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UNITED NATIONS ASSISTANCE FOR THE ADVANCEMENT OF WOMEN

Preliminary Report by the Secretary-General (continued)

Resources available to Member States for the
advancement of women

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INTRODUCTION

1. As indicated in the introduction to this preliminary report by the Secretary-General concerning United Nations assistance for the advancement of women (E/CN.6/435, para. 9 (e)), the section contained in the present document has been prepared in accordance with paragraph 1 (a) of resolution 10 (XVII) of the Commission on the Status of Women, in which the Secretary-General was requested to supply the Commission "with a summary statement of resources available to Member States for the advancement of women, if possible with illustrations, together with an explanation of how the desired assistance may be requested, to be based on information regularly available on all programmes in the United Nations system, and in the case of non-governmental organizations in consultative status, on information furnished by them".
2. Part I of this document contains information on technical assistance and related programmes of the United Nations system of organizations. Part II includes information on relevant programmes of non-governmental organizations in consultative status, based on information furnished by such organizations. In annex I some examples are cited of projects of interest to women which have been undertaken in recent years under programmes within the United Nations system. Annex II includes examples of projects undertaken by non-governmental organizations.
3. In considering a long-term programme for the advancement of women, it is necessary to have a clear understanding of the scope of the term "advancement of women", and the Commission may wish to express its views on this question.
4. For the purposes of this report, the Secretary-General has given the term a broad interpretation in the light of the information received from Governments, specialized agencies and non-governmental organizations, especially as regards the fields in which it is thought that assistance for women may be most useful, and the types of assistance that it is considered would be most beneficial.^{1/} The information contained in part I relates to programmes of technical co-operation within the United Nations system that appear to benefit women both directly and within the context of national development. In particular, information has been included that seems to be of interest from the point of view of increasing the participation of women in public life at all levels.

^{1/} See E/CN.6/435, para. 3, points (3) and (4).

5. The Secretary-General draws the attention of the Commission to resolution 1920 (XVIII) on the participation of women in national, social and economic development, which was unanimously adopted by the General Assembly on 5 December 1963. The operative paragraphs of this resolution read as follows:

"1. Calls the attention of Governments of States Members of the United Nations and members of the specialized agencies to the desirability of appointing qualified women to bodies responsible for the preparation of national development plans;

2. Further calls the attention of the Governments of such States to the importance of training women so as to enable them to participate fully in all phases of the planning and execution of national development programmes and to the contribution which non-governmental organizations can make in this respect;

3. Invites Governments of States Members of the United Nations and members of the specialized agencies and non-governmental organizations within those States to collaborate in making full use of the services available under the various technical assistance and advisory services programmes in order to promote the full participation of women in the planning and execution of national development programmes;

4. Requests the Secretary-General, in consultation with the Executive Chairman of the Technical Assistance Board, the Managing Director of the Special Fund, the directors-general of the specialized agencies concerned and the Executive Director of the United Nations Children's Fund, to study the possibilities, under the United Nations technical co-operation programmes, of making available to the developing countries the assistance required for the establishment and development of social or other centres where women can receive the requisite training to enable them to participate effectively in the economic and social development of their countries."

6. The consultations called for in operative paragraph 4 of the above resolution have already taken place.

I. PROGRAMMES OF THE UNITED NATIONS SYSTEM

7. All programmes of technical co-operation within the United Nations system are aimed primarily at raising the economic and social levels of the population as a whole, especially in the developing countries, within this general framework, many existing programmes of the United Nations, the specialized agencies and the United Nations Children's Fund already contribute in some measure to the advancement of women in various spheres.

8. Several organizations within the United Nations system carry out projects in their special fields of competence, which are financed and administered under the regular budget of the organization concerned. A number of organizations also participate in, and act as executing agencies for, projects that are financed and administered under the Expanded Programme of Technical Assistance and under the United Nations Special Fund. Assistance under all programmes is given only at the request of Governments, who establish their own priorities when submitting their various requests for aid.

9. Broadly speaking, therefore, technical assistance is available to Governments which request it under the "Regular Programmes" of the United Nations and some of the specialized agencies (including the International Labour Organisation, the Food and Agriculture Organization, the United Nations Educational, Scientific and Cultural Organization and the World Health Organization), through the United Nations Children's Fund, under the "Expanded Programme of Technical Assistance", and under the "United Nations Special Fund". Further details on these and other programmes which may be of interest to women are given below.

10. The basic objective of the technical assistance programmes is to help to prepare more people to contribute towards the progress of their countries, either by advising them, showing them, teaching them, or giving them the opportunity to exchange and develop the information which they already have. The various programmes cannot construct a factory, or a school, or a hospital laboratory, but they can, at a Government's request, train the staff for these institutions, consult on technical problems, suggest work programmes, recommend and demonstrate

equipment and, in every way required, help to improve methods. They cannot produce more food, or eradicate a disease, but they can mobilize the experience of those who have done so successfully. The programmes are built on the principle that almost every country, regardless of its stage of development, has a contribution to make to the economic and social growth of other countries.

11. It may be noted that rigid lines of demarcation are not drawn between the activities undertaken under different programmes. These tend rather to be mutually complementary and to reinforce one another. The forms of assistance rendered under all programmes are substantially similar, and include expert advice; training through the award of fellowships or scholarships, and the establishment of training institutes; and the exchange of information through seminars, workshops, study tours or other groups, generally on a regional basis.

12. Under most of the programmes, limited amounts of equipment may be provided for the purpose of demonstration, or the training of local personnel in modern methods and techniques - usually in connexion with an expert mission - although generally it is the responsibility of the recipient Government to provide such equipment and supplies. In the case of UNICEF, however, assistance may be given largely in the form of supplies and equipment.^{2/}

A. United Nations Development Decade

13. On 19 December 1961, the General Assembly designated the nineteen sixties as the "United Nations Development Decade, in which Member States and their peoples will intensify their efforts to mobilize and sustain support for the measures required on the part of both developed and developing countries to accelerate progress towards self-sustaining growth of the economy of the individual nations and their social advancement" (resolution 1710 (XVI)), and set as a specific objective of the Decade the achievement by 1970, of "a minimum rate of growth of aggregate national income of 5 per cent" in the developing countries.

14. At the request of the General Assembly in the same resolution, the Secretary-General submitted to the Economic and Social Council in 1962 proposals for the intensification of action in the fields of economic and social development,^{3/} outlining the following six major tasks to be accomplished during the Decade:

^{2/} See E/CN.6/435/Add.3.

^{3/} "United Nations Development Decade - Proposals for Action" United Nations Publication, Sales No.: 62.II.B.2.

- (i) The more systematic survey, development and utilization of physical and human resources in under-developed countries;
- (ii) The formulation of true development plans providing for the maximum mobilization of domestic resources and the effective utilization of external assistance;
- (iii) An improvement in the machinery of administration, in institutions and in production incentives in order to meet the new and increased demands arising from these development plans;
- (iv) A redirection of science and technology to increase the attention given to specific problems of low-income countries;
- (v) An increase, and subsequent more vigorous growth, of the export earnings of under-developed countries;
- (iv) An increased and a more assured flow of capital on suitable terms to the under-developed countries.

15. Following the debate on the Secretary-General's report at its thirty-fourth session (1962), the Council, in resolution 916 (XXXIV), called upon Governments of Member States, United Nations bodies and specialized agencies, in the first years of the Development Decade, in addition to their endeavours in other fields to give particular consideration inter alia to:

- "3. ... (f) The development of human resources through adequate programmes for education and vocational training, nutrition, health, sound public administration, housing, urban and rural development, including community development and effective land reform, with particular emphasis on their contribution to over-all development objectives and with the co-operation where appropriate of trade unions and other non-governmental organizations in consultative status."

16. This recommendation has already been reflected in the increased rate of training and of assistance to training institutions of all kinds, which are now turning out thousands of teachers, doctors, nurses, technicians, skilled workers, managers and administrators. Another major emphasis of the United Nations during the Development Decade has been on assisting countries in planning for national development.

17. All such activities are clearly of interest from the point of view of the advancement of women. It should, however, be noted that some comments of

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Governments and of non-governmental organizations relating to a long-term programme for the advancement of women indicate that such a programme should not be restricted to a ten-year period, as it may well require much longer to achieve concrete results.

B. Regular programmes of technical assistance and advisory services

(a) United Nations

18. The regular programmes of technical assistance and advisory services of the United Nations are financed under the regular budget of the Organization. They have been established under a series of General Assembly resolutions dating back to 1946, and covering the following fields: social welfare (resolutions 52 (I) of 14 December 1946, and 418 (V) of 1 December 1950); economic development (resolution 200 (III) of 4 December 1948); public administration (resolution 723 (VIII) of 23 October 1953); human rights (resolution 926 (X) of 14 December 1955); and narcotics control (resolution 1395 (XIV) of 20 November 1959). In addition, the General Assembly, in 1958, established a programme aimed at providing operational, executive and administrative personnel (OPEX) as a supplement to its existing activities in the field of public administration (resolution 1256 (XIII) of 14 November 1958).

19. Among these, the programmes that are of particular interest to women are those dealing with human rights, social welfare and public administration. Further details on each of these programmes are given in paras. 51-58, 59-67, 68-81 respectively below.

(b) Specialized agencies

20. Several of the specialized agencies (especially ILO, UNESCO, FAO, and WHO), through their concern with the economic and social development of all peoples, contribute to the advancement of women, and some agencies have carried out and are planning projects specifically designed to improve the condition of women. Each of the agencies cited above carries out projects under its own regular budget, and participates in the Expanded Programme of Technical Assistance and in the United Nations Special Fund.

21. The work of these four agencies that contributes to the advancement of women is described in the replies they have submitted to the points raised by the Secretary-General,^{4/} which have been reproduced in document E/CN.6/435/Add.2. Attention is also drawn to the information which they submitted previously under Economic and Social Council resolution 771 H (XXX) and which was issued as follows: ILO (E/3493, paras. 22-38 and 167-188, and E/3493/Corr.2, and E/3566, paras. 56-65); UNESCO (E/3493, paras. 39-80 and 189-199); FAO (E/3566, paras. 49-55 and 113-114); and WHO (E/3566, paras. 66-68).

C. United Nations Children's Fund (UNICEF)

22. The United Nations Children's Fund, which is financed by voluntary government and private contributions, aids Governments in health, nutrition, education, social welfare and vocational training projects benefiting children and youth, preferably as part of national programmes for economic and social development. UNICEF provides supplies and, under certain conditions, funds for national training schemes.

23. Information on UNICEF activities of particular interest to women is included in its comments and observations relating to a long-term programme for the advancement of women which have been reproduced in document E/CN.6/435/Add.3.

D. The Expanded Programme of Technical Assistance

24. The Expanded Programme of Technical Assistance, established in 1949 (resolutions 222 (IX) of the Economic and Social Council and 304 (IV) of the General Assembly) is financed by the voluntary contributions of governments of States which are Members of the United Nations or of one of the specialized agencies. Contributions are made each year at a Pledging Conference specially convened for this purpose. They may not be made subject to limitations as to the agency, country or project for which they are to be used, but

^{4/} E/CN.6/435, paras. 3 and 4.

are pooled for use in accordance with the global needs of the programme and there is no direct relationship between a Government's contribution and the assistance it may receive.

25. The Organizations which take part in the Expanded Programme are the United Nations, the International Labour Organisation, the Food and Agriculture Organization, the United Nations Educational, Scientific and Cultural Organization, the International Civil Aviation Organization, the World Health Organization, the World Meteorological Organization, the International Telecommunication Union, the International Atomic Energy Agency, the Universal Postal Union and the Inter-Governmental Maritime Consultative Organization. Participating organizations share in the funds contributed and take full operating responsibility for the projects which fall within their specific areas of competence.

26. General supervision of the Expanded Programme (and also of the regular programmes) is exercised by the Technical Assistance Committee of the Economic and Social Council which is composed of the eighteen members of the Council and twelve additional Governments elected from the members of the United Nations and the specialized agencies. The Committee must approve the annual programme and authorize the distribution of funds among the participating organizations before activities can start each year.

27. The co-ordination of the Expanded Programme is the responsibility of the Technical Assistance Board which is composed of the executive heads of the participating organizations and an executive chairman. The Board decides on management of funds, programme planning and administrative procedures.

28. The broad fields in which technical assistance is available under the Expanded Programme are: economic and industrial development; statistics; public administration; social development; manpower organization (vocational training); co-operation; handicrafts and small-scale industries; social security; management development and productivity; rural development; labour conditions and administration; land and water development; plant production and protection; animal production and health; rural institutions and services; fisheries; nutrition and home economics; forestry and forest products; agricultural economics; education; scientific research and training; communications and information; civil aviation; public health services; communicable diseases; medical and allied education and training; meteorology; telecommunications; peaceful uses of atomic energy; postal administration and services and maritime safety.^{5/}

^{5/} A more comprehensive list appears in TAB/1/Rev.4, Appendix I.

