

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATIONREPORT OF THE MEETING ON EDUCATIONAL BROADCASTING  
IN TROPICAL AFRICA

(Moshi, Tanganyika, 11-16 September 1961)

## INTRODUCTION

1. The Meeting on Educational Broadcasting in Tropical Africa was held in Moshi, Tanganyika, from 11 to 16 September 1961. It was opened by Mr. Oscar Kambona, the Minister for Education. In his opening speech the Minister stressed certain points which were to provide a background of all the discussions at the meeting. He underlined the enormous importance of radio in the vast countries of Africa. In many of these the radio is the only means of disseminating information since the written word may take days to arrive and even when at its destination cannot be properly used since a large part of the population is illiterate. He felt that in such a situation radio could play a vital rôle but mentioned the problems of maintaining receiving sets in good condition in remote areas. He also forecast that television would be very important in the future but showed his appreciation of the attendant problems when he talked of the need for a pilot project and an experimental period.
2. Mr. Pierre Navaux, Chief of the Mass Communication Techniques Division of Unesco answered the Minister and placed the Moshi Meeting in the context plan of Unesco's efforts to develop the use of mass communication methods in both school and adult education. He stressed the fact that this meeting was a follow-up of the Addis Ababa Conference of African States on the Development of Education in Africa and referred to the forthcoming Unesco meeting on the development of the mass media in Africa which will take place at Casablanca in January 1962. He hoped that the meeting at Moshi would result in some definite recommendations from the participants as to possible future collaboration and exchange between the countries represented.
3. The meeting elected the following officers:
  - Chairman: Mr. Conn Ryan, Head of Programmes, Tangayika Broadcasting Corporation
  - Vice-Chairmen: Mr. Auguste Moutongo-Black, Director of the National Radio of Cameroun;  
Mr. John J. Akar, Director, Sierra Leone Broadcasting Service.
4. Forty participants from 29 countries and territories attended the meeting which was also attended by experts, consultants and observers both from organizations in the field of mass communications and from other interested bodies. A list of those attending the meeting is attached.
5. In an opening address, Mr. Mustakim of the Education Department of Unesco talked of the importance of the results of the Addis Ababa Conference of African States on the Development of Education in Africa. The findings of this meeting have set a pattern for education in Africa for the next twenty years. In this pattern radio has an important part to play, not only in school but in the wider field of adult education and information.

He said that broadcasting is not yet as strong as it should and could be, but suggested that the conservative opposition of the past is now weakening. It must be admitted that much of African education has been built on alien systems and he hoped that this meeting would find new approaches to the use of radio in education. Africans must educate themselves and in this great effort radio will play an important part.

6. In the first working session an opportunity was given to all the participants to talk of the way radio was organized in their own countries, to assess its effects and to talk of the problems that they face. The useful information that came out of these statements will be included under the different headings of the agenda.

7. During these preliminary discussions three major preoccupations appeared many times in the thinking of participants from many countries. They are subjects which were not covered by the agenda since they were far wider in scope than the limits of the Moshi meeting, but are briefly reported here since they were referred to many times later on:

(a) Language. There was a division of opinion about the language which should be used for broadcasting in Africa. Some thought that radio should use an official language (French or English) whereas others thought that to reach the mass audience it was still necessary to broadcast in the most important mother tongues. Some deplored the barrier between Africans caused by the exclusive use of either English or French. However, the fact was accepted that at present English and French are the two *linguae francae* of Africa (Swahili is also a common language but is confined to certain countries and areas) and that a proficiency in both those tongues would seem to be essential for inter-African communication. The meeting hoped that French would be taught in all schools in English-speaking countries and vice-versa. An immediate problem was that the elite of each country would expect to hear programmes in either of the two official languages and that these broadcasts were often at the expense of the people who only spoke one of the many languages which exist in each country.

(b) The place of radio in a national system. In a few countries the broadcasting service is a corporation with its own independent status but in the majority of countries it is a government department. Many delegates felt that this was a weakness. From a practical point of view it meant that the policy of the radio system was at the mercy of one government department and subject to changes of policy which had nothing to do with radio. More seriously it frequently became identified with one political party. This, given the situation in Africa today with its overriding interest in political development, is a natural situation. But in the event of a change of the party in power what then happens to a radio station which has supported whole-heartedly the deposed regime? Educational processes must never be at the mercy of political change.

