



ECONOMIC AND SOCIAL COUNCIL

Thirty-sixth session 30 1963

OFFICIAL RECORDS

Wednesday, 31 July 1963
at 10.40 a.m.

PALAIS DES NATIONS, GENEVA

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President: Mr. A. PATIÑO (Colombia)

Present:

Representatives of the following States: Argentina, Australia, Austria, Colombia, Czechoslovakia, Ethiopia, France, India, Italy, Japan, Jordan, Senegal, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America, Uruguay, Yugoslavia.

Observers for the following Member States: Algeria, Central African Republic, China, Cuba, Iraq, Luxembourg, Norway, Pakistan, Romania.

Observers for the following non-member States: Federal Republic of Germany, Switzerland.

Representatives of the following specialized agencies: International Labour Organisation, Food and Agriculture Organization of the United Nations, United Nations Educational, Scientific and Cultural Organization, World Health Organization.

Credentials of representatives (E/3830)

1. The PRESIDENT drew the Council's attention to the report of the President and the Vice-Presidents on the credentials of representatives to the thirty-sixth session (E/3830).

AGENDA ITEM 20

World campaign for universal literacy (E/3771)
(*resumed from the 1298th meeting and concluded*)

2. Mr. FERREIRA BRUGULAT (Uruguay), welcoming the sound and useful survey (E/3771) submitted by UNESCO, said that in general, the proposals contained

therein for furthering the campaign for universal literacy were acceptable to his delegation. It was to be hoped they would serve to achieve the desired end, since success in the venture was an essential condition for the success of the efforts being made under the Development Decade. Uruguay was ready to co-operate in the work to the best of its ability, by providing trained teaching staff at all levels.

3. Uruguay had the lowest literacy rate in Latin America. Its government had for many years been engaged in combating the social evil of illiteracy, and no effort had been spared, particularly over the past five years, to bring schooling to the remotest corners of the country through the provision of adequate facilities both for children of school age and for adults. The scope of the effort was shown by the fact that the previous education budget had exceeded in size the sums allocated for the maintenance of the country's armed forces. In the belief that the propagation of education was a most effective means of furthering development, by making the people as a whole conscious of their civic responsibilities, his government had every intention of maintaining its educational programmes at a high level.

4. Mr. SOC (Yugoslavia) said that the information provided in the interesting survey of UNESCO showed the size of the literacy problem, which affected more than half the adult population of the world and remained serious despite the international and national measures adopted. Its solution called for an intensive and concerted campaign requiring above all the mobilization of all national resources.

5. The survey showed that many countries which had understood the importance of literacy for development as a whole had assigned an important place to education in their development plans. Some of them were on the point of solving the problem thanks to efficient methods which it would be useful to communicate to the other countries concerned.

6. His delegation had repeatedly stressed that a campaign for the eradication of illiteracy could yield satisfactory results only if conducted as part of each country's general development. He shared the view expressed at the twelfth session of the General Conference of UNESCO that a campaign against illiteracy should not be isolated, but form part of a permanent programme of adult education and of the general educational programme, and that it should be integrated in the development plans of the countries concerned, since the matter was one requiring above all a national effort, which assistance from international bodies should merely supplement and co-ordinate. His delegation had in mind the aid which

UNESCO might supply; in its future work that organization should strengthen its activities for the eradication of illiteracy and concentrate on a solution of the problem. The recommendations contained in the document should be taken into account by governments, particularly in the developing countries, and also by United Nations organs, in the preparation of measures designed to eradicate illiteracy and promote universal education. Conditions varied from country to country, and regional conferences could faithfully reflect existing needs and formulate suitable recommendations.

7. Sir Samuel HOARE (United Kingdom) remarked that the excellent UNESCO survey had shown what a serious current problem illiteracy was in the world. In common with UNESCO, the Council would, he was sure, be anxious to see that state of affairs remedied as soon as possible.

