnel should be trained at all levels and this is a priority task.

(a) University level

The experts noted that the need to train linguists and folklore specialists at this level was particularly great in the French-speaking African States. Assistance, especially in the form of fellowships, should therefore be granted to these States so that they can train more language and folklore specialists.

(b) Teacher training (priority task)

It has been observed that the need is particularly great to train teachers in the English-speaking countries, where African languages are increasingly used in education. It is therefore recommended that technical and financial assistance be granted to the following countries for the rapid pre- and in-service training of teachers: Dahomey, Ghana, Nigeria, Sierra Leone, Togo.

(c) Adult education

All West African countries need assistance in developing and building up their adult literacy programmes.

(d) Technical education

This form of education should be encouraged and extended.

(e) Voluntary organizations

The establishment of voluntary organizations and youth clubs for the promotion of African languages and traditional culture should be encouraged, and festivals and competitions in Member States developed. African States should also exchange cultural material, theatrical troupe tours, and so forth.
5. Basic services

Since it will be difficult to carry out the above tasks without the essential services, it is proposed that the following priority sectors be determined:

(a) African-language publishing houses (priority project)

It is recommended that an African-language publishing firm be founded as soon as possible during the Ten-year Plan to publish all the above texts recommended on languages, literature and culture.

(b) Printing press (priority project)

An up-to-date printing press capable of printing materials in African languages should also be established on a regional basis to facilitate the production of books, journals, and so on. Existing printing presses owned by African organizations or institutions should also be developed and assisted in all ways.

(c) Bookshops, libraries and microfilm facilities

The development of bookshops and libraries with adequate microfilm facilities should be encouraged and aided with funds and technical materials.

(d) Audio-visual aids

Regional centres should be developed for the production of audio-visual materials for use throughout the educational system and in adult literacy teaching.

WEST AFRICA (PROGRAMME AND FINANCING)

1. STANDARDIZATION

Linguistic atlas

(a) studies (substantial contract with African experts)

(b) preparation and compilation

(c) publication (general atlas)

(d) dissemination (assistance to one or more national or regional African institutions)

(e) equipment.

International languages without a standardized system (Yoruba, Fon, etc.)

(a) studies (at least one contract or one fellowship of sufficient length per language)

(b) meetings
   - sub-regional
   - regional
(c) preparation of educational and scientific material
(d) publication and dissemination of the above material

Implementation of the recommendations of the Bamako Conference
(standardization of the transcription of Fulfulde, Hausa, Bambara, Tamashek, etc.)

(a) regional meetings (participation of several experts from all the countries concerned)
(b) preparation of appropriate educational and scientific material
(c) publication and dissemination of the above material.

Standardization of the transcription of all the other languages for educational and/or scientific and cultural purposes

(a) studies
(b) sub-regional meetings
(c) preparation of educational and scientific material
(d) publication and dissemination of this material

2. PREPARATION AND PUBLICATION OF EDUCATIONAL MATERIAL

Readers and textbooks

(a) all necessary studies for their preparation
(b) meetings (regional and/or non-regional) per language and/or group of languages
(c) publication (run depending on educational needs of the countries concerned and the requirements of science)
(d) dissemination

Classroom and descriptive grammars

(a) studies
(b) preparation
(c) publication (run depending on educational needs of the countries concerned and the requirements of science)
(d) dissemination

Dictionaries and glossaries

Monolingual dictionaries (Bambara, Ewe, Fon, Fulfulde, Hausa, Igbo, Kanuri, Tamashek, Yoruba)

(a) intensive and thorough studies
(b) preparation
(c) meetings (sub-regional and/or regional) if necessary
(d) publication (criteria: educational and scientific requirements)
(e) dissemination

Scientific, technical and cultural dictionaries; glossaries
(a) studies
(b) preparation
(c) publication

3. PREPARATION, PUBLICATION AND DISSEMINATION OF REPRESENTATIVE WORKS

Oral literature

Divination
(a) collection, transcription and preparation as necessary
(b) publication

Hunting texts
(a) collection, transcription and preparation as necessary
(b) publication

