

United Nations
GENERAL
ASSEMBLY

SIXTEENTH SESSION

Official Records



FOURTH COMMITTEE, 1216th
MEETING

Monday, 20 November 1961,
at 11.5 a.m.

NEW YORK

CONTENTS

Page

Agenda items 40 and 41:

<p><i>Preparation and training of indigenous civil and technical cadres in Non-Self-Governing Territories: report of the Committee on Information from Non-Self-Governing Territories (continued)</i></p> <p><i>Racial discrimination in Non-Self-Governing Territories: report of the Committee on Information from Non-Self-Governing Territories (continued)</i></p>	}	371
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Chairman: Miss Angie BROOKS (Liberia).

AGENDA ITEMS 40 AND 41

Preparation and training of indigenous civil and technical cadres in Non-Self-Governing Territories: report of the Committee on Information from Non-Self-Governing Territories (A/4785, A/4851, A/C.4/L.709) (continued)

Racial discrimination in Non-Self-Governing Territories: report of the Committee on Information from Non-Self-Governing Territories (A/4768, A/4785, A/C.4/L.707/Rev.1, A/C.4/L.708) (continued)

1. Mr. ATIDEPE (Togo) said that his delegation had not taken part in the discussion on the two agenda items because it had stated earlier that, in its opinion, the essential task was not to analyse, certain individual questions, even in detail, but to solve the underlying problem—colonialism. At the 1210th meeting the representative of Cambodia had illustrated the position of the Togolese delegation when he had compared what had been done in his country to train cadres before the accession to independence and what was being done there at present. The conclusion to be drawn from those observations was that the colonial peoples would not be able to solve the problem of the training of cadres until they became independent, because the Administering Members encouraged such training only in so far as it served their purpose. Furthermore, the representative of one of the Administering Members had implicitly confirmed that such was their attitude, which meant that if left to their own devices the colonial Powers would continue to exploit the Non-Self-Governing Territories with a clear conscience. In fact, the two questions before the Committee were the effects of a cause which must be dealt with, and the Togolese delegation had voted at the previous meeting for draft resolution A/C.4/L.707/Rev.1, concerning racial discrimination, because the sponsors of that text had rightly placed the problem in the context of the struggle against colonialism.

2. Mr. DOISE (France) said that his delegation had not taken part in the general discussion because

France's position with regard to racial discrimination was well-known: in their laws and their customs the French people were fundamentally anti-racist. Although it had considered that some of the preambular paragraphs of draft resolution A/C.4/L.707/Rev.1 were irrelevant, since racial discrimination was not necessarily linked with colonization and unfortunately existed in countries which were not Non-Self-Governing Territories, the French delegation had associated itself fully and whole-heartedly with the draft resolution, which provided satisfactory weapons against discrimination.

3. The CHAIRMAN announced that a draft resolution on the question of the preparation and training of indigenous civil and technical cadres in the Non-Self-Governing Territories had just been submitted by several delegations and would be circulated (A/C.4/L.709).

4. Sir Hugh FOOT (United Kingdom) said that the aim of the sponsors of that draft resolution was consistent with United Kingdom policy and that his delegation would therefore vote for it. One of the preambular paragraphs raised the question of the submission of reports on the preparation and training of indigenous civil servants and technical personnel. In that connexion, he pointed out that in 1961 his Government had submitted a detailed report (A/4785, part one, annex IV, sections D and E), which was analysed in document A/4851 prepared by the Secretariat, and he assured the Committee that his Government would redouble its efforts in that regard, since the training of indigenous civil servants was one of the principal methods whereby the United Kingdom Government was contributing towards preparations for self-government and independence.

5. The question was of particular interest to him, since having been Chief Secretary of Cyrenaica, Cyprus, Jamaica and Nigeria he had been responsible for questions of administrative organization and training. The Administering Members had been criticized for not having done more to educate and train men and women in the dependent territories to fill the higher posts in the public services, and for not having started earlier. The criticism was a fair one, in particular as far as Africa was concerned, but in the last few decades the United Kingdom Government had been attempting to make up for lost time.

6. In 1947, for example, a special commission had made recommendations concerning the scholarship and training programmes which it considered essential for the Africanization of public services in Nigeria. No sooner had those recommendations been put into effect than they had proved to be inadequate and had had to be replaced with new and more ambitious plans. The same had been true in all the territories administered by the United Kingdom, where successive and successful efforts had been made to accelerate to

the maximum the rate of training qualified indigenous personnel. The universities of the United Kingdom had played their part in those programmes and they were at present being attended by nearly 15,000 students from dependent territories. The Prime Ministers of India, the West Indies, Tanganyika and Nyasaland, among others, had studied at British universities. The universities of the Commonwealth had also taken part in the training. The number of students at the University of the West Indies and at the University College of Makerere had more than quintupled in less than ten years. A University of East Africa, which would have branches in Kenya, Tanganyika and Uganda, was being organized. Three new universities were being set up in Nigeria, and the University of Ibadan aimed at doubling the intake of Nigerian students in two years. Furthermore, each territory could benefit from the experience gained by another: the comprehensive scheme of training which was being carried out in Nyasaland and which included plans for a school of administration and a technical college had been adopted on the recommendation of a committee under the chairmanship of an eminent Ghanaian civil servant.

