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Chairman: Mr. Costa P. CARANICAS (Greece).

AGENDA ITEM 41

International Education Year: report of the Secretary-General (*continued*) (A/7603, chap. XI, sect. D; A/7668, E/4707 and Corr.1 and 2 and Add.1 and 2)

1. Mr. ALI (Iraq) said that progress in development was directly related to the efficiency with which development plans were executed. Thus, the development of education as a means of supplying capable and imaginative administrators was of paramount importance in the developing countries. The difficulties facing educational planners in those countries were enormous: illiteracy was widespread and often there was no standard language with a codified grammar and spelling. Since the funds available for educational personnel and materials were limited, priorities in planning education had to be determined. Despite the need to establish country-wide systems of primary education, a critical analysis of the problems facing developing countries showed that it was more important to increase the number of persons completing secondary and university education and to improve the quality of education at those levels.

2. That called for an improvement in the quality and quantity of teachers; indeed, it was more important to raise the number of trained teachers than of any other group of participants in the development process. In Iraq, which had long recognized the importance of education, the number of trained teachers had increased from 500 to over 40,000 between 1921 and 1968 and, in the same period, the number of schools had grown from 89 to 5,210 and the number of students from a little over 8,000 to over 1,250,000. Approximately 24 per cent of the national budget was for education. All teachers should be trained in the use of machines and new techniques and attention should also be paid to the in-service training of teachers, for in the immediate future more would probably be accomplished through their mass training by that method than by using formal teacher-training institutions. Given the great need for teachers in the developing countries, steps should be taken to enhance the status of the profession. Otherwise teachers would continue to switch to more lucrative occupations.

3. Iraq welcomed the idea of an International Education Year; if it proved successful there might later be an international education decade.

4. Mr. SAM (Ghana) said that Ghana welcomed the opportunity afforded by International Education Year for the international community to consider what could be done in practice to expand and improve education. It agreed, too, that the Year was primarily an occasion for action at the national level. Ghana noted that the "concerted programme" for the Year would be made up of projects which were part of the normal programmes and would have been implemented even if the General Assembly (see Assembly resolution 2306 (XXII)) and the UNESCO General Conference had not resolved to observe an International Education Year. It considered, however, that, in addition, educational systems should be reviewed and planned on a surer basis. The International Education Year would probably be a bridge between the First and Second United Nations Development Decades, so Ghana hoped that in the course of its action would be taken to evaluate the role of education and training in the process of economic and social development. An analysis should be made of the causes of unrest in universities throughout the world and steps taken to allay it. Ways must be found of providing young persons with training relevant to their needs not only as workers of a national State but as members of the international community.

5. Ghana endorsed the activities planned for the International Education Year, particularly the report on children in a changing world, the seminars in the training of middle and higher personnel and the World Conference on Agricultural Education and Training (see E/4707, annex III). It was pleased to note, too, that a project would be carried out with a view to defining new approaches in higher education and that there would be a course on the aims and nature of university education in Africa and Asia. Ghana attached particular importance to the programme of studies and experimental activities to be carried out in integrated science teaching, for the changes wrought by science affected the outlook of all educated men and women. Attention should also be paid, during the Year, to non-scientific matters such as colour and form, order and harmony.

6. U BA SHWE (Burma) said that a nation's most important asset was its youth; no development programme would be adequate unless it paid sufficient attention to the education and training of young persons. In Burma, education was less academic than in the past and more geared to enabling the individual to earn his living and assist in the development process. It was true, however, that education was a life-long process. Burma therefore provided facilities for adult education, the range of the facilities

extending from simple literacy courses to degree level university courses. Education curricula had been revised to give importance to technical and vocational education and, at the purely academic level, science was given precedence over the arts.

7. In Burma, trained teachers, together with trained doctors and other members of the medical and related professions, were required to serve for a certain period in rural areas, helping the peasants and workers to meet their needs and overcome their problems. In keeping with the requirement that young persons should serve among working people, education and training programmes for youth were closely linked with Burma's work programmes and development schemes. Students were requested to participate in the work of government departments as well as in factories and other production units. They were encouraged to study and participate in the management as well as manual activities of industrial establishment during their vacations. The services of students were also enlisted to help in the collection of statistical data. In that way, students were provided with training in their fields of study and brought closer to the realities of everyday life. Burmese women had always been free to avail themselves of the educational opportunities open to men. Though they had tended to concentrate on such professions as teaching, medicine and nursing, recently they had turned their attention to such subjects as chemical and textile engineering.

