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EDUCATIONAL ADVANCEMENT IN TRUST TERRITORIES
Report of the Committee on Higher Education
in Trust Territories

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REPORT OF THE COMMITTEE ON HIGHER EDUCATION

PART ONE

INTRODUCTION

1. The Committee on Higher Education in Trust Territories was established by Resolution 84 (IV) adopted by the Trusteeship Council on 1 March 1949, in pursuance of Resolution 225 (III) of the General Assembly. The President of the Trusteeship Council appointed the representatives of Australia, Mexico, the Philippines and the United States of America as members of the Committee. The representative of members of the Committee were Mr. R.A. Peachey and Mr. D.W. McNicol (Australia), Mr. Raul Noriega (Mexico), Mr. Victorio D. Carpio (Philippines) and Mr. James F. Green and Mr. D. Vernon McKay (United States of America).

2. In its resolution establishing the Committee the Trusteeship Council defined the Committee's terms of reference as follows:

"Having regard to the existing facilities for higher education in Africa already provided by certain Administering Authorities and bearing in mind the plans already made and to be made for their development, to make a preliminary study of the financial and technical implications of a further expansion of these facilities, including the practicability and desirability of establishing in 1952 and maintaining a university to meet the higher educational needs of the inhabitants of Trust Territories in Africa."

In carrying on its studies the Committee was asked to consult with the Administering Authorities concerned and was also empowered to seek, if desirable, the assistance of any of the specialized agencies as well as to call upon technical experts, including experts from the Secretariat.

3. The Committee held eighteen meetings. At its first meeting on 1 June 1949 it elected as Chairman and Rapporteur the representative of Mexico, Mr. Raul Noriega.

4. In addition to the joint memorandum of the Governments of Belgium, France and the United Kingdom on the proposal for a Trust Territory university in Africa, transmitted by the three Administering Authorities (T/334), the following memoranda were communicated to the Committee by the Government of the United Kingdom and by the representative of UNESCO, or prepared by the Secretariat at the Committee's request:

(a) Memoranda transmitted by the United Kingdom Government

- (i) University Institutions in Africa (T/AC.16/12);
- (ii) The University College of the Gold Coast Ordinance, 1948 (T/AC.16/13);

/(iii) The University

- (iii) The University College, Ibadan (Provisional Council) Ordinance, 1948 (T/AC.16/14); and
- (iv) The Makerere College Act, 1949 (T/AC.16/15).
- (b) Memoranda prepared by the Secretariat
 - (i) Educational facilities in Tanganyika (T/AC.16/1);
 - (ii) Educational facilities in Togoland under British administration (T/AC.16/2);
 - (iii) Educational facilities in the Cameroons under British administration (T/AC.16/3);
 - (iv) Educational facilities in the Cameroons under French administration (T/AC.16/4);
 - (v) Educational facilities in Ruanda-Urundi (T/AC.16/6);
 - (vi) Status of Education in Togoland under French administration (T/AC.16/8);
 - (vii) Conclusions and recommendations of the Trusteeship Council and of the United Nations Visiting Mission to East Africa on education in Trust Territories in Africa (T/AC.16/5);
 - (viii) Statistics on education in African Trust Territories (T/AC.16/9);
 - (ix) Relationship of primary and secondary education to higher education (T/AC.16/10);
 - (x) Number of students necessary for the initial establishment and the continuance of institutions of higher education (T/AC.16/11);
 - (xi) Scholarships in African Trust Territories (T/AC.16/16); and
 - (xii) Summary of the observations of experts (T/AC.16/18).
- (c) Memorandum prepared by the Representative of UNESCO
 - (1) Comments by the Representative of UNESCO on Items for Discussion before the Committee on Higher Education (T/AC.16/17).

In addition the Committee received a number of informal working papers submitted by members of the Committee and by the Secretariat dealing with such subjects as Educational Wastage, Concept of a University, Educational Definitions and Financial Implications.

5. In accordance with its terms of reference the Committee requested the delegations of Belgium, France and the United Kingdom to furnish it with additional information with regard to institutions of higher education already existing or planned in the Trust Territories or in the adjacent territories and, in particular, on the curricula, status of the institutions and the number of students enrolled.