8. The main considerations involved had been ably and lucidly outlined by the representative of UNESCO in his introductory statement at the 1298th meeting; and he would like to comment on some of the points raised from the standpoint of subsequent General Assembly action. It had been pointed out, first, that the promotion of literacy among adults had in the past been neglected and, secondly, that that neglect had adversely affected the results obtained from measures adopted in the developing countries to promote primary education, since a background of illiteracy was not conducive to the maintenance of a newly acquired literacy. The relationship between adult literacy and the development of literacy in youth should therefore be borne in mind.

9. The question also had a bearing on the general problems of education; for it was little use giving adults the ability to read and write unless a sufficient range of reading material were provided, and unless the level of instruction were high enough to enable the recipients to be selective and appreciate the usefulness of books. If those conditions were not fulfilled, the acquired ability might run to seed or be used for purposes not conducive to social development or the welfare of society.

10. Those considerations indicated that the elimination of illiteracy should be an integral part of the development of education. Hence, there could be no question of a "crash" programme to overcome illiteracy. There was even, indeed, no possibility of a programme dealing with adult literacy as a separate problem capable of being eliminated within a given number of years.

11. From that point of view, the UNESCO recommendations raised a number of questions. The broad conclusions reached were stated in operative paragraph 2 of resolution 1.2531, adopted by the General Conference at its twelfth session. What was implied by the final sub-paragraph of that paragraph was that UNESCO was ready to promote and support a campaign for universal literacy if the conditions laid down in the earlier sub-paragraphs were fulfilled. In that connexion, some queries arose regarding the estimate of cost. It was stated in part III of the document that the total cost to the governments concerned (\$1,911 million) represented 0.14 per cent of their gross national product. That did not seem a high proportion of the national income to expend on the

campaign; but it must be borne in mind that the figure quoted was a global one, and that the full needs of every individual country would not necessarily be covered by the corresponding expenditure.

12. Apart from that, the proposed expenditure confronted the developing countries with a question of some difficulty. The discussion on the world social situation had shown that many of the efforts made to develop primary education in the developing countries had been very imperfectly related to needs, and that in many cases people attending primary schools had abandoned the course before completing it. Those were shortcomings which the developing countries themselves would have to correct. The expenditure of funds would be involved in every case, yet at the same time the developing countries were being asked to make special efforts in other branches of activity, such as housing. The point he wished to make was that even the relatively small increase suggested in education might involve the developing countries in serious difficulties in the selection of priorities.

13. The same considerations applied to the estimated amount of \$33 million to be made available in the form of international assistance, and to the estimated \$10 million for the UNESCO share of the work, which had to be obtained from extra-budgetary sources. He therefore wondered whether the matter should not be considered in relation to the broad problem of the promotion of education in developing countries. It was desirable to avoid any suggestion of a special "crash" programme during the remainder of the Development Decade, for to undertake action of that kind would be to court failure.

14. At that stage, it was not necessary for the Council to come to any conclusion on the subject; the responsibility rested with the General Assembly. He therefore proposed that the Council should indicate its interest by adopting the following draft resolution:

"The Economic and Social Council"

"1. Takes note with appreciation of the report entitled "World Campaign for Universal Literacy" submitted by the United Nations Educational, Scientific and Cultural Organization in response to the request in General Assembly resolution 1677 (XVI);

"2. Transmits the survey to the General Assembly, together with the records of the discussion of this subject in the Council."

15. Mr. GIRALDO (Colombia) commended the UNESCO survey as a lucid and well documented study on adult illiteracy and possible ways of eliminating that evil. The developing countries in particular, with their relatively high rates of illiteracy, would benefit from UNESCO experience and planning.

16. The difficulties and problems involved in eliminating illiteracy were particularly serious for a country like his own whose population was largely rural and widely scattered. It might therefore be of interest to the Council to know of the successful work accomplished in that sphere through radio broadcasting. That method of

tackling the problem had the additional advantage of continuity, thereby ensuring the maintenance of progress and ruling out one of the main obstacles to lasting success. Broadcasting campaigns had also been successfully used in other countries, including Italy, the United Arab Republic, the United States and Canada. He had drawn the Council's attention to the matter because the survey did not mention the work being done in his country.

