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in collaboration

with

THE UNIVERSITY OF IBADAN

Meeting of Experts

on

THE USE OF THE MOTHER TONGUE
FOR LITERACY

FINAL REPORT AND RECOMMENDATIONS:

Ibadan

13 - 23 December 1964

23 JAN. 1991

FINAL REPORT
MEETING of EXPERTS
on
THE USE of THE MOTHER TONGUE
for LITERACY.

Monday, 14 December 1964

OPENING SESSION

1. The meeting was called to order at 9.15 a.m., in room 40, Arts Faculty Building, by Mr. Ayo Ogunsheye, Director, Department of Adult Education and Extra-Mural Studies, University of Ibadan.
2. The following participants and observers were in attendance:
 - Mr. V. AKPALO, Ministere Affaires Sociales, Lome, Togo.
 - Prof. R.G. ARMSTRONG, Institute African Studies,
Ibadan University.
 - Mr. BENDOR-SAMUEL, Summer Institute of Linguistics,
Achimota, Ghana.
 - Dr. BOT BA NJOCK, Université Fédérale du Cameroun, Yaounde.
 - Rev. G. FORTUNE, Department of African Languages,
University of Rhodesia.
 - Dr. A. HABTE, Haile Selassie I University.
 - Dr. G. HAILE, Haile Selassie I University.
 - H.E. A. HAMPATE BA, Member Executive Board, UNESCO.
 - Mr. R. HUREL, Accra Regional Centre, UNESCO.
 - Mr. J. KARIARA, East African Literature Bureau, Nairobi, Kenya.
 - Mr. J. KLIKA, National Institute of Education, Port Novo.
 - Mr. A. OGUNSHEYE, Department of Adult Education,
Ibadan University.

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Mr. S.K. OTOO, Bureau of Ghana Languages, Accra.

Mr. J. STEWART, Institute of African Studies, Legon, Ghana.

Mr. O. TOMORI, Department of Adult Education, Ibadan University.

3. His Excellency Alhadji Amadou Hampate Ba, Ambassador of Mali to the Ivory Coast and Member of the Executive Board, UNESCO, welcomed the participants and observers in the name of the Director-General of UNESCO. In a short speech, H.E. Hampate Ba underlined the importance given to literacy by UNESCO and by the African countries, and in concluding he expressed his good wishes for the work of the meeting.

4. Mr. Ayo Ogunsheye, in his turn, welcomed the participants in the name of Prof. K. DIKE, vice-chancellor of the University of Ibadan, and in the name of his Department.

5. The business organisation of the meeting took place as follows:

- (i) Mr. A. Ogunsheye was elected Chairman;
- (ii) The provisional agenda was adopted unanimously; as well as the order of business for each day;
- (iii) Rapporteurs were elected for each session.

6. In concluding the opening session, Mr. R. HUREL gave a brief outline of the "Report on the Use of the Mother Tongue for Literacy," written by a team of Unesco consultants, Prof. E.L. Lasebikan, University of Bahia, Dr. R. Ismagilova, Africa Institute, Moscow, and himself.

Tuesday, 15 December 1964

Chairman: Mr. Ayo OGUNSHEYE

Rapporteur: Dr. Aklilu HABTE, assisted by a drafting committee made up of the following: Mr. J. KARIARA, Mr. Olu TOMORI and Mr. S.K. OTOO.

Topic 1: FACTORS AFFECTING THE MOTIVATION
OF ADULT LEARNERS AND LITERACY INSTRUCTORS

Opening Speaker: Mr. Olu TOMORI

Discussion:

Mr. Olu Tomori gave a brief report on a pilot survey relating to factors affecting the motivation of adult learners in Western Nigeria, conducted in 1964 under the auspices of Department of Adult Education and Extra-Mural Studies, University of Ibadan. 75 people between the ages 15 - 40 gave their answer to the question "why do you want to be literate?" No particular language was specified in the question, but answers indicated that respondents thought in terms of learning to read Yoruba first and English second. The following reasons were given in descending order of importance:

1. Practical necessity
2. Economic advantage
3. Status
4. Religious motives
5. Civic Responsibility

During the course of the discussion several participants spoke supporting and emphasizing one or the other reasons advanced above. It was further suggested that this survey was done in a community in which the conditions favour popular education; similar studies should be undertaken in communities where conditions do not necessarily associate literacy with social or economic betterment and where traditional attitudes and values may militate for or against interest in literacy among adults.