6. The Committee also invited the United Nations Educational, Scientific and Cultural Organization, the Food and Agriculture Organization of the United Nations, the World Health Organization and the International Labour Organisation to comment on any of the items for discussion (T/AC.16/7) and to give any other assistance which might aid the Committee in its work. The representatives of UNESCO, Mr. F.J. Rex and Mr. S.V. Arnaldo, made a statement before the Committee on the Items for Discussion, submitted a document on this subject (T/AC.16/17) and made other contributions which facilitated the work of the Committee.
7. The Committee further communicated with persons who were familiar with problems of higher education in Africa, inviting their views on the items for discussion and requesting them to appear before the Committee. Five experts made statements before the Committee; they were Mr. George Carpenter, Mr. Edwin Embree, Mr. William H. Fitzjohn, Mr. Emory Ross and Mr. Channing Tobias. Their statements have been summarized in document T/AC.16/18).
8. The Committee informed the Administering Authorities concerned of the names of the individual experts who were to appear before the Committee and invited the Administering Authorities to suggest names of other experts, available locally, who might make statements for the Committee. Although two names of experts were suggested none was able to appear.
9. Upon the invitation of the Committee, the representatives of Belgium, France and the United Kingdom appeared before the Committee to make statements on the plans of their respective governments with regard to facilities for higher education in the African Trust Territories.
10. At its second meeting the Committee formulated and adopted a list of Items for Discussion, which formed the basis for the technical discussion undertaken by the Committee (T/AC.16/7). Part II of this report is based on these Items for Discussion.

PART TWO
OBSERVATIONS AND CONCLUSIONS

I. FACILITIES FOR HIGHER EDUCATION IN THE AFRICAN TRUST TERRITORIES^{1/}

1. The Committee noted that, except for certain courses offered in Ruanda-Urundi, no institutions for higher education exist at present within the six African Trust Territories. It noted, however, that for qualified students from the territories under French or British administration facilities were available at universities or university colleges established in territories adjoining the Trust Territories, elsewhere in Africa or in the metropolitan countries.
2. The institutions of higher education in Africa whose facilities are at present available to inhabitants of the Trust Territories are the following:
 - (a) the Medical College and the College of Science at Dakar, in French West Africa, for students from Togoland and the Cameroons under French administration;
 - (b) Makerere College, Uganda, for students from Tanganyika;
 - (c) the University College of the Gold Coast for students from Togoland under British administration;
 - (d) the University College, Ibadan, Nigeria, for students from the Cameroons under British administration; and
 - (e) the special sections for post-secondary education at Astrida, Ruanda, for students from Ruanda-Urundi and classes preparatory to higher education at the Collège d'Humanités in the Kivu area of the Belgian Congo.
3. The joint memorandum of the Governments of Belgium, France and the United Kingdom on the proposal for a Trust Territory university in Africa (T/334) contains references to the facilities for higher education in the African Trust and adjacent Territories. The three Administering Authorities state that the facilities for higher education already existing and planned in Africa would not be adequate for very long and that it was to be hoped that the time would soon come when additional university colleges would be needed.
4. The facilities for higher education already existing and planned by the three Administering Authorities for the territories under their administration may be briefly outlined as follows:

(a) Tanganyika

- (i) Aid is extended to a number of African students who qualify

^{1/} This chapter is based on reports and statements of the Administering Authorities concerned.

to attend Makerere College in the Protectorate of Uganda or institutions in the United Kingdom. Three schools offer to African students the full secondary course up to the sixth year (Standard III) at which stage they may sit for the Cambridge School Certificate or the Makerere College entrance examination.

- (ii) At the end of 1948 there were 35 African students from Tanganyika at Makerere College and 15 students in the United Kingdom. Of the latter, six had been awarded scholarships, four were social welfare scholars, two were taking commercial courses, and three were engaged in research work at the London School of Oriental and African Studies.
- (iii) For the academic year 1948-49 scholarships were awarded to four candidates: two African, one Indian and one European.
- (iv) In the case of non-African students Government bursaries may be awarded for post-secondary studies abroad provided certain conditions of residence in East Africa have been complied with.
- (v) The Administering Authority hopes that, by 1956, 200 students will enter Makerere College, as compared with 35 as in 1949.
- (vi) Proposals are under consideration for sending students who have completed the full secondary course to the Public Works Department School for African Engineering Assistants in Uganda.
- (vii) The Ten Year Plan for the Development of African Education contains proposals to alleviate the shortage of teachers to some extent. In addition to plans for increasing the number of primary school teachers, provision is made for the better staffing of secondary schools. In this connection provision is made for 24 European posts in Government schools and for 34 European staff grants in the voluntary agency schools. It is hoped that by 1957 it will be possible to replace them by African teachers who have gained the Makerere diploma of Education, some of whom will have the additional qualifications of having taken a degree or special training courses at universities or other institutions in the United Kingdom.
- (viii) The Committee also noted the plans for industrial and technical training along the following lines:
 - (a) A technical school offering advanced courses for
/artisans

artisans and the training of suitably qualified Africans as overseers and foremen of works to be employed in a number of development projects in Tanganyika. The main courses will be those concerned with carpentry, building and road construction.

