

UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL



53989



Distr.
LIMITED

E/CN.14/SW/17
14 March 1969

Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA
Regional Meeting on the Role of Women
in National Development
Addis Ababa, 17-26 March 1969

EDUCATION AND TRAINING OF WOMEN - SPECIAL REFERENCE TO AFRICA
(Statement provided by the United Nations Social Development Division)

EDUCATION AND TRAINING OF WOMEN - SPECIAL REFERENCE TO AFRICA

Statement provided by the United Nations Social
Development Division

1. The education of women is a subject which has increasingly become the concern of national policy-makers, planners and administrators of a number of countries. The importance of effective education and training for the full participation of women in economic and social development has been stressed many times by the policy-making bodies of the United Nations. Inadequate and insufficient services extended to young girls and women, particularly in the field of education, have stimulated a number of governments to accelerate educational schemes directed to women and young girls. It is now generally recognized that women's programmes geared to national development should not be isolated schemes but should form a component of long-range economic and social development planning.
2. The importance of activities for women has been stressed in a statement on guidelines prepared by the United Nations expert group meeting held in 1965 on extension of social welfare services for families, children and youth. The experts recommended that "developing nations in particular may find it advisable, if not essential, to assign high priority to one or more of the following population groups or welfare programmes. Those groups whose present or potential contribution to national development is likely to be of vital importance - girls and women especially in societies where their role and status are undergoing significant change. 1/
3. In a study prepared by the United Nations on "Development and Utilization of Human Resources", special emphasis was placed on "the training and education of mothers and future mothers to help them to fulfil their family role, to participate in community life and to have the benefits of new understanding about their environment". 2/ The Commission on the Status of Women at its twenty-first session (February 1968) adopted a resolution on the development and utilization of human resources recommending that high priority be given to measures which would, among others "promote educational and training programmes and other measures, including the improvement of the professional and vocational education of women and vocational guidance to enable them to carry out more effectively their important responsibilities in the family and in the community". 3/
4. Country programmes have accumulated experience whereby it has been demonstrated that the education of women has been brought about not only by especially designed women's programmes but also by comprehensive developmental programmes, e.g., national social reform programmes including land reform, land resettlement schemes, community development, regional development, social welfare which have incorporated programmes for women alongside those for children and youth.

1/ Family, Youth and Child Welfare Service (Sales No. 65.IV.(), pages 56-57.
2/ E/4483, p.33.
3/ E/CN.6/L.546.

5. The raising of the status of women is a major objective of the United Nations Commission on the Status of Women. It cannot be over-estimated that any improvement of the status of woman and her rights for education has introduced institutional changes and social reforms. Conversely, promotional and developmental programmes which have helped prepare women for family and community responsibilities have contributed to bringing about the advancement and education of women.
6. The United Nations and its specialized agencies have been extending steady assistance to women's programmes in a number of countries. The United Nations Social Development Division is presently undertaking jointly with FAO and UNICEF an assessment of programmes for the education and training of women and girls which are currently internationally assisted. The objectives of this assessment will be "to study currently assisted projects to see how successfully the broad targets and specific objectives established in the original plan of operations have been met." In addition, there will be an assessment of the effectiveness and adequacy of the projects in relation to the overall objectives of training and educating mothers and girls. The relevance of the projects to national development will be studied. For undertaking this assessment, a set of guidelines have been prepared and are herewith annexed for reference.
7. The review and analysis of approximately twenty country programmes, most of which are in Africa, will eventuate in a report and policy recommendations to the UNICEF Executive Board in 1970.
8. The emphasis of training and education of the women in the earlier stages of international assistance was placed on education of women for the home and family. Stress was placed on mother counselling, child care, home improvement, family nutrition, parent education and other activities which centred around the services for the woman in her home.
9. A second phase, of equal importance, of women's education tended to give priority to assisting and training women for community responsibilities both in rural and urban settings. African women who are favoured by a rich community development heritage contributed similarly to many self-help projects and community projects. They were involved in programmes which contributed to the health, sanitation, housing, welfare, and agriculture activities within the immediate community. They helped establish women's clubs, community centres, playgrounds, co-operatives, agriculture extension activities, self-help houses, day-care centres and various other services.
10. The third phase of women's programmes, which continues to be a challenge to international assistance should be, we trust, to assist women to recognize the importance not only of their social contribution but also of their economic participation in national development. Training women in programmes directed to economic development is increasingly becoming an objective of community programmes. Traditionally the rural women worked in agriculture and have carried forth the production of indigenous handicrafts such as weaving and small scale cottage industries. However, in order to strengthen their contribution to economic development women must be better prepared and trained for rural employment

and should be assisted in becoming more economically productive. Training in cottage industries, animal husbandry, trade and marketing, co-operatives are areas which deserve more attention nationally and internationally. Training of women for urban employment and their preparation for urban living, particularly the migrant women, through well-developed vocational training schemes deserves urgent attention.

