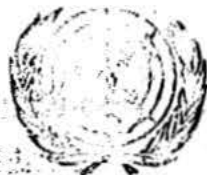


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COMMISSION ON THE STATUS OF WOMEN
Fifth session

EDUCATIONAL OPPORTUNITIES FOR WOMEN

1. At its fourth session the Commission on the Status of Women adopted a resolution on educational opportunities for women.^{1/}
2. At its eleventh session the Economic and Social Council adopted resolution 304 G (XI) translating the wishes expressed by the Commission on the Status of Women into specific requests as follows:

"The Economic and Social Council

"Requests the Secretary-General of the United Nations and the Director-General of UNESCO to pursue jointly their work in this field, and, in particular:

"(a) To complete the survey with such additional and later information as is available;

"(b) To promote throughout the world opinion in favour of equal opportunities of access to education for both sexes;

"(c) To direct attention to the development of fundamental education and adult education in agricultural and less-developed countries, with special emphasis on such techniques as would encourage the social advancement of women.

3. Pursuant to this resolution, UNESCO has prepared the following documentary material on the subject, which the Secretary-General has the honour to transmit to the Commission on the Status of Women.

^{1/} See document E/1712, para. 70, resolution H.

EDUCATIONAL OPPORTUNITIES FOR WOMEN

A. Introduction

4. The problem of educational opportunities for women was the subject of the following resolution (1.133) adopted by the General Conference of UNESCO at its fifth session;

"The Director-General is authorized:

"To pursue the study of the problem of the access of women to education in order to assist the work of the Commission on the Status of Women of the Economic and Social Council of the United Nations; and to prepare, jointly with the International Bureau of Education and women's international organizations, a session of the Conference on Public Education in 1952 to be specially devoted to this problem".

The first part of this resolution deals implicitly with the wishes expressed by the Commission on the Status of Women at its fourth session and endorsed by the Economic and Social Council at its eleventh session.^{1/}

5. For UNESCO, the implementation of the programme outlined in these various resolutions is largely bound up with activities relating to fundamental education and the promotion of human rights. These two spheres of work are the central themes of the Organization's programme. Thus during the past year, while acting upon the requests of the Economic and Social Council, UNESCO has at the same time been fulfilling the broader purposes of its own programme.

6. In each section of this report mention is made of current activities and future plans in order to show the continuity and development of UNESCO's programme with regard to the education of women. However, the Commission should note that some of these plans have not yet been considered by the General Conference of UNESCO. Their mention here therefore does not bind the Organization.

B. Publication of statistics of educational opportunities for women.

7. The table submitted to the Commission on the Status of Women at its fourth session gave figures regarding educational opportunities for women in forty-eight countries. Most of the information came from official statistics, some of which had been compiled before the Second World War and were not comparable because they were based on different standards.

^{1/}See paras. 1 and 2 above.

8. In producing this table the Secretariat of UNESCO has used the results of a general enquiry it initiated at the beginning of 1950 for the purpose of drawing up a World Handbook of Educational Organizations and Statistics.^{1/} The questionnaire prepared for the purpose was designed to facilitate the international standardization of educational statistics. Fifty-five countries replied to the questionnaire and tried to adapt their statistical systems to it. A close study of the replies has shown that the problem is far from solution and that it would be hazardous to base a comparative analysis on the figures given. However, since the UNESCO questionnaire was sent direct to educational authorities, the new tables definitely give a more accurate picture of the educational opportunities for women in various countries.

These tables, which will be found in an annex, contain information on fifty-nine countries or territories.

C. Promotion of human rights. Implementation of Article 26 of the Universal Declaration of Human Rights (the right to education).

9. The power of UNESCO to "promote throughout the world opinion in favour of equal opportunities of access to education for both sexes" is contained in its human rights programme. In fact, any campaign to promote knowledge and understanding of the Universal Declaration of Human Rights is bound to lay stress on the principle of equality of the sexes.

10. During its fifth session the General Conference of UNESCO decided "to initiate an intensive campaign with a view to providing a better understanding of human rights" (resolution 9.212) by using the principal means of dissemination and information (resolutions 9.215, 9.2151, 9.2152, 9.2171, 9.2172) and by assisting Member States to establish appropriate education in their schools (resolutions 9.214, 9.2161, 9.2162, 9.2163, 9.2164).

11. The General Conference also stated that "the application of the principle proclaimed in Articles 26 and 27 of the Universal Declaration of Human Rights is one of UNESCO's main aims as defined by its Constitution" (resolution 9.221), and instructed the Director-General "to co-operate closely with the United Nations with a view to the working out of conventions" relating to these articles (resolution 9.2212). The effective application of the right to education (Article 26 of the Universal Declaration) is therefore one of the ultimate objectives of this vast programme.

^{1/} Now in the press.