(c) Affiliations with foreign systems. None of the countries represented are able to stand on their own feet entirely from the point of view of equipment, technicians and programmes. They are all largely helped by organizations such as SORAFOM or the B.B.C. Many tributes were paid to the help that they receive from both these organizations but it was felt that in the field of programme content their audiences were still being influenced by an alien culture and that radio should try to reflect more fully an African culture.

(d) Rôle of women. The meeting regretted that there were so few women among its participants, especially since it was regarded that radio programmes for women could be more effective if prepared and broadcast by women. In view of the rôle held by women today their contribution to the development of African society is of great importance.

## THE AGENDA

### General discussion of the present use of radio, its educational potential and principal needs

(a) Broadcasts for the general public, their educational purpose and content, the rôle of information broadcasts.

Speaker: J.J. Akar, Director, Sierra Leone Broadcasting Service.

8. In his talk Mr. Akar spoke of the rôle of radio in national life and its duty to maintain the very highest standards in the service of the country. He said that the whole situation of African radio was being overtaken by the march of events. He felt that already the time was coming when

it was no longer a question of replacing Europeans by Africans but it would shortly be a question of replacing Africans by more experienced and more far-seeing Africans. His talk gave rise to much discussion, which is summarized below.

9. The situation of radio in Africa is grave. The countries are vast, the populations scattered. There are not enough transmitters and those that exist are mostly too weak. The number of sets in each country is deplorably low and only a very few people are able to listen in. In most countries there is not enough money to remedy this state of affairs and even if there were the technicians available are neither numerous nor skilled enough to implement any major schemes for improvement.
10. The meeting stressed the relatively very small numbers of people who can listen in in each country. To talk of the listening public was to talk of a very small group of people. But it was important that no one section within this group should be forgotten when programmes were planned. (And with only one transmitter this can easily happen.) Each section of the community must be attracted and catered for. The elite who have an important rôle to play in the development of the country must not be forgotten at the expense of the illiterates, neither must the programme producer concentrate entirely on the elite in an effort to gain intellectual prestige.
11. But there was one section of the community which was too often forgotten. These were the semi-literate. The people who had had enough education to be able to read and write and to realize the vast possibilities that an education can provide, but whose education had for one reason or another been abruptly cut off. Programmes for the elite were above their heads, programmes for the illiterate beneath them. Too often they were neglected, their talents undeveloped, and they drifted aimlessly in a world of half knowledge.
12. The meeting was agreed that radio was the only real method of contacting the bulk of the people of Africa. The people must be informed and educated, and radio must spread understanding as well as knowledge. At every level of society there was a need of understanding both of the immediate world around them and their country as a whole.
13. In any given country live men and women of different customs, of different work patterns, of different languages. Radio could help these groups better to understand each other and thus help to create a real national unity.
14. However great the thirst for knowledge might be, people would not necessarily try to obtain a receiving set or even to listen in unless they were attracted by the programmes. The aim of a broadcaster must be first to entertain and attract an audience, then to educate. It was felt that all broadcasting was in a sense educative and that practically every programme could instruct as well as entertain. Listening in must become an agreeable habit.
15. Broadcasters must keep in touch with their audiences. Too often the programme producers become out of touch with all but their fellow townspeople. They do not understand the rural people who, in turn, cease to understand the programmes.
16. Radio must not be a one-way system of people giving out for others to receive. The audience must participate, must be made to feel that they have a part to play, that it is part of their own lives every day. There were many ways of doing this, it was thought. People could be brought in from many walks of life to help with the content of the programmes. People could be brought to the studio to take part in discussion programmes. The microphone could go to the people and record them on the spot so that their views on life could be broadcast to their fellows. There must be a constant interchange between the programme producer and his audience so that radio does not become sterile but lives and grows.
17. The rôle of radio in the dissemination of news is all important since it keeps the people in touch with what is happening in the world around them. Nevertheless, the meeting felt that far too much of the news that is broadcast in Africa is of little interest to the mass audience. It comes from foreign sources and is about far distant countries. Every effort must be made to build up African news services.