11. The Social Development Division has given special attention to analysing some of its activities directed to women in the various parts of the world. In a paper entitled "Preparation of Women for their Family and Community Responsibilities" discussed at an ad hoc Inter-Agency Work Group on Home Economics, an endeavour was made to consider the organizational patterns of women's programmes. Attached are excerpts from the said paper.

12. The Commission for Social Development, at its twentieth session held in February 1969, gave serious consideration to the five-year work programme of the Commission, covering the period 1969-1973. Emphasis was placed on concerted international action in the field of activities for women. It is planned to continue the promotion of inter-sectoral action at the national level and inter-agency co-operation towards a more effective contribution of women to development. This work will be carried out in co-operation with the United Nations specialized agencies and the United Nations Section on the Status of Women. An inter-regional expert meeting on the role of women in economic and social development will be convened in 1971.

13. The Director of the United Nations Social Development Division, in her speech to the FAO/Danish Seminar on Long-Term Planning of Home Economics for Selected English-speaking Countries in Africa, held in Aarhus, Denmark, 23 June - 13 July 1968, stressed the importance of education and training of women. Excerpts from her paper are annexed to this statement.

ANNEX I

Excerpts from a United Nations Social Development paper on "Preparation of Women for their Family and Community Responsibilities" 1/

PREVAILING NATIONAL PATTERNS OF WOMEN'S PROGRAMMES

1. Women's activities geared to national development are not usually isolated schemes but form a component of socio-economic programmes of larger scope or at least are planned in close relation to the general developmental objectives of the country concerned. Depending on that larger framework, the following organizational patterns of women's programmes may be identified:

- (a) Activities for women in national social reform movements;
- (b) Activities for women in nation-wide community development programmes;
- (c) Activities for women in region-wide integrated projects;
- (d) Activities for women in joint programmes;
- (e) Activities for women emphasizing one basic discipline.

A. Activities for women in national social reform movements

2. A number of countries, particularly in Africa, have incorporated in their national Charters or Constitutions the commitment of the State to improving the condition of women and to promoting their active participation in national social and economic development. This basic social reform is achieved through comprehensive programmes aimed at influencing the cultural, social and economic factors which have a bearing on the situation of women in society. Powerful national women's movements are the driving and motivating force behind such comprehensive programmes.

3. In the United Arab Republic, for instance, the National Charter stipulates that "women must be equal to men, and must overcome the remaining obstacles which refrain them from full participation in national life". Furthermore, "the State shall assist women in fulfilling their responsibilities towards the society and the family". In 1964, the UAR Government, through the Ministry of Social Affairs and in co-operation with the National Women's Movement, launched the first comprehensive attempt at reaching women in 4,200 villages. The stated Government's objective in promoting a national programme for rural women was "to involve women more actively in their rural communities, which will help raise the economic and social standards of these communities and bring about general knowledge and skills necessary to strengthen the family and child welfare services". The Bureau of Social Affairs provided technical advisory services in drawing up the national plan with the Government. By 1970, the UAR will have trained 5,000 village women who will serve their villages all over the country. Programmes are being focussed on family welfare, parents' education, child care and development, nutrition, health and sanitation, food and hygiene, civic responsibilities, family planning, economic services including cottage industries, village improvement and community action.

1/ Working paper prepared by the United Nations Social Development Division for the ad hoc Inter-agency Working Group on Home Economics (Rome, 3-5 July 1967)

4. In Kenya, the national women's movement "Maendeleo" has extended all over the country a network of more than 1,500 women's clubs. In partnership with the Ministry of Social Services, this national women's programme, including approximately 45,000 members, emphasizes the education of women through self-help projects, literacy programmes, child care and welfare, improvement of housing, etc. The network of women's clubs is directed by trained technical and voluntary leadership whose training is provided by the Kebeta National Training Centre and district training centres.