8. It would be seen, therefore, that International Education Year in Burma would "not be regarded as an isolated event, a spotlighted interlude and an occasion for celebratory exercises without sequels" (see E/4707, para. 43). Planning policies established in Burma in the 1960s had designated education as an area in which development was essential for the development of the country as a whole; the carry-over of that policy into the 1970s would establish the necessary continuity between the two Decades. Leadership training programmes based on the philosophy of the Burmese way to socialism would provide the necessary orientation in youth education. Burmese education had been democratized and a free, uniform schooling system was available to all up to pre-college level.

9. He was confident that, under the stimulus of the International Education Year, considerable progress would be made in the development of education.

10. Mr. RIOS (Panama) said his delegation welcomed the initiative taken to designate 1970 as International Education Year, since it had voted for General Assembly resolution 2306 (XXII). Problems in such diverse fields as human rights, health, disarmament and colonialism could be solved through the creation, through education, of a better attitude to life.

11. Education was aimed primarily at the young, who constituted a large percentage of the world's population. To educate them to oppose discrimination, the exploitation of man by man and the inequitable distribution of wealth would be a major step towards achieving the goal of that peaceful life which was a major reason for the existence of the United Nations. General Assembly resolution 2306 (XXII) recognized the fundamental importance of

education as a means of widening man's horizons, improving mutual understanding and strengthening international peace.

12. Every effort must be made to ensure that the International Education Year was successful and was not, like the International Year for Human Rights, marred by discrimination, invasion of one country by another and a whole series of violations of human rights at the international level. An important element of the International Education Year should be to mobilize public opinion against the proliferation of armaments, since the vast resources spent on them could with much greater advantage be devoted to a world campaign of education, designed to make not only the young but also those in Government realize that peace came not through propaganda but through actions. All mankind would benefit if the resources devoted to armaments were spent instead on providing schools to produce trained experts in various fields of human activity. Even the wealthy developed countries could profitably use additional funds to educate their young in the benefits of freedom and self-determination and in the desirability of backing the international co-operative development effort.

13. International Education Year would be a good starting point for the Second Development Decade. It should cover every aspect of training for the campaign against economic and social under-development. The United Nations and all its specialized agencies must be mobilized to that end, and non-governmental organizations and national authorities must also be encouraged to play a part in the fight against ignorance. To be more effective, the exchange of students through fellowships must be encouraged during the Year; the resulting better understanding among nations would lead to more effective international co-operation.

14. Mr. LOSHCININ (Byelorussian Soviet Socialist Republic) said that the problems of eliminating illiteracy, developing education, training national personnel and combating discrimination in education were acute in many countries. The report of UNESCO on the role of education in economic and social development,¹ stated that from 1960 to 1965 the number of students attending all types of educational institutions had increased by 86 per cent, the increase being particularly marked in Africa and Asia. That progress was undoubtedly a direct result of the fall of the colonialist system and the increasing attention being paid to problems of education by the newly independent States.

15. But there were no real grounds for optimism. According to UNESCO's data, there had been 700 million illiterate adults in 1950 while, in 1970, International Education Year, the figure would amount to approximately 810 million. There were one and a quarter thousand million children under the age of fifteen, of whom three quarters were in developing countries where only two out of five children of school-age completed primary school, and a considerably smaller number went on to intermediate school. The picture was even less satisfactory with regard to higher education. In Africa, Latin America and Asia, students attending intermediate school constituted, respectively, 12, 16 and 21 per cent of the total student body,

¹ Document E/CN.5/435.

while those attending higher educational institutions totalled only 1.1 per cent, 2.2 per cent and 2.5 per cent, respectively.