(a) Dissemination of information. The Campaign for educating the general public has been launched. It is directed, in general, towards adults of both sexes. So far none of UNESCO's activities has dealt exclusively with the right of women to education. However, in 1950 UNESCO published an album^{1/} containing pictures of a travelling exhibition on human rights and produced a series of still films^{2/} on the history and meaning of certain rights. These two media of information illustrate the emancipation of women and the part they have played in the attainment of human rights.

UNESCO has also entered into an agreement with the International Federation of University Women under which that organization devoted its most recent General Assembly (Zurich, 5-12 August 1950) to a study of the Universal Declaration of Human Rights, and undertook to publish and distribute in book form the main texts drafted for that occasion.

(b) Education concerning human rights. The development of the education of women is directly affected by UNESCO's activities to promote education concerning human rights. Indeed, the principles of the Declaration can only become a living reality if children of both sexes become aware of universal rights while their personalities are being built up on this common foundation. That entails education, because children must learn history and understand the meaning of each article of the Declaration. It also entails an apprenticeship during which school children of both sexes shall learn the practice of human rights within the social groups to which they belong -- the family, the school, religious institutions and associations, youth clubs, youth groups, and the local, national and world communities. Accordingly, under one of the resolutions of the current programme (9.9161), UNESCO has undertaken "to promote educational methods designed to ensure a living and

1/ Exhibition Album - Human Rights, Paris, UNESCO, 1950. Also published in French (Album Exposition. Les droits de l'homme) and in Spanish (El Album Exposición de los Derechos del Hombre).

2/ Stills: "Milestones"; "Abolition of slavery"; "Emancipation of women"; "Freedom of thought"; "The right to education"; "Arts and life"; Commentaries in Arabic, English, French, German and Spanish.

active understanding of human rights". To that end, the Secretariat^{has}/concluded contracts with five international organizations of teachers^{1/} which have undertaken to ask practicing teachers to outline the outcome of the experiments they have already made, to define the content of education concerning human rights, and to propose appropriate educational methods.

In addition, UNESCO is already preparing for 1953 an international seminar of practical studies on the same subject which will be attended by educators selected by member States. These educators will doubtless have to study the part which should be played by education concerning human rights in overcoming the obstacles and prejudices which retard the education of women. The draft programme for that seminar and the plan of the preparatory work will be communicated in August to member States, the United Nations, the specialized agencies and the competent international agencies.

1/ International Federation of Teachers' Associations
International Federation of Secondary School Teachers
New Education Fellowship
World Organization of the Teaching Profession
World Federation of Teachers' Unions

(c) Implementation of the principle of free and compulsory schooling.

UNESCO has undertaken a long-range programme on behalf of free and compulsory education for all, as defined in Article 26 of the Universal Declaration of Human Rights. The Fourteenth International Conference on Public Education, convened jointly by UNESCO and the International Bureau of Education (Geneva, 12-21 July 1951), will be devoted to the universalization and prolongation of that education. In pursuance of that end, UNESCO has invited experts to study the problems of applying that principle in six countries which may in some ways be regarded as typical. Three of these studies bring out the economic and social factors which have either facilitated or hindered the achievement of free and compulsory education in three countries where this was established under different administrative structures: Australia (where Government is centralized at state level and decentralized at the Federal level), France (centralized Government), and the United Kingdom (decentralized Government). Three other monographs are devoted to countries which have made varying degrees of progress towards free and compulsory education (Ecuador, Iraq and Thailand). The International Conference on Public Education will also have before it a comparative study of the efforts made in various countries to prolong free and compulsory schooling.

The International Bureau of Education has published a general study of compulsory education from 1943 onwards. These various works and documents are now being printed or reproduced.

Thus UNESCO has tried to bring out the salient problems encountered when the principle is applied. Furthermore, the draft programme for 1952, which will be submitted to the General Conference of the Organization at its sixth session (Paris, 18 June - 11 July 1951), lays stress on the need to pursue the campaign for free and compulsory education. It provides for the organization of a series of regional conferences attended by representatives of official educational bodies, to examine the particular problems raised by the establishment of such education in the regions under study.

12. Lastly, the Fifteenth International Conference on Public Education, to be convened jointly by the International Bureau of Education and UNESCO in 1952, will be devoted to the problems of educational opportunities for women.

UNESCO will outline a tentative programme of preliminary studies and investigations based on the results achieved by the Fourteenth Conference on Public Education. A working party composed of experts selected by UNESCO and of representatives of the International Bureau of Education, of the United Nations and of the specialized agencies concerned will meet at the end of 1951 or early in 1952 to plan that programme and determine the parts to be taken by the various organizations. UNESCO can already ask national organizations of its selection to make three thorough studies of girls' educational opportunities in three typical countries. The National Commissions of UNESCO and international women's organizations will naturally be asked to take part this year in the preparation of the 1952 Conference.

Furthermore, the draft programme for 1952 includes a sociological study of the obstacles preventing women from acquiring citizenship rights, of the problems which come to light when women begin to exercise political rights, and of the causes of remaining inequalities in countries where equal political rights are provided by law. Such a study should concentrate on the interrelations between women's access to education and their economic and social status.