B. Activities for women in nation-wide community development programmes

5. In a number of countries, especially in Africa, women's programmes form a specific component of nation-wide community development programmes. Ghana, Kenya, Nigeria, Sierra Leone, Senegal, Tanzania and Uganda are among the countries which have expanded their women's services within the context of community development programmes.

6. For instance, the women's programme in Uganda, which is a dynamic component of the national community development programme, is based on a network of women's clubs which are concerned with the education of mothers to help them to give better care to the children and their homes and to assume responsibility in meeting family and community needs. The number of women's clubs increased from 600 in 1958 to 2,000 in 1963 and membership increased from 20,000 to 40,000. There are 15 rural training centres from which over 500 women leaders have graduated and where more than 9,000 women, mainly auxiliary workers and volunteers, have taken short courses. The activities of women's clubs emphasize child care, nutrition, home management, etc. Increasingly these women's clubs are becoming integrated with the community as a whole and are undertaking new responsibilities in community development projects related to agriculture, health, sanitation, housing and other activities.

7. Senegal has promoted a programme of animation rurale which has as its major objectives to promote economic and social development in rural areas and to orient the rural population towards self-help and community development activities. One major aspect of this programme is that directed to the education of women, leading to their active participation in community life. Forty-three rural training centres have been established (21 for men and 22 for women). More than two thousand women have been trained. These are primarily rural women volunteers who are active in their villages promoting rural improvement programmes related to health, education, agriculture, social welfare. Women are members of multi-purpose village development teams whose responsibility is to prepare women for more responsible family and community living.

C. Activities for women in region-wide integrated projects

8. The development of activities for women within the framework of regional planning is usually characterized by intensive preparatory work through such means as comprehensive studies and surveys, and by a high degree of integration of the various disciplines and technical fields involved in the planning and execution of social programmes.

9. Thus, in the United Arab Republic the aim of the integrated social project in the area of Aswan is to provide comprehensive services for the welfare of mothers, children and youth in the Governorate. The programme encompasses health, vocational training, primary school education, rural youth services, day-care programmes for children and women's programmes. Twenty community centres for women will be established to extend a comprehensive basic education programme which will enable them to improve the family standards of living including health, educational skills, nutrition. This integrated project is restricted to a geographical area which has its own Planning Regional Development Authority responsible for administering the inter-sectoral programme and for co-ordinating the various technical fields concerned.

10. In Tunisia a regional development pilot project is being implemented in the Governorate of Souk el Aroo which has as its major objective the achievement of integrated rural social development programmes for mothers and children. A base line study of the needs of children, women and families was conducted emphasizing housing, sanitation, problems of work, employment, vocational needs of young people. In order to improve the basic services for families, the Government, with international assistance, plans to provide maternal and child health centres, women's centres, youth clubs, community gardens, pre-vocational training centres and other services. Training of personnel on an integrated basis is one of the main elements of the programme. Similarly, in a suburban area outside Tunis (Djebel Labumovad Dejebel Djelloud), the Government has launched an integrated programme benefiting 60,000 inhabitants. This co-ordinated programme includes health, nutrition, home extension, educational and social welfare activities directed primarily to children, women and youth.

11. To date very little experience has been accumulated in the area of training for the staff of integrated projects. However, it is clear that a new approach to training should not only be directed to the frontline workers but should also be directed to the trainers who will need to be re-oriented in order to assist effectively in meeting the staffing needs of such projects.

D. Activities for women in joint programmes

12. In a number of French-speaking African countries such as Mali, Upper Volta, Rwanda, Senegal, where health and social welfare services are under the responsibility of the same Government department, women's activities form one aspect of the combined programmes administered by these departments. Services extended to mothers are usually carried out within the framework of the maternal and child health centres or community centres. The mothers benefit from the services of social workers (assistantes sociales or aides sociales) whose work is closely related to that of the health personnel attached to the centres.

13. The Ivory Coast sets another interesting example of a "joint pattern" as applied in two types of government-administered women's programmes:

(a) Centres sociaux, administered by the Social Affairs Department of the Ministry of Labour and Social Affairs (30 centres staffed by 23 social

workers and 110 auxiliaries). These centres provide services mainly for women, ranging from family welfare, well-baby clinics and nutrition classes, cooking and sewing classes, elementary hygiene instruction, referrals to other needed services.

