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COMMISSION ON THE STATUS OF WOMEN

Ninth Session

SUMMARY RECORD OF THE ONE HUNDRED AND NINETY-FOURTH MEETING

Held at Headquarters, New York,
on Friday, 25 March 1955, at 2.50 p.m.

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(continued)

isp.

PRESENT:

<u>Chairman:</u>	Miss BERNARDINO	Dominican Republic
later:	Begum ANWAR AHMED	Pakistan
<u>Rapporteur:</u>	Mrs. RÖSSEL	Sweden
<u>Members:</u>	Miss CHAMORRO ALAMAN	Argentina
	Mrs. DALY	Australia
	Mrs. NOVIKOVA	Byelorussian Soviet Socialist Republic
	Miss TSENG	China
	Miss MAÑAS	Cuba
	Mrs. LEFAUCHEUX	France
	Mrs. GUERY	Haiti
	Mrs. TABET	Lebanon
	Begum ANWAR AHMED	Pakistan
	Mrs. DEMBINSKA	Poland
	Mrs. FOMINA	Union of Soviet Socialist Republics
	Mrs. SAYERS	United Kingdom of Great Britain and Northern Ireland
	Mrs. HAHN	United States of America
	Mrs. SANCHEZ de URDANETA } Mrs. BENITES de SOCORRO }	Venezuela
	Mrs. MITROVIC	Yugoslavia
<u>Also present:</u>	Mrs. LOPEZ	Colombia
	Mrs. de TEJEIRO	Panama

Representatives of specialized agencies:

Mrs. FIGUEROA	International Labour Organisation
Miss SALAS	United Nations Educational, Scientific and Cultural Organization

PRESENT: (continued)Representative of an inter-governmental organization:

Mrs. de CALVO	Inter-American Commission of Women
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Representatives of non-governmental organizations:

<u>Category A:</u> Miss SENDER	International Confederation of Free Trade Unions
Mr. THORMANN	International Federation of Christian Trade Unions
Miss KAHN	World Federation of Trade Unions
Mrs. FOX	World Federation of United Nations Associations

Category B and Register:

Mrs. BEDARD	International Catholic Child Bureau
Mrs. CARTER)	International Council of Women
Mrs. FREEMAN)	
Mrs. HYMER)	International Federation of Business and Professional Women
Miss POLLITZ)	
Mrs. MEINANDER)	
Miss ROBB)	International Federation of University Women
Miss McGILLICUDDY)	
Miss LALONDE)	International Federation of Women Lawyers
Miss RUIZ)	
Mrs. WOLLE-EGENOLF	International League for the Rights of Man
Mrs. ROBERTS	Liaison Committee of Women's International Organizations; Associated Country Women of the World
Mrs. MADDEN	Pax Romana
Mrs. WALSER	Women's International League for Peace and Freedom

(continued)

Representatives of non-governmental organizations: (continued)

Category B and Register: (continued)

	Mrs. ZIZZAMIA	World Union of Catholic Women's Organizations
	Mrs. ANDERSON) Miss FORSYTH)	World's Young Women's Christian Association
	Miss PEZZULLO	Young Christian Workers
<u>Secretariat:</u>	Mrs. TENISON-WOODS	Chief of the Status of Women Section
	Mrs. GRINBERG-VINAVER	Secretary of the Commission

EDUCATIONAL OPPORTUNITIES FOR WOMEN: (a) PROGRESS REPORT ON ACCESS OF WOMEN TO EDUCATION (E/CN.6/266; E/CN.6/L.171, L.174, L.176); (b) REPORT ON ACCESS OF WOMEN TO APPRENTICESHIP (E/CN.6/264); (c) REPORTS ON THE STATUS OF WOMEN IN THE TRUST AND NON-SELF-GOVERNING TERRITORIES (E/CN.6/260 and Add.1 and 2, E/CN.6/255)(continued)

Mrs. HAHN (United States of America) thought that the main significance of the ILO report on the access of women to apprenticeship (E/CN.6/264), as far as the Commission was concerned, was in its relation to employment opportunities. She concurred with the view that apprenticeship was only one form of training for skilled trades, and with the conclusions. She agreed that the position of women with regard to training for skilled trades depended not only on access to training but also on access to employment, and on conditions of work.