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It was also noted that an understanding of the motivation of literacy instructors was important and that this might be different according to whether the instructor works for a government or voluntary bodies, such as missions.

Topic 2: STATUS OF ADULT LITERACY
 IN GOVERNMENT DEVELOPMENT PROGRAMMES

Opening Speaker: Mr. R. HUREL

Discussion:

Discussion on the status of adult literacy in government development programmes took place following a brief expose by R. HUREL and by several participants on the situation in their respective countries. Participants commented on the organizational set-up, budgetary allocation and the kinds and number of teaching materials made available. The reports given indicated that literacy campaigns are undertaken either by government or by private literacy campaign associations, with government blessing, by voluntary bodies such as missions or by a combination of two or more of these agencies. Definite budgetary allocation by the government was mentioned in the case of Uganda (£20,000 for the production of materials and publicity of the campaign) and Ghana £73,000 (the annual budget of the Ghana Bureau of Languages for the year 1963/64.)

Recommendations:

1. Considering that the identification and understanding of factors affecting the motivation of adults should play an important part in the formulation of an effective campaign strategy, the Meeting

recommends that

- (i) in each country where literacy programmes are organized research be conducted into the motivation of adult learners in representative localities, having regard to such factors as the spread of education, the strength of traditional cultures and the spread of the market economy;

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- (ii) such studies normally be made prior to the launching of literacy campaigns; and
- (iii) the expenditure on such studies be regarded as part of the normal cost of running literacy campaigns.

2. Noting that the desire for adult literacy is rarely evenly spread in any country, the Meeting recommends that appropriate steps be taken to stimulate demand in areas where it appears to be weak and to ensure that demand once stimulated should not go unsatisfied.

3. Noting that the motivation of adult learners towards literacy in the mother tongue is influenced to no small degree by the availability of reading material, the Meeting recommends that governmental and non-governmental bodies engaged in literacy work should take steps to ensure that reading material geared to the interests of adults and readily assimilable by them should be made available in adequate numbers and at reasonable cost.

4. In order to increase adult interest in literacy in the mother tongue, the Meeting recommends that when governments are planning the use of a language for adult literacy, they should at the same time give recognition to such a language, for example by including it to the school curriculum and making it the subject of a state recognized examination.

5. Noting that African governments assembled at the Addis Ababa Conference agreed to allocate a given percentage of their annual budgets to education including adult literacy, the Meeting recommends that periodic reports be compiled by UNESCO showing the extent of financial resources which are directly or indirectly devoted to adult literacy.

Wednesday, 16 December 1964

Chairman: Mr. Ayo OGUNSHEYE

Rapporteur: Dr. J.T. BENDOR-SAMUEL, assisted by
Dr. K. WILLIAMSON and Dr. A. BANGBOSE

Topic: SOME GENERAL LINGUISTIC PROBLEMS

Opening Speaker: Professor R.G. ARMSTRONG

Discussion:

Professor Armstrong opened the session by stressing the importance of education in the various mother tongues if there is to be real mass literacy in Africa. Development of the mother tongue for literacy and literature is fundamental to the self-respect of the African peoples. Properly conceived, this will help, not hinder, the development pari passu of instruction in one of the world languages, such as English or French. He pointed out that polyglottism is ancient and very wide-spread in Africa. It should be encouraged and developed. He deplored the very prevalent attitude of underestimating both the importance and the difficulty of studying African languages. No African language can possibly be described as "primitive"; indeed African languages are complex both in their sound systems and grammatical structures.

Professor Armstrong stressed that the basic linguistic analysis that is necessary before a well-planned literacy campaign can begin requires time. Such work cannot be done by amateurs but calls for trained linguists. He estimated that in the case of a previously unwritten language a five year programme would result in a thorough description of the sounds and grammar of a language, a collection of texts and a preliminary dictionary. The practical results of such a programme would be an orthography and materials which would make it possible for the average person to learn to read with understanding and reasonable fluency in about three months. This programme would

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also produce a cadre of trained teachers from among interested local people.

Professor Armstrong reviewed the position in languages where some literature already exists. In most cases grammars and dictionaries are still needed.