Popular performances
(a) collection and studies; integration in education
(b) encouragement

Ajami manuscripts
(a) collection
(b) transliteration and preparation
(c) publication

Regional centres for the oral tradition

Strengthening of the Niamey Centre (together with the establishment, organization and equipment of similar centres in Central Africa and in East Africa)

Centre for the Conservation of traditional music recordings
(a) provision of conservation, reproduction and dissemination equipment
Gramophone records and films
(a) preparation and production of gramophone records and films of certain events (festivals, religious ceremonies, dances, popular performances, etc.)
(b) intensive use in education

Development of the press and scientific journals in African languages
(a) financial assistance, equipment, personnel training, etc. for States, learned societies, various organizations, and individual initiatives
(b) encouragement

Television and radio
(a) use of widely spoken African languages
(b) aid and encouragement

African cultural associations
(a) financial and technical aid
(b) encouragement

4. PERSONNEL TRAINING

University level
(a) strengthening of African institutions (regional and/or national)
(b) fellowships or training (linguists, etc.)

Teachers
Technical and financial assistance for countries, upon request

Literacy work
(a) aid (personnel training, equipment, publications, etc.)
(b) encouragement

Technical personnel
(a) strengthening of existing institutions
(b) training courses and facilities for all categories of technical personnel required

Cultural associations: youth clubs, etc.
(a) promoting their development (festivals, competitions, etc.)
(b) encouraging them
(c) promoting exchanges among States in this field

5. EQUIPMENT

Publishing house for African books

Establishment and equipment

Reproduction material

Printing

(a) establishment of a modern regional printing press

(b) strengthening of existing African printing presses; necessary equipment (special keyboards, rotoc, offset, printing press, mobile microfilming equipment, etc.)

Audio-visual material (recordings, films)

Bookshops

Development.

CENTRAL AFRICA (PROJECTS)

1. General survey

Instead of establishing new centres or institutes, the experts propose that Unesco contribute to the development of the following existing centres:

Burundi: Academy of Rundi Language and Literature
          Educational Research Centre of the Higher Teacher-Training College

Cameroon: Federal Linguistic and Cultural Centre
          African Research Centre (University of Yaoundé)

Rwanda: Rwanda Academy of Culture

Zaire: Centre for Theoretical and Applied Linguistics (CELTA),
      Faculty of Letters, National University of Zaire,
      Lubumbashi Campus.

Unesco might, in agreement with the Government of the Congo, finance the establishment of a new centre at Brazzaville, in the vicinity of the Faculty of Letters of the University.

The experts warmly recommend that the African Research Centre of Yaoundé, which operates satisfactorily, may be immediately elevated to the rank of Regional Centre for Central Africa. The present Centre offers the most extensive programme on African subjects and already receives aid from Unesco, both factors which would enable a good start to be made with
a joint research programme for Central Africa within the shortest possible time.

The Regional Co-ordination Centre of Yaoundé would act as an agency for scientific discussions and communications and would, in the immediate future, centralise questions connected with the standardization of the alphabet; organize the exchange of research subjects and findings between the different national centres; promote a specific geographical survey for the purpose of determining languages which have already been the subject of a scientific survey and those for which this still remains to be done; and convene annual meetings for planning research and discussing research programmes undertaken. Such annual meetings are urgently needed. For example, the Faculty of Letters of the National University of Zaire produces each year on an average some fifty papers on linguistics.

As part of the second phase of the Ten-year Plan, the Centre of Theoretical and Applied Linguistics of Zaire might also be made a regional centre.

For the development of regional and national centres, Unesco aid should chiefly consist of:

(i) research equipment (tape-recorders, typewriters with phonetic keyboard, kymographs, sonographs, language laboratories, landrovers for mission purposes, etc.);

(ii) fellowships for training of scientific and technical staff;

(iii) grants for field research, and

(iv) publication of linguistic and cultural works.

2. Structural basis of existing centres

Burundi

Academy of Rundi Language and Literature

Board of Management: President, Vice-President, Secretary, Assistant Secretary

Members: full members, 20; honorary members, indeterminate number

Sections: language, literature, institutions

Permanent subsidiary staff: four research workers.