16. In view of the importance of eliminating illiteracy, the Byelorussian SSR Government had decided to make a voluntary contribution in 1970, in the form of notebooks and other school stationery, to an experimental programme for the promotion of literacy in the newly independent States. Nevertheless, however great the assistance received from other countries, it could not obviate the need for national programmes to develop education. It should not be assumed that the International Education Year would solve all problems; its aims and principles were nothing new, but related to matters which had long been dealt with by UNESCO and other international organizations. The Year should serve as an additional stimulus to the development and improvement of education within each country. It was for national authorities to study education problems, define policy and take practical measures to improve education. The Year must not be merely an occasion for commemorative meetings, but should be primarily an occasion for action at the national level, aimed at mobilizing energies and inspiring initiatives in education and training. It was to be hoped that the useful activities conducted by the United Nations family would not be confined solely to 1970, but would continue thereafter. UNESCO and the other international organizations could assist in the solution of problems by instituting pilot projects, sending expert missions and carrying out investigations, but the real solution of the problems of education would depend primarily on national effort.

17. In that context it was worth recalling that, before the socialist revolution in Byelorussia, 80 per cent of the population had been illiterate. However, as a result of a campaign begun in 1920 with the establishment of special schools, courses, universities and evening classes, and with the introduction of compulsory education for all children of school age, illiteracy had been completely eliminated within sixteen years. Secondary education would be compulsory by 1970. More than 270,000 were attending higher and secondary specialized educational institutions, and the State was generous in its grants to students. Such rapid progress in education and training was possible only if the Government and the people as a whole fully backed the effort and only as a result of profound social and economic transformations.

18. Education was an essential factor in economic and social development and would play an increasing role in the future. It was therefore necessary to eliminate illiteracy to make free education available to all at the primary and secondary levels, and to pay greater attention to training highly qualified national specialists, including teaching staff. Education must be planned at all levels and the planning must be closely linked with national development plans.

19. It was clear that the improvement of education was of importance to all countries, whether or not they were Member States. His delegation supported the principle of universality and appealed to the Committee to take a decision on the International Education Year which would discriminate against no State and would thus not run

counter to the principles of the Charter of the United Nations.

20. Mr. ABE (Japan) said that the importance of education as an investment in progress could not be over-emphasized. Education had played a pivotal role in Japan's economic development for over 100 years. Japan's educational basis had survived the ravages of the Second World War and had made rapid recovery and development possible. Rapid changes made it essential to keep educational systems under constant review so that they could be adapted to the needs of the day. It must be remembered, however, that education was a basic human right and should not be viewed solely as a means of achieving accelerated development. It was notable that those developing countries which had paid attention to the development of education had been the most successful in the campaign against under-development.

21. It was gratifying to note the international community's growing awareness of the developing countries' educational needs. The Commission on International Development had spotlighted some educational problems and suggested where the effort should be concentrated,² and the President of the International Bank for Reconstruction and Development had said that the World Bank Group's policy would be to emphasize assistance in the development of education. It was satisfactory, therefore, that so many organizations had agreed to co-operate in the International Education Year. Their work must be co-ordinated if the Year was to be a success.

22. In accordance with the recommendation in operative paragraph 3 of General Assembly resolution 2412 (XXIII), Japan was considering to undertake the following activities during the International Education Year. Projects designed to adapt the educational system to Japan's changing needs would include the establishment of new types of universities, the founding of a centre for the in-service training of teachers, and the sending abroad of teachers to enable them to make contact with the experience of other countries. International co-operation projects included the dispatch of mobile teams to train agricultural teachers in Asia. Publicity projects included the ceremonies at the Expo '70 site at Osaka, the issuing of a postage stamp to commemorate International Education Year and the broadcasting of a special television programme entitled "Teaching about the United Nations".

23. Japan agreed that the International Education Year should not be regarded as an isolated event, but as an occasion for evaluating past efforts and—still more—as a starting-point. It was significant that the Year was being celebrated in 1970, the inaugural year of the Second United Nations Development Decade.