7. However, the rate of progress was dictated by the number of teachers, which was still clearly inadequate. The vital contribution of the new African universities would therefore depend on how rapidly the shortage of teachers could be overcome, by training indigenous teachers locally and in the meantime securing an increasing flow of highly qualified teachers from overseas.

8. He then made some general observations. The policy of the United Kingdom in Africa had always been to help and encourage people to manage their own affairs in accordance with three main principles: the need for a freely elected parliamentary government, for independent courts of law and for an impartial public service. The third aim was the most difficult to achieve. A civil servant must do his utmost to persuade his superiors to adopt the course he thought was right, but he must not be an obstructionist, and when a final decision was taken by the highest authority, he must carry it out and defend it. African countries, like other countries, needed political leaders, but they also needed highly trained civil servants, loyal to the government elected for the time being, but also ready to give equally effective service to any other government that might be duly elected in the future and proud of their loyalty to all the people of the country they served. That conception and ideal of the civil servant demanded the fullest dedication and the highest patriotism.

9. In order to achieve that high purpose, three things were necessary: an elected government whose leaders were determined to resist the temptations of political and personal interference with appointments and promotions; public service commissions exercising statutory powers in matters of recruitment, training and discipline and capable of resisting favouritism, political intervention and other forms of corruption; lastly, well-organized civil service organizations which were recognized and encouraged and whose officials were determined to defend the rights of the civil servants and increase the efficiency of the public service. It was clear that some African countries had attained and others would attain independence before adequate numbers of experienced civil servants could be trained there. However, whether it was in India, in the Far East, in the West Indies or in Africa, history would one day record that it was in the conception and

creation of a devoted and impartial civil service that the United Kingdom had made its most important and most lasting contribution.

10. Mr. KHOSLA (India) thought that the reason why the question of the preparation and training of indigenous cadres was debated each year in the Committee on Information from Non-Self-Governing Territories and in the Fourth Committee, as the representative of Australia had pointed out at the 1213th meeting, was that it was a question of considerable importance. He recalled the provisions of operative paragraph 3 of General Assembly resolution 1534 (XV) and noted with regret that the Administering Members had not submitted reports on the subject to the Committee on Information in time. However, with the rising wave of nationalism in the Non-Self-Governing Territories, the training of indigenous cadres had become even more urgent, and it was to be hoped that the Administering Members would not only submit their next reports in time, but would prepare more detailed reports, since the present ones did not give a sufficiently clear idea of the different types of training or of the localization of services.

11. The United Kingdom representative had just provided some interesting information, but, in the Territories of Papua and New Guinea, for example, according to the statement made by the Australian representative at the 1213th meeting, the percentage of indigenous inhabitants in government service would not exceed thirty-three even by 1965. There would therefore still be a large number of foreigners employed, even in the lower grades, and probably none of the Papuans would reach the senior grades. Although there were real difficulties in those Territories, that situation was alarming. With the exception of the Non-Self-Governing Territories under United States administration, the localization of services in the intermediate and senior grades was extremely slow everywhere, and he urged a more vigorous programme of preparing local nationals for assuming administrative responsibilities.

12. He thanked the Secretariat for having submitted, in document A/4851, a more comprehensive and detailed report on the question than had been contained in document A/AC.35/L.340 and Corr.1. However, the information was still out of date in places—a shortcoming for which the Administering Members were perhaps responsible. He hoped that in the future the Administering Members would provide fuller information on the number of indigenous inhabitants occupying administrative posts.

13. Five basic factors should be kept in mind in approaching the question of the training of indigenous cadres. First, the Administering Members should give the highest priority to the development of education. In that connexion, the need for establishing a relationship between educational planning and economic and social planning was obvious. Although primary education had received some attention in the Non-Self-Governing Territories, secondary education had been neglected, higher education was almost non-existent and vocational training did not exist at all. In the absence of training facilities in the Territory itself, the Administering Member should send talented young people abroad for training, and should also enable them to take full advantage of scholarships and other facilities offered by other countries. In the past, such scholarships had not been fully utilized.

14. Secondly, the Administering Members should co-operate in the United Nations scheme for the training of civil servants and technical personnel in the Non-Self-Governing Territories, and the scheme should be expanded, particularly at the regional level.