Rwanda

Rwanda Academy of Culture

Full members, 50 (all nationals); associate members, indeterminate number (nationals or foreigners); honorary members (persons who have rendered services to culture)

Board of Management: President, Secretary-General, Treasurer, two members elected by the General Assembly by -
Sections: 6
Organization: Board meets once a month, sections whenever necessary.
Publications: Reports of meetings; publications for the general public; scientific publications

Cameroon
African Research Centre, Federal University of Cameroon, Yaoundé.

3. Urgent needs
(a) Printing and publication of books

Textbooks and studies ready for publication: 3 in Bujumbura, 20 at the Yaoundé Centre, 50 at the Centre for Theoretical and Applied Linguistics Zaire).

Reprinting and publication of representative African works that have already appeared. In Rwanda, "Muntu" Collection (financed by the Canadian Government); in Burundi, "Burundi bwacu" Collection; in Zaire, the series "Littérature classique", and in Cameroon, the mimeographed collection sponsored by the Ministry of Education.

(b) Dissemination of published works and of culture

In most of the Central African countries no specific dissemination network exists; as a rule, dissemination takes place through missionary establishments or through personal contacts.

Establishment of cultural centres and a theatrical research and production unit; organization of travelling libraries.

(c) Records, video tapes and minicassettes.

At the present time there are numerous editions of modern records which have a great commercial success; but there is little production of traditional classical music, except for the Unesco collection.

There is an urgent need for Unesco to aid the centres in organizing more missions to record traditional music, and also to conclude individual contracts with ethno-musicologists as occasion demands.

The use of records lends itself more to African traditions than does reading. It is very important, therefore, that these traditions should be preserved in recorded form as quickly as possible, the records widely disseminated in Africa, and the Unesco collection reproduced at a price more within popular reach. Nor should the filming of oratorical performances be neglected. These recordings should be made with the latest audio-visual recording apparatus.

(d) Development of the press in African languages

It seems difficult to make definite proposals in this domain. However, Unesco might request the various National Commissions to promote the development of the African-language press in the main vehicular idioms.
of each country. It should be noted, inter alia, that in Rwanda the entire local press is printed in Kinyarwanda, and that in Burundi two newspapers are published in Kirundi.

Unesco should consider the possibility of cooperating with the existing press and helping to establish such a press where none as yet exists.

(e) Increasing the utilization of African languages on television and radio.

The National Commissions for Unesco might approach their respective governments for the purpose of bringing about a more intensive use of African languages on radio and television. In addition, Unesco should organize for the radio-broadcasting stations of the various African countries programmes entirely devoted to African cultural forms and given wholly in African languages.

4. Staff and equipment requirements

(a) Staff

Training fellowships for students with a degree in linguistics:

Burundi: 5 in 1973; 7 in 1975; 9 in 1979
Cameroon: 10 in 1973; 20 in 1976
Congo: 6 in 1973; 8 in 1975; 9 in 1979
Rwanda: 5 in 1973; 7 in 1975; 9 in 1979

(b) Equipment

Recording apparatus and typewriters with special keyboard: Unesco will place at the disposal of centres and university departments concerned with African languages and cultures the following equipment:

Yaoundé: 50 portable tape-recorders (for end 1974); 2 landrovers (end 1973); 5 typewriters with phonetic keyboard (1973); 1 kymograph (1973); 1 languages laboratory with 20 booths (end 1973) and 2 more with 20 booths each for 1978; 2 cameras (one 8 mm and one 16 mm) with 2 corresponding projectors.

CELT, Lubumbashi: 100 tape-recorders (for end 1973); 10 typewriters with phonetic keyboard (end 1973); 2 kymographs (end 1974); 1 languages laboratory with 20 booths (end 1974); 2 landrovers (end 1973); 4 cameras (two 8 mm, two 16 mm) with 2 corresponding projectors.

