

General Conference
fifteenth session

Conferencia general
décimoquinta reunión

Conférence générale
quinzième session

Генеральная конференция
пятнадцатая сессия

U N E S C O

15 C

15 C/VR.7 (prov.)

Discurso Mtro. Educação Brasil pg 7

Provisional Verbatim Record of the Seventh Plenary Meeting
held at Unesco House, Paris,
Friday 18 October 1968 at 10.40 a. m.

Compte rendu in extenso de la septième séance plénière
tenue à la Maison de l'Unesco, à Paris,
le vendredi 18 octobre 1968 à 10 h. 40

Acta literal provisional de la séptima sesión plenaria
celebrada en la Casa Central de la Unesco, en París,
el viernes 18 de octubre de 1968 a las 10.40

Предварительные стенографические отчеты седьмого пленарного
заседания, состоявшегося в Доме ЮНЕСКО, в Париже
в пятницу 18 октября 1968 г. в 10 ч. 40 мин.

President/Président/Presidente/Председатель

M. ETEKI-MBOUMOUA (Cameroun)

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SUMMARY/SOMMAIRE/SUMARIO/СОДЕРЖАНИЕ

Consideration of the Second Supplementary Report of the Chairman of the
Credentials Committee

General Policy Debate (continued)

Examen du deuxième rapport supplémentaire du Président du Comité de vérification
des pouvoirs

Débat de politique générale (suite)

Examen del segundo informe complementario del Comité de Verificación de Poderes

Debate sobre política general (continuación)

Рассмотрение второго дополнительного доклада председателя Комитета по
проверке полномочий

Обсуждение вопросов общей политики (продолжение)

EXAMEN DU DEUXIEME RAPPORT SUPPLEMENTAIRE
DU PRESIDENT DU COMITE DE VERIFICATION DES POUVOIRS

1.1 Le PRESIDENT : Mesdames et Messieurs, je déclare ouverte la septième séance plénière.

1.2 Avant de reprendre le débat de politique générale, je donne la parole à Mme de Tejeira, président du Comité de vérification des pouvoirs, qui va présenter à la Conférence générale un deuxième rapport supplémentaire sur les pouvoirs de certaines délégations.

2. La Sra. TEJEIRA (Panamá), Presidenta del Comité de Verificación de Poderes: Señor Presidente: Tengo el gusto de informarle que se han recibido credenciales extendidas en buena y debida forma de los siguientes países: Afganistán, Alto Volta, Camerún, Congo (Brazzaville), Dinamarca, Liberia, Marruecos y Madagascar, que habían presentado ya credenciales provisionales. Propongo a la Conferencia General que se autorice definitivamente a las delegaciones de estos Estados Miembros a participar en la 15a. reunión de la Conferencia General. Se han recibido también documentos de la República Centroafricana y de Mauritania, que propongo se acepten como poderes provisionales, a reserva de la presentación posterior de credenciales en buena y debida forma. Recomendando que, entre tanto, se admita a las delegaciones de esos países miembros a participar a los trabajos de la 15a. reunión de la Conferencia General. Muchas gracias, señor Presidente.

3.1 Le PRESIDENT : Mesdames, Messieurs, vous avez entendu le rapport oral du Président du Comité de vérification des pouvoirs. Si aucune délégation ne demande la parole, je considérerai que ce rapport est adopté.

3.2 Le deuxième rapport supplémentaire du Président du Comité de vérification des pouvoirs est adopté.

DEBAT DE POLITIQUE GENERALE (suite)

4.1 Le PRESIDENT : Nous allons maintenant reprendre le débat de politique générale.

4.2 Je donne la parole à S. Exc. M. Kinsella, ministre de l'éducation, chef de la délégation de Nouvelle-Zélande.

5.1 Mr. KINSELLA (New Zealand): Mr. President, Fellow Delegates, in this debate we are focusing our attention on a number of important topics that concern some of the main issues of Unesco's future policy. The points I wish to make in this brief address relate to several of the topics that have been isolated for us, but I shall deal mainly with the question of the next ten years from the point of view of man and the development of human resources.

5.2 Preoccupation with problems of development, growth and change has been characteristic of Unesco almost from its beginning. We are also concerned with conservation; for example, with the conservation of cultural monuments which have sometimes been threatened by the development of States. But it is the organization of development which concerns us most, and this has led us to define our attitudes and direct our attention to such matters as educational, scientific and cultural planning. It has brought us to a concern with the formulation of science policy; it brings the problems of young people immediately before us because it is basically for the continuing generation that we lay these plans; it brings us automatically into the field of the social sciences.

5.3 All these matters are recommended to us by the Executive Board for consideration and all arise from the promotion of changes in society or the deliberate acceleration of changes in societies and from our efforts to control such changes. If for no other reason, we have here ample justification for Unesco's concern with the problems of preserving peace. We have so much at stake, we have so much to do, that we cannot afford to have our efforts nullified by the disruptive forces of war or preparation for war.

5.4 This, I believe, is self-evident. What is perhaps not so obvious is that, in promoting these developments in the next decade and in future decades, we ourselves automatically create problems that in some way are our responsibility, and to which we must find answers. Let me, if I may, illustrate this fact by some reference to my own country, whose problems as they impinge on the field of education very much concern me. I do not propose to go into any detail.

5.5 We in New Zealand are like the people of many another country in that we have recently been undergoing a very considerable industrial development. It is considerable only in proportion to our size; it would not be thought considerable in a world sense.

But the social effects of this change in New Zealand are not dissimilar to those that much larger countries with much larger programmes of development must encounter: growth of cities, displacement of populations, financial problems of development, needs to be met in respect of training and research, and the impact of change upon basic units of society, on cultural groups (such as our Maori people in New Zealand), on youth, on families, and on the individual. These changes are all with us, they are all with you. My point is that we now actually bring these changes about. We have aims in view that we all feel are urgent, and that promise a better life for future generations. Even though we may ask considerable sacrifices of our present generation in order to achieve this better life for the future, there is no doubt that the sacrifice is accepted. The most remote peoples - and I come from a very remote part of the world with many small and isolated groups of people in the thousands of islands of Oceania - all feel this impulse to development.

5.6 It is time that we all began to think more carefully about the effects on groups and on the individual of these changes we promote, particularly in areas where by our initiative peoples are being displaced from the traditional patterns of life and are being asked in a generation to prepare themselves to take up the burdens of the twentieth century. In studying the manner in which social change may be effected, and in discovering the necessary techniques that should be applied, Unesco has a most important rôle to play.

5.7 I should like to see the examination and evaluation that have of recent years become a feature of Unesco's programme, broadened to include a closer evaluation of the social effects of development. These may sometimes appear unrelated to the success or failure of particular projects, but in the long view they are very relevant to the prosperity and to the development States. I am thinking of some of those things I have already mentioned; effects on youth, disruption of cultural patterns and disrupting effects upon the individual. Where this concern might ultimately lead, I do not pretend to know.

5.8 I am aware that these matters are already the broad preoccupation of the social anthropologists of many countries. I am also aware that our programme for 1969-1970 contains certain studies directly concerned with these broad problems. I refer to the sections on the application of the social sciences, and to studies that have been proposed, for example, on the effects of the implantation of science and technology in developing countries. What I am suggesting is not so much the occasional study of these effects on single projects, but what might well become an accompanying study of the social effects of every major long-term effort by this Organization. If these studies were pursued automatically as part of the original planning, it would certainly enable any final evaluation to be more effective and more comprehensive. It might lead us to a better control

of social change. At present many social side effects of change are bad, some could be foreseen, some could be forestalled, some could be provided for. This might ultimately ensure better and sounder results. Such action might even become a guide for all States in their developmental enterprises, the vast majority of which are pursued without the benevolent guidance of an international organization such as Unesco.

5.9 I offer this suggestion with all diffidence, knowing full well how far our own practice in New Zealand falls short of this ideal. How much we still have to learn! How little time we have for careful study of these effects, in an age where change appears to be constantly accelerating, irrespective of who may suffer from it.

5.10 I should like to add a few further comments on one aspect of development which concerns us in New Zealand as it does most other countries. This is education at the technician level. Obviously every country needs people with advanced academic and professional training who will be capable of providing leadership - in every aspect of a country's development, in the application of science and technology as in all other aspects. Equally obviously, every country, irrespective of its level of development, needs middle level sub-professional personnel in much greater numbers - personnel whose training will enable them to assume responsibilities below those of the professional worker but above those of the tradesman. We all know now that the professional worker is unable to operate efficiently without the help and supporting services that the technician can provide, and in our age the rôle of the technician is becoming increasingly important.

5.11 Countries are at very different stages of development in their programmes of training to meet the need for this vital middle-level manpower. There are various cultural or sociological reasons why some countries have not moved in this direction as fast or as far as their economic development would seem to demand. I would remind you in particular of the Unesco recommendation concerning technical and vocational education adopted by the General Conference at its twelfth session which recognized that technical and vocational education is a prerequisite for sustaining the complex structure of a modern civilization and continued economic progress. We would all do well to study the application in our own countries of the provisions of this recommendation. Our progress at present has been neither sufficiently uniform nor sufficiently fast. The success of many other projects depends upon this vital sector.