(b) Foyers féminins, which are community centres for the education and training of women and under the administration of the Direction de la Jeunesse et de l'Education Populaire of the Ministry of Armed Forces, Youth and Sports and Civic Service (36 foyers). Similar to the centres sociaux, the foyers extend services in hygiene, nutrition, sewing, cooking, and particularly literacy training for women which is the most important aspect of this programme.

E. Activities for women emphasizing one basic discipline

14. A number of countries have started various women's programmes stressing primarily one basic discipline, mainly home economics, oftentimes under volunteer leadership. The role of voluntary women's organizations in initiating modest programmes which eventually become governmental programmes should not be overlooked. The women's programmes which are focussing on one major discipline often expand into the joint or integrated pattern to include social welfare, home economics, health, education and nutrition services. This depends on government, administrative or financial resources and the support provided by the technical services concerned, as well as on the status of women and their motivation to bring about action for social change.

15. In Libya, for instance, a family and child welfare programme based on community centres concerned with women's education and day-care for children has developed as a modest component of a comprehensive national social welfare programme. Particular emphasis is being placed on the training of personnel dealing with mothers and children and on the supervision of auxiliary social workers.

16. In Ethiopia over the past seven years the Government has extended a programme promoting social development which included professional training for social work, in-service training, family and child welfare services and urban-rural community development programmes. However, since a major objective of the national programme was to reach mothers in rural and urban areas, a training programme for women was initiated at the Awassa Community Development Training Centre. The graduate women of these courses were posted in the community development centres. Many are now supervised by professional social workers who completed their full university course at the School of Social Work of the University of Addis Ababa. The women's programme has increasingly become a significant component and not an isolated sector of the national social development programme. Women's activities include social education, vocational education, civic education and education for family life. They are closely related to the national objective of promoting social development through local participation in self-help and mutual aid schemes on a neighbourhood basis.

INTERNATIONAL CO-OPERATION

A. Relevant aspects of the work programme of the Social Development Division

17. The United Nations Social Development Division carries out the responsibilities entrusted to it by the Economic and Social Council and its Commission for Social Development. A main aspect of the programme of the Social Development Division is related to advice and research on social policy, including social questions relating to major sectors of development, e.g. health, employment, education, nutrition, housing.

18. The Commission for Social Development at its eighteenth session in March 1967 considered a report prepared by WHO on social questions relating to the extension of health services. ^{1/} As the outcome of the discussion of social policies related to health programmes and the inter-relation between health and social welfare services, the following recommendations were made by the members of the Commission:

(a) "Particular attention should be given to the needs of such special groups as mothers and young children, the elderly and, where necessary, the labour force. There should be a re-evaluation of the role of women in health fields, and provision for their more active involvement in services touching upon maternal and child health and nutritional areas where women could be expected to make the greatest contribution. The health aspects of family planning were given special attention in the discussion by some members."

(b) "A study of the existing and potential links between social services and health services could serve to provide guidance for both health planners and social service professionals for more integrated and comprehensive services. In particular, a review of country experiences in this field might provide guidelines for the kinds of linkages and range of services possible."

(c) "Co-operation should be encouraged among various training institutions concerned with the health field, such as schools of social work, medical colleges and health agencies... These programmes should concentrate on the social needs of the country and the importance of rural medical problems and needs." ^{2/}

19. Social planning is another area of responsibility of the Social Development Division. This includes responsibility for strengthening the co-operation among the United Nations and the specialized agencies in developmental programmes particularly as they relate to co-ordination, financing and administration, including training of personnel of related technical fields. Advice to governments in this field has been carried out during the past years with the assistance of two inter-regional advisers who are advising governments on the formulation of comprehensive national plans and broad social and economic development schemes.

^{1/} E/CN.5/415 and Corr.1.

^{2/} Commission for Social Development. Report on the Eighteenth Session (E/4324), paragraph 76.