Rwanda: 1 languages laboratory (end 1973); 4 typewriters with phonetic keyboard (end 1973); 1 kymograph (end 1973); 20 portable tape-recorders (end 1975); 1 land-rover (end 1973); 2 cameras (8 mm) and 1 corresponding projector (end 1973).

Burundi: 3 typewriters with phonetic keyboard (beginning 1973); 15 portable tape-recorders (1973); 1 kymograph (1973); 1 languages laboratory with 20 booths; 2 cameras (one 8 mm, one 16 mm) with 2 corresponding projectors; 1 land-rover.
Brazzaville: 4 typewriters with phonetic keyboard (end 1973); 1 kymograph (end 1973); 25 portable tape-recorders (end 1973); 1 laboratory with 20 booths (end 1973); 2 cameras (one 8 mm, one 16 mm) with 2 corresponding projectors; 1 land-rover (end 1973).

Publishing houses: Type moulds suitable for African languages are requested for the printing works in all countries of Central Africa with the exception of Rwanda, where an official notation already exists.

CENTRAL AFRICA (PROGRAMME)

1973-1975

1. Establishment of a Co-ordination Centre for Central Africa.

2. Establishment of an African Research Centre in Brazzaville.


5. Standardization of the alphabet and orthography.

6. Drawing up a detailed programme for the preparation of educational materials and for a joint policy with regard to the training of scientific staff.

7. Reproduction of existing and new collections of African classics:

(a) Burundi: 2 works a year
(b) Cameroon: 3 " " "
(c) Congo: 3 " " "
(d) Rwanda: 2 " " "
(e) Zaire: 5 " " "

8. Publication of works on linguistics

(a) Burundi: 3 a year
(b) Cameroon: 5 " "
(c) Congo: 3 " "
(d) Rwanda: . . . .
(e) Zaire: 20 a year

1975-1977

1. Preparation and testing of educational materials for primary schools (syllabaries, textbooks, grammars, dictionaries).
2. Publication of representative works
   (a) Burundi : 2 works a year
   (b) Cameroon : 3 " " "
   (c) Congo : 3 " " "
   (d) Rwanda : 3 works in 1975
   (e) Zaire : 6 works a year

3. Publication of works on linguistics
   (a) Burundi : 2 works a year
   (b) Cameroon : 10 " " "
   (c) Congo : 5 " " "
   (d) Rwanda : (contact persons responsible)
   (e) Zaire : 30 works a year

4. Records, films (missions)
   (a) Burundi : 6 missions a year
   (b) Cameroon : 2 missions a year (historian, sociologist, geographer, linguist, etc.)
   (c) Congo : 6 missions a year (historian and two linguists)
   (d) Rwanda : ( ... )
   (e) Zaire : 4 missions a year

1977–1979

1. Preparation and testing of educational materials for lower secondary school.
3. Preparation of a methodology suitable for adults without schooling.
4. Publication of representative works:
   (a) Burundi : 2 works a year
   (b) Cameroon : 5 " " "
   (c) Congo : 5 " " "
   (d) Rwanda : 2 " " "
   (e) Zaire : 8 " " "

5. Publication of works on linguistics
   (a) Burundi : 2 works a year
   (b) Cameroon : 15 " " "
   (c) Congo : 5 " " "
   (d) Rwanda : ( ... )
   (e) Zaire : 40 works a year
6. Records and films (missions)
   (a) Burundi : 8 missions a year
   (b) Cameroon : 2 interdisciplinary missions
   (c) Congo : 6 missions a year (as for 1974-76)
   (d) Rwanda : ( . . . )
   (e) Zaire : 6 missions a year

1979-1981

1. Preparation and testing of educational materials for upper secondary
   school (already in preparation in Congo).

2. Partial utilization of educational materials prepared and tested in

3. Publication of representative works:
   (a) Burundi : 4 works a year
   (b) Cameroon : 5 " " "
   (c) Congo : 5 " " "
   (d) Rwanda : 1 work a year (from 1972 onwards)
   (e) Zaire : 10 works a year

4. Publication of works on linguistics
   (a) Burundi : 4 works a year
   (b) Cameroon : 20 " " "
   (c) Congo : 10 " " "
   (d) Rwanda : ( . . . )
   (e) Zaire : 50 works a year