17. Mr. BINGHAM (United States of America), expressing appreciation of the UNESCO survey, said that illiteracy was essentially a national problem, the primary responsibility for eliminating which must rest with the governments concerned. Literacy programmes should be worked out in the context of the over-all country plans for economic and social development. Given the scarce resources available for education in most developing countries, the United Nations and UNESCO should not encourage vast adult literacy campaigns that would divert resources from other programmes of higher priority. The allocations for that work had to be made in the light of other competing claims, in the interests of balanced development.

18. Some of the conditions crucial to the success of national literacy programmes were, first, that the programme must be regarded as an important element in the educational development of the nation; second, that it must be worked out in the context of country plans for such development, which in turn should form part of the over-all plans for economic and social development; third, that programmes should be initiated and expanded only as and when adequate financial resources, competent teachers, and appropriate materials could be made available; fourth, that such facilities as libraries, books, newspapers and other reading materials must be available to prevent a relapse into illiteracy; fifth, that programmes should be related as far as possible to employment possibilities where literacy skills would be utilized so as to provide the necessary incentive for undergoing instruction; and, sixth, that the achievement of a degree of literacy should be regarded as a step towards further learning rather than an end in itself.

19. His delegation was of the opinion that the estimate of total cost given in the survey was probably on the low side, because no account was taken of essential follow-up work or the provision of materials needed to maintain literacy, once acquired.

20. The United Nations and UNESCO should take selective and carefully thought-out action for solving the problem. The most effective permanent answer would be through the progressive building of national school systems, including adult education courses as part of the regular programme. General literacy would be assured only when balanced educational development was achieved.

21. Much was already being done by UNESCO to further that end by giving assistance to governments in educational planning and in the training of personnel, by sending out expert missions, organizing seminars and

workshops, and so on. Possibly more could be done by way of basic research on the promotion of adult literacy.

22. It was noteworthy that the General Conference of UNESCO had neither approved the launching of a campaign for world literacy nor the expenditure of funds in that connexion beyond the allocations included in its regular budget for 1963/64; and it had naturally not attempted to prejudge the action which the countries concerned might themselves decide to take. The survey which the General Conference had been considering — a revised version of which was before the Council — constituted merely a statement of the problem and an estimate of the funds that would be required if the United Nations decided to initiate such a campaign.

23. His delegation would be prepared to support the draft resolution proposed orally by the United Kingdom.

24. Mr. ARKADIEV (Union of Soviet Socialist Republics) said that illiteracy was the scourge of peoples who had long lived under the colonial oppression from which they were then emerging. It was horrible to contemplate the situation of physically normal people who were cut off from world culture and scientific knowledge; and it was hard to realize that, in an era of far-reaching scientific and technical discoveries, in the era of atomic energy and of the conquest of outer space, there should still be people who were cut off from books, newspapers and periodicals, and who were obliged, instead of signing their names, to affix a cross, the eternal symbol of illiteracy. Unfortunately, about 700 million people were thus isolated by illiteracy; they represented 44 per cent of the world population over the age of fifteen. In the countries of Africa, Asia and Latin America, 70 to 80 per cent of the adult population were illiterate; and the total number of illiterates in the world was increasing.

25. The problem of abolishing illiteracy affected many regions of the world, including the developed western countries. Paradoxical as it might seem, the construction of schools in those economically advanced countries was seriously lagging, children were crammed into overcrowded classrooms and many schools were operated under highly unsatisfactory conditions. The position in the developing countries, however, was even more serious.

26. Much was being done in newly independent States to abolish illiteracy; those young States were faced with complicated economic, social and other tasks, and they were compelled to raise the level of living of their peoples quickly.

