



UNITED NATIONS

GENERAL
ASSEMBLY



Distr.
GENERAL

A/AC.35/SR.269
20 August 1963

ENGLISH
ORIGINAL: FRENCH

COMMITTEE ON INFORMATION FROM NON-SELF-GOVERNING TERRITORIES

Fourteenth Session

SUMMARY RECORD OF THE TWO HUNDRED AND SIXTY-NINTH MEETING

Held at Headquarters, New York,
on Friday, 26 April 1963, at 11 a.m.

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PRESENT:

Chairman:

Mr. de PINIES (Spain)

Rapporteur:

Mr. NORRISH New Zealand

Members:

Mr. WHITE Australia

Mr. VALENCIA Ecuador

Mr. de CAMARET France

Miss SUNSERI Honduras

Mr. EASTMAN Liberia

Mr. CARRANCO AVILA Mexico

Mr. ATAULLAH Pakistan

Mr. JIMENEZ Philippines

Mr. PEREZ RUIZ Spain

Mr. SCOTT United Kingdom of Great
Britain and Northern
Ireland

Mr. MEWSHAW)
Mr. TAITANO) United States of America

Mr. KABORE Upper Volta

Representatives of specialized agencies:

Mr. LLOYD International Labour
Organisation

Mr. SALSAMENDI United Nations Educational,
Scientific and Cultural
Organization

Mrs. KAIM World Health Organization

Secretariat:

Mr. KUNST Secretary of the Committee

ECONOMIC ADVANCEMENT IN NON-SELF-GOVERNING TERRITORIES (A/AC.35/L.368, L.369, L.370, L.375, L.376, and ST/TRI/B.1962/1-4 and addenda) (continued)

Mr. LLOYD (International Labour Organisation) gave an account of the activities of ILO in the fields of development planning, agriculture and industry.

Economic development was an essential means for achieving social progress and an improved standard of living in the Territories, and it was increasingly evident that planning was the most rational and effective method of guiding and accelerating that development. However, ILO also emphasized the importance and need to take account of "human resources" in the planning of economic expansion, particularly in developing countries. In its view, manpower surveying and assessment, measures for raising the level of productivity, education and vocational training and management training were interdependent factors in a broad programme of human resources development which should be integrated with programmes and policies for over-all development.

Within that framework, ILO was giving increasing attention to research as well as to promotional and operational activities. Following a meeting of experts in 1960, it had adopted a resolution under which a preparatory technical conference on employment policy was to be convened in September 1963, with particular reference to the developing countries, with a view to formulating an appropriate instrument for adoption by the International Labour Conference. In 1962, another meeting of experts had assessed the manpower requirements for economic development. Within the framework of EPTA, a study tour in the autumn of 1963 would enable twenty-five participants to observe the methods and procedures used in the organization and administration of manpower and manpower planning programmes in the USSR. Finally, ILO intended to participate, by providing experts, in the work of the economic development planning institutes established by the United Nations regional economic commissions.

In agriculture, ILO was now engaged in a rural development programme to which it had allocated \$77,000 in 1962 and \$500,000 in 1963 and which was aimed at raising incomes and levels of living in rural communities in the developing countries. In accordance with the priorities established for the programme, the major field of concentration in 1963 would be rural employment problems and vocational training: two pilot projects - one in India and one in an African country - were designed to improve employment in the agricultural and non-agricultural sectors and in public works programmes; they would be carried out with

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the assistance of international experts and the co-operation of FAO. Another problem characteristic of rural areas was that of migratory labour. In 1960, ILO had published a study on the question, entitled "Why Labour Leaves the Land"; but it felt that there was need for a more intensive study before it could recommend measures for a more orderly movement of workers to areas of potential employment. Attention should also be given to projects for land settlement and rural development in general, with a view to eliminating the necessity for workers to migrate, and to programmes of vocational training designed to prepare workers for more productive and remunerative agricultural as well as non-agricultural occupations.

The ILO was also devoting much of its effort towards helping countries to develop their industries and towards promoting economic expansion and social growth. In the industrial sector, it was concerned mainly with the development of manpower, particularly through an improvement in working conditions and in industrial relations. Its activities in that field covered manpower planning and information, vocational training for industrial development, improvements in management and productivity, the International Centre for Advanced Training, industrial relations, and small-scale and handicraft industries. In connexion with vocational training, he referred to the establishment in January 1961 of the International Vocational Information and Research Centre, designed to facilitate the international exchange of information on organization and methods in the training of workers, supervisors and technicians. An Inter-American Centre for Research and Documentation on Vocational Training was to begin operations, under the auspices of ILO, in July 1963. Over sixty developing countries and territories were benefiting from ILO technical assistance projects in the field of vocational training.