In the United States, women made up one-third of the entire labour force. The Bureau of Apprenticeship of the Department of Labour was responsible for helping management and labour to establish basic standards for apprenticeship training. More than half the States possessed apprenticeship councils. However, only 200,000 persons, or three-tenths of 1 per cent of the total labour force, were actually apprenticed, owing to the fact that the vast majority of skilled workers received their training by other methods. Very few women became apprentices. The reasons, according to the report prepared by the United States Government for the ILO were as follows: Most apprenticeable occupations were in industries which usually employed men. Furthermore, women's opportunities in employment were still further limited by various outmoded customs and prejudices. The tradition that certain types of work were "men's work" gave men greater opportunities for apprenticeship and directed women's attention to other types of jobs. The idea that women would work for lower salaries than men caused men to oppose their entry into men's trades, for fear of a general lowering of salaries. Moreover, most of the apprenticeable occupations were considered unsuitable for women in various ways. There was also a general belief, even among the women themselves, that women were only a temporary addition to the labour market, on whom long-term training would be wasted. Apprenticeship training was an important aspect of employment opportunities for women, and the Commission should devote further attention to the subject.

Mrs. FOMINA (Union of Soviet Socialist Republics) agreed with the Polish representative's statement at the 192nd meeting that there were serious gaps in the UNESCO report (E/CN.6/266). Although the report contained much valuable information, it failed to stress the desirability of university education as a logical continuation of secondary education. Moreover, the data in the report did not cover some very important countries, such as the Soviet Union. The averages given, for instance, in table III were therefore misleading. The figure for the Soviet Union, where 69.8 per cent of the 1,101,000 teachers were women, should have been included. The report mentioned some factors which prevented women from taking full advantage of opportunities for secondary education, but no comparative picture of the difficulties was given. The numerous obstacles preventing girls from attaining secondary education had been clearly stated by the representative of the International Federation of University Women.

According to a book published by the Columbia University Press in 1950, there were more than two and a half million illiterates among Indians, negroes and migrant workers in the United States. Such families could not afford education for their children. School attendance was reduced owing to insufficient **appropriations** for education in State budgets and the high cost of living, and girls were the greatest sufferers in that respect. The President of the United States had recently stressed the shortage of school buildings in his country. The lack of facilities could not but restrict the development of education.

In the Soviet Union, all education was free and there was no discrimination of any kind. In 1954, there had been 750,000 more pupils in grades eight to ten of the secondary schools than in 1953, and 4,111,000 more than in 1950. In the rural areas, the trend was particularly marked: there had been 329,000 more pupils in 1954 than in 1953, and an increase of 1,644,000 over 1950. In 1954, there had been a 76 per cent increase in the number of secondary school graduates

compared with 1953. During 1955, the seven-year educational programme extending secondary education to the capitals and large towns of all the Republics would be completed. Under the new programme beginning in 1956, secondary education would be extended to all towns and rural areas. In 1954, 1,732,000 secondary school pupils, 52 per cent of whom were women, had entered the universities, and 1,790,000, 55 per cent of whom were women, had gone on to technical institutes and agricultural and specialized schools. Secondary and higher technical education was being extended to resettled populations also. Entrance was open to all, provided they possessed the necessary knowledge and intelligence. The Soviet Union had appropriated 146.9 billion roubles for education in 1955, an increase of 6 million over 1954.

Over the past ten years, the number of girls attending secondary schools had more than tripled. Fifty-five per cent of all students in higher specialized schools were women, and 67 per cent of all pupils in specialized secondary schools. Women were taking both medium technical training (nursing, etc.) and specialized higher training such as medicine and engineering. Forty per cent of all agricultural specialists were women.

She stressed that the information supplied by her Government to the specialized agencies should appear in their reports.

Referring to the United Kingdom representative's statement at the 191st meeting, she deplored the inadequacy of educational opportunities in the Trust and Non-Self-Governing Territories. The view that the coloured population, particularly coloured girls, did not require education should be discouraged.

She supported draft resolution E/CN.6/L.171.

Mrs. HAHN (United States of America), referring to the USSR representative's statement, said that education up to the age of 17 or 18 was compulsory for both whites and negroes in all the States of her country, and the Government had decided to abolish all separate schools. Furthermore, it had been stated by a prominent member of the Association for the Advancement of Coloured People that 90 per cent of all negroes were literate.

