

Not only does the dispersion of the family unit over too long a period of time lead to psychological and physiological difficulties for the couple, but it may also make parent-children and more especially father-children relationships more difficult.

The child is conditioned by the quality of the education he receives. But the success of his social integration is linked closely to adaption and to the problems that arise in the family unit of which he is a part.

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**Cultural policies in Asia.** *Louis Cheissoux, Unesco Chronicle, Paris, November 1973, No 11.*

*Lifelong education and cultural development.*—In so far as cultural development has its roots in the varied circumstances of life and is fundamentally concerned with man playing an active part in the advancement of the community, it is also an educational undertaking. In so far as lifelong education contributes to the social and civic education of the individual, develops his judgement, his initiative and his ability to adapt to change, it performs an eminently cultural function.

The two activities are therefore closely linked. How is this relationship expressed in the countries of Asia? How can lifelong education contribute to improving the cultural life of individuals and societies? And, conversely, how can cultural development become part of an overall educational process? It can be said that adult education is an essential factor of cultural development; that the public authorities have a duty to give high priority to access to, and participation in, culture in its most varied forms by all social classes; that this activity can only be effectively carried out in the context of a community where lifelong education is established; that it implies making use of "animateurs" or community leaders belonging to those same groups they are called upon to stimulate, and the participation of professional specialists in lifelong education and cultural activity.

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