5. Records and films (missions)
   (a) Burundi : 4 missions a year
   (b) Cameroon : 4 interdisciplinary missions
   (c) Congo : 10 missions a year
   (d) Rwanda : ( . . . )
   (e) Zaire : 8 missions a year

1981-1983

1. Generalized and systematic utilization of educational materials

2. Partial utilization of educational materials prepared and tested in

3. Elaboration of a programme for using African languages as a teaching
   tool at the higher education level.
4. Publication of representative works
   (a) Burundi : 8 works a year
   (b) Cameroon : 10 " " "
   (c) Congo : 10 " " "
   (d) Rwanda : 1 work a year (from 1974 onwards)
   (e) Zaire : 20 works a year

5. Publication of works on linguistics
   (a) Burundi : 8 works a year
   (b) Cameroon : 30 " " "
   (c) Congo : 10 " " "
   (d) Rwanda : ( . . . )

6. Records and films (missions)
   (a) Burundi : 6 missions a year
   (b) Cameroon : 4 interdisciplinary missions
   (c) Congo : 6 missions a year
   (d) Rwanda : ( . . . )
   (e) Zaire : 10 missions a year

EAST AFRICA (PROJECTS)

The meeting of experts warmly approves the proposal to establish regional centres at Dar-es-Salaam for languages and linguistics and at Nairobi for oral literature and culture. It is also proposed that centres be installed at Mogadishu, Lusaka and Botswana, these sub-regional centres to be placed under the regional centre which will be responsible for co-ordinating their activities. In 1973-1974, the regional centre and sub-regional centres will be specially engaged in drawing up detailed plans and budget estimates for the programme to be carried out during succeeding years of the ten-year period.

The activities undertaken by these centres would cover the following fields:

1. Linguistic studies
   (a) dictionaries
   (b) grammars
   (c) standardization of orthography and usage
   (d) various types of research

* The following countries were represented at the meeting: Botswana, Kenya, Lesotho, Democratic Republic of Somaliland, Swaziland, Tanzania and Uganda.
2. **Promotion of African languages**

   (a) production of scientific and educational material  
   (b) translation of scientific and artistic works  
   (c) production of materials for radio and television  
   (d) development and expansion of studies on oral tradition  
   (e) establishment of cultural institutions (theatres, theatrical troupes, museums, archives depositories and documentation centres).

The following indications are given as examples of what participants consider to be the requirements of their respective countries.

**EAST AFRICA (PROGRAMME AND FINANCING)**

**TANZANIA**

1. **Swahili**  
   (a) dictionary project (continuation)  
   (b) subject dictionaries - biological dictionary, in course of termination; fellowships, travel, equipment (copying, recording, etc.)  
   (c) lexical index  
   (d) research on grammars; educational and scientific research requiring the services of a linguist specializing in dialectal geography and grammar; one fellowship.

2. **Other languages**  
   Need for a scientific study of these languages: a comparative socio-linguistic study of the languages of Tanzania; linguistic mapping.  
   One specialist and one fellowship (for training a counterpart if no qualified person available locally).

3. **Promotion**  
   (a) production  
   (b) translation (scientific and artistic works)  
   (c) publications and texts in Swahili (general and specialized education); school texts; preparation of books, especially in science, mathematics and technology, with a view to applying a policy based on use of mass information and educational media; archives libraries; subsidies to periodicals in order to facilitate their dissemination in East Africa and in other regions of Africa where written materials are lacking.

Radio texts; travelling theatre; cultural institutes, NSC co-ordinating agency; regional co-ordination.
KENYA

Studies

(a) promotion of linguistic and literary studies of texts in Swahili
(b) preparation of Swahili dictionaries and word-lists in co-operation with the Research Institute on Swahili
(c) Other Kenyan languages:
   (i) linguistic description of all the languages in the country; comparative, historical and socio-linguistic study of these languages (preparation of linguistic and dialectal maps)
   (ii) collection of as comprehensive as possible a body of oral literature in the languages of the country, followed by their translation and publication both in Swahili and English
(d) contrasting linguistic study of an African language in relation to Swahili and English, with a view to the preparation of corrective educational materials for schools.