The ILO was particularly occupied with management development and productivity. In that sector it was providing assistance in the development of practising managers and in helping to train executives for new plants being established under industrialization plans, and specialists in various aspects of management. The ILO expected to carry out work for the development of management in some forty countries by the end of 1963. The International Centre for Advanced Training, established at Turin with the assistance of the Italian Government and in association with the United Nations and other international organizations, would as from 1964 be able to accept as many as 600 "fellows" for advanced training (as skilled workers,

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instructors, foremen, technicians and industrial managers). That figure was expected to rise to 2,000 by 1967.

ILO had also been concerned with small-scale and handicraft industries, which employed many workers and whose importance in the economic and social development programmes of developing countries was now recognized. ILO assistance in that field was accordingly being supplied to thirty countries and territories. Finally, ILO had strengthened its work in specific sectors of industry since 1945, by establishing eight standing industrial committees in which Governments, employers and workers were represented.

He assured the Committee that ILO, which had always been glad to co-operate with it, would continue to assist it in every possible way.

POLITICAL AND CONSTITUTIONAL DEVELOPMENTS IN NON-SELF-GOVERNING TERRITORIES
(A/AC.35/L.371, A/5401/Add.1-12, 5402/Add.1-5, 5403/Add.1-11 and 5405/Add.1-4;
ST/TRI/B.1962/1-4 and addenda) (continued)

Mr. JIMENEZ (Philippines) was gratified to note that the Committee was receiving more detailed information, enabling it to assess more accurately the political and constitutional progress achieved in the Non-Self-Governing Territories; and expressed the hope that the Administering Powers would continue to transmit ever-increasing information. It was evident that they genuinely sought to respect the spirit of Chapter XI of the Charter and to follow the list of principles approved by the General Assembly. Their policy with respect to the Territories was now more flexible - a welcome development due mainly to the growth of political awareness in the Territories as a result of the example of the new independent States, and to the encouragement given by the General Assembly, which had, through various instruments, promoted the development of the political aspirations of the non-self-governing peoples. The acceptance of certain general principles, aimed at ensuring the Territories' progressive development towards representative government, had made the task of the General Assembly and the Administering Powers easier. However, there was still the problem of determining how best to implement those principles and how to hasten the pace at which the established goals could be reached. Since conditions in the Territories varied considerably, there were bound to be differences of opinion on that point. Moreover, although it was generally agreed that the attainment of self-government

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or independence should be a gradual process, certain artificial barriers might impede that advance. The Committee's task was therefore to encourage all the parties concerned to go forward as rapidly as was feasible, and to recognize potential obstacles.

His delegation thought it regrettable that the United Kingdom had failed to submit information on Southern Rhodesia. It also deplored the fact that Portugal continued to maintain that the territories under its administration were overseas provinces to which Chapter XI of the Charter did not apply. It therefore supported the Mexican representative's suggestion that the Chairman should try to obtain Portugal's co-operation.

He would draw the Committee's attention to certain portions of chapter V of the Secretariat's report on political and constitutional developments in the Non-Self-Governing Territories (A/AC.35/L.371), concerning which his delegation wished to express reservations. The latter related in the first place to paragraphs 592 and 596, which purported to describe the manner in which North Borneo had become a British colony. North Borneo was the subject of a dispute between the Philippines and the United Kingdom, in that the Philippines had claimed sovereignty over the territory and the United Kingdom had contested the claim. His Government had already set forth the basis of its claim to North Borneo at the seventeenth session of the General Assembly. Moreover, President Diosdado Macapagal had stated, in a message to the Congress of the Philippines on 28 January 1963, that the Philippines had a valid and historic claim to North Borneo which it was obliged to press in the interests of its national security; the President had emphasized, at the same time, that the Philippines recognized the fundamental principle of self-determination, to which it had always steadfastly adhered.