5.12 The questions I have raised are, I believe, vital to the social and economic welfare of peoples in a complex and rapidly changing world. They must receive proper consideration by us all if we are to meet the challenges of the future in the most effective manner.

6. Le PRESIDENT : Je remercie le chef de la délégation de Nouvelle-Zélande et

je donne la parole à S. Exc. M. Tarso Dutra, ministre de l'éducation, chef de la délégation du Brésil.

7.1 M. TARSO DUTRA (Brésil) : Permettez-moi d'abord, Monsieur le Président, de vous adresser toutes mes félicitations pour votre élection à la présidence de la Conférence générale. Cette élection représente, pour cette illustre assemblée, un juste hommage rendu à la nouvelle Afrique. Pour nous, Brésiliens, elle est, en outre, l'expression de notre gratitude pour la contribution que votre continent a apportée au développement et à la formation historique de notre pays.

7.2 Monsieur le Président, Mesdames, Messieurs les délégués, les débats qui s'engagent au sein de cette institution culturelle mondiale doivent être constamment marqués par l'objectivité des raisonnements et l'aspect pratique de leurs conclusions. C'est pourquoi la thématique doit en être déterminée préalablement, pour constituer un guide destiné à conduire sans détours la discussion des problèmes les plus caractéristiques de l'éducation et de la science.

7.3 La diversité culturelle des nations et la particularité de leurs problèmes fondamentaux font de l'Unesco un estuaire où confluent les tensions culturelles dominantes dans chaque région, par un processus de communication et d'échanges d'expérience qui constituent, assurément, un instrument précieux pour le rapprochement des peuples.

7.4 Le langage le plus proche de chacun et qui éveillera l'intérêt de tous sera nécessairement celui qui transmettra et traduira des sentiments et des aspirations à une véritable communion fraternelle entre tous les groupes humains, quelles que soient leurs origines géographiques. C'est la compréhension spirituelle et la coopération effective qui devront toujours faire d'une nation la force de soutien ou la source permanente d'inspiration, à l'égard des autres nations, pour la solution juste de ses problèmes essentiels, principalement de ceux qui appartiennent au domaine de la production culturelle ou à celui de la recherche scientifique.

7.5 Tel est le processus de construction de la paix, bien plus valable que les mécanismes visant à éviter la guerre.

7.6 Ce sera par l'éducation, fondée sur les institutions nationales au service de l'intelligence et sur les encouragements généreux des formes de culture et de l'expérience d'autres peuples, que la communauté mondiale pourra prétendre à un niveau élevé de promotion de l'homme, en l'orientant vers l'idéal de la solidarité intellectuelle de la famille humaine et en le rendant digne d'assumer de plus en plus sa place au centre du développement économique et social des peuples.

7.7 La bataille de la paix devra être gagnée par l'effort en faveur de l'éducation et de la culture, que les nations doivent porter au plus haut point d'intégration et de solidarité. Les peuples sous-développés ou en voie de développement et les flots de pauvreté

qui existent encore dans les pays les plus prospères trouveront, dans le système culturel, leurs instruments de libération les plus efficaces - bien plus efficaces que l'aide économique elle-même, car celle-ci, presque toujours, répond à des problèmes momentanés et non aux besoins fondamentaux qui expliquent le retard de ces peuples.

7. 8 Mais l'utilisation des facteurs purement civilisateurs de la culture et de la science présuppose la mise en valeur du riche potentiel humain que représente la jeunesse de notre temps. Je suis de ceux, nombreux, qui croient à l'immense virtualité des jeunes, lesquels contrôlent pratiquement tout le système d'influence de la société contemporaine. Je cherche surtout à identifier dans l'éclosion du "pouvoir jeune" le vif désir de progrès qui se situe dans l'essence spirituelle de tous les groupes humains. C'est l'angoisse engendrée par le développement, ce sont les résultats de l'intense labeur de l'humanité dans tous les domaines de la culture et de la science, qui placent la nouvelle génération à l'épicentre d'une terrible crise spirituelle, devant les communications rapides qui caractérisent l'ère spatiale, et la vitesse avec laquelle se déprécient et sont dépassés les valeurs traditionnelles créées par le génie humain.

7. 9 Et le progrès, destiné à servir la société, absorbera dans son élan effréné les résultats prévus pour apporter à l'homme la tranquillité, la dignité et le bien-être, jusqu'à ce que les frontières plus larges du développement offrent des possibilités à tous et éliminent les déséquilibres flagrants entre les populations excédentaires qui veulent participer au travail et les conditions encore limitées du marché de production.

7. 10 C'est cela, cela seulement, qui agite les jeunes du monde entier. C'est le manque de possibilités, l'absence d'encouragement, le désespoir devant une structure de l'enseignement qui a beaucoup évolué et s'est perfectionnée, mais qu'ils considèrent, en mesurant sa disproportion avec le progrès général de la société contemporaine, comme la cause essentielle de leurs propres frustrations.

7. 11 Le caractère politique qui a marqué les mouvements qui se sont produits dans tous les secteurs de l'enseignement, à travers le monde, n'est qu'un changement de destination des revendications juvéniles les plus expressives, toujours initialement orientées vers l'amélioration des formes d'enseignement, la modernisation et l'efficacité des méthodes d'éducation, et l'adaptation de la formation professionnelle aux exigences technologiques de monde évolué des temps nouveaux.

7. 12 On dira que nous sommes en présence d'une lutte de générations, dans un schéma de compétition où le "pouvoir jeune" réclame le remplacement, le plus rapidement possible, du pouvoir dominant, actuellement détenu par les classes les plus âgées de la société humaine.

7. 13 Ce sera alors le défi lancé à la jeunesse par les progrès fantastiques de la croissance moderne, pour qu'elle vienne prendre immédiatement sa place dans le processus

de développement économique et social des nations, de la même façon que jadis, avec l'avènement de la révolution industrielle, s'est affirmée la lutte entre ouvriers et patrons. On peut interpréter ainsi l'extériorisation la plus ardente des aspirations juvéniles dans le contexte de l'ère technologique. Là encore, les nations devront se convaincre que, sous tous ses aspects, le développement éducatif et culturel devra recevoir de vigoureux encouragements pour précéder et conditionner la préparation de l'homme à l'exercice utile de la mission qui lui incombe dans la société. Au contraire, la participation accélérée ou anticipée des jeunes au mécanisme du travail créateur pourrait conduire à une usure sociale inévitable et à la détérioration des forces constructives qui soutiennent le monde en tant que système de production de biens utiles, destinés à assurer le bonheur de l'homme.

7.14 Je transmets à cette illustre assemblée l'annonce prometteuse de l'effort que le Gouvernement du Brésil déploie pour renforcer les institutions éducatives et culturelles du pays, comme moyen d'affirmation des valeurs intellectuelles et morales capables de l'élever de plus en plus au niveau de la compréhension et de la fraternité humaine, qui se fondent sur ces desseins.

7.15 En trois opérations exécutées presque simultanément, le Gouvernement brésilien a lancé la campagne d'alphabétisation et d'éducation permanente des adultes, l'orientation professionnelle de la formation au niveau de l'enseignement moyen et la réforme universitaire - apportant ainsi ses soins particuliers à des secteurs qui conditionnent en premier lieu le développement du pays et corrigent les déséquilibres sociaux.

7.16 L'alphabétisation, comme stade préliminaire de l'éducation, est le droit le plus important de l'homme dans la société - un droit qui correspond à un puissant investissement social, accordant à la personne humaine les conditions minimales de dignité et de participation communautaire, qui lui ouvrent, non seulement les horizons mentaux, mais aussi les voies qui, à travers l'éducation professionnelle intensive et complémentaire, pourront l'amener à s'intégrer aux forces du travail producteur de richesses.

Cette mise en valeur de l'homme resté en marge de la société à cause de sa totale ignorance est encore un prix généreux payé à la paix sociale, dans la mesure où elle désarme l'esprit de cet homme, en le libérant de ses ressentiments à l'égard de la société et des influences qui ont un effet décourageant sur sa capacité intrinsèque de produire.

7.17 La professionnalisation de l'enseignement moyen, en harmonie avec la formation correspondante dispensée au niveau technique supérieur, est également une ligne de conduite qui fait de l'éducation, au Brésil, une activité essentiellement économique et, en même temps, de valorisation de la personne humaine.

7.18 La principale étape de la politique éducative du Brésil est certainement la réforme universitaire, condensée en quinze documents, les uns déjà incorporés à la législation

du pays et les autres en voie de revision au Congrès national. C'est la réforme la plus audacieuse qui ait été entreprise à court terme par le président Arthur da Costa e Silva. Elle vise à moderniser l'université brésilienne, en en rationalisant l'administration, en en développant les services, en accroissant la productivité du système d'enseignement, en spécialisant dans une large mesure les activités d'enseignement et de la recherche et en multipliant les possibilités d'accès de la jeunesse à l'Université.

7.19 L'Université commande le développement national et en élargit les frontières pour mettre à profit un nombre considérablement plus grand de formations professionnelles et techniques qui intéressent le progrès du pays.