Mrs. SAYERS (United Kingdom), replying to the Soviet representative, said that her Government was proud of the very great efforts it was making to improve the level of education in the Trust and Non-Self-Governing Territories: considerable progress had been made, but it was not complacent. The special study on that question and the data in the Colonial Office reports were not available to the Soviet representative, as they were published in English only. Table I of document E/CN.6/266 and Table II in E/CN.6/250 showed Sovereign and Non-Self-Governing Territories together in every group. She felt that the question lay within the purview of the Special Committee on Information from Non-Self-Governing Territories rather than that of the Commission. For those reasons she had not mentioned Trust and Non-Self-Governing Territories.

Mrs. LEFAUCHEUX (France) suggested that UNESCO should include information on social security measures for students in its report on higher education to the next session of the Commission.

Miss SALAS (United Nations Educational, Scientific and Cultural Organization) said that UNESCO planned to include in its next report a section on the welfare services available to students which would include the information requested by the French representative.

Mrs. de CALVO (Inter-American Commission of Women) said that her organization had been giving particular attention to two aspects of women's education in Latin America, educational opportunities for women in rural areas, and the training and qualifications of working women. From the information collected, it was clear that women were playing an increasingly important rôle in economic life and that their opportunities depended on their technical skill and training. The investigation had also shown that women in rural areas required a special training. The Governments of the Latin American countries had supplied information of great interest to the Commission on the training of working and country women, a succinct account of which was to be found at the end of her organization's report (E/CN.6/269, page 32 et seq., Spanish text). The report also contained statistics of illiteracy in South America, with separate figures for men and women, which would be of interest to the Commission.

(Mrs. de Calvo, Inter-American
Commission of Women)

At the same time, Governments were reinforcing technical training with programmes of general education and literacy campaigns for adults. Their efforts on behalf of working women had the full support of the trade unions. There was a progressive increase in budget appropriations for such programmes and an increasing interest in preparing women for employment and improving their training when already employed. Details could be found in a series of reports published by his organization and the Organization of American States.

Supported by Mrs. de URDANEJA (Venezuela), Miss CHAMORRO ALAMAN (Argentina) paid a tribute to the work of the Inter-American Commission of Women. Begum Anwar Ahmed (Pakistan) took the chair.

Mrs. FOX (World Federation of United Nations Associations), noting that her organization shared the Commission's concern to improve educational opportunities for women in Trust and Non-Self-Governing Territories, said that it had adopted a resolution at its 1954 plenary assembly urging member associations to devote more attention to the question and to report on the results obtained. The item would be on the agenda of the plenary assembly to be held at Bangkok in September 1955, and a new report prepared by the New Zealand and Italian associations would be considered. The associations of those countries which administered Territories had been asked to provide information on Government measures taken to promote the economic and social progress of the population through education.

Mrs. de TEJEIRO (Panama) noted that the information regarding secondary education for girls in Panama given in the UNESCO report was incomplete. Unfortunately full statistics on the education of women in Panama since its independence were not available.

(Mrs. de Tejeiro, Panama)

Women participated fully in the life of Panama; they had been guaranteed equal access to education by law and administrative regulations, and their basic rights had been protected by the Civil Code since 1926. Moreover, since 1946, they had enjoyed equal political rights with men. In education, there was absolute equality for boys and girls at the primary level and during the first cycle of secondary studies. In the second cycle of secondary education and at the university level, the difference between the two groups lay in the choice of profession. Women were in the majority in teaching and in commercial occupations, while men predominated in law and in technical work. Although social security was compulsory in Panama, domestic workers were still not adequately protected and the economic situation of the country was such that the earnings of married women and children just out of school were often necessary for the family's subsistence. Nevertheless, there was an equal number of women and men enrolled at all educational levels. On the other hand, women did not enjoy equal opportunities for promotion in any occupation. There was a tendency to employ them in lower-paid jobs and they had to fight to obtain equal treatment. Panama was grateful to the specialized agencies and the non-governmental organizations for their co-operation with the Commission in efforts to improve the status of women.