- (b) Educational programmes for use in institutions of formal education (school broadcasts).

Speaker: R.R.V. Blanc, School broadcasting editor, Unesco Mission, Sierra Leone.

18. The speaker said that educational broadcasting had three aspects. There was the core which was the basic syllabus. There was its function of enriching the syllabus and there was its potential as a direct educator (direct in the sense that it could be integrated into classroom work and help the teacher). But the radio could not replace the teacher. A system had been worked out in Europe but it would not necessarily be suitable for Africa. But the radio could certainly be of great help to the large numbers of almost untrained teachers by not only helping to teach their classes but also by teaching the teachers themselves. In a situation where the textbooks were inadequate, school broadcasts could be of great help. Again where the quality of the spoken word was important, such as in language teaching, the recorded lesson could render great service.

19. There were technicalities to be considered. The reception was all important - the children must be able to hear clearly - a missing word could ruin a lesson. The type of set and its cost must be carefully considered. Sets must be specially made for the tropics and able to stand hard wear.

20. When should school broadcasts be used - at primary level, or intermediate or secondary? The speaker suggested that there were many questions and that they should be commented on by the delegates.

Discussion:

21. The meeting recognized the great contribution that can be made to a system of education by school broadcasting.

22. Some countries hesitated to start school broadcasting because they thought it a too formidable undertaking. It was suggested that many countries had started empirically by convincing a Minister for Education that school broadcasts were a necessity. They found a suitable person to take the responsibility and then moved step by step to build up a whole system of educational broadcasts.

23. In the beginning the time allocated to school broadcasts should be a reasonable minimum. The broadcasts should fit in with the school time-table. Ideally, every school in the country should be doing the subject broadcast at the same time.

24. A loudspeaker in every classroom was felt to be the ideal system. Radio by this method became a normal aid to teaching, like blackboard or text book or pencil. If there was only one set in a school there was a tendency to try to make it serve too many children at a time with the attendant problems of inattention and classroom control.

25. Circumstances compel a serious consideration of direct teaching by means of radio. The meeting felt that it was not an ideal system but providing the broadcasts involved the children by asking questions, that there was someone present to supervise the class and "help" the radio and that there were also visual aids linked to the lesson, direct teaching by radio was a possibility.

26. The participants stressed the need to revise school programmes in order to adapt them to the needs of Africa. In the field of history in particular there is an urgent need for textbooks written by Africans and all those who have contributed to research into African history. The participants asked for the aid of Unesco in this work.

27. It was thought that radio in school should give priority to broadcasts at primary level.

28. The meeting agreed unanimously that there could be a useful exchange of programmes. If each country prepared a programme on a given subject - geography was thought to be a suitable one - in its own country these programmes could be exchanged with other countries. Supported by visual material they could serve in the schools as well as for adults in the evening.

- (c) Instructional programmes for out-of-school audiences (teaching of literacy, language, health, agricultural methods, home economics).

Speaker: C. Chicot, Inspector of Education, Chad.

29. The radio as such is neither more nor less educational than the cinema or the television. It is because education is a message that the bearer of this message is sometimes thought of as a teacher.

30. In its rôle in facilitating communications, the radio seems to present three aspects: it reaches, directly, the whole public at the same time; what it says is often forgotten, as words are transitory; moreover it speaks and we have no opportunity of replying.

31. It is conceivable that in certain conditions radio can usefully affect an adult listening public scattered over the vast distances of the less-developed parts of the world; it can be used in the fight against illiteracy, the teaching of international languages, attempts to improve economic and social conditions.

32. But what are the conditions for its effective use? Some depend on the nature of the broadcasting instrument, others on the nature of the educational activity. Neither the teacher, nor the broadcaster, nor even the friendly team that they must form together, can accomplish this task alone. Complete co-operation, agreed in a written document, must be permanently and organically established between the political, administrative and other authorities who are in any way concerned with the question.

33. Secondly, a "feed-back" system, based on questionnaires, listener surveys, research, contact with the listeners, must be used to bring about the transition from the one-way method to the two-way method; for education is a dialogue. Moreover, a written supplement must help to make the message permanent. In this, illustrations will play an important part, especially with an illiterate public.