Promotion

1. Swahili

(a) further work on the standardization of Swahili usage in co-operation with all other countries where Swahili is spoken
(b) widest possible dissemination of the language through cultural media and with modern visual and audio-visual aids.

2. Other African languages

(i) etymological and descriptive study of these languages
(ii) production of teaching materials for lower primary school
(iii) use of these languages on radio and television and in newspapers, etc., both for purposes of functional literacy and for leisure occupation and general instruction
(iv) measures to foster the continuity of oral tradition, of songs and dances
(v) creation of a national theatre organizing regional and national performances.

Centre for oral traditions in Nairobi - Unesco centre for culture and oral tradition - social and cultural studies concerning Africa.

Strengthening the existing institutes by providing them with the necessary staff and equipment for developing African languages, oral literary tradition, history and culture.
1. Linguistic studies

(a-c) Work should be put in hand (or progress reviewed) in connexion with the compilation of dictionaries, grammars and the standardization of orthography for the six national languages.

(d) Other research projects:

(i) Establishment of a documentation centre responsible for collecting all the descriptive reports already compiled or in process of compilation.

(ii) Preparation of educational material and texts in the six leading languages of Uganda with a view to training specialists in each language.

(iii) Further studies may be undertaken on dialectology and linguistic geography, based upon the study which has just appeared, "Language in Uganda" (CUP, 1971).

2. Promotion of African languages

(a-e) Uganda needs aid in every domain, and especially a grant for the publication of already completed works on the leading languages of the country, at present in the hands of the Uganda Authors Association.

The following institutions concerned with the study and promotion of African languages should be consulted with regard to their individual needs:

Department of Linguistics and African Languages, Makerere University, P.O. Box 7062, Kampala

Makerere Institute of Social Research, Makerere University, Kampala

Uganda Authors' Association

Uganda Language Association

Ministry of Culture and Community Development

Buloba Language Centre, Ministry of Education

Makerere Travelling Theatre, Makerere University, P.O. Box 7062, Kampala.

The above institutions should be requested to make individual proposals for "national programmes" in accordance with the order of priorities established by the Yaoundé and Dar-es-Salaam Conferences. Names and addresses will be supplied on request.

BOTSWANA, LESOTHO and SWAZILAND

Items to be studied:

1. Requirements for modern subject and classroom dictionaries, revised and supplemented, in Setswana and Sesotho.

2. Standardization of the orthographies of the above two languages.
3. A more scientific study of Soswati (Zulu dialect) in Swaziland.

4. Transcription of languages of minorities in Botswana, such as Sekalanga, Sesarwa (Bushman dialects) and Sekaalagadi.

5. Collection, registration and interpretation of texts of the various African communities in Botswana, Lesotho and Swaziland.

6. Establishment of a research institute on African languages and cultures in this sub-region is indispensable. It could be attached to the University of Botswana, Lesotho and Swaziland (UBLS).

7. Fostering literary (and other) production in African languages, i.e., in Setswana, Sesotho, Seswati and Zulu.

8. Aid to private agencies carrying out studies on African languages and culture, such as the Missionary Printing Press of Morija in Lesotho and the London Missionary Society in Botswana.

9. Assisting the Botswana Society to complete its research programme on oral tradition.

10. Offer of rewards and prizes with the aim of encouraging the production of written material in this sub-region.

11. Co-ordinating activities and giving directives for linguistic and cultural development through seminars, symposia and courses.

12. Facilitating the carrying out of pilot projects for the preparation of school (and other) texts.

13. Granting subsidies and training and advanced training fellowships, grouped together for linguistic and cultural research.

14. Facilitating the exchange of African scholars between the countries of this region and the rest of Africa.

DEMOCRATIC REPUBLIC OF SOMALIA

1. A Unesco expert responsible for advising us on the transcription of the Somali language; three months a year for ten years.