(b) An institution for the training of rural craftsmen. This is envisaged as a development of the industrial classes at present attached to provincial secondary schools.

(c) Development of handyren courses in certain district schools under African instructors.

(b) Togoland under British Administration

(i) The University College of the Gold Coast began teaching in October 1948. This College has Faculties of Arts and Science and the College reads for the degrees of the University of London. The scope of its work will, at the first stage of its development, be degree courses in arts, science and engineering and, probably, post-graduate courses in education. It is proposed that this College should take over students, staff and equipment from the department of Achimota College which, since 1928, has provided university education up to University of London Intermediate standard in arts and science and to degree standard in engineering. Substantial provision will be made for scholarships. Students from the Territory will be encouraged to enter the new College; but they will also be free to proceed to Ibadan College in Nigeria and to Universities in the United Kingdom and elsewhere.

(ii) In the year 1948-49 the University College of the Gold Coast had an enrollment of 92 students of whom 2 were women (T/AC/16/12).

(iii) The Gold Coast Government has established scholarship schemes for university education and advanced professional training in the United Kingdom with a view to qualifying men and women for posts in the senior branches of the Civil Service and to providing an increased cadre of African medical and dental practitioners. Other scholarships to the United Kingdom are awarded with a view to increasing their suitability for consideration for promotion to the senior branches. All scholarships are open to men and women from the Gold Coast and Togoland.

(iv) According to the information available in 1949, one student from Togoland was studying at the University College of the
/Gold Coast

Gold Coast and five were studying in the United Kingdom.

(c) Cameroons under British Administration

- (i) The University College at Ibadan, Nigeria, began teaching in October 1948. This college has Faculties of Arts and Science and a Faculty of Medicine which is to serve the whole of West Africa. This university college reads for the degrees of the University of London. In the year 1948-49 there was a total of 220 students enrolled, of whom 9 were women (T/AC.16/12).
- (ii) Candidates from the Cameroons are eligible on the same terms as Nigerian candidates for British Council, Nigerian Government and Colonial Development and Welfare scholarships to the University College of Ibadan, Nigeria, to United Kingdom universities and to other institutions.
- (iii) In 1949 there were three students from the Cameroons studying in Nigeria and two students studying in the United Kingdom.
- (iv) The Committee noted that there were plans for the establishment of three rural education centres and the expansion of two secondary schools.

(d) Cameroons under French administration

- (i) The Medical School at Dakar is open to scholarship students from the Cameroons. In 1947, 15 such students were enrolled in the classes of medicine and pharmacy of the medical school and six female students in the school for midwives at Dakar.
- (ii) A system of scholarships in the Cameroons enables students of both sexes to study in France at the Territory's expense. In 1947 the Cameroons allocated 14.5 million francs^{1/} for this purpose. In the same year there were approximately 150 such students studying in France under this scheme; moreover, 24 students were pursuing secondary and university studies in France in preparation for medicine and law.
- (iii) The Committee also noted the plans of the Ten Year Scheme for the establishment of institutions of secondary education, technical and teacher training. According to

^{1/} Francs C.F.A. (100 francs C.F.A. 1947 = 170 French francs).

/these,

these, it is planned to establish a collège moderne and a technical training centre in the North and a technical college and a training centre in the South. Three teacher training schools for male students and one for female students are to be completed in 1954. In order to increase rapidly the number of qualified teachers, the existing collèges moderne will be equipped to provide, after one year of study, a diploma comparable to the French "Brevet élémentaire" which entitles the student to teach.

(e) Togoland under French administration

- (i) In 1947 Togoland allocated 6.5 million francs^{1/} to the provision of scholarships to enable its students to go to France for their higher education. The total number of Togoland students in France is estimated to be 21. No detailed information is available regarding the kind of studies in which they are engaged.
- (ii) The Committee noted that under a ten-year scheme a collège classique will be built as well as a vocational school, a mixed lycée and a teachers' training school for elementary school teachers.