The aim of all these activities or plans is the same: to ensure for all, men and women, the full enjoyment of fundamental rights, and in particular the right to education because its exercise is the basic prerequisite of the equality of the sexes. It will be noted that the problem of women's access to education, which was not specifically studied during the first phase of the campaign in favour of Human Rights, now occupies a prominent place in plans for future action.

D. Education of women in citizenship.

13. The education of women in citizenship, both at school and outside, is assuming special importance in the countries, now numerous, where women have recently acquired political rights. It is UNESCO's duty to further this education while it pursues the activities described above. Plans for that purpose include the preparation in 1952 of a booklet of practical suggestions for the education of women for citizenship based upon the conclusions of the seminar of practical studies of education in human rights and those of the Fifteenth Conference on Public Education. This booklet will be distributed in 1953 to member States, national commissions and international women's organizations with a view to the holding of national or regional conferences on this subject.

/E. The education

E. The education of women as a part of fundamental education

14. The programme of fundamental education is principally directed towards the under-developed countries. Its aim is to help children and adults who lack the advantage of a regular education to understand their local problems, to contribute to the economic and social progress of their community, and to become aware of their rights and duties as members of a particular human group and of the world community in general. Fundamental education is therefore intended for the whole population of a locality or region and is of equal concern to men and women, children and adults.

15. Fundamental education should provide this population with the equipment of theoretical and practical knowledge which will enable it to improve its standard of living by its own efforts. While learning to read and write the population is instructed in means of improving its welfare, its housing, its health, its agricultural practices, its trades and professions, and its civic life. Obviously in nearly all those fields the contribution of women to the progress of the community is at least as important as that of men, and so the fundamental education campaigns probably provide the best opportunity of overcoming the obstacles and prejudices which retard women's education in the under-developed countries.

16. It is UNESCO's intention to guide more and more in that direction the fundamental-education enterprises which, in increasing numbers, are receiving its technical assistance or are associated with it.

F. Conclusion

17. To sum up, UNESCO's work of promoting educational opportunities for women has two main aspects.

On the one hand it is attempting, through a campaign of information and education and through technical studies and conferences, to facilitate and speed up the application to all persons, without distinction of sex, of the principle of free compulsory education.

18. On the other hand it is trying to spread, in the areas in which ignorance is still rampant, an education which will enable men and women to contribute jointly, on an equal footing, to the economic and social progress of every community.

19. These two forms of action support and complement each other. Each is governed by a long-term programme which includes a growing number of activities relating specifically to the education of women.

ANNEX

STATISTICAL TABLES

The data in these tables is in general taken from the information given to UNESCO by the various States in reply to the questionnaire on scholastic organization and statistics (EDUC/67), from national year books, from information transmitted to the United Nations on the Non-Self-Governing Territories, and from the annual reports of Trust Territories.

Only countries for which complete or partial data on the sex distribution of teaching staff and pupils are currently available are included in these tables; their territorial scope is consequently restricted. Moreover, the data available, coming from different sources, are not in general sufficient to justify comparative analyses. The tables being necessarily limited, no account has been taken either of the numbers (teachers and pupils) in pre-school education, nor of those establishments specializing in the education of physically and morally defective children.

The tables give the number of teachers in regular full-time employment and the number of pupils regularly taking all the classes.

Whenever possible the information relates to a pre-war year and to the year for which the most recent information was available.

Explanation of symbols

T. Total number

F. Number of women

... information not available

-- none

* approximate estimate

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ACCESS OF WOMEN TO EDUCATION IN SELECTED COUNTRIES IN AFRICA ACCES DE LA FEMME AUX ETUDES DANS CERTAINS PAYS D'AFRIQUE

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré general général				Vocational and technical Professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Algeria/Algérie...1939/40	6 234	3 563	24 693	82 516	...	...	29 318	10 263	...	...	...	...	...	...	...	...	1 866	679
...1947/48	...	...	39 178	102 566	...	...	...	...	...	...	1 948	...	...	...	...	...	4 558	1 294
Basutoland/ Bassoutoland .....1948	1 653	...	86 167	56 148	60	...	1) 871	342	...	...	1) ...	...	...	...	1) ...	...	21	...
Egypt/Egypte.....1937/38	...	...	373 649	86 156	...	...	29 524	2 159	(2) ...	...	(2) ...	...	...	...	...	...	8 224	319
...1947/49	...	...	1 331 829	415 170	3 952	312	69 834	6 813	(2) 2 349	561	(2) 30 426	8 432	340	270	15 179	3 240	21 225	1 354
French Cameroons/ Cameroun (Admin. française)...1948/49	2 829	...	117 316	17 169	...	...	(3) 1 057	(3) 87	...	...	166	-	-	-	-	-	-	-
French Equatorial Africa/ Afrique-Equatoriale française.....1949/50	...	...	66 619	9 107	...	...	4) 1 161	126	...	...	2 343	-	...	...	4) ...	...	-	-
Morocco (Fr. zone)/ Maroc (zone française) .....1948	...	...	5) 57 128	5) 51 856	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Southern Rhodesia/ Rhodésie du Sud...1949	6) 1 06	6) 705	6) 23 111	6) 11 235	6) ...	...	6) ...	...	...	...	...	...	...	...	...	...	-	-
Tunisia 7)/Tunisie 7) ...1950	...	...	128 912	40 920	...	...	11 265	4 130	...	...	10 807	5 378	...	...	...	...	1 092	256
Union of South Africa 1937/38	...	...	863 287	...	...	...	67 679	...	...	...	23 810	5 119	...	...	2 417	1 748	6 925	2 174
Union Sud-Africaine 1947/48	...	...	1 251 590	...	...	...	13 243	...	...	...	14 862	13 321	...	...	2 465	1 780	17 627	4 283

