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COMMITTEE ON INFORMATION FROM NON-SELF-GOVERNING TERRITORIES

Thirteenth Session

SUMMARY RECORD OF THE TWO HUNDRED AND FORTY-FOURTH MEETING

Held at Headquarters, New York,
on Tuesday, 24 April 1962, at 3.20 p.m.

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- (a) Investment in education (A/AC.35/L.353, L.354)
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L.355, L.360)
- (e) Eradication of illiteracy (A/AC.35/L.357)

PRESENT:

<u>Chairman:</u>	Mr. MALALASEKERA	(Ceylon)
<u>Rapporteur:</u>	Mr. ROS	Argentina
<u>Members:</u>	Mr. HOOD	Australia
	Mr. MAHENDRAN	Ceylon
	Mr. VALENCIA	Ecuador
	Mr. DOISE	France
	Mr. DOE	Liberia
	Mr. CALVILLO-TREVINO	Mexico
	Mr. GOEDHARD)	Netherlands
	Mr. de BRUYN)	
	Mr. NORRISH	New Zealand
	Mr. HAMDANI)	Pakistan
	Mr. AKHUND)	
	Mr. JIMENEZ	Philippines
	Mr. de PINIES	Spain
	Mr. SANKEY)	United Kingdom of Great Britain and Northern Ireland
	Mr. HOUGHTON)	
	Mr. NOYES	United States of America
	Mr. ILBOUDO	Upper Volta

Representatives of specialized agencies:

	Mr. LLOYD	International Labour Organisation
	Mr. SALSAMENDI	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 ADVANCEMENT IN NON-SELF-GOVERNING TERRITORIES (A/4111, A/4371, A/5078 and Add.1-6, A/5079 and Add.2, A/5080 and Add.1, 5, 7 and 9, A/5081 and Add.2) (continued):

- (a) INVESTMENT IN EDUCATION (A/AC.35/L.353, L.354)
- (b) TRAINING OF TEACHERS (A/AC.35/L.353, L.356)
- (c) SECONDARY AND HIGHER EDUCATION (A/AC.35/L.353, L.356)
- (d) VOCATIONAL AND TECHNICAL TRAINING (A/AC.35/L.353, L.355, L.360)
- (e) ERADICATION OF ILLITERACY (A/AC.35/L.357)

The CHAIRMAN suggested that in order to expedite the Committee's work members should in their statements discuss educational advancement in all its aspects rather than referring separately to the various sub-items. Naturally, members who wished to discuss any of the sub-items separately would have the opportunity to do so.

It was so decided.

The CHAIRMAN invited the representative of UNESCO to make a statement on the studies prepared by that organization for the Committee's use.

Mr. SALSAMENDI (United Nations Educational, Scientific and Cultural Organization) submitted three documents prepared by his organization for consideration by the Committee under item 5 of the agenda. The first was entitled "UNESCO Services to Non-Self-Governing Territories, 1961" (A/AC.35/L.358) and described services other than those covered by the terms of General Assembly resolution 330 (IV) concerning illiteracy.

The second document was entitled "Elimination of Illiteracy in the Non-Self-Governing Territories" (A/AC.35/L.357). He drew particular attention to the recent activities under UNESCO's programmes, described in section I of the report. Members would note that the programme for the elimination of illiteracy in Non-Self-Governing Territories had been considered by UNESCO from many different angles. A committee of experts would discuss programmes for the eradication of illiteracy at a meeting to be held in June 1962.

There had recently been a meeting of experts on new methods and techniques of education, called by the Director-General of UNESCO in compliance with a resolution adopted by the most recent General Conference. The experts had agreed that the main educational problems were those involved in the development of the

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continents, countries and regions which were less advanced than those regarded as having reached a normal level of development.

In considering and planning for the development of societies, increasing emphasis was being placed on investment in human resources, without which all material investment would be unproductive. Any policy of economic development necessarily implied a policy of social, cultural and educational development. Such policies could not be pursued on territorial lines; they formed part of an integrated whole. Though economic development had been the first field in which the idea of planning had been applied, countries which had long remained static or which were on the threshold of rapid development could carry out field projects for planned development in all spheres of collective life. Indeed the same basic situation existed in connexion with the future development of countries which had now reached a high level of development.