29. Between 1950 and 1964 approximately 70 per cent of all Expanded Programme funds were used for the provision of some 13,000 experts to assist 130 countries and territories. Experts may be assigned individually or in teams and may have various functions. They may advise Governments on administrative or technical problems; organize demonstration or pilot projects; help to establish educational or training institutes and perhaps, undertake instructional duties; organize other forms of group training; or perform operational functions with executive responsibilities.

30. During the same period 30,000 fellowships were awarded to nationals of 150 countries and territories. Fellowships are given primarily to train men and women at the professional, supervisory or management levels and preference is given to candidates who have already attained a position of responsibility in the life of their countries, and who will be able to apply their knowledge in established jobs when they return home. Candidates must be nominated by their Governments, but final selection of fellows and arrangements for their placement are made by the United Nations or specialized agency concerned.

31. The funds available for the Expanded Programme have increased substantially since 1959, when a total of \$29.4 million was pledged by Governments. In 1964 the figure was \$51.6 million. In 1965 expenditure has been authorized at the level of \$56.3 million.

32. Attention is drawn to an explanatory booklet entitled "The Expanded Programme of Technical Assistance for Economic Development of Underdeveloped Countries" (TAB/1/Rev.4) and to a pamphlet entitled "The Expanded Programme of Technical Assistance" (United Nations publication, Sales No.: 64.II.H.2) in which the objectives and principles of the Expanded Programme and the methods and procedures of its operation are described in further detail.

E. The United Nations Special Fund

33. The United Nations Special Fund, established in 1958 (resolution 1240 (XII) of the General Assembly), undertakes projects

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of a pre-investment nature. The Fund is financed mainly by voluntary contributions of Governments, which are made at the same annual Pledging Conference as those given to the Expanded Programme of Technical Assistance.

34. Criteria and principles for the Fund are established by the General Assembly which has directed that the projects should be: selected to meet urgent needs; capable of producing early and substantial results; integrated with national development programmes; designed for earliest possible transfer of responsibility to the developing countries; and co-ordinated with other multilateral and bilateral programmes. Operational activities are reviewed by the Economic and Social Council and directly controlled by the Fund's Governing Council of twenty-four members, which must approve each project.

35. The United Nations and nine of its agencies (the International Labour Organisation, the Food and Agriculture Organization, the United Nations Educational, Scientific and Cultural Organization, the International Civil Aviation Organization, the World Health Organization, the World Meteorological Organization, the International Telecommunication Union, the International Atomic Energy Agency, and the International Bank for Reconstruction and Development) act as executing agencies for the Fund, and are responsible for the supervision of project operations, the recruitment of experts, the procurement of equipment, and the placement of contracts.

36. The Fund seeks to raise the productive capacity of developing nations by demonstrating where investment is feasible, and by creating conditions to make it more fruitful. It produces factual data upon which domestic and outside investors can rely for guidance. It also helps to build institutions and skills essential to self-sustaining economic growth and social advance.

37. The budget for the Special Fund is substantially larger than that of the Expanded Programme of Technical Assistance, and has more than trebled since the Fund was established in 1958. Contributions

pledged in 1964 amounted to \$85.5 million. An essential working principle of the Fund is that the recipient Governments should themselves make a substantial contribution to the implementation of projects.

38. Special Fund assistance is limited to the provision of international experts, of fellowships for advanced study abroad, and of equipment, materials and special services unavailable in the recipient country, but essential to the achievement of the purposes of a particular project.

39. The specific areas of Special Fund activity include assistance to Governments: (1) in carrying out surveys and investigations to demonstrate the feasibility of investment in the development of natural resources, agriculture and industry, including power and transport; (2) in establishing and strengthening institutes of applied research to raise productivity, to expand the utilization of local materials and products, and to disseminate technical information which will promote economic diversification and increased output, efficiency, employment and investment; (3) in helping to develop human resources through advanced education and technical training; (4) in the improvement of development planning and implementation through regional and national institutes which provide courses to up-grade the capacities of those responsible for the preparation, evaluation and implementation of development programmes and provide research and advisory services in the field of development planning.

40. The importance of developing human resources has been recognized by the Governing Council of the Special Fund since its inception. All the projects it assists contain strong elements of training, including fellowships for foreign study, and over 40 per cent of the Special Fund's resources is devoted to projects having education and training as their main objectives. Assistance in various kinds of training has been given, including engineering, industrial management, vocational training, teacher training, civil aviation and telecommunications.

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41. Advanced education and training programmes assisted by the Special Fund are open to women as well as men. Women are, for example, enrolled in civil aviation and engineering courses, as well as in teacher training and development planning projects. They are also actively engaged in a number of Fund assisted applied research institutes.

42. The Special Fund has recognized that the existence of a substantial proportion of illiterate adults in the manpower potential in a given country can be a bottleneck to its economic development, and it indicated recently that it could consider supporting requests for pilot projects dealing with adult illiteracy particularly when they are a part of a project with a broader objective.

43. Up to the end of January 1965 a total of 485 Special Fund projects had been authorized in 130 low-income countries. The gross cost of all projects amounts to \$1,082 million, towards which the Special Fund has committed approximately \$441 million. The Governments receiving assistance have agreed to pay the balance of \$641 million.

44. Attention is drawn to three reports of the United Nations Special Fund: (1) "Target: An Expanding World Economy" (United Nations Publication, Sales No.: 63.I.7); (2) "Impact" (United Nations publication, Sales No.: 64.I.12) which give further information on the United Nations Special Fund; and (3) Report by the Managing Director on the Implementation of Programmes (SF/L/112 and Add.1).

F. Proposed United Nations Development programme

45. The Economic and Social Council, in resolution 1020 (XXXVII) of 11 August 1964, has recommended for adoption by the General Assembly at its twentieth session (1964) a resolution proposing that the Expanded Programme of Technical Assistance and the Special Fund should be consolidated into a single programme. This would be known as the United Nations Development Programme, retaining the special characteristics and operations of the two programmes. Separate funds could continue to be maintained, the contributions of governments being pledged to the two programmes separately in accordance with current practice.

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G. Technical assistance on a payment basis (funds-in-trust)

46. A significant development in recent years has been the expansion of technical assistance on a payment basis, usually called "funds-in-trust". Broadly speaking, these projects fall into two groups: those financed by the recipient countries themselves, which form the larger group; and those financed by donor governments, and in some instances by non-governmental organizations. The Government, or non-governmental organization, deposits funds in trust with the United Nations or other agency concerned to cover the entire anticipated cost of the project (as distinct from certain local costs which Governments normally assume under other technical assistance programmes).
47. The United Nations increased the scale of its activities of this kind from \$830,000 in 1962 to \$1,200,000 in 1963, the ILO from \$180,000 to \$320,000, and UNESCO from \$20,000 to \$390,000. The total expenditure for all organizations in 1963 was \$2.9 million as compared with \$2.3 million in 1962, and \$1.8 million in 1961. Altogether fifty-seven countries received assistance in this way in 1963, as against forty-two in 1962, and twenty-nine in 1961.
48. Chile, Iran, Libya, Nigeria, Saudi Arabia and Venezuela are among the recipient countries which, to date, have had the largest programmes of assistance on a payment basis from the United Nations and its agencies. The projects undertaken include housing, and town planning, community development, technical training, public health, and education in Saudi Arabia; agriculture, housing, social welfare, and nurses training in Libya; training of various kinds in Venezuela; and technical education and economic planning in Iran.
49. One of the largest items of assistance financed by sources other than the recipient Governments themselves has been the Freedom-from-Hunger Campaign of the Food and Agriculture Organization. An example of particular interest to women is the arrangements made in connexion with the Community Education Training Centre in Fiji, which are described in Annex I (para. 49-58).

50. An example in another field of particular interest to women is the assistance rendered by the Swedish Government for the education and vocational training of girls and women in Africa under an arrangement with UNESCO to provide funds-in-trust. Particulars of this project are also given in Annex I (paras. 47-48).

H. Specific United Nations programmes of particular interest to women

(a) Advisory services in the field of human rights^{6/}

51. The programme of advisory services in human rights, which is the only United Nations programme expressly concerned with the status of women, as an aspect of human rights, has developed along different lines from the technical assistance programmes. It is financed and administered solely under the regular budget of the United Nations. The total funds currently available for the whole human rights programme are \$180,000.

52. This programme was initiated in 1956 under General Assembly resolution 926 (X). Prior to the adoption of this resolution, the General Assembly, on the recommendation of the Economic and Social Council and of the Commission on the Status of Women had authorized the Secretary-General, in October 1953, to render, at the request of Member States, services which did not fall within the scope of existing technical assistance programmes, in order to assist these States in promoting and safeguarding women's rights (resolution 729 (VIII)).

53. Resolution 926 (X) is applicable to the whole field of human rights, including the status of women, provided that adequate assistance is not already available through a specialized agency, and that the subject does not fall within the scope of existing technical assistance programmes. The main forms of assistance authorized by the resolution are: the provision of experts; the award of fellowships; and the organization of seminars.

54. Requests have been received for each form of assistance to promote the advancement of women, although the main emphasis has been on the organization of regional seminars and, more recently, also on the award of fellowships.

55. Very few requests for the services of experts in the human rights field have been received. One of these, however, was a request from the Government of Pakistan for the services of an expert to give advice on measures for increasing

^{6/} See also the pamphlet entitled "United Nations Program of Advisory Services in the Field of Human Rights" (OPI/167).

the effective participation of women in social and political life. The Government commented that the report of this expert "was of great help to the Government of Pakistan, which accepted a number of the suggestions made".^{7/}

56. Two series of regional seminars relating to the status of women have been held under the advisory services programme since 1957: one on "the participation of women in public life", and the other on "the status of women in family law", making a total of seven seminars relating to the status of women to date. Human rights seminars are organized for the purpose of bringing together key people within a region to stimulate their thinking and, through their leadership, to encourage greater awareness of problems of human rights. Regional seminars under this programme are now organized on the basis of approximately three a year, one being devoted to some aspect of the status of women.

57. Increasing interest in the award of human rights fellowships is being shown by Governments, although the number of women candidates nominated has been relatively small. The areas of study of fellowships which were awarded in 1963 included the following: the drafting and implementation of legislation relating to the protection of the child and the family; the status of women in family law; the comparative study of the status of women in Moslem law; civic activities of women; participation of women in public life; equal employment opportunities for women; legal aid and assistance with particular reference to the application of these techniques to the improvement of the status of women.

58. More detailed information on the activities undertaken in the last two years under the advisory services programme is contained in the reports of the Secretary-General on this question, which are before the Commission under item 6 of its provisional agenda (E/CN.6/418 and E/CN.6/436).

(b) Social development and welfare

59. The programme of advisory social welfare services, initiated in 1946, was put on a continuing basis in 1950 under General Assembly resolution 418 (V). In that resolution the General Assembly authorized the Secretary-General, subject to the directions of the Economic and Social Council, to make provision for certain social welfare services and functions. Assistance is rendered under both the Regular and Expanded Programmes of Technical Assistance.

^{7/} E/3566, para. 43.

60. As the social welfare programme has evolved, increasing emphasis has been placed on social development generally, and, in particular, on the relationship of social and economic policy and methods of achieving the integration of social and economic development. The assistance given has included regional meetings on the problems of social planning in the context of over-all social and economic development planning, the organization of study tours for economic and social planners, short courses arranged at the regional development institutes for senior government officials concerned with the social aspects of development, and the provision of experts to advise individual countries on social policy and development.

61. The activities currently carried out under the social development and welfare programme are all of considerable interest to women. In addition to problems of social development in general, they relate to population, community development, housing, social services and training in these social fields. It may be noted that the General Assembly, in resolution 1920 (XVIII) referred to in para. 5 above, recognized "the contribution of women to national social development programmes, particularly those relating to community development and social welfare, and the importance of such programmes to the advancement of women in general".

62. An increasing number of requests for assistance in social services is being received, especially in the development of training programmes for various types of social welfare personnel. Several countries have also requested social welfare advisers to assist them in planning and organizing more comprehensive programmes of national social services. Some have asked for social welfare research advisers to assist in undertaking practical research, which would enable countries to determine needs and provide services on a more scientific basis. Other Governments have requested help in developing programmes of social services in the area of family, youth and child welfare. In 1964, for example, twenty-three countries received advisory assistance in this field, and at the same time material aid from

UNICEF which together are helping them to implement social goals. Many of these projects place emphasis on the development of community services to help mothers make the difficult adjustment to urban life and to prepare their children for the new ways of living.

