

UNITED NATIONS
GENERAL
ASSEMBLY



Distr.
GENERAL

A/AC.35/SR.196
10 August 1959
ENGLISH
ORIGINAL: FRENCH

COMMITTEE ON INFORMATION FROM NON-SELF-GOVERNING TERRITORIES

Tenth Session

SUMMARY RECORD OF THE HUNDRED AND NINETY-SIXTH MEETING

Held at Headquarters, New York,
on Thursday, 30 April 1959, at 10.50 a.m.

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PRESENT:

<u>Chairman:</u>	Mr. KELLY	(Australia)
<u>Members:</u>	Mr. ROBERTSON	Australia
	Mr. CASTRO ALVES	Brazil
	Mr. KANAKARATNE	Ceylon
	Mr. CORDERO MICHEL	Deominican Republic
	Mr. DOISE	France
	Mr. HERRARTE	Guatemala
	Mr. RASGOTRA	India
	Mr. KITTANI	Iraq
	Mr. GOEDHART)	Netherlands
	Mr. Je BRUYN)	
	Mr. DAVIN	New Zealand
	Mr. BROWNING)	United Kingdom of Great Britain and Northern Ireland
	Mr. HOUGHTON)	
	Mr. MORE)	United States of America
	Mr. SIMMS)	
<u>Representatives of specialized agencies:</u>		
	Mr. KHAN	International Labour Organisation
	Mr. ACHARYA	United Nations Food and Agriculture Organization
	Mr. WALTER	United Nations Educational, Scientific and Cultural Organization
	Dr. SACKS)	World Health Organization
	Mrs. MEAGHER)	
<u>Secretariat:</u>	Mr. PROTITCH	Under-Secretary for Trusteeship and Information from Non-Self- Governing Territories
	Mr. KUNST	Secretary of the Committee

EDUCATIONAL CONDITIONS IN THE NON-SELF-GOVERNING TERRITORIES: GENERAL DEBATE
(continued)

Mr. DAVIN (New Zealand) said that the Island of Niue, with an area of 100 square miles and some 5,000 inhabitants, had had an illiteracy level of only 6 per cent in 1951, 94 per cent of the population over fifteen years old being able to read and write the vernacular.

Life was not easy on the island, and the inhabitants, who were New Zealand citizens, tended to emigrate, at least temporarily, to New Zealand. In addition they were naturally intelligent and progressive and eager to adopt European ways. The aim of the Administration had therefore been to establish an educational system that would fit the people to be good New Zealand citizens, and at the same time to make the island a more attractive place to live in, or in other words to raise the people's living standards by improving agriculture and health.

Primary and post-primary syllabuses were designed to give a proper balance between formal subjects and activities such as agriculture, sewing, woodwork and sports. Considerable progress had been made since 1946. There had been an increase in the number of both Niuean staff and European staff; the latter now consisted, in addition to administrative staff, of a headmaster at the college, three assistant masters and an instructress in domestic science.

Up to 1956 the main task had been to raise the standard of work in the primary schools by raising the educational and technical standards of the teachers. To that end a three-stage examination for teachers, extending over a minimum period of three years, had been organized and also special seminars and refresher courses. In 1956 the Administration had formed the first post-primary class, and in the following year a second such class had been formed, both classes being taught by New Zealand teachers. The sixteen best pupils of the first post-primary class, formed in 1956, were now being trained as teachers at the school and would begin teaching there at the beginning of 1960. It was expected that in a few years' time two or three scholarship students would be returning to Niue each year after having passed through New Zealand secondary schools and teacher training colleges. As the teachers would be better qualified than before, it would be possible to reduce their number. Annual losses could be replaced by appointing teachers trained at a New Zealand training college.

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(Mr. Davin, New Zealand)

With regard to technical training, girls were able to take a domestic science course. The Administration intended to appoint a European woodwork instructor in the near future. The course at the present secondary school was not purely academic.