1) Data for secondary education include vocational and technical education and teacher-training.

2) Secondary and higher vocational and technical education.

3) 1949/50.

4) Teacher-training is included with secondary education.

5) Public schools only.

6) Many primary schools contain secondary classes.

7) School attendance on 15 October, excluding Koranic schools (total 23,186, female 2,288).

1) Y compris l'enseignement professionnel et technique et la formation des maîtres.

2) Enseignement professionnel et technique aux degrés secondaire et supérieur.

3) 1949/50.

4) La formation des maîtres est comprise dans l'enseignement secondaire.

5) Ecoles publiques seulement.

6) Plusieurs écoles primaires ont des classes secondaires.

7) Assistance au 15 octobre, non compris les écoles coraniques (au total 23,186, dont 2,288 étudiantes).

TABLE II
TABLEAU II

ACCESS OF WOMEN TO EDUCATION IN SELECTED COUNTRIES OF NORTHERN AMERICA

ACCES DE LA FEMME AUX ETUDES DANS CERTAINS PAYS DE L'AMERIQUE DU NORD

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré general général				Vocational and technical professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Canada.....1937/38	(1) 80 176	(1) 59 456	1 980 751	982 485	(1) ...	(1) ...	397 842	211 346	...	...	(2) 1 173	(2) 710	661	464	3 768	2 659	(4) 35 603	(4) 7 792
1947/48	84 500	62 370	1 822 582	891 468	...	...	424 203	214 753	...	...	(3) 13 947	(3) 12 906	960	...	9 161	...	(4) 79 553	(4) 15 221
Dominican Republic..1949/50 République Dominicaine	4 384	3 213	235 732	114 129	414	219	6 738	3 103	363	241	8 262	4 558	(5) ...	(5) ...	(5) ...	(5) ...	1 976	348
El Salvador/Salvador.1947/48	4 039	2 875	134 290	64 934	...	...	...	...	...	...	...	...	...	...	...	...	-	-
Honduras .....1947/48	2 292	1 667	71 650	33 523	662	248	1 274	124	(5) ...	(5) ...	1 354	596	(5) ...	(5) ...	1 688	1 073	462	5
Mexico/Mexique....1949	67 860	43 340	2 800 527	1 384 438	7 805	2 642	80 598	30 499	8 466	1 534	75 480	24 501	2 854	975	26 998	17 450	36 354	...
Panama .....1947/48	2 984	2 490	96 300	46 723	726	387	5 665	2 916	(5) ...	(5) ...	7 928	5 153	(5) ...	(5) ...	488	363	(6) 977	(6) 413
United States of America/Stats- Unis d'Amérique	636 165	586 289	20 150 216	9 783 783	329 902	190 214	7 867 535	4 047 653	...	...	...	...	11 929	6 800	145 649	93 833	(7) 1 205 256	453 129
1937/38 1947/48	632 499	588 514	17 898 750	8 670 293	385 512	214 745	7 529 484	4 172 473	...	...	...	...	14 296	6 043	190 342	86 201	(7) 1 811 099	693 722

(1) Secondary teaching staff included in staff for primary education.

(2) Excluding nursing students.

(3) Nursing, domestic science, agricultural schools.

(4) Including higher technical schools and theological colleges.

(5) Included in secondary education.

(6) 1946/47

(7) Junior colleges, 181 universities, 335 higher technical schools.

(1) Personnel enseignant du second degré inclus dans le personnel du premier degré.

(2) Non compris les élèves des écoles d'infirmières.

(3) Ecoles d'infirmières, de sciences domestiques, d'agriculture.

(4) Y compris les écoles techniques supérieures et les écoles de théologie.

(5) Inclus dans les statistiques du second degré.

(6) 1946/47.

(7) "Junior colleges", 181 universités, 335 écoles techniques supérieures.