It was stated in paragraph 592 of the Secretariat's report that the area now known as North Borneo had been ceded to Alfred Dent and his associates by the Sultans of Brunei and Sulu in 1878, in return for annual payments. His Government categorically rejected that statement. In 1878, the Sultan of Sulu - whose sovereignty over North Borneo had been recognized by a number of European

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Powers, including the United Kingdom, in various treaties of commerce and friendship - had entered into negotiations with the Austrian Consul-General at Hong Kong, Baron von Overbeck, who had acted on his own behalf and on that of a British merchant, Alfred Dent. However, it was clear from the original Malay text of the contract that the territory had been leased to the two individuals in question and not ceded, as the United Kingdom contended. After buying back Baron von Overbeck's rights, Dent had organized the British North Borneo Company and had applied to the British Parliament for a Royal Charter (granted in 1881). It had been clear from his application, as from the contract of lease, that Dent had not acquired sovereignty or dominion over North Borneo. Accordingly, the British North Borneo Company, which had administered the territory from 1882 to 1942, had had only the rights originally granted to Dent by the Sultan of Sulu.

The United Kingdom Government itself had acknowledged on a number of occasions that the Crown possessed no sovereignty over the territories occupied by the Company and regarded the latter as a mere administrator having no powers of government. It was not until 1946, after the end of the Japanese occupation of North Borneo, that the United Kingdom had for the first time claimed sovereignty over the territory by proclaiming it a Crown Colony. The proclamation had purported to be based on the North Borneo Company Order, under which the Company had transferred to the Crown all its rights, powers and interests in North Borneo. However, the Company had not been in a position to transfer sovereignty over the territory to the Crown, since it had not possessed such sovereignty.

The dispute between the United Kingdom and the Philippines had been discussed at an Anglo-Philippine Ministerial Conference held in London in January 1963, at which a joint legal committee had been established to study the legal aspects of the Philippine claim. The report of the joint committee had been adopted by the Conference, and the final joint communiqué had made it clear that the Philippine claim constituted an important question of international law.

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He also wished to express his Government's reservations with regard to paragraphs 656-701 of the report, relating to the proposed Federation of Malaysia. The Philippine attitude towards that project, which was already publicly known, was based not only on his Government's official claim to North Borneo but also on important political and security considerations. However, in view of the fact that the Ministers for Foreign Affairs of Indonesia, Malaya and the Philippines were to meet at Manila in May 1963 to discuss the problems of security and stability in the region, his delegation thought it best to withhold, for the present, any further comment on the matter.

Mr. TAITANO (United States of America) said that the territories of American Samoa, Guam and the United States Virgin Islands were alike in several respects: they consisted of small islands whose inhabitants, while few in number, displayed a community spirit that it was essential to preserve and wished to attain internal self-government under the United States Constitution and in full agreement with the United States. It should also be noted that despite their distance from the American continent - which might well have been a barrier in the past, especially in the case of Guam and Samoa - the island territories wished to maintain close relations, based on common aspirations and interests, with the United States. Since another member of his delegation, Mr. White, had recently discussed the measures taken to diversify and strengthen the economy of the three territories, he himself would confine his present observations to the question of their political development.

As could be seen from the documents before the Committee, legislative institutions in the three territories were in the hands of the electorate. In that connexion, by virtue of their power to agree or refuse to appropriate funds and levy taxes, the territorial Legislatures of Guam and the Virgin Islands played a decisive role in local political affairs. They also had the power to approve or reject Cabinet and department heads designated by the Governor. In the Virgin Islands, both the Governor and the Deputy were indigenous inhabitants, as were seven of the eleven heads of department. In Samoa, the Governor was not an indigenous inhabitant, but 95 per cent of the government employees were. In Guam, the Governor was an indigenous inhabitant, as were 82 per cent of the government employees. The people of the territories earnestly hoped that, under new

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United States legislation which was projected, they would soon be able to elect their own Governors.

It was the policy of the United States, in the three territories, to train numbers of the indigenous population for important administrative and judicial posts. In the Virgin Islands, the judges of the two municipal courts, the Attorney General and most of the judicial personnel were indigenous inhabitants. The judges of Guam's two courts were indigenous inhabitants, while four indigenous inhabitants sat in an advisory capacity on the court of Samoa.

Political parties played a major role in Guam and the Virgin Islands; in Samoa, on the other hand, they had never been very active, mainly because of the islands' system of tribal and family loyalties. Four political parties had taken part in the 1962 elections in the Virgin Islands, and one of them, the Unity-Democratic Party, had won a majority in the Legislature. Guam had two parties: the Democratic Party, which was affiliated with the Democratic Party of the United States, and the Territorial Party, which was completely independent. The three territories had an active political life; they could look forward to a bright future, in which they would profit greatly from the spirit of understanding and mutual respect displayed by their inhabitants.

