

DOCUMENTATION
SEDOS

27

Rome, September 12, 1969

To the Superiors General
To their Delegates for Sedos
To the members of all Sedos groups

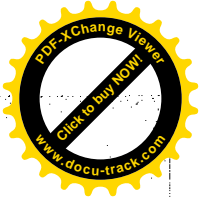
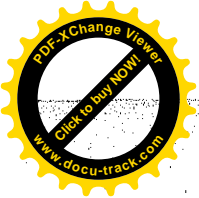
Enclosed please find:

- | | | |
|---|--|----------|
| 1 | Educational Work | |
| | (a) Report from the ad Hoc Group | page 694 |
| | (b) The situation in Madagascar | 696 |
| 2 | Formation: a list of Pastoral Institutes | 702 |
| 3 | The ILO vis-a-vis the Missions | 705 |

Please remember Miss J. Overboss, Director of the Secretariat, in your daily prayers. She is still very ill, in the Policlinico Agostino Gemelli, Solventi 2, Room 205, via della Pineta Sacchetti 526.

Sincerely yours,

Benjamin Tomna
Executive Secretary



EDUCATIONAL WORK

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N.B. The Secretariat has received from Br V. Gottwald fsc his reports on the educational situation in Egypt, Ethiopia, Kenya, Tanzania, Madagascar, Congo K, Cameroon and Upper Volta. Br Gottwald, visited there countries early this year as Mission Secretary of the Brothers of the Christian Schools and as a Sedos envoy. Copies of the reports are available on request. The Madagascar report is printed on pp. 696 - 701.

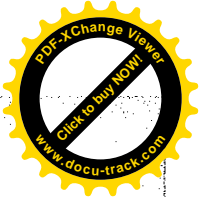
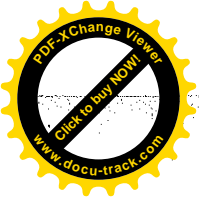
Report of the meeting of the Ad Hoc Working Group for Education on Wednesday, July 2, 1969, 4 p.m. at the Secretariat.

Present: Srs. M. Keenan rscm, St. John O'Brien osu, Br. P.M. Basterrechea fsc, Fr. Tonna, Miss J. Overboss.

1. Having received the approval of the Executive Committee of Sedos for the formation of a permanent study group on education, the Ad Hoc Group met to formulate more specific plans for setting up a larger and more permanent group which will be organized next Fall.
2. The following schedule of organization was agreed upon:
 - a. On September 15, a letter will be sent to each Sedos Institute to invite interested members to join the educational study group. The communication will also request suggestions for the levels of education to be studied, the educational problems of mission countries and priorities regarding the mission areas to be studied.
 - b. Answers to this letter and the enclosed forms will be received at the Secretariat by September 30.
 - c. During the first week of October the responses will be processed.
 - d. At the completion of this work a Chairman and two or three other members will meet to draw up tentative plans for a general meeting of all those interested in joining the Working Group for Education.
 - e. A general meeting will be called for the third or fourth week of October. As a preparation for this meeting some visits to the Generalates and personal contact with the interested members will pave the way for assuring the success of the meeting.
3. Tentative models of the forms to be sent to the Sedos Generalates were discussed. The suggestions made by members of the group are included in the rough draft of forms which are enclosed.

Respectfully submitted by

Sr St. John O'Brien



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1. PRIORITIES regarding the Mission Countries to be studied from an educational point of view:

Please indicate your preferences in the order 1, 2, 3, 4, 5, and add any other countries not listed, if you so desire.

AFRICA: North: Algeria, Egypt, etc.
Central: Cameroon etc.
Eastern: Kenya etc.
South

ASIA

LATIN AMERICA

2. PRIORITIES regarding the levels of education and/or the problems of education.

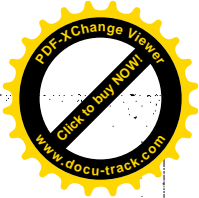
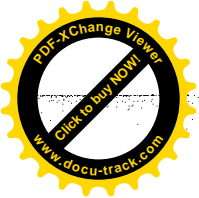
Please indicate your preferences in the order 1, 2, 3, 4, 5, and add any other type of education or problem you consider urgent.