The third document submitted by UNESCO was entitled "A Survey of Post-Primary Education in Non-Self-Governing Territories, 1958-1960" (A/AC.35/L.356). It consisted of a survey of facilities for post-primary instruction available in the Non-Self-Governing Territories in the period 1958-1960, with some indication of the major problems of the second and third levels of education, including a discussion of teacher-training. Problems involved in the financing of education had been dealt with only indirectly because they would be the subject of a special report by the United Nations Secretariat.

Mr. SANKEY (United Kingdom) said that Mr. H. Houghton, Deputy Educational Adviser in the Department of Technical Co-operation, would inform the Committee of recent developments in the field of education in the Non-Self-Governing Territories under United Kingdom administration.

Mr. HOUGHTON (United Kingdom) said that as a professional educator his concern was the same as the Committee's, namely to help in the development of education in Territories which were not yet independent and which would find in improved education one of the most potent instruments of progress towards independence and towards the greater well-being of their peoples.

In his opening statement he would not deal separately with the five sub-headings into which the item was divided but would confine himself to general

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comments. He would ask permission to speak again with regard to the sub-headings if he felt that further interventions were necessary.

He drew attention to paragraph 3 of the International Labour Office report on problems of vocational training and workers' education in the Non-Self-Governing Territories (A/AC.35/L.355), which stated that the guiding principles in the field of vocational training did not vary in substance according to whether a Territory was or was not self-governing or independent, that the problems arising in a given Territory or country depended on its degree of economic development, and that political sovereignty, though it facilitated their solution, did not remove them. That was a point which the United Kingdom delegation had been criticized for making in the past, but could now make even more vigorously and with reference to the whole of the educational field instead of only that of vocational training. If the educational problems of the under-developed countries were reviewed it would be found that there was little, if any, discernible relationship between the political status of a country and the adequacy or inadequacy of its educational system. The problem of ensuring that children and many adults received a reasonable education was one which should concern all countries of the world and in particular the international organizations.

The second feature which his delegation welcomed was the general emphasis on the secondary stage of education as the key to other aspects of educational development; that emphasis was apparent in all the plans for the educational development of Africa; drawn up first for the continent as a whole at the UNESCO/ECA Conference held at Addis Ababa in 1961 and later translated by the African countries themselves into separate national programmes. It was from expansion at the secondary level that the paramount needs would be met for trained teachers in the primary schools, for technicians and clerical staff, and for entrants to higher education, who must ultimately meet their country's demands for administrators and leaders in every field. Until quite recently there had been a tendency to feel that free and compulsory primary schooling should be the first objective of any programme of educational development. In fact, for a number of years international thought, as represented by UNESCO's policies, had appeared to stress that objective at the expense of others which were no less vital, and it might be argued that some of the campaigns for universal primary

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schooling had done more harm than good simply because they had been waged in conditions so unfavourable that they had been foredoomed to failure. His delegation was glad to find that UNESCO now shared its view of the importance of secondary education and of teacher training.

The Committee was bound to view with great disquiet the inadequacy of the educational provision at various levels in a number of countries, including some of those for which the United Kingdom was still responsible. His delegation shared the Committee's concern that lack of adequate resources still constituted a major barrier to full educational development. Indeed some East African Governments were already faced with difficulty in maintaining their present educational systems, let alone pursuing a vigorous policy of expansion. He hoped that the Committee would recognize the comparative uselessness of seeking to stimulate educational development by granting either capital for the establishment of new institutions or technical assistance for the transmission of skills in countries where there was little prospect as yet of the local Governments being able to face the recurrent costs of maintaining the new institutions or developing the newly learned skills. At the UNESCO Conference of African Ministers of Education held recently in Paris it had been evident that for several of the countries represented offers of technical assistance had no great appeal. The Ministers of those countries had clearly been much more concerned with their overriding problem, which was to secure funds for the erection and equipment of schools and to obtain assistance towards financing the recurrent costs of their expanding educational systems.

As far as he was aware there was no adequate source of funds to assist countries in those respects and the whole problem was of such magnitude that the Committee might well devote considerable thought to it. It might even consider whether to recommend a programme of fundamental research into the whole question of how the uneducated half of the world's children, roughly 250 million out of 500 million, were to be educated, since any orthodox approach to the problem seemed to offer little hope of quick success. In Africa, in Asia and in South America the difference between the resources available and those which were necessary if

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every child was to find a place in a class and each class to have a trained teacher was so great that expedients at present untried might become necessary.