Money had never been a limiting factor, since the metropolitan Power had supported the progress achieved. Every year scholarship students were sent to New Zealand, where they were able to supplement their primary education and in some cases to enter New Zealand Teachers Training College.

At present five boys were studying agriculture at the Avele School in Western Samoa.

The Administration had also been active in the field of community development and adult education, but most of the projects attempted - adult English classes, the opening of a community centre and radio broadcasts - had had to be abandoned as failures. However, the Administration had also arranged talks in the villages on such subjects as health and agriculture, followed by film shows, and those had been successful. A newsletter was published in English and in the vernacular and distributed fortnightly.

(e) VOCATIONAL AND TECHNICAL TRAINING (continued): (i) GENERAL QUESTIONS (A/AC.35/L.295); (ii) TRAINING FOR AGRICULTURE (A/AC.35/L.296); (iii) TRAINING FOR PUBLIC HEALTH (A/AC.35/L.297)

Mr. KHAN (International Labour Organisation) submitted the International Labour Office report on recent developments in technical and vocational training in the Non-Self-Governing Territories (A/AC.35/L.295). He observed that several delegations had already referred to some aspects of matters dealt with in the report; the International Labour Office would take careful note of any comments made.

Mr. ACHARYA (United Nations Food and Agriculture Organization) submitted the FAO report on agricultural education and extension services (A/AC.35/L.296). He said that the subject of agricultural extension services had been very fully examined, as that was the best way to improve agriculture. The methods used would have to be adapted to the circumstances of the country concerned, but some general principles were set forth in chapters V and VI of the report.

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Dr. SACKS (World Health Organization) said that at the ninth session the Chinese and Indian representatives had dwelt on the subject of the training of doctors and different kinds of medical staff. The WHO report (A/AC.35/L.297) dealt with that question and gave a detailed account of developments in the Non-Self-Governing Territories.

The inadequacy of primary and secondary education limited the number of students qualified to enter a university; moreover, at the very time when the health services were developing, the diversification of higher education resulted in some students being lost to the medical schools, so that the scarcity of medical students became even greater. There was also a serious shortage of teaching staff in the medical schools of the Territories. The situation was better with regard to the training of nurses, midwives, and sanitary and auxiliary staff, although the level of training was somewhat below that in independent countries. The level of training could be expected to improve gradually, but it was desirable that the general level of basic schooling should be raised.

The importance of programmes of teacher-training in medical education could not be over-emphasized, and WHO would be prepared to offer scholarships for that purpose.

Mr. ROBERTSON (Australia) said that the Technical Training Centre at Idubada, near Port Moresby, Papua, provided a four-year course for students who had completed their primary education. The first two years of the course in general followed the pattern of Australian junior technical schools. During the last two years the students specialized in a given trade. Standards at the Centre were rising steadily. There was also an apprenticeship system at Idubada.

The Division of Agricultural Extension was active in establishing programmes of agricultural improvement in Papua through agricultural extension and agricultural training. The Division informed producers of the results of research investigations and helped them to improve the management of their holdings. It operated a number of extension stations and centres which provided special training for selected groups of farmers, distributed seed and advised farmers about techniques of cultivation. Agricultural patrols operated in particular sectors and maintained contact with the people.

(Mr. Robertson, Australia)

Two separate agricultural training schemes were now being carried out. The first was an elementary course designed to increase the Papuans' farming skill. A more advanced agricultural training scheme was provided at the Mageri Agricultural Training Centre, where Papuan students were prepared to fill positions in the Agricultural Division of the Territorial Public Service. Fifteen Papuan students were at present attending the course.

Training of medical and health personnel was under the control of the Division of Medical Training of the Department of Public Health. On 30 June 1958 twenty-four students had been taking a two-year course at the training school at Port Moresby which would qualify them to become village aid post orderlies. The course dealt with the theory and practice of medicine; it was directed by a European who was assisted by Papuan instructors. At the end of 1958 there had also been 194 men and twenty-five women undergoing training as medical orderlies in various hospitals in the Territory, their instructors being medical assistants under the supervision of the medical officer in charge.