(f) Ruanda-Urundi

- (i) According to the Report of the Belgian Government on the administration of Ruanda-Urundi for the year 1947, "the Astrida special sections may be considered as higher education but not as college (universitaire) education." In the Government group of schools at Astrida post-secondary training is available in five special sections, as follows:
 - (a) the section for medical assistants, comprising four years of study, with 25 students in 1947;
 - (b) the section for veterinary assistants, comprising three years of studies, with 14 students in 1947;
 - (c) the section for agricultural assistants, comprising three years of studies, with 13 students in 1947;
 - (d) the section for candidate-chiefs, comprising three years of studies, with nine students in 1947; and
 - (e) the section for clerks and secretaries with one year of studies, with two students in 1947.

^{1/} Francs C.F.A.

/(ii) No students

- (ii) No students from Ruanda-Urundi are enrolled at institutions of higher learning either in Belgium or the Belgian Congo. Two African priests from the Territory trained at the High Seminary of Nyakibanda are at present continuing their studies in Rome.
- (iii) The Joint Memorandum of the Governments of Belgium, France and the United Kingdom refers to a plan for the establishment of a University College in Ruanda-Urundi which, it is hoped, will be at work by 1955 (T/334).

5. The experts who appeared before the Committee agreed that, while some advance had been made in the development of higher educational facilities in Africa, the situation remained on the whole insufficient for the present needs of the Trust Territories.

6. An examination of the educational facilities at present existing in, or planned for, the African Trust Territories has led the Committee to urge the Administering Authorities to intensify and strengthen their efforts in this direction to the fullest extent possible. (Paragraph (8) of the resolution.)

II. RELATIONSHIP OF PRIMARY AND SECONDARY EDUCATION TO HIGHER EDUCATION

1. The Committee, after a study of the problem of the relationship between primary and secondary education including teacher and other training on the one hand and of higher education on the other, came to the conclusion that a full development of primary and secondary education facilities should not be a necessary prerequisite for the initial establishment of higher educational institutions. On the contrary, the Committee was of the opinion that the establishment of higher educational facilities was a necessary basis for the advantageous development of primary and secondary institutions in Africa, and that the development of primary, secondary and higher education should take place simultaneously.

2. In the joint memorandum of the three Administering Authorities it is stated that "in the opinion of the three Governments.... efforts must first be directed towards the improvement of secondary and technical education, which still provides the essential foundation for university development." (T/334). In its resolution the Committee has called the attention to the Trusteeship Council both to the necessity of the simultaneous development of higher education with primary, secondary, teacher and technical education (paragraph (11) of the resolution) and to the desirability for the development of institutions of higher education within the trust territories themselves, and to this purpose it has made appropriate recommendations (paragraphs (13), (14), (15) and (16) of the resolution).

3. The sources of information which were available to and enabled the Committee to reach its conclusions and to make specific recommendations to the Trusteeship Council were the various reports on higher education in British colonial areas prepared by the commissions appointed by the United Kingdom Government, the report of the Preparatory Conference of Representatives of Universities convened by UNESCO in the Netherlands in August 1948 and, finally, the authoritative views expressed on the subject by the experts who appeared before the Committee. In these documents and views the Committee found sufficient evidence to express a definite opinion.

4. Thus, the Committee refers to the view expressed by the Commission on Higher Education in West Africa, wherein it is stated that "a sound and rapid development of primary education can only take place if there is a development of facilities for higher education."^{1/} Similarly, the

^{1/} Colonial Office, Report of the Commission on Higher Education in West Africa. Presented to Parliament by the Secretary of State for the Colonies by Command of His Majesty, June 1945, Cmd. 6655, p. 22