3. LEVELS OF EDUCATION

1. Pre-school
2. Primary
3. Middle Schools (i.e., Upper Primary or Junior High)
4. Secondary
5. College and University
6. Post Graduate Education
7. Technical
8. Professional
9. Others

4. PROBLEMS OF EDUCATION

1. Nationalization of schools
2. Adaptation of the educational system to the culture of the country
3. Orientation of curriculum of schools so that they are functional to the total system of the country
4. Training of native teachers
5. Teaching other religions in the schools
6. Cooperation with Christian educational activities
7. Cooperation with government sponsored organizations of an educational nature
8. Cooperation with international educational organizations
9. Alphabetization
10. Others



EDUCATIONAL WORK

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REPORT ON EDUCATION, PARTICULARLY TECHNICAL AND AGRICULTURAL IN
MADAGASCAR

by Br. Vincent Gottwald Fsc

Persons interviewed for the purpose of this report: -

Rev. Fr. Hermenegilde and Staff of T.M.T.K., rue Bereny.

FITEKA, rue Bereny.

School of Agriculture, Bewlal.

Mgr. Rolland, Bishop of Antsirabe, Secretary of the Episcopal Conference

Mr. Garve Laurent, F.A.O. Representative and Director of U.N. Develop-
ment Programme

Mr. Halblutzer, Director of U.N. Development Projects

Very Rev. Brother Vincent Rabemahafaly, Provincial F.S.C.

Groups of Brothers, Teachers and Priests in the Mission Stations.

GENERAL EDUCATION

A special seminar was held at Tananarive from 31st March - 3rd April
this year to study "Education in Madagascar in face of today's real
situation". (Enseignement et realites Malagaches)

Private and Public school teachers and also representatives of inter-
national organisations attended these study sessions.

The following are the conclusions of this study:

I Education is a source of wastage in Madagascar

a) Wastage in the whole system

On every 1,000 pupils who enter the Primary Schools

only 29 graduate from the Primary

only 0.5 reach the Bachelor Certificate level

and those who, because of their studies, obtain a favourable situation
are the privileged few. They live a "bourgeois" type of life; they
enrich themselves while the majority of the population grows poorer;
this creates a revolutionary climate (cf. Lumiere 27.4.69. Inadapted
Education)

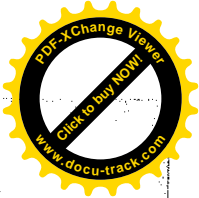
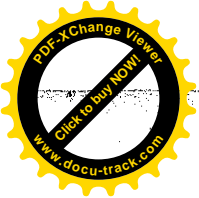
b) Wastage in educated personnel

i) Demand for Employment far surpasses the offer of Employment.

Only 1/5 (20 %) of the youth who leave school at the age of 14 years
find employment. Only 5,798 passed the School Leaving Certificate
examination (B.E.P.C) in 1968 on a total of 16,366 candidates.

Only 605 on a total of 2,222 passed the Bachelor Certificate Examina-
tion in 1968.

What happens to those who succeed at these examinations?



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And to those who fail?

And especially to the vast majority who abandon their studies at different levels?

The common answer is that they join the already very large ranks of the "educated unemployed".

(ii) The offer of employment does not correspond to the demand for employment; paradoxically, those with the best academic qualifications find it most difficult to obtain employment and they refuse to accept positions considered "below" their qualifications.

People with technical education or advanced academic studies do not, on the other hand, give satisfaction to the employers' expectations, with the result that the few industrial enterprises that exist prefer to train their own apprentices.

From statistics available with reference to people employed in the following activities - agriculture, fishing, forestry, mining, metallurgy, manufacturing, building trade and public works, electricity, water and gas works, commerce and banking, insurance, transport and domestic service - it has been discovered that on a total of 42,005 salaried persons:

37,023 had no special formation

2,121 possess C.E.P.E. (elementary Education Certificate)

474 possess B.E. or B.E.P.C. (Secondary Education Certificate)

793 possess the C.A.P. (Certificate of Profession Aptitudes)

126 have the B.E.I.