20. Further to the overall concern of the Social Development Division in areas related to social policy, planning and research, the Division has basic technical responsibilities in the area of community development. In 1953, the Economic and Social Council in its resolution 496 (XVI) provided the basis for an international programme of concerted action in that field. In 1956, the United Nations and the specialized agencies concerned attempted to define the process of community development and the roles of each organization within the United Nations system. In this connexion it was agreed that the then Bureau of Social Affairs, through its mandate in community development, would serve as the co-ordinator of internationally assisted programmes. One major instrument of concerted action and co-ordination of the international community development programme is the ACC Working Group on Rural and Community Development, which has held to date thirteen sessions to provide a medium for periodic inter-agency consultations on policy issues as well as operational programmes related to community development.

21. In 1965, the Economic and Social Council in its resolution 1086 C (XXXIX) requested the Secretary-General to prepare a programme of research and training in connexion with regional development projects. Regional development programmes usually emphasize a balance between the social and economic aspects of development and a co-ordinated approach to the development of activities in the areas of health, education, nutrition, vocational training, employment and social welfare. The regional framework has been applied in UNICEF-assisted integrated projects designed to meet needs of children and mothers within a comprehensive multi-purpose programme in a defined area.

22. Since the establishment of the United Nations, social welfare services have been among the main responsibilities of the United Nations in the social field. At its first session the General Assembly adopted resolution 418 which established the advisory social welfare services to meet the needs of member States. Programmes related to family, youth and child welfare, organization and administration of social welfare services, training of social welfare personnel, economic measures in favour of the family, are areas which were given priority in the work programme. In its resolution 1086 I (XXXIX) adopted in 1965 on the reappraisal of the United Nations Social Welfare Programme, the Council emphasized the need for study and analysis of national experience in social welfare planning and administration and, in resolution 1086 G, laid down the general direction for the United Nations programme in family, child and youth welfare. In the field of social welfare training emphasis was placed on the assessment of manpower needs for social welfare and assistance to be directed to developing countries in finding indigenous solutions for training problems.

23. Council resolution 1086 J (XXXIX) adopted in 1965 has focussed attention to the needs of youth and the role of young people in national development. Emphasis was placed on policies and programmes designed to provide employment opportunities to young men and girls as well as young women. The participation of young people in community programmes and the training of leaders and youth workers are important aspects of this programme. An ACC inter-agency working group has been set up to consider inter-agency co-operation in the field of youth activities. It was agreed with the specialized agencies that "the United

Nations and the specialized agencies would continue their own advisory services and field projects, and under the leadership of the United Nations they would explore together the best way of developing a new general advisory service on national policies, planning, programmes and organization for youth in the context of comprehensive development". At its third session to be held in July 1967 the inter-agency group will have on its agenda an item on concerted action in the field of programmes and policies related to adolescent girls and young women.

B. Role of the Social Development Division in women's activities.

(1) Planning of comprehensive women's activities

24. It may be derived from the above that the Social Development Division's responsibilities in the field under study include the provision of advisory services to governments in project preparation of comprehensive women's programmes; helping to establish the organizational frame for the administration of national programmes; advising on national social policy guiding the programmes; assisting with the establishment of a co-ordinated machinery particularly in a multi-purpose inter-disciplinary programme, and assisting with the periodic evaluation of projects.

(2) Training for women's activities

25. The Division is concerned with the training of the professional social welfare workers who are employed as supervisors or trainers of front-line women auxiliary workers. The training of such personnel in the methodology of social work, primarily group work and community organization or community development, helps to strengthen women's programmes in the area of human relations, family counselling, child welfare and child development, techniques of group and community work.

26. In many instances, the Division has been requested to help to strengthen the social welfare content of training programmes for auxiliary workers in UNICEF-assisted mothercraft/homecraft projects. The strengthening of the social welfare component in the training of health and welfare workers such as the aides sociales in French-speaking African countries is also an area of direct interest to the Division. These workers are trained in child health, nutrition and home economics and have increasingly supplemented their knowledge and skills in family counselling, parent education, child development, group work methods, etc.

27. The contribution of the United Nations agencies to the integrated training approach has hardly begun. Training in combined patterns, e.g., health and welfare, has proved easier than integrating multi-disciplines. UNICEF-assisted integrated programmes which offer the opportunity for integrating inter-disciplinary training are few in number and new. The evaluation of these projects in future should assess the potentials of integrated training with health, welfare, home economics, nutritional and vocational training content.

28. The use of volunteers is a most significant aspect of women's programmes which would deserve intensive consideration by UNICEF, the Social Development Division and the specialized agencies. A number of countries depend on volunteers to staff women's clubs and community development projects. A major contribution of the volunteer is to mobilize public opinion in favour of social services in addition to her practical contribution to specific functions in women's clubs, day-care centres, youth centres and work in community centres. The strengthening of training schemes for volunteers could be most effective in the further progress of women's activities.