ACCESS OF WOMEN TO EDUCATION IN SELECTED COUNTRIES OF SOUTH AMERICA

TABLE III
TABLEAU III

ACCES DE LA FEMME AUX ETUDES DANS CERTAINS PAYS DE L'AMERIQUE DU SUD

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré general général				Vocational and technical professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Argentina/Argentine...1948	91 024	78 586	2 074 233	996 182	(1) 9 601	(1) 4 374	(1) 89 654	(1) 17 216	(1) 9 710	(1) 4 047	(1) 66 433	(1) 25 643	(1) 7 226	(1) 5 314	(1) 57 983	(1) 49 742	(1) 51 886	7 673
Bolivia/Bolivie....1950	7 280	3 707	147 060	54 065	2 048	889	18 029	6 828	567	325	4 816	2 936	279	97	3 139	1 629	1 685	103
Brazil/Brésil.....1936	65 405	56 727	2 602 307	1 270 983	8 136	...	107 649	...	7 744	...	87 712	...	4 103	...	29 937	...	26 732	...
.....1946	92 583	86 071	3 503 974	1 723 711	19 756	...	279 508	...	18 827	...	188 376	...	4 867	...	28 578	...	28 404	...
Colombia/Colombie...1947	18 067	13 679	752 839	377 617	4 674	162	55 637	21 934	1 482	510	13 907	7 409	803	418	6 026	4 475	8 032	717
Ecuador/Equateur....1938	5 253	...	181 818	77 927	...	...	...	...	...	...	...	...	(3) 199	...	(3) 1 923	(3) 1 016	...	...
.....1948/49	7 510	5 037	265 497	122 290	1 031	185	15 769	5 305	1 006	459	5 278	2 993	286	110	2 252	1 302	4 142	596
Peru/Pérou.....1946	16 183	...	766 986	293 069	1 862	391	36 569	8 550	...	...	8 394	4 129	...	...	2 720	1 568	12 877	2 370
Surinam.....1948	...	...	31 017	14 510	...	...	...	...	...	...	...	...	...	...	...	...	—	—
Venezuela....1937/38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	637	500	...	...
.....1947/48	11 650	...	360 531	...	1 395	...	18 339	...	...	...	5 118	2 810	...	...	5 373	3 833	(4) 4 754	...
.....1949/50	...	...	464 697	232 548	1 307	289	18 665	6 029	...	...	...	...	314	125	3 068	2 320	...	...

- (1) Data for 1946.
 (2) Universities, excluding attached institutions
 (3) 1936/37.
 (4) Universities only.

- (1) Chiffres de 1946.
 (2) Universités, non compris les instituts attachés aux universités.
 (3) 1936/37.
 (4) Universités seulement.

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré General général				Vocational and technical Professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Aden Protectorate/Pro- tectorat d'Aden...1948	...	...	4 378	181	—	—	—	—	—	—	—	—	—	—	—	—	—	—
British Borneo ¹ /Bornéo britannique ¹ ...1948	541	130	15 852	4 194	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ceylon/Ceylan...1937	16 301	...	659 652	266 759	...	...	(2) 61 864	18 306	21	1	201	30	...	...	932	413	664	64
...1949	24 609	11 549	1 021 563	466 420	8 198	3 530	222 308	84 668	74	11	1 162	172	176	53	1 982	1 062	1 913	326
Cyprus/Chypre.....1948/49	1 462	...	60 308	27 399	431	...	10 087	2 837	...	...	...	...	...	...	191	...	—	—
Hashimite Kingdom of the Jordan Royaume hachimite de Jorda- nie .....1948/49	200	43	11 857	2 319	25	—	446	—	8	—	87	—	...	...	...	...	—	—
India/Indes(Br.)....1936/37	376 315	40 243	10 530 790	1 494 783	117 469	14 750	2 496 826	274 192	...	...	82 257	13 861	...	...	...	...	118 780	3 331
India/Inde.....1948/49	473 994	65 900	15 883 776	1 183 617	177 404	24 958	4 288 918	546 212	...	...	124 769	24 801	...	...	...	...	320 366	15 335
Indonesia/Indonésie..1936/37	36 909	2 706	2 176 962	469 962	258	20	5 877	1 611	...	...	...	...	...	...	...	...	...	...
...1947/48	65 000	...	4 000 000	1 280 000	3 000	...	73 850	...	927	...	22 670	7 970	585	...	16 910	...	3 500	...
Iraq/Irak ....1936/37	2 798	697	85 593	22 163	382	103	10 255	1 554	52	14	360	235	51	15	905	338	...	...
...1948/49	6 509	2 092	174 874	43 207	1 394	317	27 033	4 991	...	...	1 144	215	106	19	1 594	373	4 646	748
Japan ³ /Japon ³ ...1937	263 615	87 593	11 792 738	5 603 973	47 021	...	1 289 597	568 470	...	...	...	...	2 746	280	35 361	11 802	189 696	17 959
...1950	307 160	149 979	11 190 794	5 524 074	293 592	64 701	(4) 6 853 634	(4) 3 263 312	(5) ...	(5) ...	(5) ...	(5) ...	4 290	460	14 470	4 200	390 687	36 373
Philippines ...1936	26 913	...	1 173 879	...	1 497	...	549 659	82 113	...	...	14 799	...	...	...	2 689	...	...	...
...1948/49	66 137	40 535	3 811 981	1 752 774	6 999	3 507	...	...	...	...	53 262	5 304	133	95	3 695	2 963	24 290	...
Saudi Arabia/Arabie Saoudite ...1949/50	875	—	27 712	—	121	—	1 116	—	16	—	111	—	31	—	200	—	18	—
Syria/Syrie ...1947/48	903	...	74 949	22 288	...	...	3 846	497	...	...	1 082	374	...	...	66	7	—	—
...1949/50	6 234	2 173	231 662	65 436	2 311	471	28 505	7 015	75	3	1 605	206	125	27	619	175	—	—
Thailand/Thaïlande 1937/38	29 985	...	1 249 192	558 378	7 625	...	73 840	21 171	556	107	1 827	250	...	...	...	...	12 117	553
1949/50	72 417	15 617	2 601 100	1 235 161	3 339	2 300	105 146	29 450	1 565	618	13 560	4 936	478	266	4 651	2 203	31 613	3 062
Turkey/Turquie ...1938/39	17 110	5 515	713 636	266 156	1 731	1 500	108 006	29 035	640	239	7 770	2 497	267	72	3 522	1 772	8 190	1 590
...1948/49	30 695	10 370	1 473 048	521 307	5 949	2 510	87 651	23 635	1 160	1 083	52 438	10 850	950	222	14 688	1 871	20 177	3 775