63. The term "community development" as defined for United Nations purposes refers to "the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation and to enable them to contribute fully to national progress".^{8/} The distinctive features of community development programmes are "the participation by the people themselves in efforts to improve their level of living with reliance as much as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make them more effective". Such programmes require trained workers to stimulate self-help efforts and to aid people to obtain necessary technical and material assistance, and to aid people in planning and executing projects; material assistance to the extent and at the time required to make the will to self-help effective; and institutional means (e.g. local government and co-operatives) to maintain certain types of facilities or activities established through voluntary effort. The growing recognition of community development as a means of bringing about economic and social improvement has led to an increasing number of requests to the United Nations for the services of experts to formulate and implement national programmes in community development, or to undertake specific responsibilities within these programmes such as training, women's activities, public works, youth work, public administration and land settlement.
64. The need to encourage women to participate in community development programmes has been recognized by the General Assembly (e.g. resolution 1162 (XII)), by the Social Commission (e.g. E/3769, para. 58) and by the Group of Experts appointed in 1963 to advise the Secretary-General on certain broad issues that arise in community development programmes (United Nations publication, Sales No.: 64.IV.2, paras. 117-125), and various practical measures have been taken to achieve this end.^{9/} The same emphasis, however, has not been placed on the use of these programmes specifically to improve the status of women.

^{8/} Official records of the Economic and Social Council - Twenty-fourth session Annexes, agenda item 4, document E/2931, Annex III, para. 1.

^{9/} See E/3566, para. 38.

65. Note should also be taken of United Nations activities in the fields of housing, building and planning, and population as they relate to international efforts looking toward the improvement of the status of women. For example, those aspects of the housing problem relating to the provision of low cost housing and related community facilities have their influence upon the advancement of women and the family. Similarly, United Nations activities in the field of population, including the question of family planning, are of great importance for the health and welfare of women. For the first time, assistance is being provided, under the Expanded Programme, in the specific field of family planning: a team of six consultants is to visit India in the near future.

66. Although the funds available for technical assistance in the social field under the regular budget of the United Nations and under the Expanded Programme of Technical Assistance have increased since 1960, the requests of Governments for assistance continue to exceed available resources. In 1963 and 1964 the funds available under the regular budget were \$2,105,000 for each year. The programme authorized under the Expanded Programme of Technical Assistance was \$1,204,000 in 1963^{10/} and \$1,600,000 in 1964. In addition, in 1963 the sum of \$410,161^{10/} was available from extra-budgetary sources and an estimated sum of \$600,000 for 1964 from the same sources.

67. It may be noted that the Secretary-General in drawing the attention of the Social Commission at its fifteenth session (1963) to the terms of General Assembly resolution 1777 (XVII) on United Nations assistance for the advancement of women stated as follows: "The Secretary-General, cognizant of the important role which women must play in the advancement of the less developed countries, and having given attention to the important role which women should play in community development activities, is keeping this resolution in mind when providing guidance and direction in the establishment of development programmes and in evaluating requests for technical assistance under the advisory social welfare services programme."^{11/}

^{10/} See E/3870, page 70.

^{11/} E/CN.5/377, para. 97.

(c) Public administration^{12/}

68. In 1948 the General Assembly approved a proposal of the Economic and Social Council providing for the establishment of an international centre for training in public administration to give training in the principles, procedures and methods of modern administration. Within a few years, assistance was no longer limited to training, and a growing number of requests for expert advice was being received.

In 1952, the General Assembly placed the public administration programme on a continuing basis (resolution 518 (VI)) and authorized the use of funds from the Expanded Programme of Technical Assistance for increased activities in this field.

69. In resolution 723 (VIII) adopted on 23 October 1953, the General Assembly recognized the increasingly important role of governmental administration in programmes for the promotion of economic development and social welfare. It approved a revised programme in public administration, comprising: 1. the provision of: (a) the advisory services of experts; (b) fellowships and scholarships; (c) training institutes, seminars, conferences, working groups and other means; and (d) the provision of technical publications; and 2. the collection, analysis and exchange of technical information, and assistance to Governments to promote sound public administration in relation to economic and social development.

70. United Nations assistance in public administration deals, in general, with: (a) the central administration of government; including its organization; methods; personnel administration; budgetary and financial administration; purchasing, stores, material, and records management; and general training of government personnel; and (b) decentralized government operation; including the deconcentration of administrative operations to area and field offices; the devolution of functions to regional and local authorities; the relations of central government to autonomous enterprises, co-operatives and programmes of community development.

^{12/} See "A Handbook of Public Administration", United Nations publication, Sales No.: 61.II.H.2.

71. Since the programme was established, assistance has been provided to a number of national and regional training institutions, some of which were initiated under the United Nations programme. The award of fellowships has been an important feature of the programme, and a number have been awarded for attendance at various training centres and institutes. Areas of specialization have included general administration, organization and methods of public agencies, personnel management, postal administration, public finance, and local and municipal administration. Experts have been provided to serve as teachers and members of the directional staff in training institutions and also, either as individual experts or as members of teams of experts, to make surveys and recommendations on general or specific problems of public administration.

72. In the recruitment or selection of experts the choice is circumscribed by the extent to which Governments actually utilize women in the public services, and a tendency for women to be limited to such specializations as teaching, nursing and social work, and to be used in clerical and secretarial posts has been noted. In the last ten years the total number of women who have served as experts in the field of public administration is six.

73. In the last five years the nominations by Governments of women for fellowships in public administration averages only 2 per cent of the total nominations made.

74. When technical assistance in public administration involves support of national training, and where the national programmes extend to vocational specializations, or levels where women are usually employed, they do benefit by the training that is offered.

75. United Nations activities in the field of public administration have increased substantially in recent years and a growing number of requests for the services of experts and for the award of fellowships has been received since 1960. In addition, regional and interregional efforts have been stepped up to support the work of experts, and to suggest alternative solutions, based on comparative study, for the administrative problems faced by developing countries. New types of assistance are also being developed.

76. The current trend in the public administration programme is towards research and assistance in three main fields, all of which are directed towards the building of institutions for development. In the first place, urgent measures are required for the development of competent civil service and personnel systems and for the building of institutions. This calls for the development of comprehensive and long-term training schemes at all levels. Secondly, special emphasis is being given to the requirements of development planning and to the need to relate every form of assistance to the development goals of the country. Thirdly, materials are being assembled and assistance provided in methods of improving regional and local administration.

77. The expenditures on technical assistance activities in public administration averages approximately \$2,000,000 annually. This includes some Special Fund activities.

78. A new phase of the programme of technical assistance in public administration, namely, the provision of operational, executive and administrative personnel ("OPEX") was initiated by the General Assembly in 1959 (resolution 1256 (XIII)), and placed on a continuing basis in 1960 (resolution 1530 (XV)).

79. Under this programme, the United Nations recruits personnel internationally, at the request of a Government and subject to its approval, who actually assume operational posts in the country of assignment until local personnel can be trained to take over their duties. The programme was undertaken to meet the pressing demands from developing countries and particularly from newly independent countries, which found themselves without trained personnel for operational, executive and administrative posts.

80. Requests for personnel have included managerial positions in such diversified occupations as agriculture and fisheries, banking, revenue and finance, civil aviation, economic planning and development, educational administration, industrial operations, meteorology, postal services, telecommunications, including radio broadcasting,

general public administration, public health, social security and social welfare, community development, statistics, and transport and communications. An important requirement for officials appointed to these positions is the ability to transmit knowledge and managerial skills and to train understudies and counterparts so that, as soon as practicable, the country may replace the temporary international official by one of its own nationals.

81. The number of requests received under the programme has led the General Assembly to increase the appropriation under the regular budget from \$200,000 in 1959 to \$850,000 in 1961, 1962 and 1963. Furthermore, in 1963, the General Assembly, approving recommendations of the Economic and Social Council, authorized, on an experimental basis for the two year period 1964-1966, the use of funds from the Expanded Programme of Technical Assistance for the provision of operational personnel.

I. How assistance may be requested

82. Assistance under any of the programmes mentioned above is provided only at the request of the Government concerned, which also decides the form, timing and nature of the aid it wishes to receive.

83. Requests for assistance are normally submitted by the Government through the local Resident Representative of the Technical Assistance Board and Director of Special Fund Programmes. If appropriate, requests may be submitted through the local Field Representatives of the specialized agencies and of UNICEF. If there is no local representative, requests may be submitted to the headquarters of the appropriate organization within the United Nations system.

84. Requests of Governments under the advisory services programme in the field of human rights are submitted, and dealt with, as individual projects.

85. Requests for assistance under the Expanded Programme of Technical Assistance are not submitted as individual projects, but as part of a total programme for the country. They must be planned

within a "target" figure set for the country's entire programme, and their submission follows a certain time-table. These procedures are described in some detail in the Explanatory Booklet and Pamphlet already mentioned.^{13/}

86. Requests for assistance from the Special Fund are submitted as proposals for individual national or regional projects. The form and content of the requests and the Guiding Principles followed by the Special Fund are described in detail in Project Guideline 1 (SF/PGL/1).

87. Over the years increasing emphasis has been placed on the establishment, in recipient countries, of co-ordinating units to deal with requests for technical assistance. In many countries these co-ordinating units are responsible for official contacts relating to the operation of the technical assistance programmes of the United Nations system of organizations, especially the Expanded Programme of Technical Assistance, and the Special Fund, and for the co-ordination of these programmes with the Government's own operations and with assistance from other sources.

88. With the exception of requests under the human rights programme, therefore, requests for technical assistance for the advancement of women under other programmes of the United Nations system will largely depend on the priority which Governments accord such projects in the country's over-all plan of national development.

II. PROGRAMMES OF NON-GOVERNMENTAL ORGANIZATIONS IN CONSULTATIVE STATUS

89. The international non-governmental organizations, which responded to the Secretary-General's enquiry relating to a long-term programme for the advancement of women, include: (a) a number of organizations whose specific aim is to advance the status of women; and (b) other organizations, whose objectives are wider in scope, but who recognize that these cannot be achieved without improvements in the status of women. Many of the organizations concerned were established long before the United Nations itself came into being.

^{13/} See TAB/1/Rev.4., Chap. VI; and United Nations publication. Sales No. 64.II.H.2, page 14.

90. The international non-governmental organizations referred to in this report have national affiliates in many areas of the world. These affiliates are primarily concerned with improving conditions in their own countries: membership in the international organization helps to achieve this objective by making available a broader range of experience, and by creating an awareness of the problems of women in other countries. The national organizations assist the parent body by bringing to its attention the most pressing national or local problems, by giving it the basis for recommendations at the international level, and by carrying out its programmes on the national plane.

91. Several organizations, in their replies, emphasize the value in advancing the status of women of close co-operation between non-governmental organizations and the United Nations and its agencies. Resolutions and recommendations adopted by United Nations organs, for example, are given wide publicity and have sometimes formed the basis of representations to governmental authorities on matters requiring action to improve the status of women in political, civil, economic, educational or social fields. Requests to non-governmental organizations to provide information for studies and reports required by United Nations organs have often served to create an awareness among women of conditions affecting certain aspects of the status of women in particular countries.

92. In expressing their support for the regional seminars that have been held under the United Nations programme of advisory services in the field of human rights, several organizations indicate that the value of the United Nations seminars has been increased when they have been followed by regional or national seminars organized by non-governmental organizations to discuss the same, or a similar, topic. Such seminars have often been used to discuss measures that non-governmental organizations might take in helping to solve problems brought to light at the United Nations seminars.

93. As indicated in their replies, non-governmental organizations give practical assistance, including financial help, in many different ways. These are described, with specific examples, in annex II below. In summary, the main forms of assistance mentioned include: the provision of expert advisors; the award of scholarships and grants for study abroad; a variety of training courses for leaders and potential leaders; study tours, exchange visits or similar activities; discussion groups, workshops, seminars; regional and international

conferences; research material and publications; hospitality for students and other persons from overseas or for women coming from rural to urban areas; and equipment of various kinds.

94. Assistance is given in a number of different fields. Many organizations, for example, are concerned with improving education at all levels and vocational training for women. Studies have been undertaken, and representations based on the results of these studies, have been made to the responsible authorities. Fellowships and scholarships have been given for research and advanced study abroad, often in conjunction with the UNESCO study tour scheme for adult education leaders. Many organizations participate in, or have their own programmes of, eradicating illiteracy, adult education, physical education and home-making courses. Some organizations, whose interests are more specialized, offer vocational training in such fields as social services, nursing secretarial work, and kindergarten teaching. Professional organizations often provide opportunities for advanced education and training for professional women.

95. A number of organizations, in their replies, stress the importance of the leadership training courses offered to their members and volunteer workers. Through such courses the women who receive training are enabled to carry out their work in the organization more effectively, to help in establishing new organizations, and to assist in securing social and other services for their communities.