7.20 Ainsi, le processus de rénovation des universités, qui a été entrepris pour répondre aux justes revendications des jeunes et pour diminuer les tensions sociales, constituera certainement un facteur supplémentaire d'harmonie et de tranquillité entre les divers éléments qui font partie de la communauté nationale.

7.21 Telle est la contribution, sans aucun doute inestimable, que le Brésil apporte à la paix du continent et à la paix mondiale, dans l'effort qu'il déploie pour calmer les passions qui divisent son peuple, le rapprochant ainsi davantage, par les attributs de l'esprit, de la culture et de l'intelligence, des autres peuples frères du monde entier.

8.1 Le PRESIDENT: Je remercie le chef de la délégation brésilienne and je donne la parole à S. Exc. M. Hirokichi Nadao, Ministre de l'éducation, chef de la délégation du Japon.

8.2 Mr. Hirokichi Nadao a exprimé le désir de prononcer son discours en japonais. Le Règlement intérieur lui en donne la possibilité. L'interprétation de ce discours, dans les langues de travail de l'Organisation sera assurée à partir d'une traduction en anglais fournie par la délégation japonaise.

9.1 Mr. NADAO (Japan) (Speech delivered in Japanese; English translation provided by the Japanese Delegation): Mr. President, fellow delegates, ladies and gentlemen, it is a pleasure and a privilege for me to address this fifteenth session of the General Conference of Unesco and to express on behalf of the Japanese Government my views on the aims and activities of the Organization.

9.2 First of all, I wish to extend to you, Mr. President, the congratulations of the Japanese delegation on your election to the presidency of the fifteenth session of the General Conference. I have no doubt that you will lead the present session to a successful conclusion with your profound knowledge and extensive experience of the activities of our Organization. My delegation pledges you its fullest support and co-operation.

9.3 I would also like to express my profound regard for the Director-General, Mr. René Maheu, who, with his lucid intelligence and outstanding leadership, is energetically promoting assistance projects for developing countries, and thereby contributing to the

prestige of Unesco at a juncture when the world is expecting more and more of the Organization.

9.4 I would like to extend a warm welcome to the delegations of Guyana, Lesotho and the People's Republic of Southern Yemen which have become Member States of Unesco since the close of the last session of the General Conference.

9.5 Twenty-two years ago, when the Second World War had just ended, 20 nations joined together to establish this Organization, seeking the consolidation of peace through the promotion of education, science and culture. Since then the Organization has been joined by an ever-increasing number of States and has at present 123 Member States.

9.6 In recent years, Unesco has placed much emphasis on aid for development. Today, two-thirds of the total resources at its disposal, comprising the Regular budget and extra-budgetary resources, are being used to assist developing countries. I consider this policy to be basically sound and wholeheartedly support it.

9.7 In the present world situation, we cannot close our eyes to the widening economic gap between developing countries and developed countries. The first United Nations Development Decade which was launched in an effort to reduce this gap will terminate in 1970. This Decade, however, has not realized all the objectives originally laid down. In this connexion, I entirely agree with the opinion of Mr. René Maheu as expressed at the forty-fifth session of the Economic and Social Council of the United Nations. I quote:

"One of the greatest weaknesses of the first Decade was, in my opinion, to conceive development essentially, if not uniquely, as the exploitation of natural resources. But events have shown not only that there were human resources which required to be prepared for use and then used, but also that the exploitation of natural resources itself was secondary to this harnessing of human resources. Let us not tire of repeating that man is the alpha and omega of development, its main activator and its only end".

9.8 It is quite natural that the development of education in a broad sense (a key factor for the development of human resources) should not be an easy task. It cannot be achieved without the unceasing efforts of the respective countries themselves. On the other hand, we believe that the United Nations and the agencies concerned should prepare themselves to extend their timely and effective assistance to developing countries as they strive to build their societies and develop human resources. In this context, I sincerely hope that Unesco will push forward its assistance projects for development, based on an objective evaluation of past experience, and in line with the Second United Nations Development Decade. In doing so, the Organization should bear in mind the need for co-ordination with other United Nations agencies, selection of priorities and efficient use of its limited financial resources.

9.9 Needless to say, the basic policy of Japan, as an Asian country, is to contribute

towards the establishment of peace and prosperity in Asia. The Asian region, with its enormous population and diversified cultures, needs numerous development programmes. However, I am afraid that Unesco's assistance to the development programmes in Asia has not always been satisfactory, compared with that in other regions.

9.10 In the hope of contributing to the development of Asian countries and promoting the welfare of the peoples of this region, the Japanese National Commission for Unesco has established a Committee for Development Questions, entrusted with the task of studying the rôle and nature of Unesco's co-operation with developing countries. We also organized in Tokyo last September a Meeting of Asian National Commissions for Unesco. At this meeting, attended by representatives of 18 National Commissions of Asia, a lively discussion and exchange of opinions took place on regional programmes of common interest.

9.11 On the basis of the opinions then expressed, Japan is seeking with renewed determination, to develop and promote various programmes in the fields of education, science, culture and communication, in co-operation with Unesco. More particularly, Japan asks for positive co-operation from Unesco in the following major projects.

9.12 First, in the field of education: in the light of the important rôle of education in development, which I have already emphasized, and in view of the acute shortage of middle-level technicians in Asia, Japan would like to contribute to improving the quality of teachers of science and agricultural technical subjects who are responsible for the training of such technicians. The in-service training of teachers is essential to enable them to adapt themselves to modern science and technology. I therefore believe that the establishment of an institute for the in-service training of teachers is very important as emphasized by the Meeting of Asian National Commissions for Unesco, and the Japanese Government takes a keen interest in the establishment of such an Institute for Asia. I should like to ask the Director-General to give special consideration to this subject.

9.13 In addition to the in-service training of teachers, there are two important factors involved in improvement of the quality of education. One is the improvement of curricula, which is now being studied by the National Institute for Educational Research of Japan. We would like to strengthen its activities further. The other is the improvement of teaching materials and aids as well as teaching methods, which may, I hope, be taken up by the Institute when its activities for assistance to education in the Asian region are amplified. In this respect, we would also like to study the possibility of establishing an Asian centre of teaching materials and aids.

9.14 Secondly, in the field of science, our country will go on contributing to international co-operation in the domains of hydrology, oceanography, seismology and bacteriology.

With respect to the recommendations adopted at the Conference on the Application of Science and Technology to the Development of Asia, held in New Delphi in August this year, we would like, when Asian Member States implement the recommendations, to see how we can co-operate practically.

9.15 Thirdly, I would like to speak on a problem in the field of culture - a new problem raised by the process of development. What should be the place of culture in post industrial society? How can we preserve traditional cultural property and the accompanying sites in the new overall environment? This is a subject of the utmost importance today. In this connexion, the International Round Table on the Relations between Japanese and Western Arts, organized by Unesco in Tokyo and Kyoto in September this year, suggested that the cultural properties of Kyoto and Nara as well as the sites containing these properties be selected as the objects of an international study of culture from the standpoint I have mentioned. The Japanese Government is keenly interested in this study.

9.16 It is no less important to preserve as the common heritage of mankind, monuments representing ancient and highly developed cultures; I refer to the excellent work being conducted by the Organization in Nubia, in Florence and in Venice. We also consider that the preservation of the monuments at Bamiyan, Mohenjodaro, Phnom Koulen and Borobudur is a most important matter, as was stressed in the recommendation adopted by the Tokyo Meeting of Asian National Commissions. The Japanese Government is anxious to contribute to these undertakings.

9.17 The importance of the preservation and renovation of traditional cultures of Asian countries in the process of modernization has often been pointed out. In this connexion, research and studies undertaken by the Centre for East Asian Cultural Studies should be strengthened.

9.18 Fourthly, in the field of communication, with a view to co-operating in the promotion of book production in Asian countries in the vernacular languages, we are preparing the establishment of a Tokyo International Book Production Centre. When this Centre is established and the budget appropriated, organization of training courses in book production, research and publication of reading materials, common to Asian peoples, and study of design of printing types, etc., will be carried out in this Centre.

9.19 I have so far enumerated the major projects included in our programmes to be implemented after 1970.

9.20 My delegation will discuss the Unesco programme for the years 1969-1970 in detail in relevant programme commissions. I would like nevertheless to say that we consider these programmes as a whole reasonable and appropriate.

9.21 I should like also to express my opinion concerning the questions of the strengthening of National Commissions for Unesco and of the composition of the Executive Board.

9.22 The strengthening of National Commissions is, as my country has repeatedly emphasized, essential for the purpose of establishing close liaison and co-operative relations among Member States and also between Unesco and the Member States. We therefore, express the hope that the Director-General will examine the possibility of organizing biennial regional meetings of National Commissions, improving the training of specialists in the Secretariats of National Commissions, establishing a regional liaison office of National Commissions, as recommended by the resolutions adopted at the Meeting of Asian National Commissions for Unesco, held in September this year in Tokyo.

9.23 Concerning the composition of the Executive Board of Unesco, as you are all aware, a resolution was adopted by the General Conference at its fourteenth session. With a view to carrying this resolution into effect, recommendations have been made by the Executive Board to the present session of the General Conference, in particular concerning the establishment of a system of electoral groups. In accordance with the wishes of the Asian Member States, who have only three members on the Board, my country has been an active promoter of this proposal. I would like to take this opportunity of requesting all the delegations to support its adoption.