(1) North Borneo only - no data by sex for Sarawak or Brunei.

(2) Including 1,097 students, sex unknown.

(3) Owing to a complete revision of the educational laws in 1946, data are not comparable as between 1937 and 1950.

(4) Including part-time educational centres.

(5) Vocational and technical education included with secondary.

(1) Bornéc du Nord seulement - aucune information par sexe pour Sarawak ou Brunéi.

(2) Y compris 1.097 élèves non classés par sexe.

(3) Par suite de la révision totale des lois d'enseignement en 1946, les données pour 1937 ne sont pas comparables avec celles pour 1950.

(4) Y compris les centres d'éducation à temps partiel.

(5) L'enseignement professionnel et technique est compris dans l'enseignement secondaire.

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré général				Vocational and technical Professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Belgium/Belgique...1938/39	35 004	19 615	955 038	475 829	...	...	...	...	...	...	...	...	...	...	14 453	7 937	11 566	1 859
...1948/49	31 506	16 953	805 644	396 886	...	...	153 346	(1) 33 344	18 634	...	169 233	...	851	...	11 649	...	17 471	2 898
Bulgaria/Bulgarie...1939/40	24 972	12 530	927 030	429 201	2 810	1 512	82 660	30 209	2 854	1 118	52 814	20 636	...	...	...	...	11 930	2 483
...1947/48	28 490	15 568	907 846	425 188	5 583	3 116	167 660	70 424	2 178	1 093	55 460	23 770	...	...	...	...	49 911	14 341
Czechoslovakia/Tchécoslo- vaquie ...1933/34	78 405	...	2 521 966	1 220 618	5 850	...	122 731	33 999	7 037	...	82 113	35 432	1 223	...	11 247	6 657	35 523	5 456
...1947	...	...	1 571 337	780 444	...	...	119 469	46 756	...	...	280 410	107 217	(2) ...	...	...	...	63 073	12 343
Denmark/Danemark...1937/38	15 959	6 297	407 877	...	...	...	72 028	...	...	...	72 029	14 441	...	...	2 424	1 103	(3) 9 433	1 710
...1947/48	17 380	6 902	401 254	...	...	...	85 609	...	...	...	99 784	27 851	...	...	3 266	1 513	13 905	2 837
Finland/Finlande...1936/37	17 820	11 232	470 390	234 710	3 305	1 709	50 635	26 829	...	...	(4) 21 640	...	108	51	1 246	775	6 513	2 135
...1948/49	19 431	12 593	482 075	233 288	5 147	2 867	87 740	50 546	2 576	...	25 926	...	116	57	1 536	850	10 400	4 269
France/France.....1937/38	(5) 137 379	88 478	(6) 5 439 875	2 709 319	(5) 16 868	7 142	(6) 598 506	263 763	...	...	...	...	...	...	10 516	5 914	75 295	21 703
.....1948/49	133 375	83 423	4 593 534	2 293 130	27 982	...	752 338	373 117	...	...	(7) 224 499	...	1 832	771	(8) 14 974	8 542	(9) 129 035	42 818
Gibraltar (U.K.)...1948	...	...	1 601	803	...	...	973	398	...	...	...	...	...	...	...	...	—	—
Italy/Italie....1936/37	122 796	98 629	5 186 781	2 471 086	...	...	...	...	26 323	10 513	330 712	97 034	6 458	4 142	154 168	106 381	71 512	11 551
....1947/48	157 139	114 905	4 835 566	2 295 493	42 234	21 997	483 788	198 641	38 384	16 475	368 505	109 651	6 570	4 408	54 333	48 298	180 144	44 408
Luxembourg.....1938/39	(10) 121	555	(10) 41 477	20 297	192	24	3 234	729	51	...	1 140	...	10	...	181	81	—	—
....1948/49	1 048	510	32 409	15 480	249	34	3 615	1 197	63	...	1 965	209	12	...	144	67	—	—