190 have the B.A.C. (Technician's Certificate)

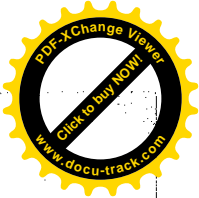
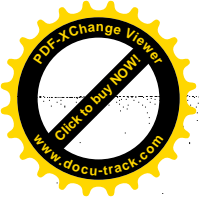
111 possess a superior diploma

It is further to be noted that the salaried population is minimal compared to the total of Active Population (Able to work)

	Men	Women	Total
Active Population	1,493,764	1,400,453	2,894,217
Salaried private sector	192,696	44,346	237,042
" public sector	30,587	3,589	34,176

It is also further to be noted: -

- that the rural areas are being emptied of their best and most capable elements.
- 60% of the young educated unemployed of Tananarive come from the Private Schools (Catholic and Protestant) (ORSTOM enquiry)



c) Wastage in the use of resources

(i) Financial

National Education absorbs 15% of the Nation's Budget (14 billions C.F.A. of which 4 billions are from foreign aid)

Private schools are not included in this financial estimation. They cost even more than the above sum

(ii) Human

11,000 persons are engaged in teaching in the public schools. A good number of this elite could be profitably employed in productivity efforts of the nation (industry, agriculture, etc.)

The common ambition of every young Malgache is to become a "State Functionary".

II The second sad conclusion of the study is that

This Wastage is on a fast increase

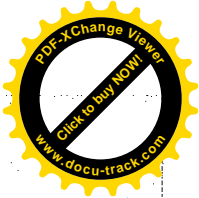
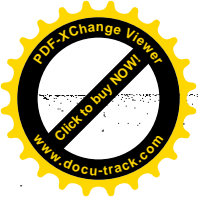
a) The school population has more than doubled within the last 8 years

	Primary		C.E.G.		Secondary	
	1959	1967	1959	1967	1959	1967
Public	266,033	602,844	2,320	8,373	4,890	12,578
Private	141,720	210,047	7,616	17,083	5,785	15,943
Total	407,753	812,891	9,936	25,456	10,675	28,521

b) Investements in Education far exceed the planned budget

c) Number of teaching posts created annually in Government schools is on the average of 775

	1959	1967	Average annual increase
Primary	4,479	9,475	624
C.E.G.	709	1,067	45
Secondary	462	1,309	106
Total	5,650	11,851	775



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Schools in Madagascar are a sector that create most employment posts and appear thus to be an expression of their own finality; they form mostly teachers which is unproductive economically within the framework of the total development of the country

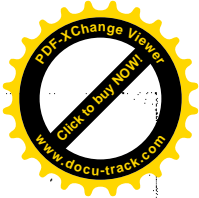
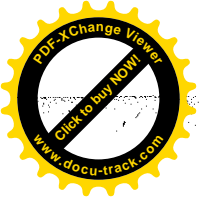
III The Education System is a source of traumatism.

- a) In individuals and in culture through the co-existence in the same individuals of two systems of thought and of values
(Be it noted that the present Education system in Madagascar was imported from France at the end of the last century and has remained unchanged and unadapted since then. The medium of instruction in schools is French)
- b) Social traumatisms through the bursting of the traditional social orders and the uprooting of people from the rural areas and through the increasing unemployment of the intelligentsia.