(3) Social welfare and community development aspects of women's activities

29. The Social Development Division is directly involved in the programme content dealing with women's activities particularly in the context of social welfare and community development programmes. The social welfare content is primarily focussed on the family and its welfare, including material assistance, legal protection, services to strengthen family life including services for children within their own homes, and community services supplementing family life, e.g., community centres, day-care, recreation, etc. Social welfare contents related to the child should have primary focus on the needs of the child in his home and services directed to the development of the pre-school child. Emotional, physical and intellectual needs of the young child deserve serious attention. Day-care services, children's play centres and protective services for neglected children (foster care and institutional care) are services for children which usually form an aspect of women's multi-purpose programmes in a developing country.

30. Within the framework of community development programmes, including urban projects, the Social Development Division is concerned inter alia with the participation of social workers in community centres with a view to helping to bridge the gap between family needs and the community. Women's activities may thus be focussed on the social aspects of housing, mutual aid societies, youth activities, services for children within their families and outside the families, and services extended for information and education of women in family planning.

31. The social aspects of housing are of interest to the Division, including the role of social welfare personnel in encouraging women's participation in self-help housing schemes and in such activities in housing projects as women's clubs, literacy classes, tenants' associations, children's day-care services, play centres, recreation centres, tenants' education clubs, women's programmes related to family budgeting (loans and financial assistance for housing).

ANNEX II

Guidelines for the Assessment of Programmes for the Preparation and Training of Women and Girls for Family and Community Responsibilities

Assisted by UNICEF/UNDESA/FAO

I. To what extent have the broad objectives and specific objectives of the original plan of operations been met?

A. Preparatory planning phase

1. Was available data collected as an aid in determining the scope and nature of assistance requested by the government? Was this data sufficient?
2. Who collected this data?
 - national staff
 - international staff
 - both
3. How was this data utilized?
4. To what extent did government staff involved identify themselves with the project, and participate in the preparation?
5. Was the project planned in harmony with the aims of the national development plan?
 - emphasis on social investment, e.g. education, social welfare
 - emphasis on economic productivity
 - development priorities, e.g. priorities given to adult education in general and to women's programmes in particular
6. How realistically was the project planned in relation to the potential financial situation, both at national and local government?
7. Was the project based on needs and aspirations of the people for whom it was designed, in particular the needs of women and girls?
8. Was the project planned in harmony with social structures and cultural patterns of the areas it was to serve?
 - (a) Was the basic family unit analysed in terms of its composition, functions, division of labour between family members, decision making pattern?

- (b) Were existing individual, family and group values, which have a bearing on the introduction of social change, identified?
 - (c) Was existing leadership pattern, particularly on village levels, identified?
- B. Is the project of long term or short term duration? Describe the assistance approved and/or anticipated, nationally and internationally.
- C. Broad objectives of planops (plans d'opération)
- 1. What are the broad objectives of the planops?
 - 2. How are the broad objectives related to national, economic and social development plans? For example, national and regional development plans, integrated agricultural development plans, etc.
 - 3. To what extent are the broad objectives occupying a place in the policies and priorities set by the Government?
- D. Specific objectives
- 1. What are the specific objectives of the projects?
 - 2. How do they relate to the background information?
 - 3. How clearly defined are the specific objectives, e.g. in terms of desired behavioural changes in skills and practices, attitudes and understanding?
 - 4. How realistic are the specific objectives to the current national conditions?
 - 5. How are the specific objectives related to the larger needs and problems of women and girls?
 - 6. To what extent have the original objectives been modified as the programme progressed?
 - 7. What new objectives have been substituted - why?
 - 8. Were the specific objectives developed together with the administrators and technical staff responsible for the project? How consistent was their support?

II. How effective and feasible is the project in relation to the overall objective of developing training and education of women and girls?