(1) No data available for female students in music and art schools of secondary level.

(2) Included in secondary schools.

(3) Includes universities, higher professional, fine arts schools.

(4) Technical schools of secondary and higher levels.

(5) Public school teachers only.

(6) Students enlisted in private and public schools.

(7) Technical schools of primary, secondary and higher levels.

(8) Training colleges at elementary and secondary levels.

(9) 13,500 students of "grandes écoles" excluded; 24,500 of independent institutes partially included.

(10) Primary private schools not included.

(1) Information manquant pour les jeunes filles fréquentant les écoles de musique et des beaux-arts du niveau secondaire.

(2) Compris dans l'enseignement du second degré.

(3) Comprend universités, écoles professionnelles, supérieures et écoles des Beaux Arts de degré supérieur.

(4) Ecoles techniques du second degré et du degré supérieur.

(5) Maîtres des écoles publiques seulement.

(6) Elèves inscrits dans les écoles publiques et les écoles libres.

(7) Ecoles techniques des degrés primaire, secondaire, supérieur.

(8) Ecoles normales préparant les maîtres des enseignements primaire et secondaire.

(9) 13.500 élèves des grandes écoles non compris; 24.500 étudiants d'instituts indépendants inclus partiellement.

(10) Ecoles privées du premier degré non comprises.

TABLE V
TABLEAU V

ACCESS OF WOMEN TO EDUCATION IN SELECTED COUNTRIES IN EUROPE (continued)

ACCES DE LA FEMME AUX ETUDES DANS CERTAINS PAYS D'EUROPE (suite)

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré general général				Vocational and technical Professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Monaco .....1936/37	...	...	...	...	...	...	...	...	...	-	-	-	-	-	-	-	-
.....1949/50	94	56	1 743	514	55	30	(1) 516	313	-	-	-	-	-	-	-	-	-	
Netherlands - Pays-Bas 1938/39	(2) 34 344	(2) 15 555	1 143 114	557 567	(2) 8 788	(2) 1 807	165 215	64 352	...	...	...	...	...	...	6 394	4 118	12 592	2 033
.....1948/49	(2) 34 352	(2) 15 748	1 164 762	564 592	(2) 11 170	(2) 2 406	217 451	89 734	9 067	2 984	236 396	100 523	1 666	657	10 550	7 204	26 379	4 088
Norway - Norvège...1936/37	10 517	4 124	358 803	...	1 897	520	32 101	13 753	1 233	...	23 744	...	...	...	...	...	5 518	885
.....1945/46	10 673	4 312	289 449	...	...	...	44 356	19 260	...	...	...	...	...	...	...	...	7 743	1 388
Poland - Pologne .. 1937/38	93 403	...	4 865 313	2 348 075	...	...	221 417	94 783	...	...	223 193	...	...	...	4 768	...	48 018	13 602
.....1946/47	78 920	...	3 621 028	1 744 720	...	...	225 443	107 586	...	...	279 788	109 073	...	...	30 930	19 499	84 680	30 927
Portugal 1936/37	9 819	...	148 587	198 694	926	...	(3) 31 773	12 035	1 009	...	34 865	...	...	...	317	148	5 871	835
..... 1948/49	14 445	11 673	590 190	264 332	1 096	452	(3) 39 426	18 851	1 953	158	47 783	...	140	40	1 718	1 460	11 593	2 748
Spain - Espagne 1935/36	(4) 47 945	22 941	(4) 2 502 322	1 231 556	...	...	124 900	30 407	...	...	(4) 36 295	12 339	...	...	10 704	4 888	(5) 33 971	(5) 5 229
..... 1947/48	(4) 75 869	44 733	(4) 3 076 696	1 567 082	8 846	...	212 210	74 319	...	...	(4) 134 974	35 577	1 364	...	24 171	17 575	(5) 54 568	(5) 11 319
Sweden - Suède ....1936/37	27 134	18 667	562 548	274 448	5 569	2 322	115 948	58 675	1 754	520	(6) 23 946	...	157	57	1 443	878	11 370	1 801
.....1948/49	25 361	17 220	525 159	...	8 815	3 742	193 956	100 850	2 620	...	(6) 42 844	...	236	62	5 917	3 774	14 626	3 181
Switzerland - Suisse.1936/37	(4) 1 365	(4) 5 475	(4) 471 438	(4) 232 625	(4) 4 189	(4) 586	(4) 89 235	(4) 7 869	...	...	...	...	...	...	...	...	(7) 8 706	(7) 1 409
.....1948/49	(4) 1 413	(4) 5 460	(4) 134 498	(4) 214 373	(4) 4 470	(4) 638	(4) 91 799	(4) 4 132	...	...	21 112	9 125	...	...	...	...	17 348	2 280
United Kingdom - Royaume Uni	(8) 166 835	(8) 118 057	(8) 5 060 767	(8) 2 449 738	(8) 31 739	(8) 12 057	(8) 544 862	(8) 280 474	...	...	20 658	9 065	...	...	15 236	9 778	...	...
a) England and Wales 1937/38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
- Angleterre - Pays de Galles	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
.....1948/49	131 425	97 304	3 924 451	1 899 132	85 332	41 172	1 802 977	900 568	10 844	2 250	127 100	44 333	2 594	1 489	22 297	15 928	363 065	15 388
b) Scotland/Ecosse ...1937/38	(8) 19 751	(8) 14 781	(8) 616 111	(8) 305 832	(8) 6 908	(8) 3 794	(8) 152 781	(8) 74 222	...	...	6 234	...	...	...	3 099	2 299	...	...
.....1948/49	11 478	...	360 804	177 678	16 065	...	418 873	206 645	...	...	9 958	...	218	112	3 967	2 931	15 444	4 059
c) Northern Ireland/Irlande du Nord ...1937/38	(8) 4 534	(8) 2 951	(8) 196 704	(8) 96 625	(8) 667	(8) 331	(8) 13 440	(8) 6 874	324	...	23 307	12 652	23	13	264	197	1 568	374
.....1948/49	5 879	4 111	188 477	92 322	1 252	622	24 319	12 048	488	...	35 163	17 543	53	28	570	355	2 489	563