Mr. VALENCIA (Ecuador) congratulated the Administering Powers which had acknowledged the compelling needs to grant the remaining dependent countries the right of self-determination. Those Powers, together with the United Nations, must work for the faithful implementation of the Declaration on the granting of independence to colonial countries and peoples, which would enable the populations of the dependent Territories to attain independence, to exercise their sovereign rights fully and, consequently, to decide their own future as they saw fit. For that purpose, it was clear that one and the same method could not be applied in all Territories, since both the geographic, economic, social and cultural conditions and the systems adopted by the Administering Powers differed from one Territory to the next.

The principles adopted by the United Kingdom Government with respect to the political and constitutional evolution of the Territories under its administration were satisfactory and he approved of them. It was noteworthy that that Government had always regarded each Non-Self-Governing Territory as a country in embryo:

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that attitude might serve as an example for certain Administering Powers which continued to look on the Territories under their administration as so many overseas provinces. It was for that reason that the United Kingdom Government had decided to vest in each of its Territories certain executive and legislative responsibilities, and to expand them progressively until all the public offices were held by indigenous elements. It should, however, accelerate the process of transferring authority by taking as quickly as possible the necessary measures to enable the population to participate more actively in the political administration of the Territories. He also shared the view of the United Kingdom Government that each stage in the progression towards self-determination and independence should be the outcome of a cordial dialogue between the local representatives and the Administering Power, whose duty it was to adopt an understanding attitude towards the problems of the dependent Territories, to meet the just aspirations of the population and to adopt measures in keeping with resolution 1514 (XV).

In the light of those general principles, provision must be made for democratic representation on the widest possible scale in the executive and legislative organs of the Territories; the task was a difficult one and would require not only a great deal of goodwill on the part of the Administering Powers but also the setting up of an educational programme aimed at instilling in the indigenous population a sense of political responsibility and of the value of representative institutions. Indeed, in 1960, the Nyasaland Constitutional Conference had laid stress on that question and had emphasized that the majority of the seats, particularly in the Legislative Council, should go to the indigenous inhabitants. In that way, it would be possible to eliminate unjust situations such as those that obtained in Northern Rhodesia or Bechuanaland, where the European minority had the same number of representatives as the African majority, not to mention Southern Rhodesia, which had evoked and continued to evoke so much discussion. But it would be possible to establish a properly balanced representation only when universal adult suffrage had been generally introduced. For that purpose, it would be necessary on the one hand to do away with the system of dual electoral rolls, based on economic and educational criteria, which gave favoured minority groups political control over the indigenous majority and allowed them to preserve the political status quo, and on the other hand to give the

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franchise to women everywhere, who would thus be able to play a part in the political advancement of their country.

It would further be necessary to give the peoples of the Non-Self-Governing Territories the assurance that their freely expressed wishes would be respected with regard not only to the safeguarding of the institutions they chose, but also to their right to enter into federations or other types of political unions. The observance of that principle would enable small Territories finally to overcome their economic and demographic problems and to improve the living standards of their population, despite obstacles due to geographic conditions, communication difficulties, tradition and differing stages of development. In that connexion, he welcomed the agreement of principle that had been reached by the United Kingdom and Malayan Governments regarding the establishment of a Federation of Malaysia, and hoped that the proposal for a new Federation of the West Indies would be implemented. Stress should also be laid on the importance of including in the constitutions of Territories about to become independent a declaration of human rights guaranteeing respect for all fundamental freedoms and protection against discrimination, particularly in the social field.

During the past year, the Territories had made substantial progress from the political and constitutional standpoints. Much would still require to be done, however, as long as millions of human beings remained under foreign domination. It was therefore to be hoped that the talks concerning Malta would prove successful and that the problems that were delaying the independence of British Guiana would soon be solved. As a stimulant to political progress in the Territories, the Administering Powers should on the one hand carry out studies relating to the establishment of single central governments as a means of preserving the political unity of the Territories, and on the other hand take steps to make the legislative organs more representative - an important objective if the participation of the indigenous population was to be really effective and based on democratic principles.