96. Civic and political education is an important aspect of the work undertaken by many organizations. Instruction is sometimes given, either directly or through pamphlets and other publications, in the political structure of the country, and in the proper exercise of voting and other political rights. Through discussion groups, meetings, seminars and conferences, local initiative in solving problems is encouraged, and co-operation is sought with other non-governmental bodies and governmental authorities in carrying out programmes to meet the needs of communities. The topics discussed have included the role of women in community development, in local and national government, and in international affairs, and various aspects of the status of women in family law.

97. Some organizations give help with home industries, especially handicrafts, which in many developing countries give women an opportunity to make money for their personal expenditure and that of their families. Assistance has been given in establishing shops and co-operatives to purchase materials and to market products.

98. Many women's organizations provide opportunities to acquire knowledge and skills for improvement of the home, and hence the standard of living of the community. Training is given in such matters as family planning, child care, nutrition, first aid, hygiene, agriculture and home economics, including cooking, food preparation, dress-making, knitting and simple craft work.

99. Assistance by a non-governmental organization may be planned for, and given to, members of the organization offering it, or it may be designed to help women generally, whether members of the organization or not. An example of the latter type of assistance is the fund-raising campaign organized by the Danish National Council of Women to establish a training centre for women in community development in Africa (see annex II, para. 28 below). Assistance given by non-governmental organizations may also be rendered in co-operation with the United Nations family of organizations. An example of this type of assistance is the "funds-in-trust" arrangements described in part I (paras. 45-49 above) of this section of the report. The establishment of the Community Education Training Centre in Fiji, described in annex I (paras. 49-58 below) illustrates the kind of co-operation that may be developed between non-governmental organizations, an inter-governmental body, and a United Nations agency.

ANNEX I

EXAMPLES OF PROJECTS OF INTEREST TO WOMEN UNDERTAKEN IN RECENT YEARS UNDER PROGRAMMES OF TECHNICAL CO-OPERATION WITHIN THE UNITED NATIONS SYSTEM a/

1. A few selected examples are cited below of projects that have been undertaken in recent years under the various programmes of technical co-operation within the United Nations system. The examples have been chosen to indicate the type of existing activities of interest to women. They are by no means exhaustive.
2. Examples of projects undertaken under the programme of advisory services in the field of human rights have not been included, as separate reports on this programme are before the Commission (E/CN.6/418 and E/CN.6/436).
3. Many of the examples mentioned are taken from the annual report of the Technical Assistance Board to the Technical Assistance Committee, covering the four years 1960-1963 (E/3471, E/3739/Rev.1, and E/3871). In addition to containing a general review of technical assistance activities over a specified period, each of these reports also contains an intensive study and evaluation of some particular aspect of the technical assistance programme which may be of interest. In the report for 1960, for example, training institutes and centres are examined in detail (see E/3471, Chapter VI); in the report for 1961-1962 fellowships are considered (see E/3739/Rev.1, Chapter VI); while the report for 1963 deals with regional and interregional projects (see E/3871, Chapter III).

Integration of social and economic policy

4. The United Nations has emphasized the importance of the integration of social and economic policy, not only in conjunction

a/ Reference should also be made to the comments and observations of the specialized agencies and of the United Nations Children's Fund which have been reproduced in documents E/CN.6/435/Add.2 and 3.

with assistance to individual countries but also through regional centres, seminars, and regional advisory services. In 1961-1962, for example, the programme of the Latin American Demographic Centre (CELADE) was closely correlated with action by the Economic Commission for Latin America in development planning. The seminars held in Central America on housing, and in Denmark on housing statistics, dealt with the role of housing programmes in general development plans. In Asia, a seminar on the social sectors in wider development plans which was held early in 1963, and seminars held in Africa on urbanization and training courses for community development workers, also emphasized the relationship between economic and social policies and methods of achieving their integration at the local or project level.

Planning for economic and social development

5. The Latin American Institute of Economic and Social Planning, in Santiago, Chile, is the first of several regional institutes to receive assistance from the Special Fund to raise the technical competence of government officials and institutions engaged in national planning and programming. Under the direction of the United Nations and with additional financial support from the Inter-American Development Bank, the Institute has been able in its second operational year to widen the basic training courses in industrial, agricultural, transport and budgetary programming to include the sociology of development and manpower studies. In addition to training at the Institute, short-term intensive courses were conducted in Brazil, the Dominican Republic, Ecuador, Mexico, Paraguay, Peru, and Uruguay. A further special course for the five Central American Republics emphasized the relation between planning in the area and the Central American Integration Programme. With WHO and UNESCO sponsorship, new courses in the planning of health and education programmes were well attended by senior medical and educational personnel; specialists from eleven countries attended a course in manpower programming sponsored by the ILO.

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6. The Institute continued to assist the advisory groups staffed jointly by the United Nations Economic Commission for Latin America, the Organization of American States and the Inter-American Development Bank in their work of strengthening national planning offices. It is also carrying out a very extensive programme of research on the development problems of the region.

Public administration

7. Technical assistance has been provided to a number of countries in the establishment of national and regional institutes for training in public administration. Among the national institutes assisted is the Imperial Ethiopian Institute of Public Administration, founded in 1956, which has provided in-service training for a number of civil servants. The Institute of Public Administration in Cairo, United Arab Republic, was established early in 1954 after preparatory work had been carried out by United Nations experts. This Institute provides in-service training with the aim of improving the efficiency of civil servants, undertaking research on administrative matters, and providing advice to government departments on request. On an average, four experts have been supplied each year under the Expanded Programme of Technical Assistance. Roughly one-third of the trainees who completed their training before 1960 have been assigned to special organizational duties, and over two-thirds have remained in the same career. The Institute of Public Administration and Management in Burma, established in 1955 with assistance under the Expanded Programme and also with co-operation from the Ford Foundation and the Colombo Plan, has developed a comprehensive training scheme for civil servants, which includes a course in management and administration. It has concentrated especially on civil servants who are employed as clerks, superintendents and senior upper-division assistants. The long-range plan is to provide training for all government officials, including those of boards and corporations. The Advanced Institute of Public Administration in

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Argentina, initiated early in 1957, has developed into a centre for the provision of in-service training courses, advice and assistance to ministries, research and dissemination of information. Most of the trainees occupy middle level posts and have experience of five years or more in administration; many senior officials with university backgrounds have also attended. The Brazilian School of Public Administration, established in 1951, has three main courses: a degree course of four years for prospective entrants to the public service, an advanced training course of two years for senior administrators, and a special course of four and a half months for experienced public servants from Brazil, and other countries of Latin America. The degree course is intended to provide the necessary academic qualifications for entry into the public service. Selection for the other two courses is based mainly on experience in administration rather than on academic training.

8. Among the regional institutes assisted under the Expanded Programme of Technical Assistance, is the Advanced School of Public Administration in Central America, established in 1954 in Costa Rica. The project grew out of an inter-ministerial Central American Economic Co-operation Committee which met under the auspices of the Economic Commission for Latin America. It was requested by the five Central American countries (Costa Rica, El Salvador, Honduras, Guatemala and Nicaragua), and these Governments make annual contributions to the operating expenses of the school, which is administered by a governing board on which they are represented. Courses have included seminars on organization and methods, local administration, social services administration and public health administration.

9. The Institute of Public Administration in Ghana was established with and is still receiving support from the United Nations Special Fund. All of the graduates from the classes of 1961/1962 and 1962/1963 now hold responsible positions in government service: twenty-two are administrative officers, three are auditors and

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three are information officers. Three more are working as industrial development officers, while five have been posted to embassies. One graduate is an assistant curator at the National Museum, another is the assistant clerk of the General Assembly, while another is Commissioner for National Culture. Among the students from Tanganyika, three have returned to their country to serve in the Ministries of Education and External Affairs and in the Department of Local Self Government. The third diploma course, which started in August 1963, has thirty-four trainees, twenty-eight of whom are women university graduates. The Federal Government has recently made graduation from this Institute a mandatory prerequisite for acceptance into the Civil Service. Apart from the diploma courses, a number of short-term seminars for senior government personnel have been held.

Community development

10. The community development programme in Afghanistan is directed to concerted action in several different fields. The United Nations has assigned five experts: one for over-all policy development, one for training, one for women's activities, one for housing, and one for promoting community participation and village organization. The specialized agencies have also assigned experts in agriculture, public health, sanitation, cottage industries, and (until 1959) adult education. Administrative arrangements at all levels for the co-ordination of their work has contributed to a programme which is constantly progressing and winning more and more support as an instrument of national development. At the end of the First Five Year Plan, twenty-five projects, covering 17 per cent of the population had been established. Budgetary provision for each project includes such services as health, agriculture, education and housing, in addition to general development activities based on self-help. Development programmes are co-ordinated at the village level through a village council, and at the project level through a project committee.

11. The experience of participation through village councils and the increasing activities in the economic sphere have led the people to show an interest in co-operatives. Community development activities have also encouraged the establishment of schools, particularly for girls, and these are becoming centres for formal, as well as informal education.

12. In Pakistan the urban community development programme is an important component in the national development plans for social welfare. One of the United Nations experts assigned was specifically concerned with women's activities in community development. There has been a steady emergence of mothers' clubs, youth organizations, community centres and social welfare agencies to undertake various community activities. The neighbourhood councils and project committees which were institutional features in the programme are being integrated with the local government institutions responsible for social welfare.

13. In the Philippines a substantial programme of training for community development has been organized. This includes training for barrio workers, supervisory personnel at the district and provincial levels, and seminars for administration and political and civic leaders.

14. Schools for girls and women in rural areas were introduced in Saudi Arabia through the efforts of social workers assigned to the community development programme. In one project the idea of women's education first met resistance from the Community Council, but the enrolment of girls continued and ultimately the Council itself provided the salaries of two additional teachers to complete the staffing of the school. Medical clinics were also established in community development projects, and are now regularly attended by women.

15. Several community development experts have been assigned in recent years to countries in Africa.

16. In 1961-1962, for example, assistance was given in Western Nigeria, where a balanced and comprehensive project was carried out; in Cameroon, where two experts assisted the Government in developing a national programme of community development; and in the Ivory Coast, where the community development adviser assisted in working out a programme to improve the status of women and to ensure their participation in collective activities both in the country and in the city.

17. A community development project undertaken by UNESCO in Madagascar illustrates the assistance given under the Expanded Programme to promote fundamental and adult education. With the help of a UNESCO expert, the implementation of the rural education plan began in Madagascar in October 1961 on an experimental basis. Three pilot areas were selected for testing and adapting the methods and techniques to be used, and actual experimentation has so far been conducted in two areas differing substantially in rate of school enrolment and level of development. The rural schools devised under this scheme form the first four-year cycle of the primary education system and are to be supplemented by a second cycle of two to three years corresponding to the cours moyens. Curricula as well as the distribution of teaching hours are adapted to rural conditions. Agricultural extension and community development activities, including women's activities, are linked with the assignment of rural teachers who are trained at regional training centres and at a national centre. The expert played an important part in launching this project by providing advice and assuming planning and training responsibilities.

18. One of the best known of all regional projects of the United Nations family is the Arab States Training Centre for Education for Community Development (ASFEC). It was sponsored by UNESCO, in agreement with the Government of the United Arab Republic and with the participation of the United Nations, ILO, FAO and WHO. The countries participating are Algeria, Iraq, Jordan, Kuwait, Lebanon,

Libya, Morocco, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Republic and Yemen. The United Nations Relief and Works Agency for Palestine Refugees in the Near East also participates on behalf of the Palestine refugees. The main objectives are to provide training and orientation for specialists in adult education and community development, such as administrators, supervisors and staff members of national training institutions, to carry out studies and research which would contribute to adult education and community development in the Arab States, to prepare prototype educational materials in various fields of community development, and to provide services of documentation and information for field workers in adult education and community development.

19. The Regional Fundamental Education Centre for Community Development in Latin America (CREFAL) continues to be one of the most important activities of UNESCO in this region. In collaboration with the United Nations, the ILO, FAO, WHO, the Organization of American States and the Government of Mexico, annual nine-month training courses were held in which education and teaching methods, adult literacy, public administration, agricultural extension, community development, applied sociology, rural economics and rural industries, home economics, public health, audio-visual aids, and recreational, cultural and artistic activities, were taught by means of lectures, demonstrations and field experience. The ninth regular course was held in 1961 with seventy fellows attending.

Social welfare and social services

20. During 1964 advisory services to schools of social work in Bolivia and Mexico were completed, and both schools assumed full responsibility for the further development of training programmes. General social welfare advisory services, which have provided assistance to the Government of Paraguay in the strengthening of

the planning, organization and administration of social services programmes were also completed, and as the next step in strengthening the programmes in that country, advisers were requested for more specific aspects, such as social work training.