2. Aid for the preparation, standardization and promotion of:

   (a) a series of practical grammars for use in primary schools
   (b) a series of practical grammars for use in secondary schools
   (c) a series for use by adults.

3. Aid for the preparation of two dictionaries.

4. Production of a daily and a weekly newspaper.

5. Aid for establishing a museum and a university.

6. Ten training fellowships and five fellowships for higher studies in linguistics and literature (oral and written).
7. Aid in the form of transport.

8. Production of a quarterly review on the language and its development.

9. Aid for the creation of a system of prizes for works in Somali.

10. Aid for the establishment of a national research institute on Somali.

11. Somalia does not possess any centre operating with international aid. The time has come when a regional or sub-regional centre for folklore (or some related domain) should be established.

ZAMBIA

1. Linguistic studies

(a) The languages are at present being studied but the financial resources available for intensive research, the production of dictionaries and grammars and the standardization of the orthography are totally inadequate. The research carried out so far has been negligible and this is chiefly attributable to lack of funds.

(b) Co-ordination is ensured by the National Council for Languages but in order to operate more effectively it not only needs more funds but a full-time staff which could also maintain contact with scholars in other countries engaged in the study and promotion of African languages.

2. Promotion

(a) Creation of cultural institutions such as theatres, museums, etc.

The National Council for Languages. This Council should co-ordinate the activities of language committees already in operation.

(b) Translation of scientific and literary works: still at the project stage only. Translation of texts from one language into another is being considered. The Government is unable to undertake everything in this field owing to the large number of languages. Financial aid will be needed for carrying out this project. However, under the ten-year programme, a beginning should be made by translating scientific and literary works.

(c) Research on oral literature and tradition should have started several years ago, but nothing has been done for lack of financial aid. This field is one which calls for special and immediate attention.

3. Regional programme

(a) Documentation centre or cultural centre for the study and promotion of East and Central African languages. The headquarters of this institution should be centrally located, preferably at Dar-es-Salaam, where material facilities exist which are already used for the development of Kirwahili. This regional centre should be able to meet all of Zambia’s needs and at the same time co-ordinate the different types of project carried out in the countries forming the East and Central African Community.
MOZAMBIQUE AND OTHER TERRITORIES UNDER COLONIAL DOMINATION

1. A consultation should be arranged between representatives of the liberation movement and the Organization of African Unity.

2. However, the meeting of experts could draw the main outlines of a plan for the study and promotion of African languages in Mozambique and the other territories under colonial domination, basing itself on the requests made by the representatives of the liberation movements and by OAU as they appear in the document submitted to the Executive Board of Unesco at its eighty-seventh session (87 EX/10, Paris, 29 March 1971), entitled: "Assistance to refugees from colonial territories and other peoples striving to liberate themselves from colonial domination and all forms of apartheid : Report of the mission sent by the Director-General to the Organization of African Unity".

1. Linguistic studies

   (1) Study of the linguistic situation in Mozambique, in accordance with existing possibilities both in the liberated zone and in the refugee camps of neighbouring African countries.

   (2) Study of linguistic problems arising from the literacy programmes and school system in the liberated zone and the refugee camps, and the linguistic policy to be applied in schools after the liberation of the country as a whole.

   (3) Provision of office premises.

   (4) Provision of equipment.

   (5) Recruitment of staff from among qualified persons in refugee camps or the liberated zones as well as from other African countries.

   (6) Fellowships for the training and advanced training of linguists in Mozambique.

2. Promotion

   (a) Creation of cultural institutions such as theatres, museums, etc.

   (i) Establishment of cultural centres (details to be fixed in co-operation with the representatives of the liberation movement and of OAU).

   (ii) Organization of cultural seminars for members of the liberation movement and for certain groups of refugee students and scholars; such seminars to be organized in the host countries.

   (iii) Cultural guidance of refugee students in co-operation with OAU (especially with its employment and education bureau for African refugees), with the liberation movements, and with the refugee bureaus in African countries offering aid to refugee students. This cultural guidance programme should be drawn up in co-operation with any appropriate advisory services in the refugee bureaus or with persons in charge of the education of refugees representing various organizations giving aid to refugee students.
(b) Production of educational material (for scientific or other purposes)

(i) Preparation of educational material in African languages (of Mozambique) for functional literacy programmes.