9.24 Mr. President, my country celebrates this year the centenary of the Meiji Restoration, which marked the birth of modern Japan. On this memorable occasion, we renew our determination to contribute as far as possible to the peace and prosperity of the world. I do not deny that Japan's participation in international co-operation has so far left much to be desired, especially in the development of human resources. But henceforth, we would like to contribute to the development of Unesco activities by sending out highly qualified experts and co-operating, through various Unesco projects, in the formation of men capable of contributing to the advancement of Asia and the world.

9.25 In conclusion, I take special pleasure in expressing, on behalf of my delegation, our sincere thanks to His Excellency Mr. E.F.L. de Silva for having announced yesterday, in his capacity as the Acting President, the award of a Nobel Prize for Literature to Mr. Yasunari Kawabata, who is not only an eminent writer of our country but also served for a number of years as a member of the Japanese National Commission for Unesco. I would also like to thank this assembly for sharing our joy with us.

9.26 Until recently, it has been difficult for the peoples of the world to appreciate Japanese literary works because they are written in one of the lesser known languages. Recognizing this situation, Unesco has done a great deal, since 1958, to introduce classical and contemporary works of Japanese literature to the world by having them

translated and published. Again, we express our gratitude to this Organization for having done much to help Mr. Kawabata to attain this high honour.

10. Le PRESIDENT: Je remercie le chef de la délégation du Japon et je donne la parole à S. Exc. M. Mashuri, ministre de l'éducation et de la culture, chef de la délégation de l'Indonésie.

11.1 Mr. MASHURI (Indonesia): Mr. President, your Excellencies, distinguished delegates, it is a great honour to have an opportunity to address this distinguished gathering on behalf of the Indonesian Government. Allow me first of all to associate myself with the congratulations conveyed to the Director-General of Unesco for his excellent presentation of the Draft Programme and Budget for 1969-1970. I would also like to take this opportunity to express my deepest gratitude and appreciation to Unesco and many of its member countries for the support and assistance rendered to Indonesia, which make it possible for my Government to start implementing its new approach to many basic problems in the field of education, science and culture.

11.2 The aim of educational, manpower, economic and science planners in Indonesia today is to integrate education, science, technology and economic development into a harmonious entity. Within the new pattern of aspiration and expectation, education is only functional when it meets the demands of the economy and the opportunities offered by society. It is in this connexion that Indonesia would like to avail itself of Unesco's assistance in the field of educational planning. My Government is also very much interested in, and gives its full support to, Unesco's broadened concept of life-long integrated education.

11.3 The present Government of Indonesia has always believed in international and regional co-operation. However, with regard to regional co-operation for the advancement of education, science and technology, while giving its support to the concept and its implementation, my Government would like to suggest that a closer co-operation be established between Unesco and the regional organizations in order to arrive at a more balanced application of the principle of "maintaining the unity of programmes through the integration of resources", in order to avoid unnecessary duplications and in order to eliminate potential obstacles on the road to sound regionalism.

11.4 Mr. President, in the field of communication, Unesco's assistance will be very much appreciated in T.V. school broadcasts, the development of information media, the promotion of book production and distribution, and library services. For a country like Indonesia, consisting of thousands of islands, the intensive use of broadcasting contributes to speeding up the modernization of instruction of the present generation of children, as well as to improve teaching standards which takes some 15-20 years through conventional methods.

11.5 In the field of Natural Sciences and their application to development, my Government welcomes and supports Unesco's idea of dividing the biennial programme under three main headings, i.e. (a) Science Policy, Scientific Information and Fundamental Research; (b) Science Education and Technological Education and Research; (c) Environmental Sciences and Natural Resources Research.

11.6 Science Policy is a new field of endeavour in Indonesia and hence more Unesco assistance in this field will be much appreciated. My Government gives full support to Unesco's aims in Agricultural Education and Science which, in line with Indonesia's Five-Year Development Programme and probably with many other developing countries, give priority to increasing food production. However, we would like to suggest that these programmes be integrated with activities already being carried out by other international organizations, in particular the regional intergovernmental organizations. In the field of Technological Sciences and Research, Indonesia strongly supports Unesco's policy of concentrating on the prerequisites and the promotional level of development. Indonesia's Five-Year Development Programme gives top priority to research and to strengthening the facilities and manpower of research institutions within and outside the universities. It is realized that, in this respect, activities in the field of science information and the dissemination of science in society are very important.

11.7 Accordingly, priority is also given to strengthening our National Scientific Documentation Centre and the training of those people who could become effective "agents" for the dissemination and popularization of science in society.

11.8 As a participant in the International Hydrological Decade, Indonesia greatly appreciates the fact that Unesco places special emphasis on specific fields of studies, such as those concerning groundwater, erosion and tide swamps, which are also given priority in our Development Programme since these problems are of considerable importance in our effort to increase food production.

11.9 My Government is also in full agreement with Unesco's policy of continued support for, and co-operating with the International Union for the Conservation of Nature and Natural Resources. I sincerely hope that both Unesco and the IUCN will give special attention to the conservation of nearly extinct species of our flora and fauna. It should be realized that such species are gravely threatened in most developing countries since attention is primarily focused on economic problems. To mention an example from my own country, I must unfortunately report that the situation is critical as regards the rhinoceroses in the peninsula of Ujungkulon, West Java, and Komodo dragons in the Island of Komodo, East Nusatenggara.

11.10 With regard to research and training in the field of geology and mining, I would

like to express my appreciation of Unesco's assistance to the development of the Institute of Geology and Mining in Bandung, West Java.

11.11 Perhaps in this connexion I might raise the question of whether the possibility of establishing a regional seismological centre in South East Asia could be examined.

11.12 Mr. President, in the field of Social Sciences, Human Sciences and Culture, Indonesia greatly appreciates Unesco's unequivocal acknowledgement of the great contribution that the social sciences could make to social and economic planning and development. We wholeheartedly support the plan to convene an international conference on this theme in 1970. My Government also welcomes the budgetary increase for the section relating to the application of the social sciences although I think that this increase is relatively too small as compared to the increase for the section concerned with research on human rights and peace problems. In my opinion, the application of the social sciences, especially in relation to the planning and implementation of development programmes, is one of the most challenging problems confronting developing countries and more Unesco assistance is therefore needed.

11.13 Indonesia is in full agreement with Unesco's determination to give more attention to the study of population and family planning. However, I would like to suggest, that: (a) in connexion with the population study, special attention be paid to the effects of population increase on food production; and (b) as regards the study of family planning, attention also be paid to the study of attitudes towards family planning.

11.14 Mr. President, I greatly appreciate Unesco's assistance to Member States for the preservation of the cultural heritage, since for some years to come most of the developing countries will presumably be concentrating their attention and efforts on socio-economic problems. The restoration of the Borobudur monument in Indonesia is one example, and I would like to take this opportunity, on behalf of the Indonesian Government and people, of conveying my sincere gratitude to Unesco and several Member States, in particular France and the Netherlands, for the efforts and funds devoted to the restoration of this monument.

11.15 To the participants in the recent Tokyo meeting of the National Commissions for Unesco from Asian member countries, I would also like to convey my appreciation of their support for this cause. I was deeply touched by His Excellency Hirokichi Nadao's expression of support for the restoration of the Borobudur.

11.16 The Unesco experts' preliminary report indicates that the Borobudur monument is doomed to disintegrate entirely unless immediate steps are taken to stop the decay of the stones and the collapse of the structures. An 8-year restoration plan has been proposed which needs a budget of more than US \$3 million, and which endeavours to

link the restoration with the development and promotion of what is referred to as cultural tourism. A National Committee for the Restoration of the Borobudur monument, under the chairmanship of Sultan Hamengkubuwono, has been created by my Government to co-ordinate all efforts related to the restoration, both at home and abroad.

11.17 Mr. President, it is in this field of Social Sciences, Human Sciences and Culture that I would like to draw your attention to an important phenomenon, namely, the revolt against certain established values in so many countries throughout the world.

11.18 It is a fact that the scientific and technological revolution has provided mankind with unprecedented material comfort and advantages. On the other hand, we have seen that some technologically advanced societies arrive at a critical stage where man may lose his identity as a human being and become the prisoner of his own scientific and technological creation which, like money, is a good servant but a bad master! Existing social values, taken for granted by older generations, may stimulate unrest, or even revolt, among younger people. Has not the time come, therefore, for Unesco to undertake a comprehensive study of this important aspect of social life? Important conclusions might be reached which could be used as the basis for a new educational and cultural approach in order to achieve improved understanding throughout the world.

11.19 Mr. President, your Excellencies, distinguished delegates, I would like to conclude by expressing my sincere hope that Unesco will succeed where other organizations have been less successful in restoring and maintaining peace by the implementation of policies which can bring people and nations to a closer and better understanding.

12. Le PRESIDENT : Je remercie le chef de la délégation de l'Indonésie et donne la parole à S. Exc. M. Haralambi Traikov, Ministre adjoint des affaires étrangères, chef de la délégation de Bulgarie.