21. Of special significance during 1964, was a Working Group on the Development of Indigenous Teaching Materials for Social Work, which met at the Economic Commission for Asia and the Far East Headquarters in September 1964. The Group was composed of ten social work training educators, invited from selected countries in the region, representatives of UNICEF, WHO, FAO, UNESCO, observers from the International Conference of Social Work and two United Nations technical assistance advisers. It discussed the types of indigenous material needed for background courses, social casework, group work and community organization, supervision and administration, and local resources from which material might be obtained.

22. Requests for advisers in family and child welfare in Asia have ranged from more specialized services, such as the improvement of day-care centres and the improvement of institutional care of children, to comprehensive social welfare programmes to meet the needs of families, youth and children through the establishment of community centres.

23. The countries of Africa have continued to express interest in the development and extension of comprehensive social welfare programmes in urban and rural areas, by requesting assistance in the planning, organization and administration of social services, in family, child and youth welfare, and in the development of training programmes at different educational levels for various types of social welfare personnel.

24. In all of the African countries receiving assistance in this field, particular emphasis has been placed upon development of local training programmes. In the Ivory Coast, with the assistance of a social work training adviser, an OPEX officer and the United Nations Children's Fund, the social work training programme is being upgraded and extended, both to meet national needs and to provide training facilities for other African countries with similar conditions. In the latter connexion, fellowships for training at the School of Social Work have been awarded to fellows from Cameroon, Malagasy, Niger, Togo and Upper Volta. In the

Democratic Republic of Congo, a social work training adviser has been assisting for the past two years in the development of a training programme for community development and social welfare personnel. The Government of Togo has also requested a training officer as a national training programme is to be established. The Government is also using the resources of UNICEF and the World Food Programme to assist in the development of family, child and youth welfare services.

25. In many countries the technical assistance requested by Governments has been reinforced by material aid provided by the United Nations Children's Fund. In other cases, the availability of UNICEF assistance to strengthen family and child welfare services has led Governments to seek technical assistance for the implementation of such projects.

Vocational guidance and training

26. The ILO, in co-operation with the Council of Europe and other European organizations concerned, has set up an International Vocational Training Information and Research Centre (CIRF) for the purpose of undertaking basic research into vocational training problems throughout the world and making available information on training developments and methods. CIRF is concerned with the problems involved in the preparation of girls and women for work life and plans to devote attention to these problems as a part of its work programme of research and publication of information (a quarterly bulletin "Training for Progress" and "CIRF Abstracts" of technical materials).

27. A similar training research and information centre for Latin America (CINTERFOR) is being set up in Bogota, with functions at the regional level much the same as those of CIRF at the international level.

28. A project for a National Vocational Training Service for Industry in Algeria was approved by the Special Fund in 1964. The project included the organization of central technical services for the National Vocational Training Service for Industry, and the

establishment of a National Instructor Training Institute. The central technical services will, inter alia, collect and analyse manpower information, establish the general training policies and guidelines of the training programmes in the various centres throughout the country, provide assistance to industry in establishing its own training schemes, supervise and control training, and co-ordinate vocational training activities in the country.

29. The National Instructor Training Institute will be located in Algiers and will conduct courses for instructors and technical staff of the existing accelerated training centres, as well as courses for supervisors and training advisers of industry. The staff of the Institute with the collaboration and advice of the international experts will prepare and revise training syllabi and teaching materials for all training programmes.

30. Courses for adult workers will be conducted in the twenty-five existing accelerated training centres located throughout the country. Courses will be of a three to six months' duration and will cover the various industrial trades for which trained personnel are required. The courses for personnel employed in industry will be organized with the close collaboration of employers.

31. It is expected that within the four years of the project's duration the proposed vocational training scheme will produce about 360 new instructors needed for the accelerated training centres.

Teacher training

32. The Teacher Training College in Khartoum, which was recently established with Special Fund assistance, is training for the very first time within the country Sudanese teachers for advanced school grades. Within nine months of the project's approval, international experts provided by UNESCO as the executing agency were already instructing sixty trainees. One year later, in January 1963, the number had risen to 150. One hundred and six of this group successfully passed their mid-year exams in 1963. Twenty-three of

these were women. The college is paying particular attention to the teaching of basic science, a comparatively new and very essential addition to the curricula of secondary schools.

33. Because of the particularly acute shortage of secondary school teachers in Africa, the Special Fund is assisting eleven secondary teacher training institutes in the Cameroon, Congo (Brazzaville), Ivory Coast, Madagascar, Mali, Mauritania, Nigeria and Senegal.

Nurses training

34. An important large-scale operation run by WHO with Expanded Programme financing, with the collaboration of the University of Alexandria, UAR, is the Higher Institute of Nursing. It was established in 1953 within the Faculty of Medicine of the University of Alexandria, to train student nurses in the United Arab Republic and other countries of the Eastern Mediterranean region. It offers a four-year course in professional nursing which leads to a bachelor's degree. Refresher courses and in-service training programmes for nurses and auxiliary nursing personnel are also part of the curriculum. The object is to meet the needs of rapidly expanding health services by preparing nurses for both hospital and public health duties.

35. The Institute admitted its first group of students in 1955 and these received their degrees in June 1959; ninety-two nurses have graduated so far. The great majority of the graduates are now employed directly in schools of nursing, the army medical services, and government hospitals and public health agencies in the United Arab Republic and in other countries; thirty graduates, moreover, have been appointed to the Faculty of the Institute itself. Several nurses from countries other than the UAR have graduated from the Institute and returned home to fill responsible positions. The total student body during the academic year 1963 amounted to 221, four of them students from four countries of the region other than the UAR. Sixty-four were in the first year, sixty-five in the second, fifty in the third and forty-two in the final year.

36. WHO has provided a total of eighteen experts for this project and the actual number at any one time has varied between three and eight. The Institute is preparing its own faculty of nursing which will replace the international nurse educators.

37. A great deal of public and professional interest has been shown in the Institute and this has resulted in an increased enrolment in the courses and a change in the public attitude, in the UAR, towards the career of nursing. The impressive quality of the programme has become a factor in the improvement of nursing services generally, and in particular, has exerted a significant influence on the development of the profession in the host country.

Special projects

Andean Indian Programme

38. The Andean Indian programme, in which the ILO is collaborating with the United Nations, FAO, UNESCO, UNICEF and WHO, is considered highly successful, especially having regard to the peculiar difficulties involved in the planning and implementation of such a programme. The object is the integration of the indigenous population of the Andean region into the social, economic and cultural life of their respective countries, and the improvement of their living conditions. It is essentially a breaking down of institutional barriers which prevent Indians from enjoying the benefits of general economic and social development.

39. The project began with an inter-agency planning mission covering Bolivia, Ecuador and Peru in 1951, in which experts from the five Organizations took part. They have since continued to co-operate in the programme, which was initiated at the end of 1953 when the ILO was entrusted with general co-ordinating responsibilities. Technical assistance arrangements were concluded with the three Governments at the beginning of 1954.

40. The Andean Programme has developed in three phases. The initial phase was one of experimentation and demonstration of methods of work

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based on preliminary surveys, followed by the establishment of the first action bases in Bolivia and Peru, in close association with the field services of technical government departments. In the second phase, particular emphasis was placed on training national personnel at all levels. During the third phase, emphasis is being placed on the consolidation of existing activities, the transfer of the programme to national authorities, the continued training of national personnel at all levels, the setting up of new centres to reach larger sections of the indigenous population, and the co-ordination of the programme with national integration and economic development plans.

41. Today there are twenty centres spreading through all six countries of the Andean region, that is, Argentina, Bolivia, Chile, Colombia, Ecuador and Peru and the Venezuelan Government has recently requested the extension of the programme to the Guajira region, while national integration plans have been formulated and developed in Bolivia, Ecuador and Peru.

42. The centres have been established to carry out practical work in the fields of agriculture, health, social welfare, education, community development, handicrafts and vocational training, so that the Indians may become acquainted with the types of activity which they can undertake in their own communities to improve their levels of living. Meanwhile, nationals of the countries concerned are being trained so that they will be able to establish and operate similar centres in due course.

43. Most of the action bases are situated in the highlands, but some have given attention to the particular problems involved in the resettlement of highland Indians in the lowlands. There is some spontaneous migration towards the lowlands and every effort is made to enable the new settlers to make the maximum contribution to the agricultural and general economic development of the country.

44. One of the main aims has been to arouse the interest of the Indians themselves. Once this was done they contributed money and labour to the creation of community facilities. The programme has trained a considerable number of them as social promoters and auxiliary workers in various fields, and in this way they have been able to help the other members of their communities to understand the methods and aims of the programme.

45. All the operations described above have been carried out with the financial assistance of the Expanded Programme of Technical Assistance but, in addition, there are five Special Fund projects and six UNICEF projects, all associated with the programme.

46. Contributions to the programme have been made by the Governments of Belgium, the Federal Republic of Germany, France, and Mexico, as well as by the Canton of Geneva in the form of vocational training equipment and building facilities, medical drugs and equipment, vehicles, and so on, while employers' and workers' organizations in Belgium, Denmark, the Federal Republic of Germany, Japan, Norway, and Sweden have donated equipment of various kinds.

Extension of educational opportunities for girls and women in Africa^{b/}

47. Following a fact-finding and negotiating mission to a number of African countries, undertaken on behalf of the Swedish Government by a social expert in 1963, the Government of Sweden informed UNESCO that it was prepared to make available to that agency the funds necessary for the extension of educational opportunities for women and girls in Africa, upon the request of the recipient Member States.

48. The projects envisaged are as follows:

(1) The projecting, building and operating costs of a secondary boarding school for 450-500 female pupils in the region of Tanga, Tanzania, over a five-year period, starting 1 January 1965;

(2) Scholarships for 300 female pupils for four years in secondary schools in Ghana;

(3) Projecting, building and operating costs of a primary teacher's training college for women to accommodate 180 pupils in the northern province of Sierra Leone for five years starting 1 January 1966;

(4) Mobile book distribution in East Africa (Kenya, Uganda and Tanzania) operating from Nairobi;

^{b/} See also E/CN.6/435/Add.2, p. 75; and E/CN.6/435/Add.2, para. 117 (f).

(5) Mobile cinema unit for a literacy campaign in Sierra Leone;

(6) Scholarships for training thirty-five to forty African women in community services for five years.

Community Education Training Centre in Fiji

49. In many areas of the South Pacific women are traditionally responsible for certain health and welfare activities in the villages. In 1959, the South Pacific Commission, assisted by a grant of funds from the United Church Women of the United States of America, decided to appoint a Women's Interests Officer to develop its work in this field. The main purposes of the Women's Interests Project were: (a) to promote the interests of women, in partnership with existing agencies and village and community authorities; (b) to develop women's groups as one of the means of furthering the process of adult education towards family and community betterment; and (c) to examine some of the means by which women may be helped towards a fuller understanding of opportunities and ways of meeting them from their individual resources and those of the community.

50. As a follow up to this initial action, the South Pacific Commission decided to convene a Women's Interests Training Seminar with the general aim of promoting education for family and community living through: (a) training for community education and group leadership; and (b) planning educational programmes and activities for women's organizations and clubs.

51. The Seminar was held in September 1961 in collaboration with FAO, UNESCO, and various non-governmental organizations. Participants from fifteen territories in the South Pacific, observers from several Governments and representatives of international non-governmental organizations attended. One of the several recommendations of the Seminar was that consideration be given to the establishment of a regional training centre.

52. In the intervening period it had become apparent that the Women's Interest Project would not remain a programme exclusively for women, nor would it be confined to the rural areas. Moreover, it was considered that the particular status enjoyed by women and by young people and the interest of men in home and community improvement in the South Pacific area meant that the work would inevitably develop into a broad programme of community education and development.

53. The recommendation of the Seminar for the establishment of a regional training centre was favourably received, and in September 1963 the "Community Education Training Centre" was officially opened in Fiji. It was established by the South Pacific Commission, in collaboration with the Government of Fiji and the Food and Agriculture Organization, acting as the trustee of funds contributed by the Australian Committee of the Freedom from Hunger Campaign.
54. The long-term objective is that the Centre should provide both training for men and women who have a responsibility for strengthening programmes relating to family and community welfare and continuous leadership in the field of community education by dissemination of information, carrying out research and serving as a demonstration centre in the region, as well as being a permanent training centre.
55. The immediate objective is to train personnel for leadership and instruction of women's and other community groups throughout the territories of the Pacific.
56. The first course provided at the Centre, which was of one year's duration, was attended by students from twelve Pacific territories, including four nurses, eight teachers, one welfare assistant, one clerk, one housewife, one telephonist and one student teacher. The curriculum covered: home economics; the principles and practice of community education; English and public speaking; club organization and programming planning; recreational activities for the community; and practical field work and observation visits. Students trained at the Centre have returned home to work in government health and education departments, extension of maternal and child welfare programmes and other community services. Their role is to encourage self-help in villages where the standard of living is low.
57. It is anticipated that during the initial three-year period of the Centre, shorter courses on community education for government officers and selected voluntary personnel will be organized for the study of methods in adult education, techniques of communication and means of co-ordinating field services. Plans will also be developed for courses of more advanced training in such fields as librarianship, preparation of teaching media and aids, social welfare and youth work, to meet needs for specialized training not otherwise readily available.
58. The South Pacific Commission has undertaken to support the establishment of the Centre in collaboration with the Government of Fiji, and to provide substantial financial assistance for staff and facilities. The assistance,

which the Food and Agriculture Organization has agreed to provide from funds in trust supplied by the Australian Committee of the Freedom from Hunger Campaign, included: the services of an expert in home economics and nutrition to assist the Director of the Centre; the award of a number of fellowships to train professional staff and workers overseas, and grants for trainees from South Pacific territories to attend courses at the Centre.