(ii) Training of professional staff for the utilization of educational material.

(iii) Training of Mozambique specialists with a view to the preparation of such material.

(c) Literature and oral traditions

(i) Training of national specialists in methods of collecting oral traditions.

(ii) Collection of oral traditions in the liberated zones and in refugee camps.
AGENDA

1. Present situation and utilization of African languages in the African Member States of Unesco and in the African territories under foreign domination (Resolution No. 8, 16th session of the General Conference and 87 EX/10 of 29 March 1971):
   - Communication of their paper by each participant.

2. Elaboration of a draft ten-year programme for Africa, for the promotion of African languages and oral traditions (16 C/5, paragraph 3194) as a means of culture and as factors of cultural development (from previous Unesco works, especially the final report of the Yaoundé meeting of experts, August 1970).

3. Elaboration, within the framework of the ten-year programme, of a regional plan of promotion of African languages as applied to permanent education and to cultural development for Central and Eastern Africa (from the reports of the Unesco consultants, M.M. Mateene, D.R. of Congo and Mhina, Tanzania).

LIST OF PARTICIPANTS

(a) 1. Mr. Wande ABIMBOLA (Nigeria)
    2. Mr. Kokou ABOLO (Togo)
    3. Mr. Messankossi G. ANSON (Senegal)
    4. Mr. Gi'bert ANSRE (Ghana)
    5. Mr. BCT BA NJOCK (Cameroon)
    6. Mr. Cheikh Bouamrane (Algeria)
    7. Mr. John BWALYA (Zambia)
    8. Mr. I. DANKOUSSOU (Niger)
    9. Mr. Musa GALAAL (Somalia)
   10. Mr. Mohammed HYDER (Kenya)
   11. Mr. Alexis KAGALE (Rwanda)
   12. Mr. S. KOMBO (Tanzania)
   13. Mrs. Violet LANNOY (India)
   14. Mr. Dioulde Laya (Niger)
   15. Mr. François LUMAWU (Congo)
   16. Mr. Fakoney LY (Yali)
   17. Mr. Kahombo Matome (Rep. of Zaire)
   18. Mr. Francis MBASSI MANGA (Cameroon)
   19. Mr. V.Y. MUDIMBE (Rep. of Zaire)
   20. Mr. G.A. MHINA (Tanzania)
   21. Mr. Ibrahim NUKOSHI (Nigeria)
   22. Mr. J.B. Ntahkajja (Burundi)
   23. Mr. Ngcongo (Botswana)
   24. Mr. O.B. YAI (Dahomey)

(b) 2 observers from the Society of African Culture (NGO)
    Mr. Mr. M.H. ABDULAZIZ (Kenya)
    Mr. R.W. LONG (Uganda)

(c) Unesco Secretariat
   1. Mr. N. BAWMATE, representing the Director-General
      Director of the Division of Study of Cultures
   2. Mr. M. GLELE, Specialist in African programmes
   3. Mr. Enrico FULCHIGNONI, Chief of the Section of Artistic
      and Literary Creation, Department of Culture
   4. Mrs LORTAL and Miss LERNER (Secretaries)
Resolution adopted unanimously by the experts for presentation to the Director-General of Unesco:

The experts participating in the Meeting in Dar-es-Salaam from 15 to 21 December 1971,

Recalling that their acceptance of the invitation issued by the Director-General of Unesco is a proof of their deep desire to contribute towards the promotion of African languages and cultures,

Considering that the competent departments of Unesco did not take all the appropriate measures locally for the organization of this meeting,

(1) Deplore the situation resulting from the unsatisfactory arrangements made for their work,

(2) Urge that in future better material conditions be provided at all African regional and sub-regional meetings so as to ensure their complete success.
RECOMMENDATION

The Meeting expresses the hope that the communications presented by the experts brought together in Yaoundé and Dar-es-Salaam will be issued in consolidated form by the Director-General of Unesco.