Obviously it would be better if those expedients were adopted as a result of careful research rather than because of the impossibility of solving the problem on what were at present accepted as normal lines.

The Committee had been much concerned in the past with the integration of education systems which had previously been uniraical, particularly in a number of African territories. There were grounds for optimism in that respect. In Kenya and Uganda, secondary schools were open to all three races - African, Asian and European. The difficulties in the way of complete integration were those imposed mainly by differences of background culture, especially language, and it could be confidently expected that the rapid improvement at present taking place in the teaching of English in the primary schools would lead to a great acceleration of the process of integration. In Northern Rhodesia the recommendations of the Keir Committee on Technical and Commercial Education, to which reference was made in the Secretariat report (A/AC.35/L.353), had been accepted in principle in December 1961, when the Federal and Northern Rhodesian Governments and the Copper Belt Technical Foundation had stated that courses of instruction at colleges of further education and technical institutes should be open to students of all races who complied with the admission requirements, provided that standards of education were maintained. A joint working party was considering details for promoting that policy, under which the College of Further Education at Lusaka and the Hodgson Technical College would provide a variety of courses for all races, and technical institutes in the Copper Belt would be expanded and developed to admit Africans. A multi-racial Polytechnic Institute was expected to be in full operation within a year. In the general field of education, there was every reason to believe that the general improvement in standards and facilities in the African schools would be the strongest factor leading to the integration of the present separate education systems for African, Asian and European children.

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He warmly supported UNESCO's general thesis that illiteracy would not be eradicated simply by the extension of primary schooling for children, but that vigorous adult literacy campaigns were needed. Such campaigns should be linked with intelligent and purposeful programmes of community development, since literacy was not to be regarded as an end in itself but as a means to better living.

While the Chairman had rightly stressed at the previous meeting that educational development should be as rapid as possible, it should be remembered that education was by its very nature a slow and gradual process and that immediate results could not be expected from new policies or institutions. Educational progress had in fact been no less rapid than material development and there was a danger that undue impatience might speed up educational development even beyond the rate which would ensure a sound return for the investment of human and material resources involved. While it was desirable for progress to be rapid, it was essential for it to be controlled and steady.

Mr. GOEDHART (Netherlands) introduced Dr. de Bruyn, who had just completed twenty-four years of service in Netherlands New Guinea, where he had been Director of Indigenous Affairs.

Dr. de BRUYN (Netherlands) observed that education was a prerequisite for political, social and economic development, particularly in the case of aboriginal societies with cultural norms fundamentally different from those which Western education was trying to introduce. The educational policy of the Netherlands Government in Netherlands New Guinea was designed to bring Papuan society to a level where it could participate in modern life. That was not so much a matter of teaching new technical skills as of making the people aware of new norms and desirous of accepting new values.

Progress in the political, social and economic fields during the past few years had been made possible only by the rapid development of educational facilities in the Territory. He agreed with UNESCO's view (A/AC.35/L.357) that education was to be regarded as an investment in the economic sense rather than as an object for private or public "consumption" expenditure. The extent of

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that investment could be seen from the annual budget figures for education in the Territory over the previous decade. Whereas in 1950 the figure had been approximately 3.3 million guilders, or 7 per cent of the total territorial budget, the 1962 figure would be approximately 19 million guilders.

The immediate aim was to expand elementary education as much as possible and at the same time to train an élite of indigenous Papuan cadres to replace the expatriate administrative personnel. As his delegation had reported in detail at previous sessions on the structure of education in the Territory and on the training of indigenous cadres, he would confine himself to certain salient features. To begin with, to be effective educational programmes had to be adapted to local conditions. There were notable differences in the stages of development in Netherlands New Guinea, not only cultural differences but variations in the duration and intensity of contact with Western culture. In that respect, a distinction had to be made between urban centres, rural regions which had been under administration for many years, and areas which had only recently been brought under administrative control. In the last-mentioned, only the simplest form of three-year village school education was possible. In more developed areas primary education was given in village schools of a more advanced type for three or four years. Selected pupils from those schools attended continuation schools with a three-year curriculum specially intended to prepare pupils for post-primary education. In the urban centres there were six-year primary schools, schools for post-primary education and full secondary schools, in addition to various vocational training institutes and courses. Any pupils, irrespective of race or ethnic origin, religion or nationality, had access to any educational institute.