ANNEX II

EXAMPLES OF PROJECTS OF INTEREST TO WOMEN UNDERTAKEN IN RECENT YEARS UNDER PROGRAMMES OF NON-GOVERNMENTAL ORGANIZATIONS

1. The examples included in this annex were furnished by the non-governmental organization concerned and any expression of opinion is that of the organization. An indication is given as to how assistance is provided whenever this information has been furnished by the organization.

Category A

INTERNATIONAL CONFEDERATION OF FREE TRADE UNIONS

2. In the field of the advancement of women the trade union movement is, by its very nature, directly concerned only with the advancement of women workers and of the wives of workers. The Confederation believes, however, that progress made by these women affects the status of all women, especially of those in a comparable social and economic position, rural women and artisans.

3. The International Confederation of Free Trade Unions carries out many of its activities in the developing countries, where it helps women workers to organize themselves and to improve their working and living conditions through collective action and bargaining. Although the extent of the influence of these activities in improving the status of women in the developing countries cannot be determined, it is certain that they have a direct effect. It should be emphasized that all forms of aid or assistance given by the Confederation to improve the status of workers are available to men as well as to women. However, since women have been left so far behind, a special effort has been made in recent years with regard to questions that affect women workers.

4. The forms of assistance given by the International Confederation of Free Trade Unions fall chiefly into two closely related fields: trade union organization and trade union education.
5. In the field of trade union organization, assistance is given for clearly defined projects in the following forms: (a) financial assistance; (b) provision of experts and advisers; and (c) various technical aids such as propaganda material, office equipment, pamphlets, etc.
6. In the field of trade union education, assistance is given in four main forms: (a) training courses for leaders (lasting from 3 to 6 months) given to resident students in the three regional colleges already established in Asia, Latin America and Africa. The staff of these colleges is specially qualified to teach matters relating to trade unions, and economic and social subjects; (b) extra-mural educational activities, organized by the colleges, and consisting of short courses, frequently conducted in the local language. The courses are held either in the colleges, or in various countries, provinces, towns or industrial regions; (c) teachers and lecturers; and (d) educational material such as text books, syllabi, films, etc.
7. The Confederation also promotes the exchange of persons between affiliated organizations and organizes international seminars and training courses for experts. Assistance is also given to affiliated organizations through research and statistical data on economic and social questions affecting the status of workers.
8. The Confederation also has a permanent programme of assistance in the form of advice and documentation concerning the problems of women workers. Such documentation is based on research undertaken jointly by the women's section and the economic and social department of the International Confederation of Free Trade Unions. Work currently in progress is concerned with the employment of women with family responsibilities, international standards affecting women workers, part-time work, and maternity protection. Statistics relating to organizations of women and the role they play in trade unions are also available.

Specific projects for the advancement of women in developing countries^{a/}

9. A three-week course on trade unions for twenty-one women trade unionists was organized at the Higher Institute of Trade Union Studies in Mexico. Most of the participants, who already held positions of responsibility in trade unions, received theoretical and practical training in trade union problems and the techniques of adult education.
10. In Africa three elementary training courses were held for working women with leadership potentialities: one in Tanganyika, one in Sierra Leone and one in the Ivory Coast. Scholarships were reserved for women to enable them to attend a three-week seminar open to men and women which was held in Dahomey. Women trade unionists were brought to the African Trade Union College at Kampala where a course was held for them in October-November 1963. The three weeks course consisted of an intense study of trade union matters, and was designed for women capable of assuming responsibilities in the trade union movement. The programme for those whose family and other responsibilities allowed them to remain longer at the College included a more detailed study of social and economic questions.
11. The programme for 1963 in Asia included four elementary courses on trade union organization, and a regional seminar in Malaysia on the problems of women workers.
12. In the Middle-East the first seminar for women trade unionists was held in July 1963 in Lebanon.
13. A programme of training in international affairs has been conducted since 1963. Under this programme women trade unionists from the developing countries stay for six months at the Headquarters of the International Confederation of Free Trade Unions and at certain affiliated organizations in order to become acquainted with international questions, especially those concerning women workers. The first trainee was from India, the second from Africa, and the third from Latin America.
14. A small fund has been established by national affiliates to support certain activities organized by women; for example, training courses for adults (literacy, home management and vocational training).

^{a/} The examples given below are taken from projects carried out in 1963 or planned for 1964.

How assistance is provided

15. Financial or technical assistance is made available to the national affiliates of the International Confederation of Free Trade Unions on the presentation of detailed projects. After being studied by the Secretariat, these projects are submitted for approval to an international Committee composed of representatives elected by the national Affiliates. The Committee determines the amount of money to be allocated to each project. The financial resources administered by the Committee consist of voluntary contributions by members of the International Confederation, whether organizations or individuals. Decisions regarding all other forms of assistance which do not involve expenditure, or are financed from the regular budget of the International Confederation, are taken by the Executive Committee or by the Secretary-General after consultation with the departments interested in the project.

Category B

ASSOCIATED COUNTRY WOMEN OF THE WORLD

16. The Associated Country Women of the World and its member societies can offer the following resources for the advancement of women:

(a) Organized groups of women at the village level. Such groups provide a basis for adult education. By working together women can give each other the mutual support needed to overcome outmoded customs and traditions.

(b) Experience and interest in overcoming the special handicaps of rural women. Through voluntary membership in the affiliates of the Associated Country Women of the World women can play an active part in the following types of projects:

- (i) Those which aim at finding ways of securing for women leisure from domestic drudgery and agricultural work (e.g. the Corn Mill Societies in the Camercon and Women's Institutes in Sarawak).
- (ii) Those which extend to women at home educational opportunities in homecraft, mothercraft, citizenship, arts and letters (e.g. the activities of the Gruppi Donne Rurali, the regional courses organized by the Basutoland Homemakers Association, and the programmes of various women's clubs in Fiji).

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- (iii) Those which seek to develop home industries, especially handicrafts, offering women a chance to earn for their personal expenditure and for the family income (e.g. the Lanka Mahila Samiti in Ceylon, women's institutes in Northern Canada and the Jubilee Guilds in Newfoundland).
 - (iv) Those which give women opportunities, through group action, to raise living standards for their families and their communities.
 - (v) Those which use methods of education suitable for women with limited or no schooling, affording opportunities for learning through practical demonstrations and "learning by doing" (e.g. Maendeleo Ya Wanawake in Kenya).
- (c) Encouragement of local initiative to solve problems and to co-operate with other organizations and with government authorities, thus fostering a sense of responsibility among women (e.g. Women's Institutes in Canada).
- (d) Scholarships and study opportunities:
- (i) The Associated Country Women of the World, as the international agent for its member societies, runs the Lady Aberdeen Scholarship Scheme, under which scholarships have been given to a community development worker from Uganda, a voluntary leader from Trinidad, and a voluntary leader from Pakistan. A grant has also been given for training women leaders in Southern Rhodesia. A pilot project for training leaders in six villages in India is also being planned.
 - (ii) Many member societies of the Associated Country Women of the World participate in the UNESCO Gift Coupon Scheme. Through one of these, twenty-four model village training centres in Ceylon and a mobile training centre were equipped.
 - (iii) The Associated Country Women of the World and its member societies have organized study tours and programmes, and provided tuition and hospitality for a number of women.
- (e) Mutual understanding and encouragement for self-help. The Associated Country Women of the World organizes conferences, seminars, exchange visits and study tours, giving women from different countries and communities a chance to

meet one another. The officers of the Associated Country Women of the World travel widely and are available for consultation to local groups. Area vice-presidents maintain as close a touch as possible with the member societies.

17. Specific projects initiated by the Associated Country Women of the World include, in addition to those already mentioned: an Asian exchange scheme; a Fijian study tour of New Zealand; and international seminar on "the place of rural women's organizations in their country's development - past, present, and future" held at Kandy, Ceylon in July 1957; and an international education project which is to take place in 1965.

18. Many projects are also carried out by the member societies, often assisted by the Associated Country Women of the World. Typical examples are: the African Homecraft Clubs in Southern Rhodesia, for which help was given in organization, teaching, leadership training and the supply of equipment; the Basutoland Homemakers Training Programme in homecraft and mothercraft, organized in co-operation with UNICEF; the provision of travel and study grants to a number of students from different countries; the organization of literacy and citizenship courses in Uganda; the establishment of an educational programme in home economics, organized by the National Association of Women's Institutes in Malaysia; the setting up of an industrial training centre for women in Ceylon by the Saroj Nalini Dutt Memorial Association for country women; and two projects organized under the Freedom-from-Hunger Campaign, namely, the establishment of a farm institute in Uganda and a trading store in Bechuanaland.

How assistance is provided

19. Every individual member has access to the resources available to the Associated Country Women of the World and its affiliates. Scholarships and gift coupon projects are normally limited to countries where there are affiliates; educational projects, organized in connexion with conferences of the Associated Country Women of the World, are intended for observers from other countries. Grants have been made available and programmes worked out for women from some countries where there are not, as yet, any national affiliates. Member societies submit projects and nominate candidates for scholarships; the appropriate conference or committee of the Associated Country Women of the World considers, and decides upon these recommendations.

CATHOLIC INTERNATIONAL UNION FOR SOCIAL SERVICE

20. Since 1958, organizations of Catholic women workers have collaborated in the training of African women (especially in the Congo) by sending women advisers from other regions to assist them in their efforts for advancement in all spheres - religious, domestic, educational, social and political. Small groups of African women have met regularly to discuss the problems of their daily life (relations between spouses, education of children, housekeeping and contacts with other women in the area), and to try to reach conclusions as to the attitudes they should take, the changes required by a new kind of social life, and the demands made on women by modern living conditions. The advisers do not try to prescribe what should be done; but rather to help with the discussion, to answer questions, and to assist in the formulation of certain programmes, always taking into account the needs felt by the African women themselves and brought to light in the course of the discussions.

21. If requested, courses in cooking, hygiene and infant and child care are organized, sometimes in collaboration with social centres which have definite programmes for training women as wives and homemakers. More advanced training is contemplated for African women who have already substantially benefited from a complete course in a social centre. These women can assume greater responsibilities in the leadership of local groups and, on the regional level, would be able to direct the women's movement. Such training would include special courses and discussion groups.

INTERNATIONAL COUNCIL OF WOMEN

22. The assistance to women in developing countries has been and can be offered by the International Council of Women in three different ways: (a) international action by the International Council of Women as a whole; (b) action by affiliated National Councils of the industrialized countries to assist women in developing countries; and (c) action by affiliated National Councils of the developing countries.

International action

23. The resolutions and recommendations of the Conference of the International Council of Women and the plans of work of its Standing Committees, adopted in June 1963, are substantially directed towards assistance to women in developing countries. The plans of work were drawn up in the framework of the Development Decade of the United Nations, and those of the Standing Committees on Child and the Family, Education, Health and Home Economics, Housing, Peace and International Relations, in particular, were designed to be of special value to women in developing countries.

24. The International Council of Women has organized regional seminars and meetings, generally in conjunction with a seminar of the United Nations, UNESCO, or UNICEF, or with the assistance of an inter-governmental agency. Examples of such meetings are the seminar held in Yaoundé, Cameroon on "Activities of Women's Associations in the World of Today", organized with the assistance of UNESCO in July 1962; and the seminar, organized in collaboration with UNESCO in Istanbul in 1960, within the framework of UNESCO's East-West Major Project for the Mutual Appreciation of Eastern and Western Cultural Values. An outcome of the latter meeting was the "Twinning Project", under which a National Council in a developing country selects a Council in an industrialized country as its twin, in order to establish closer relations, and develop an exchange of information and assistance. Since 1961, some twenty-two National Councils have joined in this project, forming eleven pairs of "twins".

25. At the invitation of the International Council of Women, representatives of its National Councils in the Western Hemisphere met in an informal regional meeting in advance of the United Nations seminar on the status of women in family law held in Bogotá, Colombia in December 1963.