There was also a school for the training of assistant nurses, at the Port Moresby General Hospital, where eleven girls were taking a three-year training course similar to that in use in Australia. On completion of the course the girls would be assigned to hospitals throughout the Territory. Nineteen young men were taking a similar training course for male hospital assistants. Finally, the Infant, Child, and Maternal Health Division trained girls as midwifery and infant welfare assistants at three Administration centres and five subsidized mission centres. On completing the course the trainees worked in hospitals and also in rural districts.

Papuan students who had reached the required standard were able to attend the Central Medical, Dental and Nursing Schools at Suva, in the Fiji Islands. On 30 June 1958 twenty-two students had been attending courses for assistant medical practitioners, assistant dental practitioners, laboratory assistants and nurses. In addition one Papuan girl was receiving training as a nurse at Melbourne, Australia. The assistant medical practitioners, before being transferred to field work, were given additional training in tropical medicine

(Mr. Robertson, Australia)

and hygiene at Fort Moresby General Hospital, and were subsequently given the opportunity of studying for the Diploma of Tropical Medicine and Hygiene and the Diploma of Public Health.

Efforts to improve the health education of the people included the giving of talks, the distribution of pamphlets and posters, the teaching of hygiene in schools, and inspection of villages, and clinics. Regular attendance at clinics and the immediate reporting of sickness in children were encouraged.

The foregoing information reflected the Administration's efforts to establish a programme of vocational and technical training suited to the specific needs of the rural areas where the majority of the Papuan people lived.

Children in Papua received religious instruction only with the consent of their parents. It was not possible to compare the major vernacular languages spoken in India, a country of 386 million people, with the 165 languages spoken by 478,000 Papuans. The limited vocabulary of the Papuan languages could not meet the requirements of a modern State, and no single dialect was influential enough to play the same role in Papua as Hindi did in India.

Mr. HOUGHTON (United Kingdom) was glad to note that considerable space had been given in the ILO report (A/AC.35/L.295) to the conclusions reached by the very interesting conferences at Luanda and Lusaka, and said that it would be desirable for such meetings to be repeated at fairly short intervals. As the opportunities for technical training in the Non-Self-Governing Territories were still very limited, there should be close co-operation between the school authorities and the officials responsible for economic development plans, so that students could be guided into the types of employment where the demand was highest. Vocational guidance services should be developed, although the complex methods suitable for more advanced countries should be simplified. Encouragement should also be given to the training of skilled workers and technicians, who would be essential for industrial expansion. To that end children should be taught from the primary or intermediate school stage how to set about doing useful manual work in a sensible way. Rather than including manual work in the teacher-training courses, it would be better to have the

(Mr. Houghton, United Kingdom)

subject taught by experienced skilled workers who had been given elementary instruction in teaching methods.

With regard to agricultural education, he supported the conclusions reached by the Luanda Conference, set forth in paragraphs 17 and 18 of document A/AC.35/L.295. As had been pointed out at the recent UNESCO Conference, education was only one factor in controlling excessive depopulation of the countryside. The schools could not combat that movement unaided, and it was therefore necessary to make rural life more attractive. There had been attempts to make agriculture more popular by organizing school gardens, but the children must be induced to enjoy such activities instead of viewing them as a tiresome duty. If, as stated by FAO, document A/AC.35/L.296, paragraph 17, it was true that agriculture as a subject was unpopular because it had no "examination value", steps should be taken to grant agricultural diplomas, which would have a certain prestige in the eyes of the people.

Medical training, of which WHO had made a study in document A/AC.35/L.297, was clearly inadequate in relation to the needs of the Territories. It was necessary to increase training opportunities for girls, and also to increase the number of institutions of secondary education so that more of the local inhabitants would be able to study medicine at the universities.