24. Mr. PEREIRA GONZALEZ (Cuba) said that Cuba had never objected to the idea of an international education year. It did, however, wish to place on record its reservations on the subject. A distinction must be made between the interests of the countries of the Third World, which were faced with the need to obtain qualified personnel in

² See Commission on International Development, *Partners in Development* (New York, Praeger Publishers, Inc., 1969), chap. 3, p. 67.

order to overcome the obstacles of under-development, and the interests of imperialist countries anxious to mask their indifference to conditions in the Third World. The idea of an international education year had enabled some countries to extract from the ruins of the First Development Decade an adequate formula for emphasizing the idea that in order to absorb the assistance given to them, developing countries must first train their national personnel. That idea, if put into practice, would result in the developing countries training personnel who would then emigrate to the developed capitalist countries. The International Education Year would be of little use to the developing countries unless their feelings about the brain drain were respected by the developed countries. The unprincipled offers of employment made by the developed capitalist countries to trained personnel in the developing countries was a form of neo-colonialism.

25. Education was essential to the proper use of human resources and to economic and social development in general. The technical, scientific and cultural poverty of the developing countries was attributable, however, to their economic under-development, and education would not succeed in relieving that poverty and promoting economic and social development until the causes of economic under-development had been removed. The irony of the situation was that it was the country which was the warmest supporter of the International Education Year that had armed the counter-revolutionaries who in 1961—"Education Year" in Cuba—had murdered the young Cuban teachers who had used to go to all parts of the country to teach the one million illiterate members of the population to read and write. The same country was continuing its policy of enticing young Cubans, particularly doctors and engineers, to emigrate at the precise moment when their country was engaged in its fiercest battle against under-development. Despite that, Cuba had made great progress in education and looked forward to the future with optimism.

Mr. Amirmokri (Iran), Vice-Chairman, took the Chair.

26. Miss BENNATON (Honduras) said that educational problems should be analysed as a matter of urgency during International Education Year. In the developing countries, the development of education was hampered by the fact that teaching methods and educational systems were obsolescent and by the lack of schools, teachers, textbooks and other educational materials. It was essential, therefore, for those countries to adopt more effective methods of educating. By means of television, radio and audio-visual aids they should modernize their educational facilities and make it possible for all groups of the population to enjoy the benefits of education. Education should be of a practical nature, since all sectors of the population must be able to play a useful role in life and be able to earn a living. The Governments of developing countries should enlist the co-operation of public and private economic and social groups in efforts to improve and extend educational facilities. Responsibility for improving the educational system in those countries should not lie solely with the Government. In the United States, private enterprises supported university education to the extent of more than \$100 million a year because they realized the value of education to the country's industrial and economic

progress. Some Latin American countries had followed that example. Venezuela, for instance, had introduced a system whereby private enterprise made a very effective contribution to education, and other countries had organized in-service training programmes. The importance the developing countries attached to education had been demonstrated by the fact that, in 1968, the President of Honduras had made a personal appeal, by radio and television, to heads of households to send their children to school. Education was vital to social and economic progress and necessary for the preservation of peace. She hoped that International Education Year would promote universal co-operation with a view to improving education for all mankind.

27. Mr. KOIRANEN (Finland) said that the objectives of International Education Year should be to raise the level of knowledge, both nationally and internationally, and to serve as a starting point for the Second Development Decade. Attention should be paid to the need to provide equal educational opportunities for all. It was satisfactory to note, therefore, that the World Bank Group was emphasizing the role of education in the development process, and that the Commission on International Development had said that education should be an integral part of efforts to achieve higher levels of living. One of the aims of the International Education Year might be to convince teachers and pupils of the interrelationship between education and development. Finland's progress was largely attributable to the importance it attached to education. International organizations could act as catalysts and co-ordinators in education, but responsibility for improving educational systems must lie with States themselves. Finland welcomed UNESCO's suggestions concerning educational programmes to be adopted during the Second Development Decade and was convinced that UNESCO would soon finalize its contribution to the strategy for the 1970s.

28. In Finland, education was regarded not as a privilege reserved for a minority of the population but as one of the basic services society rendered its members with a view to ensuring its efficiency. It was alarming, therefore, to read in a recent UNESCO report that, as a result of population growth, the number of illiterates in the world had increased by almost 60 million during the past decade. That made it all the more essential to concentrate efforts during the Second Development Decade not only on industrialization and agricultural reforms but on education as well.

29. As a member of UNESCO's Executive Board, Finland had participated in preparations for the International Education Year. Its national Committee for UNESCO had arranged an extensive programme for the Year, including effective implementation of Economic and Social Council resolution 1012 (XXXVII).