The languages of Africa present problems which differ greatly in kind and in the degree of difficulty which they pose for the development of practical alphabets. For example, some Eastern Bantu languages, such as Swahili, have been successfully written for over a century. However, a great many languages especially in West Africa, but also in every other part of the Continent, present problems which tax every resource of phonetics and linguistics for their solution. In a previously unwritten language of this sort a minimum of five years should be planned for development before literacy campaigns can usefully be launched.

In the subsequent discussion various speakers, stressed the importance of allowing an adequate period of research and development materials. An illustration was given of Higi, a language of Northern Nigeria and the Cameroun Republic, which had been the subject of a brief study by a highly competent linguist; when the language was studied later for a longer period, it was found that the earlier, published study was seriously defective. Another speaker estimated that after one year's research, a preliminary description of the sound system should enable training of literacy instructors to begin. The completion of the grammatical analysis, the collection of texts, and compilation of a preliminary dictionary would take at least four more years.

There was also discussion of what short-term measures could be taken in cases where governments desired literacy work to begin immediately. It was agreed that a competent linguist could suggest emergency measures, including a provisional orthography in three-month period in some cases (for example, where the language in question is closely related to a language which has already been well studied). It was stressed that such measure could only be

provisional and must be regarded as the first stage of a long-term programme. Almost inevitably in such circumstances there would have to be revisions in the orthography - not only in the alphabet but also in the conventions established for word divisions, contractions etc. These short-term experimental activities must under no circumstances be considered a substitute for the long-term study required.

Another factor stressed in the discussion was the use of interested local people whose initiative should be encouraged. A tentative lexicon of Nembe, an Ijaw language of the Niger delta, was prepared by an interested native speaker, with the collaboration of many members of the local community, and has now been standardised and revised for publication by a professional linguist of the university of Ibadan. Interested people can be assisted particularly by on-the-spot training offered by a linguist with experience in the area. With such practical training, local enthusiasts can make a valuable contribution, for instance in collecting texts and compiling dictionaries as well as by providing a core of people able to read the literary material when these become available.

There was some discussion of the type of alphabet required. It was generally agreed that a balance had to be struck between too much scientific detail and what was 'humanly consumable' (It should be noted that when a linguist is forced to produce an 'orthography' before he has really finished his analysis, the result is apt to be far more complicated than his finished work). In the selection of symbols for an alphabet, factors such as similarity to the alphabet of an international language like English or French should be kept in mind. It was also thought desirable that symbols should have a similar value in the alphabets of several languages in a country. It was stressed, however that such considerations need to be applied carefully so that they do not violate the basic sound system of the language.

It was agreed that in the drawing up of an alphabet after phonemic analysis had been made, there should be close co-operation between the linguist, and those engaged in literacy work. The suggestion was made that those engaged full-time in administering literacy work should have a grounding in linguistics.

It was generally agreed that any given language should have a single orthographic system irrespective of national boundaries and that action need to be taken to resolve differences which exist at the moment. It was suggested that this should be considered further as a matter calling for inter-African co-operation.

The problem of the choice of one of many dialects for literacy work was raised, and the contribution that could be made by linguists in this connection was considered. Though some felt that the crucial factors to be taken into consideration in making this choice were not primarily linguistic, the majority of speakers considered an objective dialect survey essential so as to provide data which would be of assistance in determining which dialect should be used. It was also pointed out that a study of dialects can help solve some orthographical problems and might be very useful in leading to a unified orthography for a language where there are several dialects, none of which is dominant.

I. Recommended Procedures for Unwritten Languages

Where governments are planning literacy work in previously unwritten languages, the Meeting recommends that:

1. A competent linguist be requested
 - (a) to make a phonemic analysis as the basis for a scientific alphabet;
 - (b) to make a grammatical analysis;
 - (c) to draw up an initial lexicon;

2. In formulating an alphabet,
 - (a) priority be given to the principle that each phoneme in the language be given one and only one representation in the alphabet;
 - (b) while consideration such as:
 - (i) the desirability of conformity to an established writing system (e.g. Roman, Arabic, Amharic),
 - (ii) similarity to the alphabet of an international language such as English or French,and
 - (iii) uniformity within a country,should be taken into account in the selection of symbols, this should not be done in a way that violates general phonemic principles.