The Action proposed by the Seminar for the urgently needed reform of the Educational system would have to affect: -

1. The Structures

- a) In the long-term policy it is necessary to create for Madagascar a system of education that would foster collective social progress (mobilisation of elites for literacy work of adults, individualisation of teaching) and which would permit at the same time the individual development of persons and the development of their social sense and which would also foster and develop the contemporary Malgache Culture.
- b) In the short-term policy it is necessary to seek how to reduce the damage and wastage.
- (i) The present system must be improved by: -
- the adoption of bilingualism in the primary schools
 - the adoption of a transition stage from primary to secondary (acquisition of basic linguistic ability)
 - adopting an economic and political formation that would mobilise all efforts at all levels of education.
- (ii) A reasonably strict selection at the promotion to the General Education C.E.G.O. and to the Secondary education, admitting to these courses of study only capable pupils
- (iii) Transforming the Existing Educational Institutions as quickly as possible so as to make them meet the real educational needs of their environment; orienting them where needed to the alphabetisation of adults and towards Rural Development.



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2. The Mental Attitudes of People

These need to be affected too Parents of pupils, government and Church authorities at all levels must be made aware of the present grave problems. Meetings of Parent-Teacher associations, publicity in the press and through the radio, individual contacts etc., could help to achieve the needed awareness and correct attitudes.

The distribution of schools, particularly of Post- Primary Grades is unplanned. The result is that with the feverish desire to secure "diplomas" pupils of both sexes overcrowd the few little towns that boast of one or several post-primary schools. One such example in point is the township of Ambositra, where out of a total population of 15,000, 7,000 are school going children, most of whom lodge wherever they can; many such "lodging houses" are physically and morally unhealthy.

However it is to be remarked that efforts are being made, especially by the heads of Private School Organisations, towards the needed change.

TECHNICAL EDUCATION

Technical Education has a limited scope in this country whose development is based on and lies in Agriculture. There are no major industries and those that exist and that could possibly develop are based on, and will be allied with agricultural development and produce, with fishing, and with communications by land, sea and air.

Few such schools exist: their programmes are not sufficiently geared to the real needs of their area.

AGRICULTURAL EDUCATION

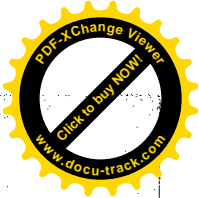
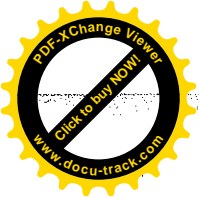
This is the crying need of this country. There is yet little done on a nation-wide and well planned scale.

The Government has an Institute of Agriculture in Tananarive of the University level. It is in its beginnings.

The International Organisations, F.A.O., and Freedom from Hunger Campaign, aided by private bodies such as the German Misereor, are developing schemes and projects aimed mainly at Rural Development - training of Adults Farmers. Local Church Organisations, such as FITEKA of Tananarive are engaged in "Animation Rural" with organizing of farmer training centres.

The small School of Agriculture at Bewalala, run by the Jesuit fathers provides a year's course for young people; there are some 35 on the roll this year.

The Institute of the Brothers of the Christian Schools is organising a school of Agriculture cum Farmer training centre at Androtra (North

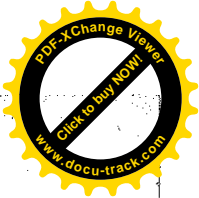
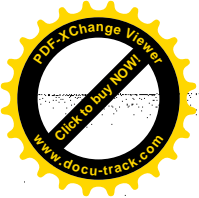


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of Tananarive). It has now 60 pupils in its elementary classes. Bishop Rolland of Antsirabe is working on a project of Rural Training Centres for Girls in his diocese. Several of these centres, run by Religious Sisters, are proving very successful. He wants more Training Centres for Boys.

CONCLUDING REMARKS ON PRIORITIES

1. All encouragement, support and help to be given to the efforts for a change in
 - a) Education systems and programmes
 - b) Sociological attitudes towards agricultural developmentby means of seminars, study sessions, Use of experts, planning etc.
2. Aid Planning, Building, Equipping and staffing of Agricultural schools and in training of necessary local staff.
3. Step up number of Adult Farmer-Training Centres.
4. Step up number of Rural Training Centres for Boys and for Girls in needed rural trades.
5. Organising and Establishing Cooperative Societies and Credit Unions - which would ensure profitable marketing of produce.
6. Step up number of Literacy Centres for Adults.