27. The success achieved in such countries as Cuba and Ceylon bore witness to the fact that illiteracy could be rapidly eliminated. For example, at the time of the Cuban revolution, the illiterate population had amounted to 39 per cent of the whole, and there had been not enough schools for one-half of the children in the country. On coming into power, the revolutionary Government of Cuba had immediately launched a campaign against illiteracy, without any outside aid whatsoever. Youth brigades of students had been established to combat illiteracy and had eventually comprised 100,000 people; workers' brigades, 15,000 strong, had voluntarily sus-

pended their normal work in order to teach people in outlying regions; 35,000 teachers and professors had also formed brigades for the purpose; and 121,000 ordinary citizens had voluntarily taken part in the campaign. By 1961, which had been designated as "education year", over 707,000 adults out of a total of about 980,000 had in consequence learned to read and write; since that year, Cuba had conducted a systematic campaign to maintain literacy, and at that time the country was completely literate, although before the revolution two-thirds of the children in rural areas had been unable to attend school.

28. In Algeria, where a large percentage of the population was illiterate, a far-reaching campaign had also been undertaken. A national commission, consisting of all the ministers and of representatives of the army and of social organizations, had been set up to secure the elimination of illiteracy. The Algerian Minister of Education had recently stated that there were as yet insufficient national personnel to teach all the illiterates in the country, for only 150,000 people could participate in the literacy campaign. Nevertheless, a considerable effort had been made.

29. For the time being, it was difficult to appraise the achievements of individual countries which had only recently attained independence and had no accurate data for the preceding two years. Moreover, the development of education in different countries had begun at different levels. Nevertheless, the early years of independence had brought about considerable progress in a number of countries, mainly because education was receiving more attention at the government level. The governments of newly independent countries had greatly increased their credits for education, to which they were assigning between 17 and 23 per cent of their budgets; whereas in the former colonies, appropriations for education had seldom exceeded 5 per cent. It was gratifying to learn that, since 1951, the Indian Government had included provision for education in the five-year plans.

30. In Cuba, the school centres set up by government decision admitted all children without exception and represented what might be called "school towns". The first school centres had been set up in military barracks, but such centres were now being established in other suitable buildings. Seventy thousand children were being educated in school centres, but that figure was to be increased; the programmes included both general education and vocational training; in future, school centres would consist of approximately 800 teachers and 20,000 pupils and would include both industrial and agricultural schools. The number of pupils, classrooms and teachers had approximately doubled between 1958 and 1961; and in order to meet the shortage of teachers in rural areas, three times more teachers were being sent to rural schools than to urban ones.

31. Cuba's experience refuted the theory that over-population and large families constituted an obstacle to the development of education; the real reason for poverty and illiteracy in Cuba before the revolution lay in the land-

holding and industrial monopolies which had exploited and oppressed the Cuban people.

32. Before Guinea had become independent, under 7 per cent of school-age children had attended school; but in three years the republic had succeeded in more than doubling that percentage, and it was estimated that illiteracy among the adult population would be eliminated by 1970. In Ghana, 2,400 elementary classes were being opened, and universal free primary education was being introduced under the second national development plan. In two years, the number of children attending school in the Republic of Chad had increased by 150 per cent; a similar increase had been recorded in Niger, formerly one of the most educationally backward regions; and particularly successful results had been achieved in Mali.

33. Different educational problems had arisen in various countries, some of which had paid most attention to elementary education, while others were being faced with questions of secondary education. In all newly independent countries, however, governments were faced with the two basic problems of increasing the number of schools, teachers and pupils, and of introducing qualitative improvements. In Africa, for example, the quantitative problem had an enormous significance; but the problem of the content and nature of curricula was also very important. Although the number of schools in developing countries had increased considerably in recent years, the type of education imparted was still determined by colonialist systems; for instance, mission schools were preponderant in the former Belgian colonies. An extremely important problem was that of maintaining literacy: it was not enough to abolish illiteracy, but people must be given an opportunity to read and write something and to refresh their knowledge. Teaching methods were being changed slowly and tentatively, but the process had begun, and the cultural and historic traditions of countries and the need for a polytechnic approach were being recognized. Of course, the training of national personnel for industry and commerce depended on the degree of economic development and the number of trained staff available. Moreover, an increase of the number of technical personnel promoted rapid technical and economic advancement, as Japan's development in the twentieth century had shown; the example of the USSR and other socialist countries also illustrated the point convincingly.