13.1 Г-н Хараламби ТРАЙКОВ (Народная Республика Болгария). Уважаемый г-н Председатель, дамы и г-да делегаты. Для меня является удовольствием и приятным долгом сердечно приветствовать вас от имени делегации Народной Республики Болгарии по поводу вашего избрания на достойный пост - Председателя пятнадцатой сессии Генеральной конференции ЮНЕСКО. Мы убеждены в том, что под вашим руководством настоящая Конференция содержательно и оперативно осуществит цели, которые она поставила перед собой.

13.2 Всеобъемлющий и целеустремленный доклад Генерального директора ЮНЕСКО, уважаемого г-на Рене Маэ, о деятельности за период 1967-1968 гг. дает пищу размышлениям о многих проблемах ЮНЕСКО и, кроме всего прочего, облегчает наши усилия в деле выполнения наиболее лучшим образом всего того, для чего мы здесь собрались.

13.3 Сама сущность нашей Организации и все ее благородные намерения, я бы ска- зал, роковым образом связаны с делом мира и взаимопониманием между народами. В этом смысле невозможно даже подумать о том, что деятельность ЮНЕСКО в обла- сти образования, культуры и науки могла бы дать необходимые результаты при нали- чии военных конфликтов на нашей земле при усилении международной напряженности. Острота многих мировых проблем в одном или другом направлении оказывает влия- ние на всю деятельность нашей Организации. Мы не являемся замкнутой организаци- ей и не можем абстрагироваться от окружающей нас политической действительности. Мы ни в коем случае не можем быть пассивными наблюдателями жизненных проблем вьетнамского народа, проблем Ближнего Востока и ряда других вопросов, затраги- вающих все человечество.

13.4 Колониальная проблема в своем многообразии содержит и много гуманитар- ных сторон и поэтому имеет самое непосредственное отношение к нашей Организации. Обоснованно и последовательно мы реагируем, когда имеем возможность выступить в защиту прав борющихся за независимость народов. Для чести нашей Организации необходимо и теперь с особой силой и своевременностью добиваться, чтобы ЮНЕСКО и другие специализированные учреждения оказывали деятельную помощь этим наро- дам.

13.5 Вот почему мы считаем логичным и разумным последовать примеру Экономиче- ского и Социального Совета ООН, Международной организации здравоохранения и Международной организации труда и обсудить выполнение резолюции 2311 (XXII) Ге- неральной Ассамблеи. В этой резолюции, как известно, ООН выступила с призывом к специализированным учреждениям оказывать помощь борющимся за свою свободу народам и рекомендовала конкретные формы реализации этой помощи. В качестве инициатора выдвижения этого вопроса на Генеральной Ассамблее ООН и в согласии с соавторами резолюции 2311 (XXII), наша страна предложила рассмотреть на настоя- щей Генеральной конференции ее выполнение со стороны ЮНЕСКО. Мы выражаем на- дежду, что это обсуждение раскроет возможности для нахождения действенных воз- можностей для оказания реальной и эффективной помощи национально-освободитель- ным движениям в южной части Африки.

13.6 Г-н Председатель. Современную сложную международную обстановку харак- теризуют не только отрицательные явления. Стремление народов к миру и взаимопо- ниманию настолько велико, что оно постоянно способствует деятельности, направлен- ной на укрепление мира. Одним из проявлений такой деятельности является подписа- ние 80 странами Договора о нераспространении ядерного оружия. Это серьезное до- стижение, несомненно, повлияет на улучшение международной обстановки и откроет новые возможности в области разоружения. Вот почему мы приветствуем факт, что

Генеральная Ассамблея ООН включила в свою повестку дня обсуждение Меморандума Советского Союза, содержащего ряд конкретных и совместных мер, способствующих разоружению в области ядерного и обычного оружия.

13.7 Для нас, для болгарского народа, для нашей общественности, несмотря на все трудности, мирное взаимопонимание между народами является достижимой и желанной реальностью. Наша страна продолжает и будет неизменно продолжать свою политику мира и мирного сотрудничества со всеми европейскими государствами. Мы ясно сознаем свой исторический долг и понимаем, что от нас в немалой степени зависит создание атмосферы доверия и добрососедства на Балканах. Поэтому мы активно и целеустремленно вносили и вносим свой вклад в дело взаимопонимания и дружбы между всеми балканскими народами во всех областях международных отношений, включая образование, науку и культуру.

13.8 Г-н Председатель. Мы все, присутствующие на пятнадцатой сессии Генеральной конференции ЮНЕСКО, испытываем чувство большого удовлетворения в связи с растущим и благотворным влиянием ЮНЕСКО в области образования, науки и культуры, с положительными результатами деятельности Организации. И именно это удовлетворение, этот утвердившийся авторитет ЮНЕСКО обязывают нас самым тщательным образом изучать возросшие возможности нашей Организации в целях их еще более рационального использования. Вместе с тем предстоит еще многое сделать для популяризации деятельности ЮНЕСКО среди самой широкой общественности.

13.9 Хорошей возможностью для утверждения имени и роли ЮНЕСКО является чествование видных деятелей мировой науки и культуры. Существующая до сих пор практика достаточно подтверждает значение этих культурных праздников. Поэтому мы полностью поддерживаем инициативу советской делегации о праздновании столетия со дня рождения Владимира Ильича Ленина - этого всеобъемлющего гения человеческой мысли и дела. Для нас является особенно приятным то, что Организация намечает отдать дань уважения Кириллу, одному из братьев-создателей славянской письменности, этому изумительному борцу за общечеловеческую культуру.

13.10 Делегация Народной Республики Болгарии считает, что Организация объединенных наций по вопросам образования, науки и культуры в своем развитии до сих пор неустанно увеличивает объем и разнообразит тематику своей деятельности. И здесь именно встает кардинальный вопрос - вопрос о самом рациональном, бережливом и целеустремленном употреблении средств. В этом отношении мы имеем в виду необходимость улучшения систематического контроля, логической потребности все более повышать требовательность к работе Секретариата Организации.

13.11 Делегация Народной Республики Болгарии находит, что сейчас созданы все предпосылки для того, чтобы ЮНЕСКО стабилизировала свою программу и бюджет.

Решения Организации, принятые до сих пор по вопросам образования, естественных наук, социальных наук, культуры и искусства, информации, документации и библиотечного дела являются достаточно широкой сферой для полезной деятельности во имя высокогуманных целей и задач ЮНЕСКО.

13.12 В будущей программе ЮНЕСКО, по нашему мнению, следует сохранить приоритет в области образования, еще более активно прилагая усилия для ликвидации неграмотности, и уделять больше внимания выяснению и определению содержания среднего образования в связи с развитием науки и техники, для усовершенствования методов обучения и подготовки кадров.

13.13 Программа по естественным наукам является достаточно насыщенной и в течение предстоящих двух лет следует организовать практическую реализацию предусмотренных мероприятий, главным образом, в области океанографии, гидрологии и исследовании естественных богатств.

13.14 В области социальных и гуманитарных наук программа ЮНЕСКО должна более эффективным образом содействовать практическому разрешению назревших проблем современности; укреплению мира, дружбы и сотрудничества между народами; социально-экономическому и культурному развитию стран, освобожденных от колониальной зависимости; борьбе против расизма и колониализма и защите прав человека.

13.15 Болгария - это страна, в которой туризм развивается быстрыми темпами. Каждый год в нашу страну приезжает все большее количество туристов. Мы считаем, что туризм следует связывать с культурой. Люди, приезжающие в нашу страну, восхищаются не только морем, горами, фруктами, но и памятниками древней культуры нашей земли. Поэтому мы с удовлетворением отмечаем, что ЮНЕСКО уделяет большое внимание вопросу о более широком использовании культурного наследия в целях развития туризма. Ввиду того, что это связано с затратой больших средств, мы надеемся, что Совет управляющих Программы развития Организации Объединенных Наций одобрит принцип выделения средств Специального фонда для этой программы.

13.16 В работе по увеличению эффективности деятельности ЮНЕСКО не следует исключать и переоценку создавшегося уже чрезвычайно ценного сотрудничества ЮНЕСКО с международными неправительственными учреждениями. Нам кажется, что наступило время пересмотреть отношение с такими организациями, которые не способствуют выполнению задач ЮНЕСКО. Генеральный директор мог бы воспользоваться своим правом и сделать соответствующие предложения Исполнительному совету.

13.17 Делегация Народной Республики Болгарии приветствует инициативу Генерального директора относительно дальнейшего развития сотрудничества с неправительственными организациями и, в частности, направление приглашения на настоящую

Конференцию Совету экономической взаимопомощи, делегация которого здесь присутствует. Наша делегация считает, что развитие связей ЮНЕСКО с такими организациями будет способствовать обмену опытом в разработке проблем, представляющих взаимный интерес.

13.18 Одним из источников влияния ЮНЕСКО является ее универсальность. Поскольку эта универсальность уважается, постольку и сама Организация завоевывает международное доверие и авторитет. Поэтому и сейчас следует подчеркнуть печальный факт, что ЮНЕСКО не проявляет гостеприимства в отношении таких государств как Демократическая Республика Вьетнам, Германская Демократическая Республика, Корейская Народно-Демократическая Республика, Китайская Народная Республика. Настало время, когда эта универсальность ЮНЕСКО должна получить свое точное содержание.