Committee noted the statement of the Commission on Higher Education in the Colonies, appointed in August 1943, which reads: "While admitting that the development of popular instruction is most urgent, we cannot agree with the inference that the development of university education should be postponed. On the contrary, we hold that the latter is all the more imperative on this account... the lesson to be drawn from history is quite clear even if at first sight paradoxical; it is that where education as a whole is backward, effort is most rewarding when it is directed to the higher levels. It may be remembered that the development of universities in Europe preceded the systematic organization of popular education."^{1/} Finally, the Committee draws attention to the opinion expressed by the West Indies Committee of the Commission on Higher Education in the Colonies, appointed in 1944, which stated: "We should deplore a lop-sided development of West Indian education. But we do not agree that these plans (namely those for elementary, secondary and technical education) are alternative to our own or that their complete fulfilment is a prerequisite to the foundation of a University College... We do not share the view that all other stages of education should be perfected before the university is added as a coping stone. Had this course been followed in the older countries their educational development would have been very different and very much slower. We regard an educational system not as a static structure built up in tiers like a pyramid, but as a dynamic system of circulation, in which the university is not simply enriching the fields of higher learning, but is deeply influencing the whole system of education by returning into its service, among others, secondary school and training college teachers, and in many intangible and indirect ways affecting the attitude of the community as a whole towards education and learning."^{2/}

5. In this connexion the Committee also noted the working paper submitted by the Delegation of Mexico on 22 June 1949 in which reference is made to the experience of Spanish colonization in Latin America, where universities were founded simultaneously with the elementary schools. This permitted the parallel development of both types of education.

^{1/} Colonial Office, Report of the Commission on Higher Education in the Colonies. Presented by the Secretary of State for the Colonies to Parliament by Command of his Majesty, June 1945, Cmd. 6647, p. 12.

^{2/} Colonial Office, Report of the West Indies Committee of the Commission on Higher Education in the Colonies, Cmd. 6654, pp. 13-14, 1945.

III. STUDENT ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION

1. The Committee considered the problem of the number of students necessary for the initial establishment and for the continuance of institutions of higher education. In addition to assessing the data concerning the principles underlying student enrollment in institutions of higher education, the Committee invited the opinion of the experts who appeared before it. The conclusion reached by the Committee was that, while the problem of finding students for an institution of higher education should be borne in mind, particularly during the initial life of a new institution, the difficulties of this problem should not, however, be over-emphasized. It appeared to the Committee that the problem was not so much one of the number of students to be enrolled in the immediate future as the services which such an institution would be able to render to the community. Universities, schools, faculties and colleges have been created and maintained with as few as fifteen students, or even less. The Committee was satisfied that mere numbers do not provide the only and decisive criterion for the establishment and effective organization of an institution of higher education; other criteria which may be of importance are the available educational facilities, the specific needs of the area and its people, the specific types of education needed, the desired goals of the institution and other social and local factors.
2. The Committee noted, however, that there may be in a few years a considerable body of students available for higher education. With regard to Tanganyika, for instance, the Ten Year Plan for the Development of African Education anticipated that by 1956 some 200 students would be enrolled at Makerere College and that some 400 students would be enrolled in the last two standards of senior secondary education. The Committee thought it likely that a similar rate of development for other African Trust Territories might occur.
3. Thus the Committee came to the conclusion that, while the problem of student enrollment was not a decisive factor in the consideration for the establishment of institutions of higher education, the growing number of students underlined the necessity for the early expansion of facilities for higher education.
4. The Committee, in considering the question of student enrollment, noted further that a considerable increase in the number of students on all

levels of education would occur, if effective steps for the elimination of the large degree of "wastage" now prevailing were taken. In this connection, the Committee was not unaware of the efforts made so far and of the difficulties confronting the Administering Authorities in this respect, but expressed the hope that the administrations would re-examine the existing causes of wastage and increase their efforts to remove as many of these causes as possible.

IV. ESTABLISHMENT OF ONE OR MORE UNIVERSITIES IN THE AFRICAN TRUST TERRITORIES

1. Under its terms of reference the Committee was to inquire whether it was practicable and desirable to establish in Africa a single university to meet the higher educational needs of the inhabitants of the six Trust Territories.
2. The Committee had before it the views of the Governments of Belgium, France, and the United Kingdom. In their joint memorandum (T/334) the three Governments rejected the idea of a single university for the Trust Territories in Africa both on the grounds of insurmountable practical and technical difficulties and because they held that the establishment of a single institute of higher education to serve such diverse territories would not be in the interests of the peoples themselves.
3. The experts who appeared before the Committee expressed the view that a single university for the six Trust Territories in Africa was at this time not practicable. They pointed out that the establishment of a single university or other institution of higher education would present considerable psychological and administrative as well as organizational difficulties. Moreover, in their opinion, there was much evidence to show that the establishment of a single university was not what the indigenous populations really hoped for from the Governments concerned.
4. Some of the experts maintained that it would show a lack of realism to set up a university in each of the six Trust Territories, and that it would be best to consider setting up regional universities to meet the requirements of the inhabitants both of Trust Territories and of adjacent areas.
5. In the examination of this problem the Committee considered the present obstacles to the establishment of a single university and the Committee concluded that it was impracticable to establish a single university at this time (paragraph (12) of the resolution). In the Committee's view the main difficulties were that:
 - (a) the Trust Territories do not have an identical educational system;
 - (b) their inhabitants do not have a common language;
 - (c) the distances between the Trust Territories are so great that it would be extremely difficult to find a site for a university which would be equally suitable to the students from all the Trust Territories;
 - (d) staffs from different educational systems would have to be combined;
 - (e) a single institution of higher education could not properly meet the specific technical and cultural needs of each of the territories.