34. Until recently, there had been no educational establishments for training teachers of technical subjects in Africa; the second Ghanaian development plan provided for the establishment of a department for training such teachers at the technical college of Kumasi. In Guinea, the number of pupils in secondary technical and vocational schools had quintupled and by the end of 1962 the polytechnic institute at Conakry, built with Soviet technical assistance, had opened with places for 1,500 students.

35. The Soviet Union provided a good example of the polytechnization of primary and secondary education. The purpose of the reorganization begun in 1958 had been to relate education to productive labour. On completing

a compulsory eight-year school course, which included primary and early secondary education and laid the foundations for general education and polytechnic training, pupils could continue their instruction in three ways: first, by taking a three-year course at a secondary night school for workers and rural youth; second, in a general secondary polytechnic school, which combined a three-year course of secondary education with practical training in various branches of the economy; and, third, in a secondary technical or other specialized school which, as a rule, gave a four-year course of education and usually included general education and a special secondary education with practical training at appropriate enterprises or institutions. In addition, there were rural and urban vocational schools which gave courses for one to three years to train young people who wished to go to work without completing full secondary education.

36. The real guarantee of uninterrupted and rapid development of education lay, above all, in the optimum utilization of domestic resources and in seeking ways of expanding them. Planning and the utilization of communal initiative played a vital part in that effort, and the examples of a number of countries showed what satisfactory results could be achieved in a short period by relying on the initiative of large sectors of the population.

37. As to the question of education in Africa as a whole, the language problem considerably complicated the eradication of illiteracy and the development of education. In most African countries, education was still being conducted in the metropolitan languages; large numbers of dialects were spoken in Guinea, Ghana, Nigeria and other African countries. Indeed, there were approximately 660 languages and dialects in Africa. The solution of the language problem in Africa obviously called for studies on a wide international basis.

38. At its sixteenth session, the General Assembly had adopted, on the initiative of the Ukrainian Soviet Socialist Republic, resolution 1677 (XVI) on co-operation for the eradication of illiteracy throughout the world. That resolution stressed the great significance of education not only for economic advancement, but for the strengthening of peaceful and friendly relations among peoples. The Soviet delegation welcomed the increased attention paid by United Nations organs and agencies to combating illiteracy. It was gratifying that UNESCO had included in its 1963-1964 programme a number of measures to promote the world campaign for universal literacy; but in order that those activities might be effective, care should be taken to ensure that information regarding the experience already acquired by certain countries was collected and disseminated; and in that connexion UNESCO still had a great deal to do.

39. The UNESCO thought it necessary to offer bilateral and multilateral aid to the amount of \$33 million a year; but only \$10 million per year, mainly from extra-budgetary sources, had been made available to UNESCO for the purpose. The Soviet delegation considered that the expenses of the world campaign for universal literacy should be covered by the considerable budgets of the United Nations, UNESCO, Technical Assistance funds,

the Special Fund and UNICEF. Multilateral aid might be given from voluntary government contributions to United Nations technical assistance funds; those resources, however, must be used as rationally as possible, and unjustified administrative expenses must be avoided.

40. Considerable aid in the sphere of education might be given by the developed countries on a bilateral basis: it was incumbent upon those States to help the developing countries to overcome the social evil of illiteracy; and the USSR and other socialist countries were amply fulfilling their duty in that connexion. However, the governments of the developing countries themselves also had considerable responsibilities in the matter, for illiteracy could not be eradicated without their active participation; those governments should enact effective legislation on the organization, financing and control of the whole effort to eradicate illiteracy. Social, political, cultural and educational organizations could also give valuable assistance to governments; while state institutions, political parties, trade unions, voluntary and cultural associations, educational establishments and the intelligentsia as a whole should also participate in the campaign.