26. In January 1964, the International Council of Women held in Bangkok, at the time of the meeting of the Executive Board of UNICEF, a Seminar on the "Role of Non-Governmental Organizations in Planning for Children and Youth in National Development". Representatives of National Councils in Asia participated, and

representatives of other international non-governmental organizations in consultative status with UNICEF were also invited. Questions concerning child care in Asia, and voluntary and governmental action to meet the needs of children were among those discussed.

27. The Council participates in the UNESCO Study Tour Scheme for Women Adult Education Leaders. Under this Scheme, UNESCO covers the cost of all travel and gives pocket money to the bursary; the International Council of Women asks the National Councils of the receiving countries to prepare programmes of studies which have to be approved by UNESCO; the National Councils must also provide or cover the cost of board and lodging.

Activities of National Councils in industrialized countries to assist women in developing countries

28. In Denmark, a fund-raising campaign for assistance to developing countries was launched in 1962. Recognizing the importance of community development programmes for women, the Danish women's organizations have taken steps to have an amount set aside for an African country to establish a Training Centre for Women with a view to community development. Such assistance has recently been offered to a country which has itself adopted an extensive community development programme comprising work especially intended for the advancement of women. The assistance, although of a bilateral character, will be granted in consultation with the United Nations Secretariat which rendered assistance in the planning of the project. Twenty to thirty women will receive in this Centre twelve-month training courses in home economics, hygiene, child-care and community development techniques. Women trained there will later be employed in regional training centres for local workers and women leaders.

29. The German National Council has organized several meetings with women from developing countries: in 1962, the topic for discussion was "The Task of Women in Developing Countries"; in 1963, "The Woman in the Life of the Family and Society". Twenty-nine African women from seventeen different countries participated in these meetings; the discussions were led by experts in social, cultural and economic problems.

30. In Israel, the National Council co-operates with the International Centre for Training Services which maintains courses for women from the newer States in Asia and Africa on subjects, such as the role of women in a developing society, rural community development, home economics, training of community leaders, kindergarten teaching, and home industries. The National Council assists in preparing the programme and in arranging home hospitality and tours for students. In addition to the Centre, women's organizations give special courses to a limited number of students in infant's care, handicraft and the organization of women's movements.

31. The Alliance of Swiss Women's Societies (affiliated with the International Council of Women) has launched a fund-raising campaign among its members to help build the Maharashtra State Women's College in Bombay, India.

32. In the United States of America, the National Council of Women established in 1961 six scholarships for secondary school education of girls in Nigeria. In 1963, the American Women's Association (affiliated to the International Council) made a grant for the establishment of four additional scholarships for girls to be given for four successive years in Uganda.

Activities of National Councils in developing countries

33. In the Cameroon, associations affiliated to the National Council organize courses in literacy and home economics and discussions on topics such as bride price, marriage and widowhood.

34. The National Council of Kenya set up in 1962, a Home Industries Committee, to investigate possibilities of promoting cottage industries (ranging from beekeeping to screen-printing on fabric) and to develop various traditional arts and crafts of a local character. An appeal has been launched for the construction of a

non-residential Girls' Centre in Nairobi where girls who have left school early can get training which would help them to find jobs. In order to assist African wives to "keep pace" with the very rapid advance of their husbands, the Kenya Women Society is organizing in Nairobi "Good Hostess" courses for wives of officers in training and other courses in Modern Living in different parts of the country.

35. In Niger, the Union of Women (affiliated to the International Council of Women) holds courses in literacy, home economics, hygiene and child-care in Niamey and plans to organize similar courses in its sections across the country.

36. Adult education is the main project of the National Council of Nigeria for the coming two years. The programme includes personal and environmental hygiene, protection of food for sale, health attitude towards marriage and parenthood, and what youth expects from their homes.

37. The National Council of Uganda organizes annual conferences for women, on topics such as "Status of African Women in Relation to Marriage Laws" (1960), "Uganda Women Look Ahead; Their Place in Home and Community" (1961), and "Uganda Women as Citizens" (1962). In addition, the National Council acts as co-ordinating body for all women's organizations in Uganda in its Leadership Training Project.

38. In Southern Rhodesia, the Bulawayo Branch of the National Council started an experimental vocational secondary school which, at present, because of limitations of space and equipment, has a curriculum aimed largely at improving the pupils' general standard of education and level of literacy. The aim is ultimately to build at least one large vocational secondary school with all the modern facilities, partly to help solve the immediate educational problem of some 600 Bulawayo African children and partly to give a lead to other bodies, statutory and voluntary, in the advancement of secondary education. The National Council, having initiated the project and having paved the way for large-scale fund raising from international organizations, intends as soon as practicable to form a mainly, but not exclusively, African group to take over and extend the project.

39. Outside Africa, a few examples may be given from South America, Asia and the Middle East.

40. The National Council of Bolivia participates in the campaign of the National Adult Literacy Administration of the Ministry of Education through instructors selected with care by the Council.

41. In Korea, the National Council organized a special committee for family planning through the Mother's Association; it opened a "Clinic for Mothers" and administers medical consultation and treatment, as well as giving information on the spacing of children.

42. In Thailand, the National Council's "Trok Chan Pilot Project" in community development is thriving. The Council has also held regional workshops on "Women's Role in Community Development", "How can Women's Association help in the Project of Community Development Concerning Youth Problems" and on "The Role of Women's Non-governmental Organizations in Community Development regarding Economics and Youth". The Council runs training courses in simple crafts, has established a handicraft display centre and several nurseries and gives assistance to country girls who came to Bangkok.

43. The National Council of Women in Lebanon in December, 1963, held a Seminar on "Methods to use in order to encourage women to fulfil their civic and political responsibilities". The Conference of Arab Women (of which the National Council is a member) chose for its topic in 1963 "The role of Arab women as citizens and their participation in international life".

INTERNATIONAL COUNCIL ON JEWISH SOCIAL AND WELFARE SERVICES

44. The International Council on Jewish Social and Welfare Services represents a grouping of voluntary agencies, which has worked internationally for many years on behalf of Jewish populations in Europe, North Africa, South America, Iran and Israel. One of its member agencies, the American Joint Distribution Committee, has particular responsibility in the field of welfare and relief. Financial and technical assistance and consultative and training services are provided principally by the American Joint Distribution Committee and another member agency, the Organization for Rehabilitation through Training, which specializes in the provision of vocational training services.

45. As such, the International Council agencies are not directly involved in programmes for the advancement of women in developing countries. However, by virtue of their normal services, they have made a considerable contribution to the health, welfare, and education of Jewish, and other locally resident children and women in some countries. Programmes carried out in a network of schools, institutions, and services which receive financial and technical assistance are the following:

- (a) Basic education (from 6 years to university level)
 - (i) This is provided through a group of schools belonging to a subventioned body, the Alliance Israélite Universelle, which provides education, primarily intended for Jewish children of the above age group, but also for other children from the local population. Graduates of these schools have continued to university and professional schools. Thirteen thousand girls were registered in these schools in 1963.
 - (ii) Religious schools, which provide religious and secular education from six years through high school. About 2,000 girls were enrolled in these schools in 1963.
 - (iii) Tangiers Seminary, a teachers training institute from which fifteen to twenty teachers graduate each year.
- (b) Vocational and professional education
 - (i) Organization for Rehabilitation through Training Schools. These schools had an enrolment in 1963 of 650 young women who were taking training as dressmakers, hairdressers, laboratory assistants, secretaries, shopwindow designers, etc.
 - (ii) Day-Care Centres (Kindergartens). Over the past decade, in-service training programmes have prepared hundreds of kindergarten teachers, directrices and other personnel required for kindergartens, subsidized by the American Joint Distribution Committee, and now serving 5,000 children. The trainees who usually live in poverty-stricken and culturally deprived environments, generally have had

limited elementary education and have not been encouraged to seek careers outside their homes. As teachers they have become a respected group in the community. Their competence has given them status, and has encouraged other young women to seek education and careers.

- (iii) Nurses and nurses' aides are trained either in local medical installations or in Europe.
- (iv) Social workers are trained through local in-service programmes by professional welfare consultants of the American Joint Distribution Committee.
- (v) Training of community leaders. Assistance has been provided for the training of local women to administer programmes for day-care centres and other community health and welfare undertakings. These women have acquired a sense of social responsibility and ability to work co-operatively on community projects. They have broadened their outlook upon the world outside of their normally restricted environments.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN

46. The International Federation of University Women consists of fifty-one national associations which have equal representation on the executive body of the Federation (i.e. the Council). All the national associations can, by election, share in the work of the research and administrative committees of the Federation. In addition to co-operating in the international programmes, each national association has its own social, cultural and study programme.

47. Through fellowships and grants for further study, and the Winifred Cullis Fund, which enables assistance to be given for short-term study and in special cases, the International Federation of University Women offers opportunities, within its membership, for study abroad, and the chance to observe institutions and methods of work which might be relevant to the fellowship holder's own country.

48. Many national associations also offer fellowships for research or further study, open sometimes to women from other countries, whether or not there is a national association of university women. Some associations offer grants particularly to women from the developing countries (e.g. fellowships for training women teachers from specified African countries).

49. National associations are also assisting in the UNESCO exchange of persons scheme of study tour grants for women adult education leaders. Two bursaries were given to African women in 1962. Four more UNESCO grants were available for 1963-1964.

50. The national associations study problems relating to the educational, social, political, legal and economic status of women. Representations that they have made to the authorities, in co-operation with other non-governmental organizations, have sometimes resulted in measures being taken to improve the status of women. Information they have supplied in response to requests from the Commission on the Status of Women and the specialized agencies has often proved to be helpful to women in countries where action is needed in the matters concerned.

51. An example of a specific project undertaken is the preparation by the Uganda Association of University Women, at the time of the recent Central Election in Uganda, of a pamphlet, setting out election procedures in very simple fashion. The pamphlet was translated into six regional languages and distributed all over the country, with the assistance of the Uganda Council of Women and other volunteers. The information it contained was found useful by men as well as women.

How assistance is provided

52. An elected committee awards the research fellowships and grants for further study after considering the applicant's qualifications and proposed field of research or study and taking into account the advice of experts in the field of research or study which the applicants have submitted for approval. Advice and help, and often hospitality, are offered by the members of the Federation residing in the host country. In the case of persons awarded UNESCO study tour grants full responsibility is undertaken by the host country.

INTERNATIONAL FEDERATION OF WOMEN IN LEGAL CAREERS

53. The Federation has approved a project for the establishment of committees to welcome and assist women law students from countries in Asia, Africa and Latin America. These committees have been established in all countries where there are national affiliates and members of the Federation. The activities of these committees are currently under study.

WORLD ASSEMBLY OF YOUTH

54. The World Assembly of Youth, a co-ordinating body of national youth councils, has adopted the Universal Declaration of Human Rights as the basis for its activities and programmes. Each affiliated National Youth Council also works for the realization of the goals of the Universal Declaration. The World Assembly of Youth has developed its own commissions to meet the needs of certain categories of young people; examples include the Young Worker's Commission and the Rural Worker's Commission.

55. The main activities of the World Assembly of Youth are to collect information on the needs of youth all over the world; to organize seminars, conferences, training courses, etc., for youth, and to help train young people of developing countries to meet the needs and challenges that confront them. Because of its structure, the World Assembly of Youth brings together a wide variety of national organizations; some of these are often limited in objective or membership; or they may serve the interests of one section only of the community, for example, student organizations; or they may be primarily educational organizations.

56. The World Assembly of Youth has offered most of its assistance to young women's organizations: (a) by recommending that, where national organizations of young women exist, they should be invited to join the National Youth Council; and (b) by organizing regional seminars for young women. A seminar was held in November 1961 in Istanbul, for example, which dealt with educational problems of young women, the role of young women in changing societies, rights and civic responsibilities of young women, participation in public life, and young women and their families.

57. Financial assistance is sometimes given by the World Assembly of Youth for the organization of national seminars; for example, a national women's seminar held in Kenya in May 1962.

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

58. The World Confederation of Organizations of the Teaching Profession works for the improvement of conditions and equal treatment of all teachers. In 1960 and 1962 the Assembly of the Confederation stated that equal opportunities in the field of teaching should include "adequate provision for ... maternity leave in accordance with the ILO Conventions" and "the organizations of seminars which permit women who wish to return to the profession after several years' interruption to bring themselves up to date".

WORLD FEDERATION OF CATHOLIC YOUNG WOMEN AND GIRLS

59. The World Federation of Catholic Young Women and Girls conducts training seminars for young women and girls, and friendship camps, bringing together girls of different nationalities and backgrounds. Every four years a World Congress is held at which a theme of importance to all members of the Federation is discussed. The Congress held in April, 1964 for example, studied "Youth and Christian Solidarity". The activities of the World Federation include the publication of a magazine, the issuance of directives to affiliated organizations and correspondence centres, the issuance of studies on the work of children's movements, and the encouragement of education in international understanding, the provision of facilities for exchange programmes for young leaders.