V. SUGGESTIONS AS TO TYPES OF INSTITUTIONS

1. The Committee was of the opinion that for the establishment of institutions of higher education it would be necessary to envisage in most areas a gradual development, that is to say, the expansion of existing secondary institutions into institutions of a post-secondary character along the lines of a junior preparatory or university college (paragraph (10) of the resolution). The Committee thought that, in view of the large population, the existing resources and the educational needs of the territory, such a development was particularly desirable for the Trust Territory of Tanganyika.
2. The Committee was impressed by the statement of the experts that higher education in Africa should not be a mere imitation of European concepts. The Committee noted with interest that in the planning of such institutions as the University College of Ibadan steps had already been taken to develop, for instance, social sciences taking into consideration local conditions. The Committee thought it imperative that, whenever possible, study plans on higher as well as lower educational levels should take into account African traditions, culture and other local conditions (paragraph (16) of the resolution).
3. The Committee was equally impressed by the statement of the experts that, in the initial period, higher education should place strong emphasis on those technical requirements which are important for the economic development of each territory and which would in any other way help to associate its inhabitants with the political, economic and social development of the trust territories. Institutions of higher education should be designed to provide the territory with scientifically trained personnel competent to apply their scientific training in such fields as agriculture, animal husbandry, mining, and transport and communications (paragraph (16) of the resolution).
4. The Committee was of the opinion that the development of technical teaching could be greatly facilitated if the existing research laboratories, now exclusively serving practical needs, could be brought within the scope and framework of the institutions of higher education. The Committee was aware of the fact that the existing research institutions were located in areas other than that of proposed institutions of higher education, but hoped that it might be found possible to take suitable steps to utilize these facilities at least during the initial stages.

5. While the Committee has stressed the need of technical training designed to foster the general development of the territories, it was nevertheless convinced that course offerings should present a balanced programme of liberal arts and technical education. The Committee felt that liberal arts courses would further enable students to be more adequately prepared to enter administrative and commercial careers.

6. The Committee noted that the existing facilities for teacher training are, for the most part, of a post-primary character. The Committee felt that it would aid in raising the general standard of education if teacher training were to be brought whenever possible to the level of post-secondary education.

7. The Committee, in considering the existing facilities for secondary education, noted that while it would be undesirable for the system of secondary education to be directed exclusively toward the attainment of the formal requirements necessary for students entering institutions of higher education, thought it nevertheless desirable that secondary institutions in the planning of their curricula should take suitable steps to ensure that qualified students be given the opportunity to prepare themselves for higher education.

VI. SCHOLARSHIPS

The Committee considered that the award of scholarships to students of Trust Territories was of major importance in the development of facilities for higher education. The Committee envisaged three types of scholarships to be made available:

- (a) Scholarships to enable students to proceed to institutions of higher education in Africa or overseas, to be awarded in the interim period preceding the local establishment of institutions of higher education so that the maximum number of qualified students might continue their higher studies without interruption;
- (b) When adequate facilities for higher education become available locally, scholarships should be offered by such institutions to the students of Trust Territories in sufficient number so that qualified students may have the opportunity to continue their studies in accordance with the resolutions of the General Assembly 225 (III) and of the Trusteeship Council 83 (IV) that "access to higher education should not be dependent on means";
- (c) An increasing number of scholarships should be offered to qualified students who have completed their studies at local institutions of higher education to enable them to pursue specialized and advanced studies at the highest professional and technical levels at institutions in Africa or overseas (paragraph (18) of the resolution).