Mr. de BRUYN (Netherlands) said that as the economy of Netherlands New Guinea was based mainly on agriculture and forestry, agricultural education was of special importance in the Territory.

The students were given some elementary instruction in practical agriculture both at village and continuation schools, which often had their own gardens. Agricultural education in the strict sense gave the best results when combined with existing regional agricultural projects. Thus some model farms established under the community development project in the Nimboran area had been put in the charge of graduates of the agricultural school at Seroei, on the island of Japen, which was run by the Protestant Mission and subsidized by the Government. The object of the regional agricultural projects was to create groups of farmers who would be helped to set up small family farms adjusted to the potentialities of the region.

(Mr. de Bruyn, Netherlands)

Continuation-school graduates who wished to serve in the Agriculture and Fisheries Department - which in 1958 had had fifty-seven Papuan officers on its staff out of a total of sixty-nine - took a two-year course at Hollandia which included instruction in plant cultivation, soil science, fruit growing and plant diseases; the course also provided for practical work in agricultural extension. Courses for junior forestry officers were also offered at Hollandia, and in 1959 courses for junior stock-breeding officers would also be initiated. In October 1958 five PMS-type secondary school graduates had begun a two-year training course, to be followed by a year of practical work in agricultural extension, that would qualify them as agricultural supervisors.

With regard to vocational and technical training, he said that there were four junior technical schools in the Territory: one State school and three managed by Missions and subsidized by the Government. The number of pupils at the four schools had increased from 104 in 1950 to 287 in 1958 of whom 250 were Papuans. For the present the capacity of those schools was sufficient to meet the demand for trained technical workers in the Territory, and research was being carried out to determine the expected future requirements.

He referred to the Training School for Indigenous Administrative Officers (the OSIBA) at Hollandia, where there had been forty-three students in 1958; since the school had opened there had been a continuous increase in the number of indigenous staff in Government Departments and in the ranks of administrative officials. There were also a Central Police Training School, an Elementary School of Navigation, organized by the Department of Transport and Power, and training courses for nurses, laboratory assistants, junior pharmacist assistants and malaria control assistants, organized by the Department of Public Health. As the number of PMS-type junior high school graduates was continually increasing, it was possible to envisage further medical training for Papuans. In February 1959 two such students had been sent to Suva, in the Fiji Islands, where they were to attend a training course for dentists. As a result of other special courses, the Netherlands New Guinea was able to meet its own needs for qualified weather observers and reporters, Revenue Branch staff, surveyors, and junior technical officers in the postal services.

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(Mr. de Bruyn, Netherlands)

He wished to conclude by bringing out certain facts about the general educational situation in Netherlands New Guinea. The Indian representative had stated that as the Territory's population had increased by 90,000 between 1950 and 1957, the increase of 234 in the type A and B village schools seemed very small. It was also however necessary to take into consideration the many village schools managed by the Missions that received no subsidy, yet which were doing valuable work in areas where the Administration had only recently begun to operate. The number of such schools had increased from ninety in 1952 to 461 in 1958, and in the same year eighteen of them had been, so to speak, promoted to the level of type-C village schools. The bare figures could not give a true picture of a situation containing so many intangibles, such as the geographical, demographic and language problems, which were especially difficult of solution, and the fact that Papuan cultures had so little in common with Western culture that long preparatory work to gain the inhabitants' confidence was necessary before the founding of schools could be considered. Greater progress towards good education was made where a village teacher had only some twenty pupils whose confidence he had won than where he had a school of 200 or 300 pupils with whom he had not established a relationship of mutual confidence. Progress of that sort could not be expressed in bare figures. Nevertheless the fact was that within seven years 452 new schools of all types had been established to cater for the additional school population of about 16,000 children, which amounted to one school for every thirty-five children. Advancement had been as rapid as possible, and the Administration's policy inspired confidence and was paving the way for further advancement.

The meeting rose at 1 p.m.