A. Programme focus

1. Is the project mainly directed to:

- (a) rural population
- (b) urban population
- (c) a combination

2. Is the project:

- (a) a single project, or a combination of sectors
- (b) a component of a comprehensive project, e.g. agriculture extension, community development
- (c) an outcome of a national social reform movement

3. Is the project geared mainly to:

- (a) social change, e.g. changing attitudes, practices, community participation
- (b) economic production (production of goods and services)
- (c) a combination of components
- (d) other activity

4. Is the project mainly:

- (a) skill centred (improved practices related to family and community living)
- (b) problem centred (dealing with a practical problem recognized by the recipients, and requiring a decision solving or problem solving attitude)

5. Is the project concerned with:

- (a) development of services
- (b) the training of professional or subprofessional or volunteers
- (c) a combination of the above

B. Area of project development^{1/}

1. Development of services and activities

(a) Is the project mainly initiated through:

- (i) government auspices
- (ii) voluntary auspices
- (iii) a combination

(b) Is the project mainly directed to:

- (i) women and girls
- (ii) youth
- (iii) family focussed (participation by all members of the family)

(c) Is the project balanced to meet the needs of women in terms of the work performed and work responsibilities?

(i) describe the women's work performed in:

- the home
- outside the home (agriculture, commerce, industry)
- community participation

(ii) Is the project properly balanced in terms of the total context of women's work?

(d) Programme content, e.g., to what extent does the project include the following, emphasis on:

(i) child care and welfare:

- pre-school child
- young child
- adolescents

^{1/} If both 1 and 2 apply, both should be answered.

- (ii) food and nutrition
 - pre-school child
 - children
 - entire family
 - (iii) health and sanitation
 - (iv) family welfare and family planning
 - (v) home management and consumer education
 - (vi) housing and home improvement
 - (vii) clothing
 - (viii) small scale industries, handicrafts and home industries
 - (ix) poultry, small animal husbandry, gardening and agriculture
 - (x) community participation
 - (xi) civic responsibilities - training for voluntary leadership
 - (xii) other activities
- (e) Methods and approaches used:
- (i) to the project, centred in a club foyer, training centre, village home, etc.
 - (ii) to what extent does the project emphasize home visits?
- (f) Educational methods used:
- (i) mass media (radio, pamphlets)
 - (ii) group work (demonstrations, club meetings)
 - (iii) individual contacts

(g) Relationship of the project to other:

(i) local activities

- literacy programmes
- agricultural projects
- vocational training and guidance
- others

(ii) national policies

(h) Number reached and cost involved:

(i) How many women were estimated to have been reached through the project in terms of number, individuals and groups? Indicate approximate time of training in relation to number.

(ii) What was the estimated cost of the project?

2. Development of training

(a) Level of training

- (i) professional staff
- (ii) subprofessional staff (intermediate and auxiliary)
- (iii) local volunteers (club leaders, board members, family members)

(b) Are there training facilities available in the field of activity of concern to the project? If so, on what levels?

(c) Which body plans these training facilities?

Training auspices:

(i) government

- a central training unit or department
- a training institute

- (ii) University or national training institutes
- (iii) voluntary organizations
- (iv) others
- (d) Suitability of location, physical arrangements and facilities for the training.
- (e) Types of courses and duration: pre-service, in-service, orientation courses, others.
- (f) Entrance requirements:
 - age, basic education, personal qualities, entrance exams and personal interviews.
- (g) Training staff
 - (i) who are the trainers?
 - (ii) what are their qualifications?
 - (iii) how are they recruited?
 - (iv) full time or part time?
- (h) Selection of trainees from:
 - (i) staff already employed by central or local government
 - (ii) staff employed by voluntary organizations
 - (iii) new recruits (to be employed or to serve as volunteers?) 1/
- (i) Training content: describe the curriculum or programme in terms of content and distribution of teaching time between theory and practice.
 - Emphasis on:
 - (i) Child care and welfare
 - pre-school child
 - young child
 - adolescents

1/ This does not refer to the international volunteer.

- (ii) food and nutrition
 - pre-school children
 - children
 - entire family
 - (iii) health and sanitation
 - (iv) family welfare and family planning
 - (v) home management and consumer education
 - (vi) housing and home improvement
 - (vii) small scale industries, handicrafts and home industries
 - (ix) poultry, small animal husbandry, gardening and agriculture
 - (x) community participation
 - (xi) civic responsibilities - training for voluntary leadership
 - (xii) other activities
- (j) Methodology:
- (i) emphasis on adult education, social welfare techniques, and community development principles
 - (ii) educational material and audio-visual aids
- (k)
- (i) Are the training facilities open to staff other than the sponsoring agency?
 - (ii) If yes, how effectively has the training content integrated the interests of other technical departments interested in women's education projects (e.g., health, education, social welfare and community development, labour, agriculture)?
 - (iii) Have the technical departments participated in the training and/or given sufficient information to the training institution or centre on the type and level of training needed for their departments as basis for the training?