34. Moreover, group listening must be the rule not only for economic reasons but also for psychopedagogic ones. The meeting of the listeners round the receiving set and the presence of a leader are in fact two elements of a system of radio education which can claim to be effective only if it finds its own style and people to serve it.

35. Finally, and most important, whether we are dealing with the spread of literacy, or with the dissemination of civic, practical and economic information, the change in mental outlook which it is proposed to bring about in this way, has no chance of being accepted if it does not lead, either immediately or eventually to a real change in the conditions of life. Any mass education project must therefore form part of a planned process of social and economic change.

36. The meeting was agreed that all educational broadcasting - whether for adults or for children - must be followed up by action less the passive pupil forgets what he has learnt. We must now find the best way to follow up adult education.

37. One of the great problems of all educational systems is the semi-literate person. Aware of the possibilities that could be provided by further education, he is unable to utilize them either because he is incapable or because they do not exist. A system of adult education should remember this literate, but only semi-educated person, who exists in every country in the world.

38. Adults must be attracted to radio education. They cannot be treated like children. Educational programmes for adults will not necessarily attract an audience even if they want to learn. The worker is tired in the evening and wants to relax. He will only learn if he is attracted to the programme. Adult education programmes must be created with this fact clearly in mind. One must entertain and teach at the same time or no one will listen.

39. Moreover, the educational aim of the broadcast can only be achieved in a concrete way if the teacher at the microphone speaks on the level of the adult student. If he suggests an action which is beyond the possibilities offered by the student's environment the broadcast will be a failure.

Co-operation between broadcasters and educators in the planning and production of programmes.

Speaker: Mr. Ousmann Touadé, Radio Chad.

40. Most of the programmes that are put out from radio stations are due to the initiative of the broadcasters. They have had the help of the educators (specialists, teachers, health workers, etc.) but this collaboration has never been established on a regular basis. This weakness is due to many causes of which the most important are the following: first there are not enough qualified people, and those that do exist have too little time to spare and attach too little importance to broadcasting; second, the public services have not adapted themselves to the new conditions brought about by the political evolution of the country; and third the educators do not recognize the efficacy of radio in the field of education.

41. But above all it is the lack of a large-scale campaign to awaken the public conscience in general as to the importance of radio as a means of education. The government and all organizations which are concerned with education must be convinced of the importance and efficacy of radio.

42. The meeting regretted the almost total lack of co-operation in certain countries between broadcasting organizations and those departments which should collaborate with the medium of radio. Although it is recognized that this lack of co-operation was often due to those departments not having sufficient staffs, if radio is to serve the community to the fullest extent of its powers it must be fully supported by every section of government as well as by all organizations concerned with the public good.

43. It was thought that educators, and by this was meant all people whose job it was to form and inform the public, were still mistrustful of the radio. Those in charge of broadcasting must do all that they can to educate those whose job it is to educate the public. They must gain their confidence and enlist their support both before, during and after programmes.

44. The meeting recommended the creation of a consultative committee, i.e. a body comprising representatives of broadcasting and officials of the different ministries as well as people representing all branches of human endeavour. Although the committee should not be too large it should be on a high level and have power to co-opt, when necessary, anyone who might have an interest at a given moment.

45. Co-operation, essential on a high level, should not be allowed to stop there. It is essential at all levels and can take many forms according to the necessities of the situation: between those who are responsible for the content on one hand and the presentation on the other, between the individual broadcaster and the person from outside with whom he is working; between the broadcaster and the teacher in the schools; and between broadcaster and listener.

46. In the field of educational broadcasting co-operation with the teacher is essential. At present this is a rare occurrence since the few teachers who could really be of help are overwhelmed by their educational duties. Perhaps more use of radio as a direct teaching agent could release some teachers who could work side by side with the broadcasters as part of an educational team.

47. The meeting noted that there was a particular need for co-operation in the field of adult education which in many countries is shared by several ministries whose activities, if unco-ordinated tend to have less effect.

Supply, distribution and maintenance of receivers.

Speaker: F. Zuber, Consultant to the International Telecommunications Union.