41. His delegation was convinced that if worldwide measures were taken, and if all rational possibilities were utilized, the day would soon come when the light of education, literature and science would enhance and enrich the lives of millions of people who were now victims of a monstrous social system of oppression, ignorance and darkness. The united efforts of the whole progressive world were needed to achieve that high aim.

42. Mr. GUITON (United Nations Educational, Scientific and Cultural Organization) welcomed the constructive observations and suggestions advanced during the debate on the world campaign for universal literacy. In view of some of the remarks made, however, he wished to stress that acceptance of the General Assembly's invitation had not implied that the General Conference of UNESCO was departing from its doctrine that education as a whole should be planned at the national level within the framework of development planning. Such planning was designed to develop education in a harmonious and balanced fashion; and that meant that there must be a constant selection of priorities at the national level.

43. The problem of literacy had been first raised from the social and moral viewpoint in relation to the Declaration of Human Rights, but currently it was viewed also from the economic angle; and educational planning was increasingly regarded as planning for the rational utilization of human resources, an illiterate adult representing a human resource which was not employed or not fully employed. The question might therefore be asked for how much longer the developing countries could afford the luxury of leaving the bulk of their human resources unused, or allowing an increase in that bulk.

44. With regard to the question of financing the world campaign for universal literacy, it might be useful to point out that in estimating the total cost of the campaign at \$1,911 million, the General Conference of UNESCO

had not meant to suggest that for the developing countries that amount represented an expenditure which would necessarily have to be added to the cost of their educational plans. The figure represented the total cost of a programme designed to achieve, within a specified time, the targets set by the campaign; and it represented 0.14 per cent of the gross national product of the countries concerned. In 1962 the Ministers of Education of Asian Member States, meeting at Tokyo under the auspices of UNESCO, had undertaken to prepare long-term plans for the development of education in all its forms. They had also declared their intention of raising to 5 the percentage of the gross national product to be allocated to educational development, a figure which, of course, included the 0.14 per cent of the gross national product referred to in part III of the survey.

45. In view of the size of the expenditure — \$1,191 million — some delegations had suggested new sources of financing, more particularly those which would be released by general and complete disarmament. The General Conference of UNESCO had borne that possibility in mind and had referred to it in its resolution 3.73, the text of which was reproduced in paragraph 290 of the UNESCO annual report (E/3762).

46. The question before the Council, and one which would subsequently confront the General Assembly, was therefore to choose between the technical long-term programme operated by UNESCO for education in general and more particularly for adult education and literacy — a programme which might continue without any quantitative target or time-limit — and a campaign for universal literacy with quantitative targets to be reached within a specified time. If the latter type of programme were selected, international assistance would be required, the cost of which, however, would not necessarily be additional to the amount already allocated for bilateral or international assistance to promote universal literacy. Nevertheless, so far as concerned UNESCO, which would have to organize and support the campaign, the amount of \$10 million which would have to be made available to it represented an indispensable minimum and a condition for its participation. If that condition were not fulfilled, his organization would regard it as dangerous to undertake the task.

47. Of that annual expenditure of \$10 million, it was estimated that slightly less than 10 per cent would be used for overheads, more than 50 per cent for direct technical assistance to national efforts, and the remainder for financing regional or international supporting activities, including, more particularly, studies dealing with key questions such as that of the languages to be used for literacy work.

48. In conclusion, he could assure the Council that the UNESCO secretariat would, to the extent to which it was competent to express an opinion, welcome any resolution which the Council might adopt on the matter when transmitting the study to the General Assembly.

49. The PRESIDENT put to the vote the draft resolution proposed orally by the United Kingdom.

The draft resolution was adopted unanimously.