3. If there is uncertainty as to which dialect should be chosen for literacy work, a dialect survey be made to determine.
 - (a) the linguistic relationships of the dialects:
involved,
 - (b) their degree of intelligibility,in order to present a report on factors to be taken into account.
4. UNESCO assist governments requesting the help of linguists for these purposes.

II. For All Languages

The Meeting recommends that:

5. (a) Where African languages are used for literacy purposes governments be encouraged to provide for the publication of
 - (i) a dictionary;
 - (ii) a technical grammar containing
the basic analysis of the language
upon which the non-technical one
is derived;
 - (iii) a non-technical grammar suitable
for the general public;
 - (iv) a ~~set~~ of carefully produced texts
in the language concerned.
6. UNESCO support projects for:
 - (i) the collection and publication of oral
texts, since such texts could provide
suitable reading material for literacy
work. (This idea has already been accepted
in principle at the UNESCO conference at
Abidjan.)

- (ii) the compilation of comprehensive bibliographies of works in African languages.

7. UNESCO arrange for the compilation and publication of loose-leaf data-sheets covering the languages of Africa. Such sheets would state in concise, standardized form such items as the name of the language, other names by which it has been known, where it is spoken and by how many people, the number and names of the principal dialects. In addition they would show the phonology, alphabets in use, a short world-list, a brief grammatical sketch. A bibliographical section would be exhaustive for little-known languages and selective for those better studied. It would include a list of publications used for literacy work in the language.
8. Where it is planned to move from literacy in one language to literacy in another language, a contrastive analysis of the two languages involved should be made.

Thursday, 17 December 1964

Chairman: Professor R.G. ARMSTRONG

Rapporteur: Mr. Ousmane A. CISSE

Topic 1: LANGUAGE POLICIES FOR ADULT LITERACY

Discussion:

Mr. Hurel, of the UNESCO Regional Centre, Accra, made a statement outlining some of the various alternative linguistic policies for literacy open to African Governments. These were:

- (i) The exclusive use of a single African language of the country concerned throughout the literacy programme;
- (ii) The use of all the ~~local~~ African languages throughout all stages of the literacy programme;
- (iii) The use, of a few ~~local~~ African languages chosen in accordance with government-defined criteria, followed by a stage involving the use of only one of them as the national language;
- (iv) The use of ~~local~~ African languages with the ultimate aim of achieving literacy in a world language;
- (v) The exclusive use of a world language throughout the literacy programme.

On the basis of the above policies discussion centered on two questions:

- (a) Should African states clarify their linguistic policies, or should they not?
- (b) What is the task incumbent upon our meeting? Should we come out on the side of a particular linguistic policy?

Recommendations:

1. The Meeting, noting that certain Governments have not yet clarified their language policies; and
considering that a clarified language policy would enable all those responsible for literacy to realize the magnitude of the task ahead of them;
expresses the hope that each Government may concisely set out its language policy; and
stresses the need to take all steps necessary for the implementation of the language policy adopted (with reference, for instance, to financial implications).
2. The Meeting, deeming that Governments are free to choose their own language policy for literacy,
Insists, nevertheless, on the need for such choices to be based on sound criteria; and
Recommends that languages not chosen for government-supported literacy programmes be not neglected for the purposes of scientific research or local use.

3. The Meeting pointed out that fears often expressed of a multiplicity of national languages threatening the national unity, had by no means been justified. On the contrary, there is evidence that a judiciously permissive language policy may actually strengthen national unity. The choice of a language for national development necessarily imposes a handicap on those citizens whose mother tongue is not chosen and at the same time confers a privilege on those whose language is chosen. Unless it is very wisely administered, a selective policy may be a divisive rather than a unifying force.

4. Noting that some African governments have expressed the desire to receive advice on the choice of a national language, the meeting suggests that UNESCO publicise the criteria for the choice of a language or languages for development on the national level which were formulated at the Leverhulme Conference held in Ibadan University in 1962. (Language in Africa, Cambridge University Press, 1962, pp. 129-135 see text in UNESCO/MELIT/INF/5.)