Mrs. HYMER (International Federation of Business and Professional Women) said that the Federation was greatly interested in equal educational opportunities for women and the use of those opportunities to achieve equal participation with men in the business world. She reviewed the Federation's activities in response to recommendations of the ILO and UNESCO, in particular the enthusiastic support of its member organizations for the UNESCO gift coupon plan and fellowship programme. In the belief that it was especially necessary for non-governmental organizations to assist women in less developed areas of Asia, Africa, the Middle East and the Far East, the national federations had sponsored a large number of UNESCO scholarships for students from those areas. The British federation had carried out a survey of openings for women in scientific employment. A survey had shown that few girls took science courses in secondary schools and that there was a shortage of women science teachers.

(Mrs. Hymer, International Federation of
Business and Professional Women)

Employers had stated their readiness to accept qualified women chemists and physicists, and it had been concluded that it was essential to inform parents of job opportunities in order to encourage more girls to train for scientific employment. The teacher shortage was closely linked with the conditions of employment of teachers, a subject which had been dealt with for the first time on an international basis by the ILO's Sub-Committee on Salaried Employees and Professional Workers at its fourth session. Proper implementation of the Sub-Committee's recommendations would encourage more women to become teachers.

The Federation had been particularly concerned with discrimination against women in technical education, engineering, the sciences and management, and with the small number of girl apprentices in skilled trades. That discrimination was caused by economic, social and traditional factors. There was considerable prejudice against the training of girls for work generally performed by men or for professions traditionally regarded as exclusively male. In addition, many trade union and employers' organizations continued to label certain jobs as men's work. Parents also tended to discourage girls from training for certain types of work which they felt were not appropriate for women. Until those factors were eliminated and women made better use of vocational training facilities, they could not enjoy equal opportunities. Consequently, women's organizations should devote much of their activity to promoting equal training opportunities. The Engineering Women's Society, in association with the British member federation, was actively engaged in that effort. The Swiss member federation had made an intensive survey of the obstacles to vocational training opportunities for women and had strongly emphasized the need for publicity and information on available training opportunities. The Commission and the non-governmental organizations should strive to make it clear to young women that they could, with proper preparation, enter new types of employment, and to educate the public regarding available employment for women.

Miss SALAS (United Nations Educational, Scientific and Cultural Organization) was gratified that the Commission appreciated the complexity of the problem of women's education and its close relation to the position of women in society. The Commission's work was a direct contribution to progress in women's education throughout the world.

Referring to the Council's resolution 547 (XVIII) H on customs, ancient laws and practices affecting the human dignity of women, she explained that UNESCO was working out, in collaboration with the United Nations, a programme of teaching the Declaration of Human Rights as part of a campaign to create international understanding among pupils of both sexes. The programme had been introduced experimentally in about fifty schools in twenty Member States with the object of gathering information on the effectiveness of various methods and teaching materials in developing an attitude of international understanding, and comprised a study of women's rights, life in many countries and the Declaration itself. In addition, UNESCO had sponsored seminars for teachers on the teaching of international co-operation, with special attention to human rights, and had published a series of teaching manuals on the subject. The 1954 General Conference had decided to assist seminars and courses given by non-governmental organizations in that connexion. For example, the World Federation of United Nations Associations would hold two such seminars under UNESCO auspices, and Member States would be helped to organize similar study groups in the next two years.

With regard to omissions in the UNESCO report (E/CN.6/266), Miss Salas pointed out that the main reason for failure to include all countries and Trust and Non-Self-Governing Territories was the absence of official information on them, particularly recent statistical data. Nevertheless, percentage tabulations for the enrolment of girls in secondary education had been given for 125 countries and Territories. The progress of women in education from 1930 until the present could be given for only thirty-eight countries for which the UNESCO Statistical Office had the figures; similarly, the number of women secondary school teachers could be provided for thirty-eight countries only as

(Miss Salas, UNESCO)

no others had recent data classified by sex; finally, population between twelve and seventeen years of age was given for only a limited number of countries and therefore it was impossible to relate it to the number of adolescents enrolled in secondary schools.

Generally speaking, statistical data on education were incomplete, sometimes imperfect, and not readily comparable. The United Nations Population and Statistical Commissions were urging Member States to improve their statistical data in preparation for the 1960 census. The result should be more comprehensive UNESCO reports in future, including countries which had recently become members of that specialized agency. It was hoped that the new data provided would distinguish between urban and rural secondary school enrolment. The Commission's desire for more complete reports could only be satisfied by Member States, which should be pressed to improve their statistical data and transmit annual reports, including figures, to UNESCO on the education of women.