30. Mr. GETMANETS (Ukrainian Soviet Socialist Republic) said that the development of any country was directly related to education in the broadest sense of the term. His delegation therefore welcomed the decision of the General Assembly (see Assembly resolution 2412 (XXIII)) to designate 1970 as International Education Year. If endowed with an adequate programme, the Year would serve as a stimulus to further national and international

efforts to improve education systems in order to meet man's economic and social development needs. The Year would best be marked by concentrating on unsolved problems; his delegation fully supported the view of the Economic and Social Council that the Year was intended primarily as an occasion for action at the national level to mobilize energies and inspire new undertakings in education and training in the broadest sense and serve as a rallying point for the expansion and renewal of education in all its aspects. The need for such a rallying point was shown by the fact that education was progressing far more slowly in the developing countries than in the industrialized countries, and that the number of illiterate adults had risen considerably in recent years. The problem of eliminating the unfortunate consequences of colonialism on education would require the broadest possible participation of all States, irrespective of their level of economic development or social and economic system. His delegation therefore opposed the negative attitude of General Assembly resolution 2412 (XXIII), which restricted participants in the International Education Year to States Members of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency. Such a restriction was discriminatory and violated the principle of universality of the United Nations and the spirit and letter of international co-operation. States such as the German Democratic Republic, where education and science were highly developed and which could make an extremely useful contribution towards the aims of the Year, were thus excluded and the authority of the United Nations and prestige of the International Education Year were thus impaired.

31. Regional and international co-operation in education was a relatively new aspect of international relations and required further study. In view of the many different possible forms of co-operation, it was highly desirable to make available to United Nations organs existing experience in the use of common efforts. UNESCO's intention to carry out useful studies on the development of education was particularly commendable in that respect. Of particular use to young States would be studies on the training of intermediate and higher-level personnel and of modern society's need for technical professions. Another useful study would be the report of the Secretary-General recently requested by the Second Committee in draft resolution A/C.2/L.1066/Rev.2 (see 1285th meeting) on the role of the United Nations in training national technical personnel for the accelerated industrialization of the developing countries (agenda item 43).

32. The Ukrainian SSR had considerable experience in education. Before the socialist revolution, more than 70 per cent of its inhabitants had been unable to read or write, and in 1920 an education system had therefore been set up consisting of child care institutions, general schools, primary, intermediate and higher institutions for vocational studies and cultural and educational institutions for adults. There was one type of school for all children between the ages of eight and fifteen, and higher educational institutions had special departments preparing workers and peasants for higher education. A completely democratic and universal system had thus been set up, with the result that by 1941, illiteracy had been eliminated. Measures to raise the general education level continued and by 1970 there would be secondary education for all.

33. The basic principles of education in the Ukrainian SSR were State management of all education, the separation of schools from the church, a close link between school and life through practical economic and cultural activities, the combination of study with socially useful work, absence of privileges and discrimination of a social, national or racial character, and the general accessibility of education. There was a network of appropriately situated educational institutions, free education at all primary, secondary and senior schools, and a system of State grants for students at specialized intermediate and higher institutions. The Constitution guaranteed the equal right of all citizens to education, free choice of the language of study and full equality between men and women. There were 136 higher educational institutes in the Ukrainian SSR, attended by almost 800,000 students a year. There were 169 students for each ten thousand inhabitants, a figure much higher than that in any Western European country. One third of the whole population excluding children of pre-school age was either receiving education, preparing for employment in a new speciality or improving their qualifications. Delegations from many countries visited the Ukrainian SSR in order to study the educational system, and his Government was prepared to continue sharing its experience with others.

34. Mr. LACKO (Czechoslovakia) said that Czechoslovakia had serious reservations concerning General Assembly resolution 2412 (XXIII). Its misgivings derived from the fact that the decision to designate 1970 as International Education Year had been taken without requesting UNESCO's opinion. Czechoslovakia had ultimately withdrawn its objections and taken an active part through its National Committee for UNESCO, the Czech and Slovak Ministries of Education, student organizations and the Pedagogical Society, in the preparations for International Education Year. On 28 March, which was celebrated in Czechoslovakia each year as National Teachers' Day, the Committee had sponsored various activities in connexion with International Education Year and the commemoration of the 300th anniversary of the death of Comenius. The Chairmen of the Netherlands and Swedish national Committees for UNESCO had accepted invitations to attend ceremonies honouring the great Czech educator. The celebrations had drawn the attention of the public to educational problems, particularly the economic aspects of education and teacher training, and to the aims of the Year. The main part of Czechoslovakia's action in International Education Year would be devoted to the 300th anniversary of the death of Comenius. In addition, arrangements would be made, in co-operation with UNESCO, for international meetings to be held in the Czechoslovak Socialist Republic on such topics as advisory services in education, adult education and post-graduate education of teachers. There would also be press conferences and radio and television programmes.