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FORMATION

List of Pastoral Institutes, supplied by Fr Brunner of the Missions
Zentrale, Aachen.

AFRICA

Rép. Dém. du Congo

Institut Catéchétique Interdiocésain - B.P. 1.800 - LIMITE -
KINSHASA (Père Beel)

Centre Interdiocésain - B.P.2774 LUMUMBASHI (Abbé Hendrick)

Centre Catéchétique Interdiocésain du Kivu, B.P. 186, Bukavu

Institut Interdiocésain de Pastorale Catéchétique, B.P. 87,
Bunia (Ituri)

Centre Catéchétique, B.P.21, Luluabourg

Congo-Brazzaville

Institut Catéchétique, B.P. 200, Brazzaville (P. Pauwels)

Rwanda

Institut Catéchétique Africain - B.P. 49 - Butare (P. Seumois,
P. Strater)

Dahomey

Centre Catéchétique, B.P. 73, Ouidah (P. Legendre)

Côte d'Ivoire

Institut Supérieur de Culture religieuse - B.P. 8022 - Abidjan-
Cocody (Abbé Orchamps)

Uganda

Pastoral Institute of Eastern Africa - P.O.Box 4165 - Kampala
(Rev. T. Simons, W.F.)

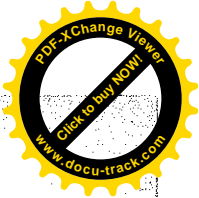
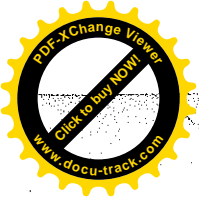
South Africa

The South Africa Catechetical Centre - 98, Kerk Street, Johan-
nesburg (Miss Broeckhoven)

OCEANIA

New Zealand

Catholic Education Office - Moran Building - Ortagon - Dunedin
(Fr. Léo Close)



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AUSTRALIA

Catholic Education Office - 18 Brunswick Str. - Fitzroy - Vic
3065 (Rev. J. F. Kelly)

ASIA

India

Catechetical Centre, Tindivanam, South Arcot - Madras State
(Père Becker)

National Catechetical and Liturgical Centre - St Mary's Town -
Bangalore - 5 (Rev. D.X. Amalorpavadas)

Ceylon

Pastoral Centre, Archbishop's house - Colombo, (Rev. Don Syl-
vestre)

Singapore

Catechetical Centre Maris Stella Convent 49 - D, Holland Road,
10 - Singapore (Sister Mary of St. Thomas Aquinas)

Pakistan

Catechetical Centre, P.O. Box 152 - Chillagang (Frère Hamel,
Csc)

Philippines

East Asian Pastoral Institute - P.O. Box 1815, Manila (Rev. P.
Nebreda)

SOUTH AMERICA

Argentine

Instituto Superior de Catequesis - Alem 538 - San Juan (Miss
Arancibia)

Brazil

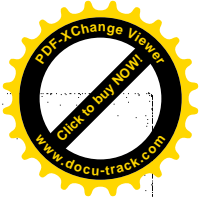
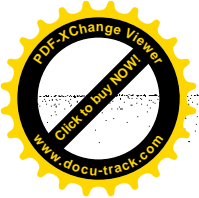
Instituto Superior de Pastoral Catequetica - Rua Cosme Velho,
120, Rio de Janeiro (Père Gibbin)

Colombia

Instituto Catequístico Latino Americano - Calle 45 Con Carre-
ra 25 - Apartado Aéreo 799, Manizales

Chile

Instituto Catequístico Latino Americano - Universidad Católi-
ca de Chili - Casilla 30 D - Santiago



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Ecuador

Instituto Nacional de Pastoral del Ecuador - Apdo 376 Quito-Ecuador (PP. Rafael Espin et Marcio Celleri)

U.S.A.

Fordham University, 302 Broadway, New York 58 New York 10458

Loyal Pastoral Institute Loyal University, Chicago, Ill.