Friday, 18 December 1964

Chairman: Dr. Getchew HAILE

Rapporteur: Dr. J.M. STEWART

Topic I. PRODUCTION OF LITERACY MATERIALS
 IN AFRICAN LANGUAGES

Topic II. COST IN MONEY AND TIME FOR THE DEVELOPMENT
 OF AFRICAN LANGUAGES USED FOR LITERACY

A. Discussion:

Mr. J. Kariara and Mr. S.K. Otoo introduced the topic by describing the practices of the East African Literature Bureau and the Bureau of Ghana Languages respectively. Some guiding principles mentioned were:

1. A literacy campaign should not be announced before both the primers and the follow-up readers are ready for delivery to the organizers of the campaign.
2. In selecting the type-face, it should be remembered that some new literates have to read by candle-light. 14 point type was suggested as a minimum.
3. Follow-up readers should consist of only a small number of pages and should be copiously illustrated so that the new literate can be encouraged to feel that he is capable of reading a whole book. 24 pages were suggested as a maximum. The illustrations should be carefully done, and their recognisability tested; the text itself should be tested for intelligibility.

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The Meeting proceeded to discuss the functions of Government language bureaux. It was agreed that the bureaux should, in consultation with linguists, be responsible for the establishment of standard orthographies for all the languages to be used in the national literacy programme.

The Meeting went on to discuss the merits of newspapers as follow-up material. It was unanimously agreed that newspapers, may have a significant role to play, but that it was important to ensure that, like all the other literacy materials they should be lively. It was suggested in this connection that the newspaper should be produced in the area itself if it was not to be out of touch with the people and that the news it contained was not to be simply a repetition of what everyone had already heard much earlier through other media. It was thought that local initiative should be encouraged. Mr. Otoo mentioned the effectiveness of the full page cartoon stories of the Ghana Language newspapers in maintaining interest.

B. Recommendations:

In addition to the guiding principles mentioned above, the Meeting recommends that

1. each state should have a publishing institution with a revolving budget for the production of literacy reading materials;
2. where a standard orthography exists, it should be used in all publications;
3. before primers and follow-up readers are printed their technical context should be checked for accuracy;

4. the follow-up materials in any language used for adult literacy should include a lively newspaper;
5. information on the use of frequency counts of grammatical forms and words in the preparation of adult literacy materials should be made available to everyone engaged in the production of literacy material.

Topic II. COST IN MONEY AND TIME FOR THE DEVELOPMENT
OF AFRICAN LANGUAGES USED FOR LITERACY

Discussion:

At an early stage in the discussion it became evident that since the Meeting had been called at such short notice the participants had not had time to equip themselves to deal with this topic. It was therefore agreed that this matter should be referred to a Committee consisting of Mr. Ogunsheye (Chairman), Professor Armstrong, Mr. Otoo, Mr. Kariara, Dr. Bot Ba Njock and Dr. Stewart; and, considering that UNESCO might be interested in facilitating the satisfactory completion of the work of the Committee it was recommended that the Fifth West African Languages Congress, which is to meet at the University of Ghana from 5th to 10th April, 1965, be given the means to invite some of the Committee members. The Committee was asked, however, to work out for each of the language policies considered on Thursday 17th December, 1964, a list of the headings under which expenditure would be incurred, to make very rough estimates of the cost and to report to the Meeting before its conclusion.

Report of a Meeting of the Special Committee on
COST IN TIME AND MONEY OF DEVELOPING AFRICAN LANGUAGES

(Held on Friday, 18 December 1964)

Present: Mr. A. OGUNSHEYE (Chairman)
Professor R.G. ARMSTRONG
Dr. Bot Ba NJOCK
Mr. J. KARIARA
Mr. R. HUREL
Dr. J.M. STEWART (Rapporteur)

Introduction:

It is important to place in perspective the rather large costs envisaged by the Committee. The costs of the large-scale development of mass literacy in the more than 1000 languages of Africa are of a wholly different order of size than the costs of purely scientific research. For one thing, the trained linguists necessary are in very short supply; it is urgent to train Africans as linguists and to assure them of reasonable careers if they choose linguistics. For another thing, the institutions which now employ linguists rarely have a sense of urgency about the completion of the study of a particular language; but prompt completion of such studies is the very basis of literacy programmes.

The development of literacy in the languages of a country should be regarded as a part of the whole plan of economic development, on a par with the construction of roads, airports, and schools. In these terms, the costs discussed here are modest indeed.