VII. STAFFING

The Committee took note of the statement of the Administering Authorities in their joint memorandum that staffing of institutions of higher education in Africa would represent a major difficulty. The Administering Authorities pointed out that in view of their fixed policy of appointing to the staffs of their African university colleges only teachers who had qualifications and experience to hold academic posts in the metropolitan universities, it was difficult to find such teachers to staff African university colleges (T/334). The Committee was of the opinion that these difficulties were indeed very real, nevertheless it came to the conclusion that if the requirements of teachers were suitably met, the difficulties would not be insurmountable. In this connection the Committee took note of the statements by the experts that, if proper arrangements could be made with regard to such factors as salaries, pensions, home leave and research facilities, qualified teachers to staff university colleges in the African territories could be found not only from the metropolitan countries but from other parts of the world as well. It was at the same time realized that the difficulty of staffing university colleges in the African territories would be acute only in the initial stage, and that the difficulty would gradually disappear as Africans would become qualified for teaching at the level of higher education (paragraph (9) of the resolution).

VIII. FINANCIAL IMPLICATIONS

The Committee took note of the statement contained in the joint memorandum by the Administering Authorities showing the heavy expenses involved in financing institutions of higher education, which cannot be met by the financial resources of the territories but have to be supplemented by large grants from the Governments responsible for their administration. The Committee was unable to make any suggestions with regard to the allocation of funds for higher education from the budgets of the territories concerned. The Committee, however, was strongly of the opinion that, in the consideration of the programme of development of under-developed areas by the Economic and Social Council, serious attention should be directed to the higher educational needs of the African Trust Territories, and it strongly urges the Trusteeship Council to make its views on the matter known to the Economic and Social Council.

The Committee also took note of the statements by the experts that the possibility of securing financial aid from private organizations either within the Trust Territories themselves or in other countries for the purpose of developing higher education in the African Trust Territories should be explored.

The Committee was impressed by the statements of one of the experts that the Administering Authorities might enter into suitable arrangements with private organizations operating within Trust Territories with a view to regular contributions for the improvement of social services in each territory (paragraphs (19), (20) and (21) of the resolution).

PART THREE

RECOMMENDATIONS

In view of the foregoing considerations and as a result of its study of the financial and technical implications of a further expansion of facilities for higher education in Africa, the Committee, after previous consultation with, and with the full knowledge and consent of the delegations of Belgium, France and the United Kingdom hereby recommends the adoption by the Trusteeship Council of the following resolution:

THE TRUSTEESHIP COUNCIL

- (1) HAVING CONSIDERED sub-paragraph (d) of the sixth paragraph of resolution 225 (III) of the General Assembly which recommends to the Council that it study the financial and technical implications of a further expansion of facilities for higher education of the inhabitants of Trust Territories in Africa,
- (2) HAVING ESTABLISHED by its resolution 84 (IV) the Committee on Higher Education in Trust Territories with the following terms of reference:

"Having regard to the existing facilities for higher education in Africa already provided by certain Administering Authorities and bearing in mind the plans already made and to be made for their development, to make a preliminary study of the financial and technical implications of a further expansion of these facilities, including the practicability and desirability of establishing in 1952 and maintaining a university to meet the higher educational needs of the inhabitants of Trust Territories in Africa",

- (3) HAVING RECEIVED from the Committee a report on the financial and technical implications of a further expansion of facilities for higher education in Africa,
- (4) HAVING EXAMINED the report of the Committee including the statement of the technical expert of the United Nations Educational, Scientific and Cultural Organization, as well as the statements of individual experts heard by the Committee;

/I - HIGHER EDUCATION/

- (5) NOTES that the Government of Belgium has decided to organize the establishment of higher education and classes preparatory to higher education in Ruanda-Urundi and in the neighbouring regions of the Belgian Congo and that it has established (a) a School of Humanities (Collège d'Humanités) in the Kivu area, accessible to students of Ruanda-Urundi, (b) a humanistic section (section latine) and "modern" section (section moderne) of secondary education in Ruanda, and that it is preparing to establish (a) a humanistic section