AGENDA ITEM 10

World Food Programme (E/3791 and Corr.1, E/3807; E/L.1032, E/L.1033) (resumed from the 1298th meeting and concluded)

50. Mr. BINGHAM (United States of America), introducing draft resolution E/L.1032 submitted jointly by the delegations of Australia and the United States, said that the provisions of the draft resolution were self-explanatory. He commended the draft resolution for the Council's unanimous support.

51. Mr. JANTON (France) said that, while supporting the draft resolution submitted by the Australian and United States delegations, the French delegation had presented an amendment (E/L.1033), since it thought that the Council should express its views on the proposal of the Intergovernmental Committee of the World Food Programme to amend general regulation A (4) (c) (iii), a proposal which had already been accepted by FAO. At the 1298th meeting the Executive Director of the Programme had explained the reasons for that proposal, and the text which appeared in document E/L.1033 was identical with the one which had been proposed by the Intergovernmental Committee. However, in order not to destroy the unity of the draft resolution submitted by the Australian and United States delegations, he considered it would be better if his suggested addition formed section B, while section A, beginning after the first paragraph of the preamble, would deal with the World Food Programme in general. With regard to that part of the draft resolution consisting of the text submitted by the Australian and United States delegations, the words "with concern" which appeared at the beginning of the sixth preambular paragraph were, in his opinion, a little too pessimistic, in view of the fact that, after the appeal addressed to governments, there was every reason to believe that the goal would easily be reached. For that reason, he proposed that the words "with concern" should be replaced by the word "however".

52. Mr. LYUBIMOV (Union of Soviet Socialist Republics) reiterated the view expressed by his delegation at sessions of the Council and of the General Assembly that radical measures, and not contributions, were needed to eliminate the reasons for the food shortages and periodic famines in many parts of the world. Of course, when natural disasters occurred in any country, it was the duty of other States to come to its aid; but the main problem was one of saving hundreds of millions of people from hunger and malnutrition, and in that connexion the Programme was woefully inadequate.

53. In the first place, the Programme was based on the principle of contributions, which might not be available at any given time. Indeed, the joint draft resolution rightly expressed concern at the inadequacy of the financial situation of the Programme. Secondly, the initiators of the Programme were trying to use the United Nations and FAO for the purpose of disposing of their agricultural surpluses and thus undercutting their competitors on the

world commodity market; the Programme could therefore have only an adverse effect on the countries of Asia, Africa and Latin America.

54. A basic solution of the problem should be sought through the development of the economy of the developing countries and through increasing agricultural production in close connexion with industrialization. The rapid solution of problems of agrarian reform and rural development was particularly important in that connexion, for the developing countries needed help in machines and equipment, fertilizers and agricultural techniques to raise their productive capacity.

55. All countries had the necessary resources for the solution of the food problem, and there were many untapped sources of food, such as those of the sea, which should be explored with the new technical means available.

56. The Soviet delegation considered that the United Nations and the Council in particular should help the developing countries to solve those basic problems. The Soviet Union was giving the countries concerned considerable assistance in the development of their agriculture with a view to a basic solution of the food problem. In that connexion, his country considered its contributions to United Nations technical assistance activities to be justified and expedient. It was also rendering the developing countries considerable assistance on a bilateral basis and would continue to supply agricultural machinery and other technical equipment as its own economy and industry expanded.

57. Since the joint draft resolution was not based on the important principles he had outlined, he would be obliged to abstain from voting on it.

58. Mr. BINGHAM (United States of America) said his delegation was not in agreement with the views expressed by the USSR representative, particularly the sharp criticisms levelled against the Programme.

59. His delegation was prepared to accept the amendment proposed by France and agreed to the division of the draft resolution into two parts. Although it viewed the deficit in pledges to the Programme with concern, it would not insist on maintaining the wording of the sixth paragraph of the preamble, since the main thing was the appeal to Member States in operative paragraph 3. He failed to see, however, the need for inserting the word "however" after "Noting".