In conclusion, he congratulated the United Kingdom on the information on political and constitutional matters that it had once again provided. The obligation to transmit such information was implicit in Article 73 e of the Charter, for without such information the progress achieved in the other fields could not be properly evaluated. Moreover, the Declaration on the granting of independence to

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colonial countries and peoples provided that immediate steps should be taken to transfer all powers to the peoples of the Non-Self-Governing Territories, in accordance with their freely expressed will and desire; it likewise proclaimed that all peoples had the right to self-determination, by virtue of which they freely determined their political status and pursued their economic, social and cultural development. In the absence of information of a political and constitutional nature, the Committee would be unable to comment on the progress accomplished in that field.

Mr. SCOTT (United Kingdom) regretted that the representative of the Philippines should have devoted such a large part of his statement to asserting a territorial claim to a Territory administered by the United Kingdom. It was neither the time nor the place to argue the question; however, his delegation could not accept the version of the facts given by Mr. Jimenez as either accurate or complete. The United Kingdom Government had no doubts whatsoever as to its sovereignty over North Borneo, and he wished formally to reserve his Government's rights on the question.

For the benefit of the representative of Ecuador, he wished to explain the situation with regard to parity of representation in Basutoland and Northern Rhodesia. While it was true that the Executive Council of Basutoland consisted of four African and four European members, that represented parity between the Administration and the electorate and not parity between African and European electorates. That transitory situation was a normal feature of a Territory's constitutional evolution. The same applied to Northern Rhodesia, where the two mainly African parties had a majority both in the Legislative Council and in the Executive Council; in that country also, the official members of the Executive Council represented the Administration.

Mr. JIMENEZ (Philippines) asked the United Kingdom representative to explain the meaning of his statement that it was neither the time nor the place to argue the question of North Borneo in detail. Was he suggesting that the question should be submitted to other organizations or to the International Court of Justice? Since the Territory of North Borneo was mentioned in the Secretariat's report, his delegation considered itself entitled to dwell on any part of that report it wished.

EDUCATIONAL AND SOCIAL ADVANCEMENT IN NON-SELF-GOVERNING TERRITORIES (A/AC.35/L.372, L.373, L.375 and ST/TRI/B.1962/1-4 and Addenda)

Mr. SALSAMENDI (United Nations Educational, Scientific and Cultural Organization) submitted the documents prepared by UNESCO concerning secondary education in Non-Self-Governing Territories (A/AC.35/L.372) and elimination of illiteracy in the Non-Self-Governing Territories (A/AC.35/L.373). The latter document was especially interesting as the United Nations Economic and Social Council had decided to include in the agenda of its next session an item proposed by the Director-General of UNESCO, entitled "World Literacy Campaign". The General Conference of UNESCO had, at its twelfth session, approved a report on that subject in which Non-Self-Governing Territories occupied an important place. The document on the elimination of illiteracy contained full information on UNESCO's recent activities, the experience gained and the services rendered by the Organization in that sphere.

The observations on secondary education in Non-Self-Governing Territories (A/AC.35/L.372) supplemented the report submitted to the Committee at its previous session. The report dealt in particular with the training of teaching personnel at the secondary and higher education level, an extremely complex problem which educational services must solve. It analysed the value of secondary education in the various Territories and stated a number of brief but useful conclusions.

With regard to item 7 of the Committee's agenda, entitled "International collaboration and technical assistance for the advancement of Non-Self-Governing Territories", he recalled that the Committee had before it a UNESCO document on services to Non-Self-Governing Territories in 1962 (A/AC.35/L.374), which required no comment. He wished, however, to mention another document which concerned the implementation of the resolution adopted by the General Conference at its eleventh session, regarding the "Role of UNESCO in Contributing to the Attainment of Independence by Colonial Countries and Peoples" (UNESCO, 12 C/27). That document mentioned the basic resolutions of the General Conference and the Executive Board in that sphere and quoted a statement by the Director-General to the effect that "while UNESCO cannot consider itself authorized to intervene in the actual process of the emancipation of peoples, it is, on the other hand, bound to help those newly-emancipated peoples to exercise their independence, by contributing, through

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education, science and culture, to the training of the key personnel they require". A report on "UNESCO's relations with newly independent States", contained in the same document, described the organization's activities directly contributing to the attainment of independence by colonial countries and peoples: In Africa, first, aid in educational planning and administration, and second, assistance to national education systems (particularly teacher training). In Asia, it was intended to establish by 1980 at the latest a system of universal, free and compulsory primary education lasting at least seven years. The Arab States were taking part in the activities of the Regional Centre for the Advanced Training of Senior Educational Personnel at Beirut, whose task was to ensure the training of young Arab educators for duties in educational administration and planning in their countries, to encourage research in that sphere and to organize regional seminars on such problems.