The Government's aim was to extend six-year primary education to every child. The number of schools predominantly attended by indigenous pupils had increased from seven, with 1,052 pupils, in 1951 to twenty-one, with 5,600 pupils, in 1961. During that period the number of Papuan pupils had increased from 267 to 3,560. The number of three-year continuation schools in rural areas had increased from twelve, with 880 pupils, in 1951 to twenty with 3,263 pupils,

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in 1961. Although fourteen more schools were to be opened in the next two years, the goal of universal six-year primary education would not yet be reached.

The rate of expansion and the spread of continuation school education depended largely on the rate at which qualified teachers became available. Special attention was therefore being given to teacher training. In 1960 a training college for fully qualified primary school teachers had been opened and would produce its first graduates in 1963. Those graduates would eventually replace expatriate teaching personnel in the continuation schools and the primary schools, and would also be used for the expansion of continuation school education. Four new village-teacher training schools had been opened in 1961 and another was to be opened in 1962, their building being partly financed by the Development Fund of the European Economic Community. In 1962 there would be ten new training institutes. The number of students in such institutes, who were mainly Papuan, had already risen from 173 in 1952 to 578 in 1961.

The percentage of indigenous village school teachers had increased from 40 per cent in 1952 to 69 per cent in 1961 and the quality of their training had been considerably improved. The two-year curriculum had been first extended to three years and in 1961 it had been decided to add a fourth year. The extra year was to be devoted especially to instruction in agriculture, health education and leadership in social activities. It had to be borne in mind that the role of the village teacher was of the utmost importance in promoting social and economic progress in the village, especially in the newly opened and in the less advanced rural area. The training of teachers for primary education was obviously of crucial importance, for the elementary schools had to supply the pupils for further education and vocational training in order to form an adequately trained Papuan élite.

Progress had also been rapid in the field of secondary education. In 1958 there had been four local Junior High Schools with a four-year curriculum. That type of secondary school, predominantly attended by Papuans, was modelled roughly on the Netherlands type, but its curriculum was adapted to the Territory's needs. For instance, the only foreign language taught was English. In 1960 three more schools had been opened and a further three were to be opened in

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September 1962. It was expected that some 350 pupils would graduate from those schools in 1963 and by 1970 the figure was expected to be about 2,000. In 1961 there had been seven metropolitan-type Junior High Schools, also attended by indigenous pupils. In the current year a full senior high-school course was to be added to the existing senior secondary school in the Territory. Graduates of that school could continue their studies at a university. An intermediate technical school, giving more advanced technical training, was to be opened in the course of 1962.

Much attention was also being paid to the training of women and girls for household tasks. Domestic courses and continuation schools for girls, giving special classes in home economics, had been in existence for years. In 1960 a special school for home economics had been opened and two more would be added in 1963.

The UNESCO survey of post-primary education in Non-Self-Governing Territories (A/AC.35/L.356) stated that one of the most important branches of professional training for girls was training in nursing. In 1961 a new Nursing School for the training of fully qualified female and male nurses had been opened in Hollandia, the capital of the Territory.

Much attention was being paid to the training of indigenous persons for government posts. Several special courses for general administrative functions had been instituted by the Government in 1960. In 1960, 52 per cent of the government employees had been indigenous; in 1961 the figure had been 56 per cent. By 1970, 93 per cent of the estimated 12,500 government employees would be indigenous; that achievement would entail the training of some 7,000 Papuans.

An increasing number of Papuans were studying in the Netherlands, in Papua, in the British Solomon Islands Protectorate and in Fiji. A total of 110 boys and girls were at present studying outside the Territory. Three Papuans were studying at Netherlands universities and fourteen at senior high schools in the Netherlands. Those numbers would increase over the next few years.

A three-year educational research study, which had just been completed by a psychologist of the Department of Education in collaboration with the University of Brisbane, had developed non-verbal psychological tests for

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selecting primary school pupils. It was to be hoped that the results of that research would contribute to progress in Netherlands New Guinea by adapting school curricula still further to specific local needs.

The meeting rose at 4.20 p.m.