60. In 1961, the World Federation, in collaboration with the World Union of Catholic Women's Organizations, and with the assistance of UNESCO, conducted a basic seminar and several secondary seminars for some hundred young African women leaders. Three regional seminars, also held in collaboration with the World Union, were recently conducted for women youth leaders from Latin America. All these seminars emphasized leadership training, training in community development techniques, and the tasks of education in the social, civic and political development of the young women who will be the leaders of tomorrow. An international seminar held at Buenos Aires in 1962 had as its theme "The Young Woman, Active Member of Her Community".

How assistance is provided

61. Assistance is made available: through regional seminars planned by the International Secretariat with the assistance of local leadership; through study tours arranged when financing is available (e.g. through UNESCO); through the collaboration of national organizations in developed countries; through the supplying of materials from international headquarters to the local and national programmes; and through the exchange of techniques on organization and operation among affiliated groups.

WORLD UNION OF CATHOLIC WOMEN'S ORGANIZATIONS

62. At the national level affiliated organizations act with a great deal of independence, adapting their programmes to the needs of the country or of the region; in the Philippines, for example, vocational training courses are organized for women and girls; in Kenya and Uganda there are general training courses for women, oriented towards community development.

63. Study grants are provided by affiliates in the developed countries for girls and students from the developing countries.

64. At the international level the World Union organizes in-training courses, meetings and seminars according to the needs and special conditions of the area. In-service training courses, organized in Latin America, aim at training a feminine elite and instructors for adult education or community development; they are held primarily for members of affiliated organizations who will ultimately themselves be able to train their own staff. Courses of one-month's duration have been held in Venezuela. Two more courses are to be organized, one in El Salvador and another in Argentina or Uruguay.

65. Three regional courses held in Africa were of a more general nature, and were open to women not connected with any Catholic women's movement. The courses consisted of an examination of the main problems facing African women, and discussion of appropriate measures to solve them.

WORLD YOUNG WOMEN'S CHRISTIAN ASSOCIATION

66. The World Young Women's Christian Association extends assistance to its members and the community at various levels: local, national and international. The patterns of assistance vary according to needs and local or national conditions.
67. Members of the Organization are called on to participate in the leadership of the movement, to shape the policy according to aims set out in their national constitutions and to the principles laid down in the World Young Women's Christian Association's constitution, and to accept financial responsibility for the support of local, national and international activities.
68. Opportunities for leadership training for professional staff and volunteers have been developed at all levels. Educational facilities and such community services as hostels, cafeterias, restaurants, holiday camps, clubs and libraries have also been developed.
69. Social responsibility is encouraged by appropriate committees through the study of social, economic and international affairs; such study often leads to representations being made to legislative bodies or local authorities on such issues as racial discrimination, housing, equal pay for equal work and support of United Nations programmes and action.
70. The contributions of the World Young Women's Christian Association to the advancement of women are made in accordance with the statement on the concerns of women and girls issued by the World Council in 1959, and the memorandum on Y.W.C.A. responsibility for education prepared by the Executive Committee in 1952.
71. Examples of the types of assistance given include:
- (a) Studies, often made in response to requests by the United Nations, UNESCO, ILO and FAO.
 - (b) Conferences, consultations and seminars held under the auspices of the World Young Women's Christian Association. Subjects discussed at these conferences and consultations have included: the responsibility for education in Africa; teaching about the concerns of women and girls, and the impact of secondary education on young people; work with youth in Asia; adult education; responsibility for vocational training in the Mediterranean area; and the programme of the United Nations in technical co-operation and the implications of the United Nations

Development Decade for the World Young Women's Christian Association's programme.

(c) Community development programmes. The role of women in community development has been promoted for a number of years and the subject has recently been studied at World Young Women's Christian Association conferences in Jamaica and Malaysia.

(d) The Mutual Service Programme, which represents the World Young Women's Christian Association's own system of technical co-operation. Under this programme, which is administered by a Standing Committee:

- (i) Scholarships and fellowships are granted to Young Women's Christian Association leaders for training and leadership development;
- (ii) Advisory secretaries are sent, at the request of National Associations in developing areas, to assist in extending the Young Women's Christian Association movement, strengthening the administration, programming and establishing relations with other community organizations;
- (iii) Leadership training conferences are organized (e.g. in Africa a Young Women's Christian Association Meeting for Young Adults followed the All-Africa Christian Youth Assembly held in Nairobi in 1963);
- (iv) Grants are allocated for new buildings, extension and renovation.

(e) International voluntary service. A new staff member has been appointed to promote the development of international voluntary service. This programme aims at enabling voluntary personnel from abroad, as well as the professional advisory secretaries to aid in the extension of work with women and girls in developing areas.

(f) Migration. A Migration Conference devoted to the topic of women and girls migrating for economic reasons was held in Geneva in 1963 for Young Women's Christian Association leaders, leaders of voluntary agencies and interested women's organizations.

(g) Leadership training programmes:

- (i) Occasional short-term courses at Leadership Training Institutes;
- (ii) Regular training schemes of three months duration for groups of four to six leaders, especially in social and international questions;

- (iii) The cost of travel to and attendance at United Nations and UNESCO seminars, or conferences, organized by other voluntary agencies, may be borne by the World Young Women's Christian Association or shared with National Associations. Often such attendance is combined with a study tour;
- (iv) Visits to National Associations are arranged for the staff, Executive Committee members and specialists to give advice on programmes and participation in local or regional conferences and training courses;
- (v) Individual study tours are arranged by the organizations under the Mutual Service Scheme;
- (vi) Attendance at World Young Women's Christian Association conferences, seminars, consultations (of which there are three to six major meetings each year);
- (h) Vocational guidance and training programmes:
- (i) In most countries the Young Women's Christian Association has carried out various schemes of vocational training, ranging from short-term courses to three-year schools recognized by the Governments. In recent years, in view of new openings for women, the programme of many local and national associations has had to be reconsidered and transformed; new projects and experiments have been started according to needs;
- (ii) The World Young Women's Christian Association has initiated or supported a number of vocational training courses, projects on education and nutrition; which have been carried out by national or local associations, some of them being in the framework of the Freedom-from-Hunger Campaign;
- (iii) The World Young Women's Christian Association has published a pamphlet on "Vocational Information and Guidance";
- (iv) A regional Consultation on Vocational Training was held in Beirut in 1963. The programme included the exchange of information on vocational training projects in the Middle East and comparison of programme methods; the study of projects in relation to the economic development of the area; the study of ways of improving the projects; and a special study of the question of the teaching staff.

(i) Publications. Publications of the World Young Women's Christian Association are issued regularly (e.g. World YWCA Monthly, International and Social Newsletter, the YWCA in Action). Through such publications all Associations are kept informed of the work of the United Nations Commission on the Status of Women, of the activities of the International Labour Organisation, UNESCO, and of resolutions of the Economic and Social Council and the General Assembly relating to the status of women.

How assistance is provided

72. On the local and national level, assistance is made available through regular activities and channels of the Association. On an international level all requests for assistance to national or local Young Women's Christian Associations are dealt with by a Standing Committee on Mutual Service on which a number of giving and receiving associations are represented. The World Young Women's Christian Association does not promote extension of its work to new countries until it is invited to do so by a group of women from the country concerned.

73. Special pilot projects, such as education on nutrition and vocational training experiments, not within the scope of the Mutual Service Programme, and initiated or supported by outside resources, are administered by the General Secretary. The reorganization of assistance to member associations is under consideration.

74. As a rule, the Young Women's Christian Association does not offer assistance outside its own programme of work and leadership training, but the Association notes that many women get their first training in or through the Association and then leave to serve other agencies or their Governments. Co-operation with other women's organizations, voluntary agencies for social welfare and youth organizations is favoured.

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CATHOLIC INTERNATIONAL EDUCATION OFFICE

75. The Catholic International Education Office brings together the bodies which, on the national level, represent Catholic education in their countries. It has affiliates in seventy-six countries in Europe, the Americas, Africa, the Near and Middle East and Asia and the Far East. The affiliates act as co-ordinating centres and represent the interests of Catholic schools before Governments and government agencies and also help Catholic schools in pedagogical and technical problems. In order to assist the work of the Catholic International Education Office at the international level, regional secretariats have been established.
76. Among the activities undertaken by the Catholic International Education Office was a World Congress on the Rights of the Child, held in Lebanon in 1963, for the purpose of spreading knowledge of the United Nations Declaration on the Rights of the Child, and giving effect to its principles.
77. The regional secretariat for the Near and Middle East has been examining the possibilities of mutual aid to achieve better education. Committees have been established on teaching techniques, pedagogy, teaching materials and para-scholastic activities. The regional secretariat is also concerned with such matters as the training of teaching personnel and the provision of scholarships.
78. In Africa the projects undertaken are, in general, aimed at developing the many girls' schools which already exist. The regional secretariat for Africa has established a department of research to study methodology, africanization and adaptation of curricula. The research is based upon studies made by teachers for their personal use; their profound knowledge of the environment and of the subject ensures the scientific and pedagogical value of the studies made.
79. A new pilot project is under consideration under which a social and cultural centre would be established in a village in the bush to help prevent girls leaving primary school from lapsing into illiteracy. A centre would be established where the girls would meet once or twice a month and, through working together, watching films and listening to lectures, maintain their standard of education, develop an interest in the values of their own culture, and acquire a knowledge and appreciation of other cultures.

INTERNATIONAL COUNCIL OF NURSES

80. The activities of the International Council of Nurses are mainly channelled through its member National Nurses' Associations. Assistance, rendered both to male and female nurses, is given in the following forms:

(a) Advice and guidance to National Nurses' Associations for the improvement and attainment of high standards of nursing services and nursing education, and for the improvement of salaries and working conditions of nurses;

(b) Advice and assistance from the headquarters of the International Council of Nurses and also field work in the country concerned in initiating social and economic welfare programmes; in studying existing problems and suggesting ways of improving existing conditions; and in all matters concerning nursing services, nursing education and development of activities of the National Nurses' Associations;

(c) Assistance in carrying out studies of particular problems and in preparing job descriptions. Specialists are provided to help with seminars and study programmes.

81. Work has been carried out in a number of countries throughout the world. In the sphere of social and economic welfare, it is hoped that a plan of field work, to be undertaken during the next two years, will include some of the countries of the Far East, part of West Africa and the Caribbean area. This programme will include study courses for the nurses in those countries, aimed at assisting them in planning and continuing their own programmes.

INTERNATIONAL COUNCIL OF SOCIAL DEMOCRATIC WOMEN

82. The International Council of Social Democratic Women grants scholarships for study abroad to women from developing countries who have shown a capacity for leadership. The subjects of study have included: community development; the methods and work of women's organizations; trade unions; co-operatives; and the social sciences.

83. In August 1963, a conference of women leaders was held in Sweden on the subject of educational planning in developing countries. It was attended by women from twenty-seven countries, and its recommendations will form the basis of the

work of the International Council of Social Democratic Women in this field for the next two to three years.

How assistance is provided

84. Scholarships are made available to individuals recommended by local contacts, or other persons acquainted with local conditions.

The scholarships, mentioned in para. 81 above, are given either through the International Council of Social Democratic Women itself, or directly by its national affiliates; they cover the cost of fares, study and hospitality. It has been possible to extend this work by participation in the UNESCO study tours for women adult education leaders.

85. Through the monthly "Bulletin" of the International Council of Social Democratic Women, information is given about the activities of affiliated organizations and other subjects of interest to women. This publication also gives publicity to the activities of affiliated organizations and other subjects of interest to women, and to the activities of the United Nations and its agencies, especially UNESCO, which are of interest to women in developing countries.

INTERNATIONAL FEDERATION OF FREE TEACHERS' UNIONS

86. The International Federation of Free Teachers' Unions has taken part, in collaboration with the International Confederation of Free Trade Unions, in meetings organized by the Commission on the Status of Women and by the International Labour Organisation. It has recommended the development of education for women and girls, the access of women to teaching careers, and equal treatment for men and women in the teaching and all other professions.

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

87. A fundamental aspect of the programme of the World Association of Girl Guides and Girl Scouts is training in citizenship, based on a Patrol System, which encourages a sense of individual and collective responsibility. Training is given in such vocational fields as homecraft, child welfare, nutrition, hygiene, cooking and simple handicrafts.

88. Specific projects initiated or contemplated to assist the advancement of women in developing countries include a training course in the Philippines, January 1961; an All-Africa Conference in Uganda, May 1961; a training course in Brazil, September 1962; a training course in Malaysia in December 1962; and a training course for National Commissioners and key personnel in Nigeria, August 1964, and in East Africa in 1965.

How assistance is provided

89. Assistance is made available through training in whatever field of guiding is requested. It consists of sending leaders to other countries for training; and of the organization of local and regional training meetings and seminars. Teams of Guide personnel also work in rural areas on community service projects.