48. The speaker covered very thoroughly the subject on the agenda. His paper was presented under eleven main headings:

1. Economic and financial questions
2. The creation of a market for receivers.
3. Method of constructing receivers
4. Distribution and maintenance services for receivers
5. The question of power for receivers
6. The quality of reception
7. Characteristics of receivers
8. Problems raised by the propagation and choice of waves
9. Personnel for installation, working and maintenance
10. Planning
11. Conclusions and suggestions.

49. It was decided by the meeting that no useful discussion of such an important and comprehensive paper could be undertaken there and then. Time would have to be allowed for study and this would be done when the participants returned to their own countries. But immediate interest was shown in three aspects of the paper:

- (a) The possibility of bulk ordering, of guaranteeing a market so that manufacturers can produce sets cheaply.
- (b) The possibility of persuading manufacturers to set up assembly plants in different countries or regions. These factories would use local staff. They would also train them so that a maintenance service could be established.
- (c) The danger that the medium wave bands in Africa would become as overcrowded as those of Europe. It was suggested that F.M. would be a solution to this problem.

Reception:

- Organization of group listening
- Training of educators and leaders of listening groups in the utilization of programmes
- Audience relations.

Speaker: Paul Neurath, Professor of Sociology and Statistics, Queen's College, City University of New York.

50. Professor Neurath talked of the Indian Farm Forum Radio Scheme for which a pilot project was carried out by the Government of India and Unesco in 1956.

51. Bringing agricultural and village improvements to farmers is difficult because they are illiterate, thus cannot be reached by written materials, and there is a shortage of teachers. When given radio sets they will not listen to purely agricultural programmes but will tune in on music. Being conservative they will not accept readily changes suggested over the radio which to them seem to threaten the stability of their own way of life.

52. Listening together in groups and discussing afterwards what they have heard helps to make them accept the changes suggested over the radio as something that they themselves want.

53. The programmes of the pilot project presented educational materials in entertaining form: plays, talks, discussions, interviews, folk songs, music, etc. were used.

54. The pilot project was evaluated by a Social Science Institute which found the following:

- (1) The farmers learned very much from the programmes and from the discussions.
- (2) They carried out many improvements immediately, planned many more for the near future.
- (3) Thereby they soon developed into little village parliaments, instruments of village democracy.
- (4) In the end the farmers considered the forum so much their own institution that they made suggestions to the radio station.

55. The following was found necessary:

- (1) Absolutely voluntary organization of the group.
- (2) Good two-way contact between forum and radio station.
- (3) The organizer and the radio station must be the farmers' teachers, friends, and servants. They must not talk down to him.

56. After the successful pilot project two ministries co-operated in extending Radio Farm Forum to all India. In 1959, 900 forums were established, spread over all the States. Each major radio station now makes special farm forum broadcasts. Machinery was instituted to add several thousand forums each year.

57. The evaluation survey was carried out with students trained quickly and without any tabulating machinery.

58. Many people spoke on this subject and their ideas were crystallized into a resolution that will be found in the third part of this report.

59. All people who use radio, whether in formal or adult education, need to be trained. At the simplest level they need training in how to get the best quality out of a radio set, how to tune, how to set a volume so that everyone in the group can hear properly. Training is also needed in the techniques of group listening and of discussion leading.

60. The meeting felt that broadcasters and those from outside concerned with programmes must know more about the audience. Unless the broadcaster understood the audience and knew what it needed, the radio medium was not being developed to its fullest capacity.

61. Methods must be found to assess audience reactions and to evaluate the effects of programmes. The many effective methods used in the more advanced countries were considered to be too expensive both in money and personnel for African radio at its present stage of development. But there are methods which are not so expensive which could be used. The questionnaire method had worked well in some countries and could be utilized more. Inspectors from various departments who tour the country could be asked to bring back reports. Broadcasters themselves could visit, and listen with, groups of listeners and have their views at first hand.

62. The meeting looked forward to the day when sociologists could work with broadcasters in the preparation and evaluation of programmes and when there would be a proper system of assessment and evaluation of broadcasting services.

The use of printed and visual materials in connexion with radio programmes.

Speaker: B. Lucas, S.O.R.A.F.O.M.