UNESCO had also endeavoured to help recently independent Member States to develop social science teaching and research. The aim of the cultural activities carried out on behalf of such States was at once to promote the study, preservation and presentation of various cultures, with particular reference to African cultures, and to disseminate culture in general; under the title "Study, preservation and presentation of African cultures", it had been decided to give priority to recording oral traditions which were particularly in danger of disappearance, and for that purpose to supply audio-visual equipment to thirteen States and Territories in the African region. In the sphere of mass communication, the part which information media could play in economic and social development, particularly when used in education, had been fully recognized by the Economic and Social Council, which had approved the programme of work proposed by UNESCO in order to foster the development of such media. Lastly, document 12 C/27 discussed the international exchange service, UNESCO publications and the attainment of independence, and the budgetary evolution of different types of operational programmes. He said, in conclusion, that UNESCO intended to expand and extend its services in Non-Self-Governing Territories during the year 1963-64.

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Mr. SCOTT (United Kingdom) recalled that, at its thirteenth session, the Committee had devoted particular attention to educational advancement in the Non-Self-Governing Territories. Since the programme for the work of the current session did not permit the same detailed examination, his delegation would confine itself to setting out some of the general considerations governing the approach to educational and social advancement in Territories under United Kingdom administration, and would illustrate that approach with reference to Kenya.

Educational advancement should go hand in hand with social advancement and, as had been rightly recognized, was one of the most significant factors in the progress of peoples towards independence. The United Kingdom had always recognized the need to establish in its dependent Territories an educational structure by means of which the inhabitants of those Territories could develop the skills and techniques that would enable them to dispense with the services of expatriate administrators and technicians and move to political independence as a viable and united nation. The services currently recognized as the right of every individual could only be obtained through modern systems of government, and those in turn were dependent on educational progress in the broadest sense. The need for providing for such educational requirements did not stop at independence, nor did independence alone solve the problems involved in providing adequate educational facilities. The problem was therefore a continuing one for all Governments, whether in developed or under-developed countries.

UNESCO had prepared for the Committee a document (A/AC.35/L.372) which contained useful observations on secondary education in the dependent Territories, although the figures in the last sentence of paragraph 7 were lower than the actual figures for all the Territories mentioned. It was right that the Committee's attention should be focused on secondary education, since education at that level played a particularly important role in the Non-Self-Governing Territories, where it supplied the teachers, technicians, clerical staff and entrants to higher education who would ultimately become the administrators and leaders. There were, however, dangers in concentrating exclusively on secondary education. Financial and human resources were necessarily limited and must be distributed between primary and secondary education. Primary education had three major functions: it provided the base for a well-founded secondary structure,

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it played an essential role in building a nation out of people of different ethnic origins, of different social and economic backgrounds and speaking different tongues, and it played a major part in the elimination of illiteracy.

His Government had recognized the importance of the last-mentioned function by its support for the United Nations proposal for a world-wide campaign for the eradication of illiteracy during the Development Decade; in that connexion, the Committee had before it comprehensive information on UNESCO's activities, in document A/AC.35/L.373. It was because of its fundamental role that primary education had received in the past what might seem to have been a disproportionate amount of attention in British Territories. Great advances had been achieved in that field, which currently made it possible to concentrate increasingly on provision for secondary studies to the limit of the resources available.

In accomplishing such a task, however, there was one danger which the Administering Powers should endeavour to avoid: that of burdening the Territory with recurring costs in any one field that the Territory could not meet after independence when the resources of the metropolitan country were no longer so readily available, without limiting its activities in other equally desirable directions.

Considerable progress had been made in United Kingdom Territories in opening educational establishments which had previously been uniraical to students of all races. However, certain difficulties still remained, for example, in primary education, because of differences of language and culture, and it might sometimes be questioned whether it was desirable or possible to complete the integration process at the primary level in some countries where, even within one racial group, factors such as language and religion stood in the way of full integration.

Economic and social progress were interrelated, a fact which was especially true in countries where illiteracy still persisted and where it was necessary to organize adult education. That form of education gave the best results when undertaken in connexion with broader schemes for social betterment such as integrated plans for local community development. In turn, the elimination of illiteracy made it much easier to implement plans for social development. The United Kingdom

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Government was fully aware of that interrelationship and had always taken it into account in formulating the policies it applied in the dependent Territories.