13.19 Г-н Председатель. За последние два года ЮНЕСКО достигла обнадеживающих результатов в очень важном секторе международного интеллектуального сотрудничества. Мы с чувством глубокой удовлетворенности отмечаем проявление заботы и достигнутые результаты в оказании помощи развивающимся странам. По многим соображениям необходимо оказывать большую и целеустремленную помощь развивающимся странам.

13.20 В отношении балканских стран также есть чего пожелать. Излишне убеждать каким многообразием культурных ценностей располагает наш полуостров; ценности эти, к сожалению, не получили еще необходимой гласности. Более справедливое направление сил и средств ЮНЕСКО для субрегионального сотрудничества естественно будет способствовать как балканскому, так и другим районам мира.

13.21 И в конце хочу заверить Генеральную конференцию, что в Народной Республике Болгарии имя ЮНЕСКО широко известно и уважаемо. У нас существуют все необходимые условия для осуществления наших национальных мероприятий по линии ЮНЕСКО, а также и общебалканских мероприятий по линии ЮНЕСКО, а также и общебалканских и международных инициатив. Мы испытываем чувство исполненного долга от факта, что у нас было организовано ряд полезных мероприятий. Речь идет, например, о Международной конференции в Софии по подготовке и карьере оперных певцов, колоквиуме по Декларации принципов международного культурного сотрудничества, семинаре по программированному обучению, Всемирном конгрессе по интеграции преподавания естественных и математических наук. Проведением таких мероприятий ЮНЕСКО и мы, как ее члены, вносим свой вклад в дело культурного сближения народов. Мы всегда готовы оказывать гостеприимство, оказывать нужное содействие. Позвольте мне пожелать приятной и полезной работы Генеральной конференции. Благодарю за внимание.

14. Le PRESIDENT: Je remercie le chef de la délégation de Bulgarie et je donne la parole au professeur Kasem Udyanin, au nom de la délégation de Thaïlande.

15.1 Mr. UDYANIN (Thailand): Mr. President, fellow delegates, ladies and gentlemen, allow me first of all to offer my warm congratulations to you, Mr. President, on your unanimous election to the presidency of the fifteenth session of the Unesco General Conference. On behalf of His Majesty's Government, I wish to extend our greetings to you, Mr. President, to the Director-General of Unesco, and to all delegates and participants in this gathering.

15.2 I consider it an honour and indeed a privilege to attend this important session of the General Conference, which promises to be an arduous one. However, I am confident that, under your competent guidance and leadership, our deliberations will be fruitful and will benefit all Member States.

15.3 The delegation of Thailand expresses sincere appreciation of the efficient manner in which Unesco's activities have been carried out by the Director-General and the Secretariat. We are, however, gravely concerned at the imbalance in the assistance given, especially under the United Nations Development Programme. We feel that in the allocation of funds for those projects an undue share was set aside for payment for the services of experts, while the share of assistance in respect of fellowships and equipment was, in comparison, inordinately low. The aid received from Unesco is mostly in the form of the services of experts and these are rather costly. Although the experts have rendered us valuable assistance, certain programmes would have made better progress had we been given financial aid or even fellowships and equipment. The Secretariat is therefore urged to seek to redress the imbalance to which I have referred.

15.4 Our thanks go also to the Executive Board for its contribution to the successful planning and execution of Unesco's programmes. During the last two decades, however, the position regarding the representation of Asia in the Executive Board has considerably deteriorated. Therefore, we strongly support the recommendations of the Executive Board advocating a group election system which will assure five seats for the Asian countries. We earnestly hope that the recommendation will be approved by the fifteenth session of the General Conference and consequently implemented during this present session.

15.5 I would now like to make some brief comments on the Draft Programme and Budget for 1969-1970. With regard to the education sector, Mr. President, we note with satisfaction that the current programme will be continued. So long as nearly half of the world's adults are illiterate, Unesco should surely continue its activities in the field of literacy and adult education. And, in order that the future world literacy statistics can be maintained at a high level, inequitable access to education due to poverty

and the denial of opportunity must be minimized in this generation. There are many ways in which Unesco can make a contribution. The effective expansion of any educational system calls for an adequate number of professionally qualified teachers; this is a prerequisite not only for quantitative expansion but also for qualitative improvement. Teacher education is therefore an area that Unesco cannot afford to neglect as long as minimum education is not yet made available to all the children of the world.

15.6 The Thai delegation believes that qualitative improvement becomes essential when the quantity of any level of education is increased. Elementary education can be widely expanded if wastage is drastically reduced by better curricula, methods and techniques. Unesco's continued provision of experts, equipment and supplies in this field is recorded with gratitude. With regard to secondary education, we are finding it difficult to cope with the rising aspiration of our people; their irresistible desire to obtain unrestricted education cannot be satisfied. Education designed to ensure effective employment in harmony with individual needs and economic growth is clearly the solution. Any attempt on the part of Unesco to determine the right kind of education at the secondary level will certainly receive wide support.

15.7 As one of the first developing countries to enjoy Unesco assistance in educational planning, we are now convinced that the foundation of an effective educational system is sound planning. But the planning techniques, both in scope and procedure, need more refinement and a higher degree of sophistication. Further investigation is needed to devise a strategy whereby education for development can become an integral part of other development policies. Unesco should be greatly commended for its continued efforts in this direction.

15.8 Unesco's educational activities, after more than twenty years of concerted and co-ordinated effort, have covered every level and aspect of formal education. The evidence shows that substantial resources are needed merely to maintain the current programme. The education budget for the coming two years shows the highest rate of increase, but the total Unesco budget for the same interval, in comparison with any interval during this last ten years, shows the lowest rate of increase. Any attempt to expand activities in breadth will certainly lead to a dilution of resources and only superficial results can be expected. Unesco's decision to expand in depth rather than in breadth is a wise one which we wholeheartedly support.

15.9 Mr. President, the Thai delegation notes with satisfaction not only the continuity of the current programme but also the trend towards stronger stress on balance among different aspects. The emphasis on the study and research programme, long neglected in the field of education, is now evident. We most highly commend this trend will continue to be evident in the future programme.

15.10 In the overlapping areas of science and education, Thailand as a host country co-operated with Unesco in conducting a Pilot Project for Chemistry Teaching in Asia on a regional basis. The Pilot Projects for Biology and for Mathematics will be initiated as soon as additional support is available. In the final analysis, it is necessary to establish an Institute for Research and Development in Science Teaching which will accommodate the activities of all these Pilot Projects and constitute a prototype for science teaching.

15.11 With a view to encouraging the popularization of science, the Science Society of Thailand, with the assistance of the Asia Foundation, established the Science Club of Thailand in 1959. One of the most important activities of the Club is the organization of science fairs, a valuable means of discovering young talent for the benefit of the national pool of scientists. The Science Society of Thailand has therefore sought Unesco's collaboration for the organization of a small Asian science fair in December 1968. It is expected that the Asian science fair will be held annually in member countries by rotation and that it will be expanded to include more countries in Asia.

15.12 The aims of the Asian science fair are as follows: (1) to promote the study of science in schools and to help students to become familiar with activities in this field; (2) to promote co-operation among science clubs in the Asian region; (3) to support the aims of Unesco in developing mutual understanding and friendship among youth.

15.13 As regards the social science section, while it is true that Unesco social science research programmes should be based on the existing policies of Member States, Unesco would not be doing its job if it merely reflected what is going on in those States. It should seek to co-ordinate and complement such plans as are being implemented there. And while Unesco's assistance to social science research and documentation in the form of subventions to international social science organizations and journals has served its purpose, more efforts are required in the way of direct aid to those Member States which are not in a position to benefit from the activities of such international organizations.

15.14 Unesco should also strive for maximum efficiency in the use of funds available, in the sense that programmes in the Social Sciences should be co-ordinated both in the Secretariat and at the regional level, and that there should be an attempt to avoid a proliferation of projects of non-optimum scale which can only serve to waste scarce resources. This can be achieved if the objectives of the social science programme are clearly laid down.

15.15 With regard to the teaching of the social sciences, the effort to broaden university instruction in public international law so as to include international politics and economics should be continued.

15 C/VR.7 (prov.) - page 26

15.16 The application of social sciences to contemporary problems should include the study of population problems in developing countries. Unesco should also intensify its efforts to study the social, economic, cultural and psychological problems of developing countries as well as those of the sub-group of newly independent countries.

15.17 The Thai delegation strongly supports the resolution of the Meeting of Asian National Commissions for Unesco, held in Tokyo in September 1968, which recommended that Unesco, in co-operation and consultation with Member States, should make an inventory of cultural property in Asia in urgent need of preservation, with a view to undertaking a long-term programme of action and exploring the possibility of establishing a special fund for the preservation of monuments and archaeological sites. The same resolution also recommended that museums in member countries be requested not to accept works of art and archaeological objects unless they have ensured that these have been removed from the countries of origin with the consent of the authorities. An international convention on these lines would be one way of helping to solve the problem. Unesco's programmes for the study of Buddhist art, art activities for young people and the development of the cultural heritage for the promotion of tourism have the Thai delegation's support.