63. It must be admitted that the radio, like any other technique, has its limitations. It is one of the fields in which a visual supplement is essential if the listener is not to be like a blind man. And this is particularly true in education. Moreover, it must be stressed that printed matter is already essential for broadcasts at preparation and production level, and that this literature is made all the more necessary because qualified broadcasters are few and producers, occupied in numerous tasks, are unable to spend much time on research. It is therefore highly desirable that the programme producer should have at his disposal specialized printed matter to assist him in his task and to make his work more effective. At the same time it must be stressed that such material cannot be used immediately, it must, on the contrary, be carefully adapted to the public for which it is intended.

64. The use made by the listener of the written supplement to a broadcast can be divided into three main parts and covers the whole field, from the publication by the local press of the text of a broadcast, to the use of technical documents by some specialists. But the use of the visual supplement is most important in the new methods of mass communication.



65. Thus, in literacy teaching by radio, the individual card makes it possible for each pupil to see the picture of the sound he hears - and the learning of reading and writing is inconceivable without a written supplement.

66. The process called "radio-vision", which makes simultaneous use of a sound radio programme and the projection of a film strip, of which each picture explains a sound sequence - and vice versa - is an experiment in synthesis which seems to have particularly interesting possibilities. Its low cost, the fact that it can be used in any part of the country by means of kerosene-operated projectors, the speed with which programmes can be produced and broadcast - these are some of the arguments in favour of this process, which seems suited to the present economic conditions of the African States.

67. Radio-vision, apart from its use in news and general educational programmes, could also be used in school broadcasting, with the film strip replacing cumbersome and expensive material.

68. Finally, Mr. Lucas presented a new production by S.O.R.A.F.O.M., the "cultural kits"; these include for a given subject all the audio-visual material (books, gramophone records, film strips, tape-recordings, photographs, etc.) that may be needed, either by the programme producer, for radio or radio-vision programmes, or by the lecturer, the teacher or the director of a cultural centre.

69. In conclusion, Mr. Lucas stressed that the use of printed and visual material often raised the problem of co-operation in one form or another, countries possess at present neither the time nor the means of developing and producing specialized material by their own efforts. This specialized material is in any case often of an experimental kind. It might be advisable to ensure that the necessary basic studies are considered within the framework of international co-operation.

70. On the other hand, inasmuch as this audio-visual material goes beyond the normal scope of a broadcasting station, its systematic use involves the prior appropriation of special funds and the establishing of organizations, whose duty is not only to define the aims to be attained, and the means of implementation, but also to study the results obtained.

Training of broadcasting personnel.

Speaker: Sidney Head, U.S. Operational Mission, Khartoum.

71. In introducing this subject Professor Head divided broadcasting personnel into four groups:

- (1) Technicians (responsible for transmitters, etc.).
- (2) Creative personnel (responsible for programme preparation).
- (3) Supervisory and administrative personnel; and
- (4) Content authorities (who would not necessarily be regular broadcasting personnel).

To train these groups several alternatives were possible and the experience of the United States of America in this field was outlined as an example. It consisted of the following methods: for group 1 - mainly apprenticeship, on-the-job training and trade schools; for group 2 - liberal education in university colleges where broadcasting subjects formed part of the curriculum; for group 3 - general higher education with some specialization in the relevant subjects; and for group 4 - short-term courses and/or seminars. There was no need for duplicating in Africa these methods or those of other foreign countries. They had to be adapted to the needs of the African continent. One possibility could be the training of "general" specialists to meet the urgent demands in more than one field, such as a specialist whose knowledge and experience could be utilized in radio, television, films, etc.

72. The meeting agreed that training could be provided either within Africa or abroad. The personnel required for the day-to-day operation and maintenance of a broadcasting service could be trained locally, whereas those who had to provide the leadership necessary for the advancement of a service would require international experience. But what was urgently required was closer and better co-ordination of the efforts of all those working or involved in broadcasting.

73. The meeting called upon Unesco to evolve a training scheme for Africa and proposed that, as a start, use could be made of training facilities in Africa. Trainees should be recruited from amongst those who had completed their secondary schooling, while facilities should also be given to those already in employment. Fellowships abroad should preferably be restricted to personnel with several years' experience, and should be a follow-up to training in Africa.