- (1) Including secondary courses in public primary schools: commercial, clerical and household arts.
(2) Including part-time teachers, but excluding teachers for special subjects.
(3) Preparatory ecclesiastical seminaries not included.
(4) Excluding private schools but including higher technical and schools of arts.
(5) Excluding higher technical, schools of arts, and religious seminaries.
(6) Secondary technical and higher technical education.
(7) Excluding Eidgenössische Technische Hochschule and Handels-Hochschule St.Gallen.
(8) Data refer to public and grant aided schools only.

- (1) Y compris des cours du second degré dans les écoles primaires publiques: commerce, secrétariat et ménage.
(2) Y compris le personnel enseignant à temps partiel, mais non compris les instructeurs pour des sujets spéciaux.
(3) Non compris les petits séminaires catholiques.
(4) Ecoles privées non comprises. Y compris les écoles techniques supérieures et écoles des beaux-arts.
(5) Non compris les écoles techniques supérieures, écoles des beaux-arts, et séminaires religieux.
(6) Y compris les écoles techniques du second degré et du degré supérieur.
(7) Non compris l'Ecole polytechnique fédérale et l'Université commerciale de St.Gall.
(8) Renseignements portant sur les écoles publiques et les écoles subventionnées.

TABLE VI
TABLEAU VI

ACCESS OF WOMEN TO EDUCATION IN SELECTED COUNTRIES IN OCEANIA

ACCES DE LA FEMME AUX ETUDES DANS CERTAINS PAYS D'OCEANIE

Country and year Pays et années	Primary - Premier degré				Secondary - Second degré général				Vocational and technical Professionnel et technique				Teacher-training Formation des maîtres				Higher Supérieur	
	Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Teachers Maîtres		Students Etudiants		Students Etudiants	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Australia/Australie... 1937	...	...	...	...	...	...	163 000	...	(1) 3 343	...	(1) 90 420	27 257	...	...	...	...	12 620	...
...1947	(2) 23 056	11 423	717 000	...	(2) 6 121	2 594	(2) 169 000	...	5 175	...	110 861	34 064	...	...	6 096	...	29 034	5 475
New Zealand/Nouvelle- Zélande... 1937	7 729	4 863	241 019	116 613	1 508	689	31 963	(3) 15 802	...	...	(4) 6 724	(4) 3 062	46	10	1 344	815	366	116
...1948	8 766	5 154	269 699	131 057	2 377	1 066	48 102	24 365	...	...	(4) 7 488	(4) 3 417	77	22	1 875	1 072	518	213

(1) Including part-time courses.

(2) Public schools only.

(3) Multilateral schools included in secondary education.

(4) Schools for libraries and nurses included in technical education.

(1) Y compris cours à temps partiel.

(2) Ecoles publiques seulement.

(3) Ecoles secondaires à orientation multiple comprises dans les statistiques du second degré.

(4) Ecoles de bibliothécaires et d'infirmières comprises dans les écoles techniques.