The costs mentioned are total costs; and it is not suggested that they be borne entirely by any one organisation. They should be shared between UNESCO, national and local governments, foreign technical assistance agencies, and voluntary agencies of many kinds.

I. Research and the Publication of Results

A. The costs of developing previously unwritten languages for use in literacy was considered under three heads:

1. The services of a qualified linguist from three to five years. The following detailed budgetary items were specified:

(a) Salary	\$ XXXX
(b) Family Allowance	XXXX
(c) Passages and Overseas Leave	XXXX
(d) Local transportation (including per diem)	XXXX
(e) Secretarial help	XXXX
(f) Equipment (including a good tape-recorder, tapes, and a specialized typewriter)	XXX
(g) Informants and transcribing staff	XXXX
(h) Field equipment	XXXX
(i) Reserve fund	XXXX

It was thought that the above items would probably total at least £5,000, or \$ 14,500.00 a year in a country like Nigeria at 1964 prices. Dr. Bendor-Samuel stated that the Summer Institute of Linguistics reckons the average cost of one of its missionary teams to be £3,000 a year; but such volunteer workers are in effect absorbing a part of the real cost themselves and do not see their work as being a part of a university career.

2. Provision of a fellowship for the training of an African linguist, who would work with the linguist in charge of the project. § XXXX

3. The publication of at least the following:

- (a) A technical grammar § XXXX
- (b) A non-technical grammar XXXX
- (c) A technical, bilingual dictionary XXXX
- (d) A literary mono-lingual dictionary XXXX
- (e) A collection of oral literature XXXX

It was estimated that the cost of producing a two-way technical dictionary of about the scope of Abraham's Dictionary of Modern Yoruba would be about £5,000, or \$ 14,500, exclusive of the cost of compilation.

B. The Development of Languages with some literary foundation.

1. In languages with a reasonably good literary foundation, literacy campaigns may be launched at a much earlier stage if there is proper and continuing guidance by a professional linguist.

2. The Committee noted that the development for literacy of languages, such as Hausa, Swahili or Twi, requires quite a different structure of costs from that assumed for previously unwritten languages. Several linguists with differing specialities will probably be necessary (a) to bring the bulky, older dictionaries and grammars up to a really useful standard, (b) to handle the difficult problems of conflicting orthographies that often plague these languages, and (c) to prepare other source material.

II. The Preparation of Literacy Materials

- A. The research necessary to ensure that the contents of the materials should be suitable for adult users. § xxxx
- B. The production of the books and other materials. § xxxx

III. The Literacy Campaign

The Committee considered it inappropriate to attempt an exhaustive listing of the items that would come under this head, but it recommended that the following items should be included:

- A. Research into the motivation of the learners. § xxxx
- B. Publicity for the campaign. § xxxx

Saturday, 19 December 1964

Chairman: Mr. Ousmane CISSE

Rapporteur: Mr. Venance AKPALO

Topic: (1) ADULT LITERACY METHODS

(2) TRAINING OF LITERACY PERSONNEL

Discussion:

1. Mr. Olu Tomori made a statement on literacy methods in which he defined the three existing methods, and gave their advantages and drawbacks. These methods were:

- (a) The analytic method;
- (b) The synthetic method;
- (c) The eclectic method.

In the course of discussion several speakers gave their views on the three existing methods and, despite divergence on other points, it was generally agreed that the most suitable method for one country might be wholly impracticable in another. This brings one to consider that, given the advantages and drawbacks of each of these three methods on the one hand, and the diversity of African languages on the other, it would not be wise to impose any one method. It is therefore of great importance in the application of a literacy programme to ensure that proper steps have been taken so that surveys and research on the methods the best adapted to the needs of various groups and regions of the country concerned may be taken up anew and carried on. This calls for close co-operation between linguists and teachers. The essential problem to be tackled by any country wishing to organize a literacy campaign is to know how to act upon the results of its surveys.