74. In countries where training centres already exist, governments and broadcasting services should provide Unesco with the necessary information concerning these centres. This information would assist in the preparation of a worthwhile overall scheme.

75. An African Research Institute for Radio Broadcasting was considered to be essential for the proper implementation and development of radio broadcasts to schools and to the public.

#### International co-operation.

76. The representative of Unesco explained the method of operation of his Organization and described in detail its Regular and Technical Assistance programmes. Mr. Ayles, resident representative of the United Nations Technical Assistance Board, in Ethiopia, detailed the various international agencies which financed activities in developing countries, especially the United Nations Special Fund.

#### Suggested studies or possible pilot projects.

77. The representative of Unesco told the meeting of Unesco's forthcoming meeting on "New techniques in education" to be organized in March 1962. This was an outcome of a resolution introduced at the last session of Unesco's General Conference by the late Gaston Berger (France) which called for new approaches in the fields of education and information to meet the pressing demands of modern society.

78. Further details were also given by Mr. Chicot, who said that existing pedagogical practices were insufficient to meet the requirements of man today and new techniques were essential to improve and enhance his knowledge and understanding.

#### Future of educational television in Africa.

Speaker: R. Dill, Unesco Secretariat.

79. Mr. Dill spoke on the subject of television as a modern medium of communication. He thought that it could possibly be used as a successful medium for passing on Africa's cultural heritage which, so far, has been mainly contained in the spoken word.

80. The problems faced in connexion with the introduction and operation of television educational programmes were very similar to those in the field of radio, though in certain respects more complicated.

81. Television organizations could either be government agencies, independent public corporations or commercial enterprises.

82. The meeting noted that the introduction of television in the African countries was inevitable. In order not to lose sight of the educational purposes the meeting felt that if possible the organization of a television service in the form of a commercial enterprise should be avoided. However, if such an enterprise took charge of television programmes within a country it should be ensured that a maximum amount of broadcasting time was reserved for educational transmissions.

83. The meeting expressed the desire that a pilot project in educational television should be launched in one of the African countries and that it should be given second priority after a pilot project in educational radio broadcasting.

84. The meeting felt convinced that the development of information media should form part of economic and social planning if the urgent needs of developing countries were to be met within the foreseeable future.

## RECOMMENDATIONS

The Meeting on Educational Broadcasting in Tropical Africa has made a very detailed study of the many problems which exist, and which will exist for some years, in the developing African countries.

The meeting has underlined the urgency of expanding African radio services, as a powerful method of communication between the people of one country as well as between the many African States. It was also unanimously recognized that the radio has a most important part to play as a technique of education and information of the people, and thus helps to create a suitable education system for Africa.

But it has not escaped the attention of the meeting that, in view of the many aims of the governments, the different States are not yet in a financial position which allows them to undertake any large development of existing radio facilities. Because of this they must appeal to international organizations or to bilateral aid to give them financial aid.

In the light of its discussions the meeting has adopted the following recommendations:

1. The meeting records its unanimous gratitude and appreciation to the Director-General of Unesco and the Department of Mass Communication for convening this important meeting and requests the Director-General of Unesco to express on behalf of all participants to this meeting its gratitude to the host country, Tanganyika, for the hospitality afforded and its good wishes for a peaceful, happy and prosperous independence.
2. The meeting urges the development of the closest co-operation between educational authorities and broadcasting services with a view to ensuring the successful achievement of the targets laid down in the plan evolved by the Conference of African States on the Development of Education in Africa held in Addis Ababa in May 1961.

It is essential that governments take account of the assistance that radio can give to education. They should take the necessary steps to set up co-operative committees at the higher levels as well as at the broadcasting producer level in order to associate the radio medium with the education departments and the representatives of cultural organizations. Co-operation must also be maintained between the radio and the teachers in the schools.

Every effort must be made to create a favourable climate of public opinion in order to facilitate this co-operation and thus ensure the fullest use of the radio medium in the field of education.