CANADA

Institut Catéchétique - Faculté de théologie - Cité Universitaire (Laval) Québec 10. (Abbé Laforest)

Institut Catéchétique - Université - 2900 Bd Mont Royal
Outremont - Montréal

Internationale Centre of Religious Education "The Divine Word",
260 Colborne Street - London (Ontario)

EUROPE

Germany

Deutscher Katecheten Verein - Rochusstr. 7/11 - 8 München
(Rektor: Dr. Gleissner)

England

Corpus Christi College Institute of Religious Education,
17-23 Denbigh Road, London W.11 (Fr. H.J. Richards)

France

Institut Supérieur Catéchétique, 21, rue d'Assas, Paris 6
(M le Chanoine J. Bournique)

Institut de Pastorale Catéchétique - 11, Bd du Président
Edwards (67) Strasbourg

Netherlands

Inst. Katechetik, 1, Arksteestraat - Nijmegen (P. Bless, S.
J.)

Italy

Istituto Superiore di Pedagogia del Pontificio Ateneo Salesiano,
Piazza Ateneo Salesiano, 1 - 00139 Roma

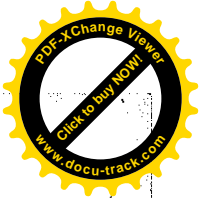
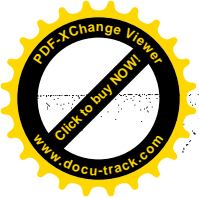
Centro Catechistico Salesiano - 10096 Torino - Leumann

Institut de Pastorale - Ignatianum - Messina

Pontificium Institutum REGINA MUNDI - Via Crescenzo, 86
00100 Roma

Belgium

Lumen Vitae, 186, rue Washington, Bruxelles 5



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VARIA

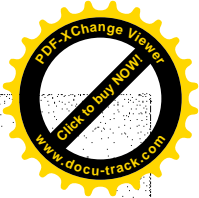
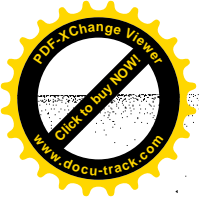
The International Labour Organization (ILO) and the Missions

N.B. Following the visit of the Pope to its headquarters in Geneva, the International Labour Organization decided to send Fr. J. Joblin sj, one of its officers, to selected countries in Africa, with the mission of promoting missionary collaboration with its programmes. The following document was prepared by Fr. Joblin for internal use after the visit of Fr. B. Tonna to Geneva in July, 1969. Fr. Joblin will pass through Rome on September 11-14, 1969 and would like to meet interested representatives of the Sedos Generalates. For appointments, please contact the Secretariat.

1. The first studies conducted by the ILO on the implementation of an employment policy in the developing countries (World Programme for Employment) have shown that it was necessary to ensure collaboration between public and private organizations so that these could provide support and technical advice and, by "fitting in" their programmes as far as possible, in a unified whole, contribute to the welfare of the country.
2. This particular topic was considered during a wide ranging exchange of views between the Cardinal Secretary of State, the Sostituto of the Secretariat of State and the principal associate Director General of the ILO, in June 1969 on the occasion of the visit of H.H. Paul VI to Geneva. It was then decided that Fr. Joblin, an officer of the ILO in charge of relations with Catholic milieux, undertake a mission to Africa in order to study the possibility of improving relations between the Catholic missions and the actioncentres of the ILO and of the UN.
3. It is obvious that the conclusions of this study can be applied to other private institutions, missionary or otherwise.

The itinerary

4. This mission to Africa will be conducted in September and October 1969. It will be confined to the cities with the heaviest missionary and UN concentrations: Kinshasa, Madagascar, Dar-es-Salaam. A brief stay in Addis-Abeba on the way back will allow a preliminary discussion of the conclusions with the competent organizations based in this city.