15.18 As regards the communications section, Unesco should bear in mind in its efforts to develop communications and to make this field serve Unesco's aims and purposes, that there are two major groups of member countries - the developed and the developing. Greater efforts should be directed towards the improvement of communication in the latter, while mutual interest calls for further progress in the former. At this stage, it seems logical to speed up assistance in first equipping developing member countries with the means to produce information, so that they will be able to communicate it to their fellow members. Increased budgetary allocations for the training of personnel engaged in communication are also desirable.

15.19 In conclusion, our delegation wishes to pledge Thailand's full support for the noble aims and objective of Unesco. We shall perform our duty as a member of this great international organization for the common interest of mankind.

16.1 Le PRESIDENT: Je remercie le délégué de la Thaïlande et je donne la parole à S. Exc. le Dr Kiano, ministre de l'éducation, chef de la délégation du Kenya.

17.1 Dr. KIANO (Kenya): Mr. President, distinguished delegates, ladies and gentlemen, on behalf of the Kenya delegation, I am very happy to have an opportunity to address this distinguished gathering and to convey to the Member States and Organizations represented here, the greetings of our President, H.E. Mzee Jomo Kenyatta, the Government and the people of Kenya. Let me also take this opportunity, Mr. President to offer you my most sincere congratulations on being elected President of this Conference.

17.2 Although Kenya has sent delegates to the General Conference before in 1964 and again in 1966, this is the first time that I myself have had the privilege of visiting Headquarters and I am grateful for the opportunity of seeing the Organization at work and meeting its officials. From my study of the Draft Programme and Budget for 1969-1970 it is clear that much time and effort have been put into the preparation of this document by the Director-General and the Secretariat. I would like to congratulate him and his team on the clear, detailed, yet precise presentation.

17.3 Unesco is a great instrument for world peace, freedom and progress. In case we forget our great rôle as members of Unesco, let me quote Article I of the Unesco Constitution: "The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion by the Charter of the United Nations".

17.4 Thus, although we recognize that Unesco is not a political body it cannot remain blind to the suppression of human rights by colonial powers, racist régimes and totalitarian systems of government whose policies and practices are diametrically opposed to freedom of thought and the rights of the individual as spelt out in the United Nations Declaration of Human Rights. Accordingly, Mr. President, let me say this.

17.5 As I stated in my brief intervention on Tuesday, 15 October 1968, my government is committed to the total liberation of the entire continent of Africa. We therefore will not and cannot tolerate being addressed by representatives of the Government of Portugal which, according to the Article which I have just quoted, is violating the very constitution of Unesco. In July this year, Mr. President, I had the honour of being the Chairman of the African Ministers Conference on Education in Nairobi, and I know therefore, that I am speaking for all free Africans in saying that when Portugal tries to address us from this platform, we shall protest.

17.6 Mr. President, the human race is one. So long as any part of the human race is not free to enjoy its rights, no individual, no nation, no community is truly free. Thus let Unesco have as its beacon the emergence of a world community of free men and women dedicated to peace, freedom and shared enlightenment.

17.7 In connexion with education, I note that the priority given to education by the General Conference in 1960 has been maintained for the forthcoming biennium and that this sector has been accorded the highest growth rate, 7.6 per cent. I endorse this fully, not only because I am the Minister for Education in my country, but also because, as my President has said on a number of occasions, education is the key to national advancement.

17.8 Coming from a developing country it is perhaps inevitable that I should draw examples from such countries. To us, Unesco's emphasis on education means that developing countries must continue to enjoy international co-operation in this important field of human endeavour. I need not remind you that at present there is an irresistible desire not only on the part of the adult section of the population but also on the part of youth in developing countries for unrestricted educational opportunities. Additionally, manpower requirements make it necessary that more educational facilities must be provided no matter what the cost. Nor can we deny illiterate adults the benefits of education so that they too can play their part in the social and economic development of their countries. These are the challenges the young nations are facing today and I am happy to note from the speeches being made here that we, the young nations, are facing these challenges with determination, vigour, fortitude, and a spirit of self-reliance and sacrifice. But international assistance continues to be a necessity.

17.9 What troubles me, Mr. President, is that group isolationism appears to be growing within the context of international co-operation. You yourself, Mr. President, made a pertinent reference to this in your speech of acceptance of the high office to which you were elected. International assistance to developing countries is becoming more and more difficult to obtain in the form best designed to accelerate our development. The young nations are grateful for the international aid we receive; but there is a case for re-examining the terms on which such aid is made available. What is required, Mr. President, is aid that would make the receiving countries less and less dependent on it and increasingly self-reliant. Aid to developing countries must not contain hidden or built-in mechanisms for promoting export trade on behalf of the donors, particularly when such mechanisms might make the receiving countries all the more dependant on the donor or even slow the pace of national growth. Unesco, as an international body with almost universal membership, must examine the patterns of aid to remove such mechanisms, such political or economic strings, that hinder the achievement of the highest rate of development in our young nation.

17.10 By group isolationism, Mr. President, I also mean the widening gap between the so-called developed nations and the developing nations. This matter has been discussed lengthily at the United Nations Conference on Trade and Development and in other agencies of the United Nations system. It must be wiped out if the objectives of the United Nations and the Specialized Agencies are to be achieved. Our aim is not simply a one-way pattern of aid from the developed to the developing countries. Our aim must be world-wide enlightenment, world-wide prosperity and world-wide co-operation for peace and freedom for all.

17.11 Turning to science and technology, I am glad to note that the priority accorded

to these fields at the General Conference in 1964 has been maintained at the growth rate of 6.8 per cent. I am very happy about this because we are living in an age when we cannot underestimate the importance of science and the contribution it makes to the development of our States. Scientific and technical training has an important rôle to play in meeting our manpower needs.

17.12 I should now like to discuss one or two points about which I feel strongly and which have been recommended by the Executive Board for discussion in these debates.

17.13 The first of these is the problem of youth. In this respect, Mr. President, I do not intend to refer, as suggested by the Executive Board, to those problems concerning the nature and functions of higher education in contemporary society, and as it affects youth. While I agree that problems of youth, particularly at the higher education level, are vitally important, I would like to focus my remarks on the problems of youth at the primary and post-primary education level.

17.14 I have in mind the problem of the primary school-leavers. As young countries move towards universal primary education this problem will become ever more difficult as increasing numbers leave school after six or seven years. I therefore consider even while recognizing that the duration of primary education is determined by a country's financial resources it is tragic for pupils to leave school at the early age of twelve or thirteen. We in Unesco must find ways and means of enabling developing countries to afford continuous education at least to the age of fifteen or sixteen. In the developed countries, the duration of universal education is about twelve years. While conceding that perhaps most developing countries are not economically able to extend the period of general education to twelve years as yet, I still believe that they should be assisted in providing post-primary education for at least two additional years.

17.15 In Kenya for example, about 12 per cent of pupils who complete the present seven-year primary school programme have the opportunity of entering secondary technical and vocational schools. What happens to the remaining 88 per cent? This is the crux of the problem. And that is why I urge Unesco to help provide two additional years of education and training with a technical or vocational bias for those who finish primary school when they are still too young to be employed. Education and training aimed more particularly at rural development could provide the answer until such time as nine or ten years continuous education becomes feasible in terms of finance and personnel.

17.16 Mr. President, what I am proposing might be called a crash programme for establishing rural polytechnics. We need polytechnics of this nature in every rural district to teach a variety of skills to these young school-leavers. Such polytechnics would be appropriate for rapid rural development which a number of speakers, and particularly the British Minister for Overseas Development, have so very strongly

stressed. With such training these young persons could become village technicians, model farmers, carpenters, or builders. They could also be more easily absorbed in the labour market because of their additional training. The problem of youth in Africa today is directly connected with the problem of those leaving school at the age of twelve, thirteen or, at best, fourteen. Education, although not too specialized, should still be of a high level and practical, since most of these pupils are not likely to continue further with formal education. It should include those subjects which the country in question considers most likely to generate employment or self-employment for youth.

17.17 Mr. President, I would now like to move to the second topic which follows naturally, that of adequate and suitably qualified teachers. I believe that the teaching force is a prerequisite to the rate of expansion of education in any country, and I therefore believe that it is in this area that Unesco, during the next decade, can be of great assistance to our nations by establishing (and encouraging other international bodies to establish) programmes for producing qualified teachers as rapidly as possible. Here is another crash programme. I need not remind you of the fact that, in a very real sense indeed, the availability of teachers conditions the rate at which a country progresses in the field of education.

17.18 My third point, Mr. President, has to do with cultural policy. In determining Unesco's cultural policies I believe that the younger countries need much more assistance than before. I think it is true to say that the effect of Western cultures on our countries has, by and large, tended to minimize the importance of indigenous cultures. This I believe to have been particularly so in Africa. Valuable works of art were treated as inferior; indigenous forms of music were subjected to ridicule and condemnation instead of being encouraged; valuable traditions have not been recorded and are in danger of being lost to posterity unless something is done urgently to preserve them; the African contribution to science and medicine has been largely ignored. Africa has a great ethnographical, cultural and philosophical heritage which could make an important contribution to the world's knowledge.