3. The meeting urges governments to allow broadcasting organizations to play the fullest possible part in education, and to make available to them teachers to assist in the preparation, production and successful implementation of educational broadcasts.
4. The meeting, considering the numerous problems which must be solved to meet the demands of educational broadcasting, expresses the wish that governments should pay particular attention to the training of broadcasting personnel, and recommends that States should consider and develop this co-operation at the regional or sub-regional level, by appealing first to organizations which specialize in broadcasting training and which are known to have made a notable contribution to raising the professional standards of African broadcasting personnel.
5. The meeting recommends that fellowships be offered to national radio services to enable them to send, for a period of training at centres of their own choice, some of their better staff members who show the necessary aptitude and who have the qualifications required by the training organizations concerned.
6. The meeting recommends the study and the preparation of a report on methods of broadcasting training at present in use in African countries with the object of asking a panel of experts to prepare a new scheme which will give a genuine African character to training methods.

7. The meeting recommends that regional pilot short courses in school broadcasting for teachers and broadcasters be organized in Africa with the help of Unesco.
8. The meeting, having learned that Unesco intends soon to hold a conference on higher education in Africa, expresses the hope that that meeting will take into account the need for trained people in the field of mass media.
9. The meeting asks Unesco to finance and organize a "Radio Farm Forum" pilot project in one African country, in conjunction with the country's broadcasting organization, the published result of the experiment to be put at the disposal of all interested countries.
10. The meeting recommends that a bilingual regional centre be established in Africa, with the help of Unesco, for the exchange of programmes and of personnel among broadcasting organizations of member countries of this meeting.
11. Because of the great benefits to be derived from personal contacts between officers in the broadcasting and educational fields in Africa, the meeting urges that a meeting of experts in these fields be convened at least once every two years.
12. Given that African radio has an urgent need of programme material which is truly African the meeting asks Unesco to organize as soon as possible a meeting of writers, poets dramatic authors, composers, musicians and other creative artists, who are guardians of both traditional and modern culture, in order to associate them more closely with radio work.
13. To help broadcasters better to understand the reactions of their audiences the meeting requests Unesco to study methods of radio audience research with a view to finding those which would be best adapted to African needs.
14. The meeting suggests the establishment, with the help of Unesco, of an African Institute for Broadcasting Research.
15. Taking note of the high percentage of illiteracy in the countries represented at this meeting and considering the importance of the radio and the part that it can play forthwith in the campaign against illiteracy, the meeting asks Unesco: (a) to collaborate with other specialized organizations in a study of the manufacture and distribution of mass produced transistor radio sets; and (b) to recommend to interested governments that they organize the necessary guarantees and a favourable market to encourage the sale of such receiving sets.
16. Considering the urgent needs in education, the meeting requests Unesco to examine all aspects of the effective use of television as a complement to radio in education.
17. The meeting requests Unesco to design, finance and organize an experimental T.V. educational project in an African area.
18. The meeting requests S.O.R.A.F.O.M. to put at the disposal of Unesco, for distribution to the Member States, the results of the experiments bearing on Radio-Vision in Cameroun, Niger and Ivory Coast.

ANNEX

LIST OF PARTICIPANTS

RADIO

CAMEROUN	Mr. Auguste Moutongo Black, Directeur, Radiodiffusion nationale camerounaise, Yaoundé
CENTRAL AFRICAN REPUBLIC	Mr. P. Pouillon, Directeur, Radio-Bangui, Bangui
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CONGO (Brazzaville)	Mr. Yves Le Gall, Directeur, Service de la coopération culturelle et éducative, S.O.R.A.F.O.M., Paris
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NIGER	Mr. Issaka Gani, Directeur, Radio Zinder, Zinder
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RHODESIA AND NYASALAND (Federation of)	Mr. Cecil Sapseid, Controller, African Service, Federal Broadcasting Corporation, Salisbury
RUANDA-URUNDI	Mr. Melchior Bwakira, Chef des émissions de Radio-Burundi, Usumbura
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SIERRA LEONE	Mr. John J. Akar, Director, Sierra Leone Broadcasting Service, Freetown
SOMALIA	Mr. Ali Said Warsama Harato, Director of Radio Mogadiscio, Mogadiscio
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	Mr. O.A. Kingsbury, Schools Broadcasting Organizer, Tanganyika Broadcasting Corporation, Dar es Salaam
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