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2. Mr. Joseph Klika then dealt with the second item: the training of personnel. He gave a broad picture of the situation regarding personnel for adult education, of which adult literacy is only one aspect. The essential factor which the success of the programme depends is suitable professional training for those who are to operate it. All research (referred to above) has been largely concerned with fixing the basis on which the training of personnel will have to be founded. In the opinion of several speakers this training will have to take two major forms:

(a) Training of supervisors (organizers and inspectors)

A supervisor should be responsible for liaison between those in the field and the administrative office. He should not only keep in touch with new discoveries, but he is also there to provide advice himself. The supervisor should therefore be highly trained in order to be able to solve any problems that may arise. Thus the training of supervisors should be general, but of a recognized high standard.

(b) Training of instructors or monitors.

This training should also be general, but with special emphasis on literacy teaching.

Recommendations:

I. Literacy methods

Recognising that the application of a literacy method is closely linked to the needs of a specific audience, the meeting insists:

- (a) on the need for organizers to be fully conversant with modern methods of teaching reading and writing including their advantages and drawbacks, and their relevance to African languages which have to be taught;
- (b) advocates a sound knowledge of adult psychology in order to adapt methods to the needs of adults;
- (c) recommends study on the choice of methods;
- (d) hopes to see close co-operation between linguists and teachers.

II. Training of responsible officials

- A. Supervisors and Organisers of literacy programmes at district level:

The meeting recommends that whenever possible,

- (i) Supervisors should be familiar with the modern theories of reading and writing, and their application to African languages;
- (ii) They should have a working knowledge of linguistics and ^{its} ~~their~~ application to modern languages;

- (iii) They should be familiar with adult psychology;
- (iv) They should be capable of preparing teaching material;
- (v) They should be familiar with sociology.

B. The instructor should receive training to give him:

- (1) a knowledge of the specific methods adopted for reading and writing; and
- (2) a knowledge of adult psychology.

N.B: Recruitment criteria

- (a) Knowledge of the language adopted;
- (b) Age factor.

C. The literacy specialist should also know something of economics and sociology.

Monday, 21 December 1964

Chairman: Mr. Bot Ba NJOCK

Rapporteur: Mr. Balde ABDOULAYE

Topic: INTER-AFRICAN CO-OPERATION IN THE
FIELD OF ADULT LITERACY

Discussion:

H. E. Alhaji Amadou Hampate Ba introduced this topic by stressing the need for unifying the systems of transcription for languages common to several states. At a time when Africa governments have declared their intention of bringing about continent-wide unity, UNESCO might, in collaboration with OAU, make a series of concrete proposals on the standardization of transcriptions. It would be desirable for African countries to co-operate and harmonise their efforts in overcoming the difficulties raised by linguistic research and studies (costs, programmes, etc.)

Mr. Ogunsheye in turn stressed the need for enlisting the help of Depts. of Linguistics in African universities and proposed that a modest co-operation programme be envisaged, for if it were over-ambitious the recommendations would be impracticable and therefore useless.

In the course of the discussion, speakers touched on various aspects of inter-African co-operation in the field of adult literacy. The meeting considered that this co-operation could, while respecting the language policy of each State, be based on the following:

- (a) Linguistic research;
- (b) Training of qualified literacy personnel;

- (c) Publication of handbooks and production of other literacy material.

Recommendations:

1. The Meeting recommends (i) that African linguists and other senior literacy personnel be trained in African Universities at present offering courses in linguistics. (ii) In view of the importance of developing African languages, it is deemed necessary to create chairs of linguistics in all African universities.
2. The Meeting advocates that language research workers be encouraged to use the laboratories already equipped for the purpose in some African universities.
3. That this meeting endorses the principle already adopted at the Abidjan Conference, that a language should have a single orthographic system irrespective of national boundaries ~~and~~ recommends that UNESCO appoint ~~an~~ consultation with OAU and the country concerned a series of area commissions to investigate orthographical problems for languages spoken across national boundaries and to make recommendations to both government and non-government agencies in the countries involved.
4. The meeting calls for increased technical co-operation between States for the printing and publishing of literacy textbooks.

Tuesday, 22 December 1964

Chairman: Mr. Ayo OGUNSHEYE

Rapporteur: Mr. R. HUREL

CLOSING SESSION

A. REPORT ON THE USE OF THE MOTHER
TONGUE FOR LITERACY.

1. The participants, having considered the Report prepared by a team of UNESCO consultants, Professor E.L. LASEBIKAN, Dr. R. ISMAGILOVA and Mr. R. HUREL, came to the following conclusions :

- (i) The meeting associates itself with the recommendations found in the report; and
- (ii) it hopes that the governments of Uganda, Niger and Nigeria will welcome any opportunity of implementing these recommendations; and
- (iii) recommends to UNESCO to give all possible assistance in this connection.