17.19 I would therefore strongly urge that Unesco should find ways and means of directly assisting and encouraging all activities leading to the revival and development of those elements of the African heritage which would be of value to world education and to the body of world knowledge contributing to understanding among nations and peace on earth.

17.20 We in Kenya have attempted with considerable success to meet the targets set by Unesco and several conferences sponsored by Unesco etc. in the field of education. It is gratifying that we have been able to exceed these in several fields. At the primary

level we are providing education for some 65 per cent of those eligible, a higher percentage than that set by Unesco at the Addis Ababa Conference in 1961. In the last five years primary school enrolments have risen from 850,000 per year in 1963 to over 1,200,000 per year in 1968. The total population of Kenya is about 10 million.

17.21 At the secondary school level, the number of schools has risen from about 160 in 1963 to over 550 in 1968. Many of these schools have been built through self-help in response to our President's appeal for what he calls Harambee. This means self-help for nation-building and I am glad to say that the enrolment of students in the secondary schools has risen from 20,000 in 1963 to nearly 100,000 in 1968. The curricula for both primary and secondary schools are continuing to be diversified so as to give pupils a basic knowledge of the technical skills and materials involved in industry and agriculture in addition to the regular academic subjects so that our secondary school-leavers can become more self-reliant in the future.

17.22 At the university level, we have the University of East Africa made up of Makerere University College in Kampala, Uganda, the University College in Nairobi, and the University College in Dar-es-Salaam, Tanzania. I am happy to state that enrolment in the University of East Africa has increased very rapidly since the achievement of independence in these three countries. Postgraduate work has also been expanded and the University College in Nairobi has added courses in Medicine, Architecture, Design and Development, Home Economics and Nutrition during the 1967-1970 triennium. It is hope that a Faculty of Agriculture will be introduced in Nairobi in the very near future.

17.23 We are well aware that the increase in the number of institutions, staff and enrolment in themselves are not enough. Quite as important is the quality of education being given and the motto of the Minister of Education in Kenya is "Expand Education and Constantly Upgrade its Quality".

17.24 Mr. President, the Government and the people of Kenya are always ready to cooperate with the Unesco Secretariat and other Member States of the Organization in promoting education throughout the world.

18. Le PRESIDENT: Je remercie le chef de la délégation du Kenya et je donne la parole à S. Exc. M. Ong Pang Boon, ministre de l'éducation, chef de la délégation de Singapour.

19.1 Mr. ONG PANG BOOM (Singapore): Mr. President, distinguished delegates, this is the second time that the Republic of Singapore has participated in the General Conference of Unesco and the first occasion on which I have had the honour of leading my country's delegation to this august assembly. Allow me, Mr. President, to add to the felicitations which so many distinguished delegates have so eloquently expressed on

your election as President of this General Conference. Under your able leadership, Singapore is confident that this Conference will accomplish its task of furthering Unesco's objectives.

19.2 Mindful of the Secretariat's suggestions concerning the scope of the policy debate, I shall not subject the assembly to a detailed account of Singapore's problems and achievements. Nevertheless, I feel that, for a very young nation and a comparatively new member of Unesco, a few words by way of introduction will not be out of place. Furthermore, there have been certain developments in Singapore which may be of interest to members of this Conference.

19.3 Singapore became an independent nation as recently as August 1965. Situated at the tip of the Malayan peninsula in the very heart of South East Asia and at the crossroads of international routes in that region, our small island State has no resources other than human resources. Traditionally, therefore, we have depended on an entrepot economy. In recent times, however, Singapore has successfully begun to industrialize and to establish itself as a centre of international trade. We have a young, multi-racial population of two million, of which 26 per cent are in school. Education is universal and multilingual, with English widely used as the language of science and technology, commerce and international communication.

19.4 Although we have achieved the second highest per capita income in Asia and have maintained an economic growth of 9 per cent per annum during the three years of our independence, we are still beset with many grave problems in common with other developing countries. Chief among these are the need to create employment for an increasing number of school leavers, and the more immediate problem of filling the economic vacuum resulting from the accelerated rundown of military bases. We have had to turn, like so many other developing countries, to industrialization as a possible solution to the problem of maintaining and improving the standard of living of our people. In this respect, the shortage of skilled manpower - particularly the middle-level technicians and craftsmen - is acutely felt. It is in a way a reflection of the inadequacies and shortcomings of an earlier education system that emphasized the traditional academic type of education which is ill-equipped to prepare the young school leavers with the necessary knowledge and skills for employment in industries.

19.5 The problem is further aggravated by certain values deriving from the colonial era when large numbers were groomed for clerical positions and only a fortunate few for administrative service and such professions as medicine and law. The reluctance to train for blue-collar jobs and the preference for an academic and pure science education have meant that an adequate number of skilled workers and technicians has not been forthcoming. Thus, it is recognized that, for developing countries to succeed in

the important task of achieving modernization and rapid social and economic development, it is necessary to inculcate new attitudes as well as to teach new skills and disseminate new knowledge.

19.6 We are currently re-structuring our educational system at all levels, with a view to introducing a system of technical education and industrial training that will not only meet the needs of the developing industrial sector, but also bring Singapore into the age of technology. In this respect, the support of Unesco in our technical teacher-training programme under UNDP Special Fund is most timely and valuable.

19.7 The other great task in Singapore is that of evolving a common multi-racial and multi-cultural society. Founded by the British in 1819, modern Singapore grew from a small fishing village into a busy sea-port attracting peoples from many countries of Asia and Europe. A policy of separate development for each community was the British answer to the problem of ruling a cosmopolitan sea-port. Singapore was then a migrant society, each community divorced from the other and each man concerned with himself and his immediate family.

19.8 With internal self-government and at a later stage independence, Singapore was confronted with a task common to many ex-colonial developing nations - the task of forging a united nation out of many races or communities which had been brought together by colonial rule. Our objective is the evolution of a multi-racial society comprising Malays, Chinese, Indians and Pakistanis, Eurasians, Europeans and others. In this evolution we have assigned a key rôle to education. We are committed to the ideal of a multi-racial society and there is no discrimination on the basis of race, colour, religion or sex. The religion and way of life of each major community is, in fact, not only respected but actively fostered.

19.9 While Malay is the national language, education is provided in the four official languages: Malay, Chinese, Tamil and English. Every school child is required to study a second official language with a view to breaking down language barriers.

19.10 Since 1960, the Government has been pursuing a policy of school integration. Pupils and teachers representing two or three language streams are enabled to work and study in one school building under a single administration, and participate jointly in extra-curricular activities in and out of school. We hope that our efforts to create a multi-racial and multi-cultural society will succeed and may contribute to peace and understanding in a world beset with the problems of racial minorities and in an international community increasingly divided between the developed white nations and the developing coloured nations.

19.11 Finally, I would like to touch on regional co-operation in the field of education. Developing countries in South East Asia, like developing nations elsewhere, realize that

in regional co-operation lies one way of achieving their common objective of rapid social and economic development. As was mentioned by the Minister for Education of Malaysia yesterday, one such organization for regional co-operation is SEAMEC - the South East Asian Ministers of Education Council - formed three years ago solely for the purpose of regional co-operation in education. Its founder members are Indonesia, Laos, Malaysia, Philippines, Thailand and Singapore, all of whom are also Member States of Unesco.

19.12 Among the various educational projects which the Organization has sponsored is the Regional English Language Centre in Singapore. English is at present one of the leading languages of modern science and technology. Regional co-operation in developing the use of this language is one way in which member countries might modernize and raise their living standards. The Centre provides training courses for key personnel from member countries in the teaching of English as a second language.

19.13 Since its establishment over a year ago, the Centre has been carrying our research into a Teacher Education Programme devised by an independent research organization with the object of adapting the programme to suit local conditions. Currently, the first intensive 4-month training course in the teaching of English as a second language is being conducted for senior educators from six member countries. Within the next two months, work will begin on the construction of an 18-storey building to accommodate the permanent Centre and an International House for visiting scholars and scientists. I need hardly add that Unesco personnel will be most welcome in the International House, which they may find more congenial than luxury hotels.

19.14 Mr. President, Singapore is so convinced of the value of regional co-operation in education that the Government has underwritten 50 per cent of the total cost of the Regional English Language Centre. We are doing this despite our limited financial resources in the hope that other countries in the region will establish similar projects on the same basis and that international organizations such as Unesco will find the project worthy of their support. In thanking you, Sir, for the opportunity to address this Conference, may I leave delegates with the thought that, through regional co-operation, we may yet achieve international co-operation.

20.1 Le PRESIDENT : Mesdames, Messieurs, je remercie le chef de la délégation de Singapour, dernier orateur inscrit pour prendre la parole ce matin. Nous avons fort heureusement terminé à temps grâce au fait que chaque orateur a respecté, une fois encore, de façon scrupuleuse, le temps de parole qui lui était imparti. Voilà deux jours

qu'il en est ainsi et il n'y a pas de raison que cette règle ne soit pas observée au cours des prochaines séances.

20. 2 Nous reprendrons le débat de politique générale cet après-midi à 15 heures.

20. 3 La séance est levée.

The meeting rose at 1.05 p. m.

La séance est levée à 13 h.05

Se levanta la sesión a las 13.05

Заседание закрывается в 13 ч. 5 мин.