/(section

- (section latine) and modern section (section moderne) of secondary education in Urundi, (b) a university centre in Ruanda-Urundi which will begin in time to enable it to function regularly in 1955 when the first students have completed their humanistic studies, (c) a university centre at Kisantu in the Belgian Congo which will start its regular functioning as early as 1953, and (d) a university centre at Leopoldville;
- (6) NOTES that the Government of France maintains the Medical College and the newly established College of Science at Dakar in French West Africa and plans to establish, by October 1950, a Law School to form part of the projected University of Dakar;
- (7) NOTES that the Government of the United Kingdom has established a University College at Ibadan, Nigeria, the University College of the Gold Coast and Makerere College in Uganda which are designed to serve also the three Trust Territories under United Kingdom administration;
- (8) COMMENDS the Administering Authorities for the achievements and plans which they have made so far in the field of higher education, and urges the intensification and strengthening of these efforts to the fullest extent possible;
- (9) NOTES that some Africans have been appointed to the staffs of certain institutions of higher education in Africa and expresses the hope that the Administering Authorities will increase their efforts to appoint as many qualified Africans as possible to the staffs of institutions of higher education;
- (10) CONSIDERING the existing needs and the desirability for the development, expansion or strengthening of institutions of higher education within the Trust Territories themselves, possibly at the initial stage in the form of junior, preparatory or university colleges, university institutes or other post-secondary facilities,
- (11) CONSIDERING the necessity of the simultaneous development of higher education with primary, secondary, teacher and technical education,
- (12) CONSIDERING the differing educational policies, differences of language and other technical difficulties, which indicate the impracticability of establishing at this time a single university for the six African Trust Territories,
- (13) EXPRESSES THE HOPE that the Government of Belgium will proceed as speedily as possible with the implementation of its plans for the establishment of a University Centre in Ruanda-Urundi
- /and recommends

and recommends that the Government of Belgium consider the initial establishment of suitable preparatory institutions of higher education by 1952;

(14) RECOMMENDS that the Government of France consider the establishment of institutions of higher education for the Trust Territories under its administration if possible by 1952, and expresses the hope that the Government of France will pay particular attention to the higher educational needs for the Trust Territory of Cameroons under French administration, and, specifically, consider the establishment in the Trust Territories of university institutes or university colleges of a technical or professional character which might be integrated with other institutions of higher education in territories under French administration;

(15) RECOMMENDS that the Government of the United Kingdom consider, without prejudice to the normal development of Makerere College, the possibility of establishing in Tanganyika, as soon as possible, facilities for higher education, including vocational and technical education; and, with a view to facilitating the expansion of higher education in Togoland and Cameroons under British administration, recommends that the Government of the United Kingdom take all possible steps to increase the number of scholarships for students from the two territories;

(16) RECOMMENDS to the Administering Authorities concerned that in the planning and establishment of institutions of higher education particular attention be paid to the technical and cultural needs of the Trust Territories with the objects of advancing human knowledge and of equipping students for responsible citizenship;

[II. SCHOLARSHIPS]

(17) NOTES that the Governments of France and the United Kingdom provide scholarships for the inhabitants of the Trust Territories under their administration to study in the institutions of higher education in Africa, the United Kingdom and France;

(18) RECOMMENDS that the Administering Authorities consider the possibility of progressively increasing the number of scholarships for higher education in Africa and overseas available to the inhabitants of the African Trust Territories, and to that end

/(a) Urges

- (a) Urges that all possible steps be taken to make available to qualified students from trust territories fellowships, scholarships, and internships which have been or may be established by the United Nations or by its specialized agencies,
- (b) Invites the United Nations Educational, Scientific and Cultural Organization to furnish to the Administering Authorities complete information with regard to all fellowships and scholarships and the terms and conditions under which such fellowships or scholarships have been established, and asks the Administering Authorities to collaborate with United Nations Educational, Scientific and Cultural Organization, and other specialized agencies, in the establishment and implementation of scholarship programmes with regard to Trust Territories,
- (c) Invites the Administering Authorities to give full publicity with regard to all fellowships, scholarships, and internships available to the inhabitants of Trust Territories;

[III. FINANCIAL CONSIDERATIONS]

- (19) CONSIDERING the financial difficulties which are at present limiting, according to the statement of the Administering Authorities concerned, the development of education in the African Trust Territories,
- (20) INVITES the Economic and Social Council, in consultation with the Trusteeship Council and the Administering Authorities concerned, to take into account the higher educational needs of Trust Territories in its study of programmes of technical assistance for under-developed areas;
- (21) SUGGESTS to the Administering Authorities concerned that in financing the expansion of higher education in Africa attempts be made to seek the assistance of such private organizations as may be in a position to give financial support;

[IV. REPORTS]

- (22) REQUESTS the Administering Authorities concerned to make available in the Annual Reports information with regard to the implementation of the foregoing recommendations.