In the social field, the United Kingdom Government had concentrated attention in the last few years on the training of workers in community development and social case work. A College of Social Service, financed from various sources, had been set up in Northern Rhodesia, and the University of East Africa in Uganda had organized a course in social studies at university level which was also open to students from Kenya. Students from the African Territories could take courses in the United Kingdom at Swansea and at the University of Manchester. The London School of Economics continued to organize courses in social work and public administration for overseas students, many of whom obtained assistance from the United Kingdom Government to attend them.

In the belief that it was neither appropriate nor practicable to give detailed information on the progress made in the social and educational fields in every one of the forty Territories under United Kingdom administration, he would confine himself to giving some information on progress in Kenya, which was the most substantial of the United Kingdom Territories and was situated in a region in which the Committee had always been particularly interested. Kenya had reached an advanced stage of constitutional development, and responsibility for education and social services was now in the hands of elected African ministers. Education, which in the past had been given in separate establishments for students of different races, was to an increasing extent becoming integrated. There was no racial distinction in higher education, and the primary and secondary schools originally organized for Europeans accepted students of all races. Steps were being taken to introduce a uniform system for admission to secondary schools. In 1961, 90 per cent of the boys and some 50 per cent of the girls in the starting age-groups were enrolled in primary schools. In view of the size of that enrolment, which would in time put a considerable strain on secondary school facilities, the International Bank for Reconstruction and Development, in its survey of economic development in Kenya of December 1962, had urged that further expansion of primary education should be avoided during the next few years; the secondary schools, in fact, could not hope to obtain the financial resources and

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teachers needed to take in all the pupils leaving primary schools. Attention was, therefore, likely to be concentrated on secondary education during the coming years.

Where higher education was concerned, the Royal College at Nairobi had a bias towards technical and scientific subjects. Together with the university colleges of Makerere and Dar es Salaam, it was to form the University of East Africa. Those three establishments accepted students from all their participating countries without distinction as to race and were supported jointly by the Governments of Kenya, Uganda, Tanganyika and Zanzibar; they had also received capital grants from the United Kingdom Government. Students from Kenya were also given assistance to enable them to attend universities overseas. In 1961 there were forty-five teacher-training centres catering to the needs of primary and intermediate schools, while teachers for secondary schools were trained at Makerere and at British universities. Technical training was given at six technical and trade schools, sixteen rural trade schools and four technical secondary schools, and also at a number of special institutes and establishments.

The principles which the Government of Kenya had followed therefore accorded in many respects with the conclusions set out in paragraph 48 of document A/AC.35/L.372. Kenya had benefited from the advice of the mission from the International Bank for Reconstruction and Development, which in its report of December 1962 had outlined a plan for general economic development in the light of which it would be possible to determine what measures should be taken in the field of education. That kind of integrated development, which was recommended in document A/AC.35/L.372, had been continuously supported by the United Kingdom Government for the last two decades. That Government had always striven, in the Territories for which it was responsible, to adopt policies in accord with the obligations imposed upon it by Article 73 of the Charter, and to ensure social and educational advancement with due respect for the culture of the peoples concerned.

Mr. CAFRANCO AVILA (Mexico) said that education must become more widely available if it was to contribute to the economic development and social integration of the Non-Self-Governing Territories. Any action taken by the Administering Powers in that direction would help to rouse those Territories from social inertia. It was also essential to draw up national plans for education

(Mr. Carranco Avila, Mexico)

and to ensure that the increase in the number of schools was accompanied by planning of educational systems and the development of a clearer conception of their objectives. Students, for example, should be given opportunities to prepare for entering industry or commerce through direct contacts with industrial or commercial enterprises. Gratifying efforts had been made to diversify secondary education in several Territories where trade, technical or agricultural education had been organized, and certain Administering Powers were to be commended for their attempts to promote racial integration, to provide for secondary education and to grant scholarships to indigencus students.

His delegation took note of the conclusions of the report prepared by UNESCO (A/AC.35/L.372) and those of the report on the elimination of illiteracy in the Non-Self-Governing Territories (A/AC.35/L.373), according to which, inter alia, "the long-term planning for the United Nations Development Decade, and the related regional planning of the education systems of Africa, Asia and Latin America must include the elimination of mass illiteracy in the Non-Self-Governing Territories."

The meeting rose at 12.55 p.m.