2. The meeting found itself in substantial agreement with the contents of the following parts of the Report: Part I (Uganda), Part II (Niger) and sections 2 and 6 of Part III (Nigeria), as well as with the conclusion of the Report.

3. In connexion with Part III, Nigeria, the meeting strongly suggested that Section 1 (Linguistic Situation), Section 3 (The Role of African Languages in School Education), Section 4 (The Use of the Mother Tongue in Adult Literacy) be referred to various specialists, and that Section 5 be brought up-to-date before publication of the Report.

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4. Considering the complex nature of the information to be taken into account in making such reports, the Meeting very strongly urged that when future reports are compiled UNESCO should

- (i) allow sufficient time for the collection, verification and interpretation of all the relevant and up-to-date information;
- (ii) make provision for the co-operation of as many specialists conversant with the area, as necessary.

5. The meeting regrets that background information papers, such as the proceedings of the Abidjan Regional Conference on the Planning and Organization of Literacy Programmes in Africa and the Final Report of the International Committee of Experts on Literacy, April 1964, had not yet been made available to the participants.

6. In view of the importance of the subject the Meeting was called to examine, and of the deep and continuing interest in that topic on the part of the participants,

- (i) the Meeting deplores that the numerous documents prepared for its consideration had not been circulated to the participants in time to make it possible for them to examine the material in depth; and
- (ii) the Meeting earnestly hopes that in the future UNESCO will initiate similar meetings a reasonable amount of time in advance, to allow for adequate preparation.

B. GENERAL RECOMMENDATIONS

7. Stressing the need for comprehensive, up-to-date, accurate and reliable data on literacy activities, the Meeting strongly recommends that each African country should make a periodic survey of adult literacy activities by governmental and non-governmental bodies, with particular reference to the following:

- (a) Organization of adult education, literacy and related activities;
- (b) The following activities, showing total investments and detailed recurrent expenditures contributed by governmental and non-governmental agencies:
 - (i) adult education activities,
 - (ii) adult literacy programmes;
 - (iii) motivation research,
 - (iv) literacy staff training programmes and scholarships to train African linguists,
 - (v) linguistic research and development projects connected with the African languages used for adult literacy;
- (c) Adult literacy programmes: content of course, duration, time of year, method of teaching, materials used and languages of instruction;
- (d) Literacy instructors: mother tongue, age, sex, number, training, remuneration (if any), length of service, percentage of drop-out during one teaching period;
- (e) Detailed statistical information about students: mother tongue, language used in literacy instruction, age, sex, occupation, number enrolled, number qualified, criteria for qualification;

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(f) Languages used for literacy instruction:
bibliography of primers and follow-up readers,
grammars and dictionaries available, language
development projects, provision for helping the
new literate to remain literate;

(g) Any special problem

8. That UNESCO be requested to analyse, compile and publish a comprehensive document on the findings of each country on the literacy activities referred to in No.7, above; and arrange these findings so that comparison can be made between projects in one country and those in another.

9. In order to make the information referred to in No.7 above useful for comparison, the Meeting recommends that UNESCO prepare a simple standard questionnaire to which the replies of individual countries should conform.

C. FINAL REPORT and RECOMMENDATIONS

10. The Meeting, after careful consideration of the text, approved the Draft Final Report and Recommendations.

D. VOTE OF THANKS

The Meeting of Experts on the Use of the Mother Tongue for Literacy, having met from the 14th to the 22nd of December 1964,

Before closing its final session, and

Having reviewed and approved the Draft Final Report and Recommendations

Aware of the considerable amount of work involved in preparing and conducting the Meeting,

- (i) Wishes to express its gratitude to the Federation of Nigeria and the University of Ibadan for their graceful hospitality,
- (ii) Extends its appreciation to the Department of Adult Education and Extra-Mural Studies, the Department of Linguistic and African Languages, and the Institute of African Studies for their contributions, and
- (iii) Congratulates the UNESCO Regional Centre for Educational Information and Research, Accra, for making the success of the meeting possible.