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Preparation of the African tour

(a) by the missionary organizations:

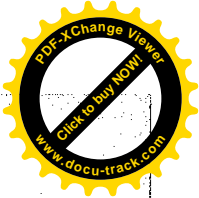
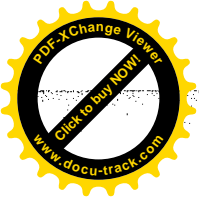
5. Permanent contact is established, as required, both with the Secretariat of State and with the Congregation for the Evangelization of the Peoples, in order to offer them the opportunity of informing the on the spot representation of the Holy See about the objectives of this tour.
6. An exchange of views on this subject has taken place with the Executive Secretary of SEDOS. The officers in charge of the social apostolate of the various missionary institutes will also be kept informed.
7. Finally, Fr. Joblin will spend four days in Rome before flying to Africa (11-14 September).

(b) by the ILO

8. Fr. Joblin will be briefed about the projects of technical assistance under way or in preparation, and about the participation of the ILO in the Second Development Decade, better known as the World Employment Programme.
9. Finally, the residential representative of the UN and the Project Leaders of the ILO will have been informed about the objectives of the tour and requested to offer their collaboration for their achievement.

Organization of the Tour

10. It is proposed that Fr. Joblin first meets one by one, those responsible for the missions, for the UN and, eventually, for the Governments, in order to learn about their views on how mutual help can be envisaged, under the current conditions of the country in view of the successes and difficulties of its recent history.
11. During the first phase, it will be useful to pin down as priorities of the social action of the missions, their approach to the education of the population to the new attitudes and the new responsibilities, which await it in the social change in progress. There is no doubt that, in fact, missionaries enact a very special and, at times, unique role in forming the mentality and the motivation of the population vis-a-vis the evolution of society.



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12. Similarly, it will be useful to study, with the UN residential representatives, with the ILO representatives and eventually with the Government which fields would call for collaboration with private bodies and which mechanism would be most suited to promote such collaboration.

13. A meeting of the interested parties could be convened in order to decide which conclusions could be drawn from the visit.

Topics which could be discussed during meetings with missionary leaders (The list is not exclusive)

1. Two way information about the action of the ILO and the missions in the social and economic field - in order to see where they could meet:

- i) professional formation and training
- ii) rural development, including cooperatives
- iii) educational activities
- iv) problems of women and of youth
- v) formation of leaders, trade unionists, employers and "cadres".

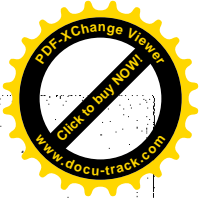
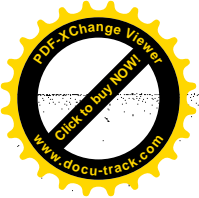
2. The ILO views on the country's development. The missionary view: how does it stand as regards development?

3. Does coordination of the missionary activities exist on the socio-economic level? Among the various RC missions? with the non Catholic missions? How is such coordination ensured on the local, regional and national levels?

4. Does coordination of the missionary activities with Governments and with UN agencies exist? If it is wise, for the welfare of the country, that activities undertaken in the past be co-ordinated with recent initiatives of the official side, is it not imperative that, in future, every new initiative take account of the national dimensions of development?

5. Is it useful to seek such coordination through informal contacts? Or, rather, through permanent consultative and co-ordinating mechanisms?

6. A number of missionaries have practical experience and have had advanced technical training. Is it possible to take them into account in planning development action at the regional and national levels?



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7. The UN keep a number of experts in the country. The UN also possess considerable knowledge about the development policies of the country and about its difficulties. How can the missionary institutes benefit from their resources?
8. Missions manage a number of research and teaching institutions. How can one ensure that their priorities coincide with those of the Government?
9. Would the above topics be developed if one considers the place of organization of workers and of employers in the preparation and implementation of the decisions relevant to development?
10. Missionaries often introduce new techniques among rural population. How can they be kept informed about the experiments in progress and about new inventions? Can collaboration with non missionary agencies be developed on this point?
11. Most missionaries possess very special knowledge of the mentality of the populations, about their problems, about the difficulties encountered in stimulating their evolution, (in which they take a considerable part). How can one benefit from their advice on this point - without adding to their work load? How can they be kept informed on the overall trends of socio-economic change?

J. JOBLIN, 11.8.69