The UNESCO report under consideration did not deal with compulsory education. The question had been studied in fifteen countries, with particular reference to application of the principle of free and compulsory primary education. It had been dealt with at a world conference held at Geneva in 1951 and at two regional conferences: one held in India in 1952 on compulsory education in Asia, and another on compulsory education in the Arab States held in 1954. Two more regional conferences, one in Latin America in 1955, and the other in Africa in 1958, were planned.

UNESCO was prepared to assist all Member States requesting such help in promoting educational progress, in which women's education had priority. Some twenty-nine countries had availed themselves of that assistance. UNESCO hoped, with the help of Member States, to complete its information on vocational and higher education for its 1955 report. Its major task was to assist those States, but its activities must be balanced: they could not overemphasize education to the detriment of the cultural and scientific aspects of the agency's programme. Moreover, that programme had to be approved by seventy-two Member States.

(b) REPORT ON ACCESS OF WOMEN TO APPRENTICESHIP (E/CN.6/264)

Mrs. FIGUEROA (International Labour Organisation) said that the ILO report had been prepared in response to Economic and Social Council resolution 445 D (XIV) and followed on two previous ILO reports on vocational guidance and the vocational and technical education of women. The Governing Body had felt that the present report should not be confined to the discrimination against the access of girls and women to apprenticeship in certain trades, but should cover the whole question of the position of women and girls in regard to apprenticeship. The report was, however, by no means exhaustive and could not provide a basis for any definitive conclusions. Moreover, it related to only one aspect of the larger problem of the many ways in which vocational training for women could be provided.

No scientific appraisal of the relative position of men and women workers in regard to apprenticeship could be made without a study of the other training facilities available. As there was a general tendency to combine apprenticeship with other vocational training schemes, it had been thought it would be useful to prepare a joint report for the tenth session of the Commission by the ILO and UNESCO on those aspects of the problem which were within their respective fields of competence.

While no definitive conclusions could be drawn from the limited data available, it was clear that there were certain factors which tended to keep women in a secondary role in economic life. Although most of the countries covered by the report had enacted legislation giving women equal access to apprenticeship facilities, it had been found that women's access to some trades and opportunities for vocational training were restricted in practice by administrative regulations and other factors. All countries seemed to offer women a narrower choice of fields for vocational training. In a majority of States women served shorter apprenticeships. Accordingly, their level of skill was lower and they could not compete with men in skill and ability. Wider opportunities for apprenticeship were offered to women in the lower-paid and less highly desirable occupations. Certain so-called "female" and usually unskilled occupations were by tradition reserved to women. In other instances legal provisions excluded women from certain occupations on the ground that

(Mrs. Figueroa, ILO)

the work involved was heavy or dangerous. Unfortunately, public opinion in many States continued to cling to preconceived notions regarding women's abilities and limitations, despite scientific evidence to the contrary. In many cases, financial considerations were a bar to female apprenticeship. The lack of vocational guidance and training and women's ignorance of the new types of employment open to them further tended to limit the facilities for female apprenticeship. In addition the type and volume of available facilities was directly affected by the nature of the economy. The highly industrialized countries often organized apprenticeship schemes for training the type of skilled workers most in demand in the labour market (usually male) but the agricultural countries with predominantly agricultural economies seldom had any organized apprenticeship schemes for workers, male or female. The question of apprenticeship for women also was dependent on the structure of the labour market and the condition of the economy. If male workers were available, employers tended to be more critical of female applicants and women workers were usually the first to be affected by any reduction of the labour force. The problem was closely related to access of women to employment in certain occupations as adequate apprenticeship schemes would be organized only to meet the need for women to be trained in certain skills in occupations where they could find employment. The lack of promotion opportunities had often discouraged women from taking further training or entering new types of employment.

The findings of the report, while indicative, were, as she had said, not conclusive and it might be wiser therefore to postpone any detailed consideration of the question until the Commission had received the supplementary reports from the ILO and UNESCO, which could be considered in the light of the three previous ILO reports.

The CHAIRMAN welcomed the information that the ILO and UNESCO intended to submit supplementary reports to the Commission at its tenth session on other methods of providing professional and vocational training for women.

Miss SENDER (International Confederation of Free Trade Unions) said that although women workers predominated in some trades they were at a disadvantage in many ways, partly as a result of the discrimination against women in education which hampered their access to more skilled and highly paid occupations.