35. International Education Year should be an occasion for reflection and action by Member States to improve and expand their educational systems. Czechoslovakia could not agree, however, that some delegations should, as at the previous meeting, use the opportunity for interfering in its internal affairs.

36. Mr. ASTAFIEV (Union of Soviet Socialist Republics) said that the main significance of International Education

Year lay in the possibility afforded to Governments to assess their own resources and possibilities for the future, and to mobilize their forces and the creative initiative of their peoples in order to plan the development of all types of education in keeping with their needs. The International Education Year should aim at making free education accessible to all, improving its quality, and adapting it to the needs of the modern world, enabling the young generation to participate effectively in economic and social development.

37. His delegation welcomed the fact that the organizations of the United Nations system had already prepared specific plans for implementation during International Education Year. It particularly supported the decision of UNESCO to carry out a number of useful studies in education, including that of the training of intermediate and higher personnel and that on the needs of modern society for technical professions.

38. The developing countries faced many problems in education and did not always solve them in the same ways. Experience showed that the most rapid results were achieved by those countries which succeeded in mobilizing their internal material and human resources as well as receiving international and foreign assistance. Since most of the developing countries had embarked on industrial development, their primary requirement was for technical personnel. The development of industry made it necessary to change the centuries-old system of education and to review the scope of training. Educational plans must provide for the training of national personnel at all levels. However, a study of the training system in the developing countries showed that not only the stage of development of education, but also the system of educational institutions itself, was inadequate for the needs of economic development.

39. Many developing countries were making an effort to review the forms and methods of education but, in spite of the increase in the number of students attending general and vocational institutions since the 1950s, it was clear that the number of vocational schools in most countries was still insignificant. Financing and planning were essential for States to ensure that the training of qualified personnel met the requirements of technological, economic, scientific and cultural development. A student at any type of school should receive a certain fund of knowledge which would prepare him for the next stage of education. Higher education should be open to graduates of all types of schools. It was not sufficient to give young people education and prepare them for employment; techniques and methods of work evolved so rapidly that retraining and higher qualifications were necessary at certain intervals throughout their career. A study of the experience of those countries which had already passed through all such stages would therefore be of great use to the developing countries.

40. There was also a need to study the problem of how to boost the productivity of the education system. The need for a qualitative improvement was already widely recognized and should not be lost sight of in the effort to provide education on a greater scale; only if the two were integrated would the investment in education be worth while. For many States, allocations for education were becoming a major part of their budget.

41. In the context of International Education Year, practical measures must also be devised to stop the brain drain from many developing countries. The problem had been discussed in detail in United Nations organs, in particular at the forty-seventh session of the Economic and Social Council. There was therefore no need to dwell on the damage to the economy and culture of the developing countries caused by the attraction of their specialists to certain Western countries.

42. Another matter to which consideration must be given was the high cost of higher education in many developed capitalist countries. Only a radical review of internal social policies could change the prevailing situation and make higher education available to all. Again, higher educational institutions often experienced difficulties with regard to premises, financing and educational supplies. Such factors were frequently one of the causes of the student unrest in Western countries.

43. In 1968, there had been, in the Soviet Union, 785 higher educational institutions with over four and one quarter million students, of which women had represented some 46 per cent. Those institutions were situated in more than 300 towns and in the various Union republics, in accordance with economic and cultural interests. There was a particularly marked expansion in the training of economists and engineers required to develop and use new techniques, while the training of specialists in agriculture was also on the increase. Further efforts would be made to bring the higher educational system closer into line with the requirements of the economy and culture and with the needs not only of the State as a whole but also of the populations in individual regions.