60. Mr. JANTON (France) agreed that it would not be necessary to insert the word "however" in the sixth preambular paragraph. He associated himself with the United States representative's observations on the remarks of the USSR representative concerning the Programme.

61. Mr. PEACHEY (Australia) said his delegation also could accept the deletion of the words "with concern" in the sixth paragraph of the preamble, as well as the major French amendment.

62. The PRESIDENT put to the vote joint draft resolution E/L.1032, as amended.

The joint draft resolution, as amended, was adopted by 15 votes to none, with 2 abstentions.

AGENDA ITEM 27

Non-governmental organizations

(b) Review of organizations in consultative status (E/3782)

REPORT OF THE COUNCIL COMMITTEE ON NON-GOVERNMENTAL ORGANIZATIONS

63. Mr. WEIDINGER (Austria), Chairman of the Council Committee on Non-governmental Organizations, said the Committee recommended that consultative status be withdrawn from the Liaison Committee of Women's International Organizations. He wished to record his appreciation of the pioneer work done by the Liaison Committee since the days of the League of Nations, and wished that organization all success in its future endeavours.

64. Mr. EL-FARRA (Jordan) observed that, before reviewing the status of the non-governmental organizations concerned or taking action on it, the Secretariat had twice written to some of the organizations, informing them of the proposed action. Some of the organizations which had failed to reply altogether would be relegated from category B to the Register; his delegation believed that the lack of interest in consultative status shown by those organizations should have disqualified them from any category of participation. He would therefore abstain from voting on the draft resolution contained in the report.

65. The PRESIDENT put to the vote on the draft resolution contained in the report (E/3782) of the Council Committee on Non-governmental Organizations.

The draft resolution was adopted by 11 votes to none, with 5 abstentions.

66. Mr. KAMBE (Senegal) said he had abstained from the vote because, while recognizing that the Council Committee on Non-governmental Organizations had proposed to withdraw the consultative status of certain organizations in category B only after a careful examination of their position, he had not been in a position to form an opinion on the question owing to the lack of adequate information on the activities of the organizations in question.

67. He drew the Council's attention to the continuing contribution of the United Towns Federation to the efforts being made by the United Nations to bring peoples together and to promote technical co-operation by regularly pairing off towns at different levels of development, regardless of political, ideological and other barriers. The international value of the United Towns Federation had been recognized, and the organization had been placed in category B. Unfortunately, that status did not enable it to express its views in international bodies, and he therefore felt that the Council should take note of the handicap under which the organization was labouring and support its conclusion in category A in the near future.

68. Mr. DUCCI (Italy) endorsed the remarks of the Senegalese representative concerning the United Towns Federation. Italy recognized the useful and beneficial work which was being done by that organization in the

interests of peace. Many historic Italian towns had been paired off not only with towns in Europe and the United States, but also with towns on the African continent.

AGENDA ITEM 29

Site of the 1965 World Population Conference (E/3773)

69. The PRESIDENT drew the Council's attention to the Secretary-General's recommendation in paragraph 5 of his report (E/3773) that the Conference be held in Yugoslavia. If the Council accepted that recommendation, the Secretary-General would enter into formal negotiations with the Government of Yugoslavia and conclude before the end of 1963 arrangements for holding the Conference in that country in accordance with paragraph 2 of the report.

70. Mr. VIAUD (France), Mr. DUCCI (Italy) and Mrs. KASTALSKAYA (Union of Soviet Socialist Republics) supported the choice of Yugoslavia as the site of the Conference and expressed their thanks to the government of that country for its generous offer.

71. The PRESIDENT proposed that the Council should decide that the Conference be held in Yugoslavia.

It was so decided.

72. Mr. JEVTIC (Yugoslavia) thanked the Council for the confidence it had shown in his government and assured it that every effort would be made to facilitate the work of the Conference.

The meeting rose at 1.5 p.m.