The industrial revolution had radically transformed women's status and the expansion of production to meet war needs, which had drawn increasing numbers of workers into the labour market, had given women an opportunity to show their real ability. Despite their lack of training they had proved efficient and capable workers. During the post-war period women workers had been discharged in large numbers and the problem now was to establish sounder and non-discriminatory recruitment policies.

Her organization had found that there were two main obstacles confronting women workers, prejudice and a lack of sufficient training. Many girls felt that they would not remain in employment long enough to justify expensive training. The argument was fallacious as married women and widows were often compelled to continue or to re-enter employment.

She agreed with the ILO representative that more refined statistical data was needed and suggested that the ILO, working in conjunction with the United Nations Statistical Office, might perhaps devise a more comprehensive questionnaire.

Mr. THORMANN (International Federation of Christian Trade Unions) expressed his organization's appreciation of the ILO's excellent report (E/CN.6/264).

Equal opportunity for apprenticeship was an **important** factor in assuring women equal opportunity to participate in economic life but although in law women enjoyed almost complete equality with men in regard to access to apprenticeship, in practice there were far fewer female than male apprentices and in many countries apprenticeship systems reflected the secondary economic role of women.

(Mr. Thormann, International
Federation of Christian Trade
Unions)

Chapter III of the ILO report gave an excellent summary of the legislative and practical limitations to female apprenticeship. Legislation prohibiting the employment of women in heavy or dangerous work was designed to safeguard the health and moral welfare of women and was desirable, as was legislation prohibiting night work.

The difficulty of finding employment was a deterrent to female apprenticeship. His organization agreed that women could not be expected to make use of apprenticeship facilities if they were unlikely to find employment after they had been trained. He hoped the Commission would encourage the ILO to continue its study of the vocational training and conditions of employment of women. His organization was prepared to make all the information on the subject in its possession available to the ILO.

Miss KAHN (World Federation of Trade Unions) said that the ILO's valuable report placed the problem in its proper perspective and made it clear that the question of apprenticeship was not so much a problem of education as of economic opportunity. It should perhaps be discussed in conjunction with the latter item on the Commission's agenda.

She welcomed the fact that the ILO proposed to continue its work on the subject and hoped that the ILO would receive sufficient data to provide a complete picture of the situation.

A way must be found to break the vicious circle in which the lack of apprenticeship facilities led to a lack of employment opportunities which in turn limited women's access to apprenticeship. Her organization was particularly concerned about the discrimination practised against women in apprenticeship and in the use of apprenticeship as a means of reducing women's wages.

She strongly supported the conclusions of the report particularly with regard to the need for further study of the problem. In preparation for its forthcoming conference her organization was attempting to assemble more data on the use of vocational training as a means of obtaining wider employment opportunities and would be ready to make any information it had available to the Commission and to the ILO.

Mrs. ANDERSON (World's Young Women's Christian Association) said that the non-governmental organizations and particularly the youth organizations should intensify their efforts to inform girls and women of the employment opportunities open to them. Her organization had long been interested in the problem and had set up secretarial training and business schools for girls and women in many non-industrialized countries. A vocational training school had recently been opened in Lebanon.

Public opinion should be educated to appreciate the dignity of women's work, a point which had been stressed at the recent Caribbean Conference of the World's YWCA. The organization had conducted a survey on employment opportunities for women including an inquiry into equal pay for equal work, protective legislation and professional ethics. It had also sought to ascertain how it could help girls and women who had recently been emancipated to adjust to their changing status and accept new standards of conduct.

Some attempt should be made to help girls to make the adjustment from school to employment as fear of that transition period often led girls to avoid any employment which was not purely routine. UNESCO had also expressed interest in that problem.

It was frequently alleged that women workers did not remain in employment and that semi-skilled work was therefore more attractive to girls and women who did not wish to undertake a lengthy period of vocational training. Her organization was particularly concerned with that aspect of the problem and suggested that the Commission might wish to consider inviting the ILO to undertake a study of the problem of semi-skilled work as it related to the question of vocational training and the value of women's work including the question of opportunities for promotion from semi-skilled to skilled jobs.

The CHAIRMAN proposed that the Haitian draft resolution (E/CN.6/L.174) should be referred to the Resolutions Committee.

It was so decided.

The meeting rose at 5.40 p.m.