44. His delegation wished to confirm its view that the International Education Year would be successful only if the principle of universality was observed.

45. Mr. RATH (Uruguay) emphasized the great importance of education for development. There were some aspects of education that needed more attention, the first being vocational guidance, which could avoid wastage of sorely needed human resources. Another was the need to improve the teaching of mathematics at all levels; if that were not done, young people might be estranged for the rest of their lives from a discipline that was an essential element in the various branches of science and technology. Another aspect that needed more emphasis was the use of programmed and automated teaching. It was desirable to keep the personal touch in teaching as much as possible, but the educational needs of the developing countries were so great and urgent that such new educational methods could not be neglected. Again, it was important, in view of the world food situation, to make sure that nutritional education was given sufficient attention. Education in relation to health was also an important sector and he welcomed the comments made by the World Health Organization in annex V to the report of the Secretary-General (E/4707 and Corr.1 and 2) which was prepared with the assistance of UNESCO.

46. Attention should also be devoted to re-education and rehabilitation; that was particularly important because advances in knowledge and technology were so rapid that a

man might easily change his occupation three times during his life span. Nor must it be forgotten that education would have an essential part to play in the age of leisure that was expected to begin within the next twenty years. There should be more emphasis on education and cultural policies with a regional and multinational basis, that would facilitate a joint effort to deal with the great problems of education.

47. In Uruguay, primary education had been compulsory, lay, and free for a hundred years; the Constitution also made intermediate education compulsory. Higher education was also free and the university was completely autonomous. Uruguay devoted 25 per cent of its national budget to education; that reflected its belief in the significance of education for its people and for its development. He hoped that the proper balance would be encouraged, in the programme for the International Education Year, between the technical and scientific disciplines and the humanities. An undue emphasis on material values could be dangerous to the future development of mankind.

Mr. Caranicas (Greece) resumed the Chair.

48. Mrs. DE GROSSMAN (Dominican Republic) congratulated the representative of UNESCO on the excellent statement made at the 1289th meeting. At the twenty-second session of the General Assembly, her delegation had been a sponsor of the draft resolution proposing that 1970 should be celebrated as International Education Year, one of its motives being the hope that the developing countries would thereby be helped in their efforts to eliminate illiteracy. Her Government devoted a high percentage of its budget to education because of its importance to economic and social development, and had already achieved free education. An intensive literacy campaign was being conducted throughout the country. The Dominican Republic had already achieved much in the educational sphere, and hoped that, with the help of the United Nations system, it would be able to achieve still more in the future.

49. Mr. ADLAN (Malaysia) said that education was important in development because it could help to change attitudes and pave the way for necessary social and structural changes. The approach to educational problems must therefore be broad rather than sectoral, and it was correct to view the International Education Year as the occasion for the renewal of education in all its aspects and in the light of the Second Development Decade. Education should not be regarded either as an end in itself or a source of skilled manpower. It was vital to development because it helped to eliminate outdated customs and instil the spirit of innovation that led to the adoption of modern techniques and new ways of organizing production.

50. Since its independence Malaysia had been reviewing its educational system in order to meet the growing need for trained manpower at various levels, and the emphasis was being shifted from arts to science. Schools with a technical or vocational emphasis were given priority in the building programme.

51. His delegation considered very opportune the Secretary-General's suggestion, in the introduction to his annual report on the work of the Organization (see

A/7601/Add.1, paras. 196 and 197), concerning an international university. The Prime Minister of Malaysia had welcomed the idea in his statement to the General Assembly (see 1781st plenary meeting), believing it essential to guide the energies of young people into constructive channels and provide them with a challenge. The founding of an international university could be an important element of the International Education Year and the twenty-fifth anniversary of the United Nations.

52. Mrs. DUMITRESCU-BUSULENGA (Romania) said that the essential aim of education was the harmonious development of the human personality. That was more than ever important in the modern age, when scientific and technological advances had brought mankind to the point where it must unite or perish. Men must learn the virtues of peace and social justice. The International Education Year would offer an excellent occasion for emphasizing the need for young people to be educated in the respect for human rights and fundamental freedoms, as advocated in General Assembly resolution 2447 (XXIII), of which Romania had been a sponsor. Similarly, the Draft Declaration on Social Progress and Development had included the principle that education should be available at all ages, so that those who had missed it in their youth would not be permanently deprived of its benefits.