15. Thirdly, facilities for the training of civil servants and technical personnel in the Territories themselves, which should include training facilities for higher civil servants, should be rapidly expanded. The entire system of training should be adapted to the conditions and needs of the Territories themselves. Hitherto the training of the civil servant had made him a being apart from and above the population, more of an officer than a public servant. Today those Territories needed civil servants dedicated to the service of their country, thoroughly acquainted with its history and geography and, in the African Territories for example, conscious not only of the importance of their task but of their country's cultural heritage. In those Territories, the European settlers and civil servants still regarded the African as a savage and an inferior, whereas it was necessary not only to modernize training and thought but to preserve the traditions of the national culture. In order to enable Africa to take its rightful place in the comity of nations, the decolonialization of culture was as essential as economic transformation. Future African civil servants must no longer be trained in the white man's image, especially as the rediscovery of the African's heritage also meant the rediscovery of his dignity and prestige. The framers of the Constitution of the Federation of Rhodesia and Nyasaland had been short-sighted in declaring that the European standards were an accepted norm. An official of the Federation had even reproached the Archbishop of Canterbury for shaking hands with an African. A reorientation of the entire educational system was therefore urgently needed and, in that connexion, he would commend to the Administering Members the report of the Conference of African States on the Development of Education in Africa,^{1/} held at Addis Ababa in May 1961.

16. Fourthly, the Administering Members should organize in-service training, for that method had been found useful even in advanced countries like the United States and the United Kingdom. That form of training was all the more valuable in the new countries where it was difficult to recruit senior staff directly from the outside.

17. Fifthly, and lastly, the training programmes must be judged by their results. From the reports submitted it was clear that those results were far from satisfactory, for example, in Africa, where the Africanization of services was very slow. There had, in fact, been complaints that even some of the local recruits already trained had not been given suitable jobs. There were not enough Africans in the senior grades, particularly in the Federation of Rhodesia and Nyasaland. The Administering Members should remedy that deplorable situation as quickly as possible.

18. In conclusion, he read out draft resolution A/C.4/L.709, which urged Administering Members to train more numerous indigenous cadres more rapidly. He hoped that the draft resolution would be adopted unanimously.

19. Mr. McINTYRE (Australia) recalled that he had explained, at the 1213th meeting, that in the Territories of Papua and New Guinea there were, outside the Public Service proper, an increasing number of Government employees, most of them indigenous inhabitants, who were to be brought within the Public Service. If that reorganization took place, indigenous inhabitants would account, not for one-third of the total number of civil servants in 1965, as had been said, but for more than two-thirds.

20. The CHAIRMAN suggested that the meeting should be adjourned and that the Committee should resume its discussion at the beginning of the next meeting, when the draft resolution would have been translated.

21. Mr. CARPIO (Philippines) said that he was prepared to comment on the draft resolution, certain passages of which might perhaps be clarified or strengthened.

22. While not formally submitting his suggestions as amendments, he felt that the words "and for the implementation of General Assembly resolution 1514 (XV)" should be added at the end of the third preambular paragraph, as that was in fact one of the Committee's major concerns.

23. The present wording of the fourth preambular paragraph implied that the Committee had received no information, whereas the United Kingdom had in fact transmitted information. It might therefore be better to say "because of the lack or inadequacy of timely information" instead of only "because of the lack of information".

24. At the end of operative paragraph 3, he would suggest the addition of the words "so as to enable all Non-Self-Governing Territories to attain independence in the shortest possible time;".

25. In operative paragraph 5, as several United Nations programmes were involved, the word "programme" should be put in the plural.

26. With regard to operative paragraph 7, he wondered whether it was the Secretary-General who should be asked to report to the General Assembly or whether it would not be more appropriate for the Committee on Information to submit the special report in question.

27. Regardless of those comments, he would vote for the draft resolution.

28. Mr. KUNST (Secretary of the Committee) said that the Secretariat was now completing a report which would include the latest information on the subject transmitted by the Administering Members. That report would be available to the Committee on Information, if it was continued, at its next session.

29. Mr. NEKLESSA (Ukrainian Soviet Socialist Republic), speaking on a point of order, said that it was difficult for him to follow the discussion since the draft resolution had not yet been circulated in all languages. He thought that the Chairman's suggestion should be adopted.

30. The CHAIRMAN asked whether that was a formal proposal.

^{1/} Transmitted to Members of the General Assembly by a note of the Secretary-General (A/4903).

31. Mr. NEKLESSA (Ukrainian Soviet Socialist Republic) formally moved the adjournment of the meeting.

The motion for adjournment was adopted by 64 votes to none, with 10 abstentions.

32. The CHAIRMAN called for a vote on the motion for adjournment made by the representative of the Ukrainian Soviet Socialist Republic.

The meeting rose at 12.15 p.m.