53. It was always easier to establish principles than to take practical action. She therefore welcomed the statement by UNESCO, in annex IV to the Secretary-General's report (E/4707 and Corr.1 and 2), proposing a number of specific steps.

54. Romania devoted special attention to education in general, and above all to vocational training and other educational means of furthering economic and social development. The aim in contemporary education must be to ensure that young people could obtain full training in all fields and that international co-operation would enable them to realize the age-old dream of peace on earth and goodwill among men.

55. Mr. LUGO (Nicaragua) congratulated the representative of UNESCO on the statement made at the preceding meeting. Education was of vital importance to the developing countries. The education of young people must be a cornerstone of the Second Development Decade. The educational systems of the developing countries suffered from serious shortcomings and needed far-reaching changes. In Nicaragua, education was given second place in the national budget; there had been increases both in secondary education institutions and in teacher-training colleges, and the university had been considerably improved. In addition, enrolment in primary and secondary schools had risen steadily.

56. Mr. SOW (Guinea) said that education held an important place in Guinea's policy. He hoped that the International Education Year, which would link the two development decades, would also be a year of tranquillity in the universities; the causes of recent disturbances must be investigated so that they did not occur in future. There was a need for re-orientation in the educational systems of many developing countries, because of the aftermath of colonization, and every effort must be made to extend

education to all levels of the population. The developed countries could do much to help in that respect, but their help must be of the kind needed and asked for by the poor countries. The rich countries must not attempt to implant their ideologies in the small countries; there must be no neo-colonialism. Everything was being done in Guinea to ensure a full education for all. The Polytechnic Institute at Conakry had been built under agreements with the Soviet Union and it had already produced three classes of graduates. Great progress had been made in building up the educational infrastructure. Teachers were provided for all the rural areas and considerable headway had been made in the literacy campaign. What had been done in Guinea showed the importance it attached to education in the fight against under-development.

57. The CHAIRMAN suggested that the Committee might adopt the following draft resolution:

"The General Assembly

"Takes note of the report of the Secretary-General (E/4707 and Corr.1 and 2 and Add.1 and 2), prepared with the assistance of the United Nations Educational, Scientific and Cultural Organization, pursuant to General Assembly resolution 2412 (XXIII) of 17 December 1968."

58. Mr. ARVESEN (Norway) suggested that the following second operative paragraph should be added:

"Endorses Economic and Social Council resolution 1436 (XLVII) of 31 July 1969."

59. Mr. ROUAMBA (Upper Volta) supported the Norwegian suggestion; the Council resolution contained certain recommendations that had been included in the Secretary-General's note (A/7668) and the proposed additional paragraph would endorse those recommendations.

60. Mr. ASTAFIEV (Union of Soviet Socialist Republics) said that he did not object to the addition of the proposed paragraph, but repeated the reservation he had entered when the Council resolution had been adopted, namely, that all States wishing to participate in the International Education Year should be free to do so, whether or not they were Members of the United Nations or members of its specialized agencies or the International Atomic Energy Agency.

61. The CHAIRMAN suggested that the Committee should adopt the draft resolution as amended by the representative of Norway.

The draft resolution, as amended, was adopted.

62. Mr. WANGCHINDORJ (Mongolia) thanked the representative of the Ukrainian Soviet Socialist Republic for his kind words on the occasion of Mongolia's National Day.

Organization of the Committee's work

63. The CHAIRMAN said that, as the Rapporteur's reports were purely factual, the Committee might authorize him, unless it decided otherwise, to submit all reports direct to the General Assembly. At the current session the Committee had authorized the Rapporteur to do that for all reports except one (that relating to UNITAR). He wished the Committee to reflect on his suggestion before the next meeting.

64. Mr. BLAU (United States of America) welcomed the suggestion, which might simplify the Committee's work. However, he thought that the exception should be not only when the Committee decided otherwise, but also when its reports contained other than procedural material. At the current session all the Committee's reports had been procedural, but that was not always so, and when it was not, the Rapporteur should submit the draft reports to the Committee.

The meeting rose at 6 p.m.