(1) What has happened to the trainees?

- (i) Have they been employed full time, part time?
- (ii) If so, is the job position in accordance with their training?
- (iii) Has any follow-up been made to assess the performance of these trainees?
- (m) Has the training emphasized the need for supervisors?
- (n) Has there been success in developing a "polyvalent" woman worker with relatively simple training? Is the village level worker supported by more highly trained technical people at the field level?
- (o) Number reached and cost involved:
 - (i) How many women or girls were reached through the training? Indicate level and length of training.
 - (ii) What was the cost of the training project?

C. What are the factors indicating degree of achievement of the project?

1. To what extent are the new practices taught in accordance with existing values (such as religious beliefs, cultural taboos, traditional leaderships)? Describe values that provided greatest stimulants or obstacles to change.
2. Were the new practices and ideas brought out in the project too complex to be understood, pursued and applied? Could better communication methods have been used?
3. To what extent have the practices taught in the project demonstrated a quick and concrete improvement over a traditional practice?
4. To what extent has the project been economically profitable, e.g., are economic returns of women's work a result from training received in the project?
 - (a) goods produced and sold or
 - (b) goods produced and consumed

III. What was the relevance of the project to national development

To what extent has the project been able to complement other development efforts?

- A. 1. In the plan and development of the project was an interdisciplinary approach applied, e.g., was attention given to economic, political, social, cultural, educational aspects of the project?
- 2. Was an interministerial approach used?
- B. Is the location of the project chosen in terms of existing and potential development efforts, e.g., national, international, bilateral projects emphasizing different intersectoral aspects?
- C. Has the government given sufficient support to the project through finances, personnel and local facilities initiating similar projects?
- D. Has the government initiated similar or related projects as a result of demonstrated success of the project?
- E. Has the project influenced the national policies related to programmes including activities for women and girls?

IV. Review of various organizational and administrative patterns of the project

- A. What were the organizational auspices of the project?
 - 1. Was there a single ministry or a voluntary organization having major responsibility?
 - 2. Describe the hierarchical structure of the administration responsible for the project administratively and technically:
 - (a) Central ministry (policy making and planning department)
 - (b) Technical department (responsible for operational policies and specific programme development)
 - (c) Provincial or regional levels of administration
 - (d) District or village level administration

3. Which other ministries were involved?
4. Were there any co-ordinating bodies or arrangements on national, intermediate and/or local levels? How were these bodies functioning?
5. To what extent were voluntary organizations represented in the administrative structure or co-ordinating bodies?

B. Efficiency of the organization in which the project was placed

1. To what degree was there communication among the staff, e.g., transfer of ideas and information from national to local level and vice versa?
2. To what degree did flexibility exist, e.g., ability to modify, adapt and rearrange the resources or procedures to meet changing situations?
3. To what extent was decision-making centralized, e.g., was authority delegated to staff in the lower echelons to make decisions as related to their capacity and assigned responsibilities?

C. National staff assigned to the project

1. Have the staff envisaged in the planops been assigned to the project? If not, why?
2. Do the people assigned to the project meet the standards set in the plan of operations, if defined? What are the major gaps in qualifications, numbers?
3. What is the state of stability and turnover of staff assigned to the project since its inception?
4. What is the employment "status" of the personnel assigned to the project, the recruitment procedure used and salary scale?
5. What are the major problems confronting staff development, e.g., supervision, organization, leadership development?
6. How effectively have national volunteers been trained and used in the project?

V. International assistance

- A. Have UNDESA and FAO experts and/or Headquarters staff participated in planning and project preparation of the UNICEF-assisted project?
- B. Have technical assistance experts been assigned to the government?
If so, have they been for a long duration? Were the experts assigned technically competent? Did they establish rapport? Have the experts used advice and assistance of national and international resources available in the country?
- C. To what extent and how frequently have regional staff of the respective agencies combined assistance to the project?
- D. Was a counterpart(s) assigned to the international expert, if any? What was the qualification of this person(s)? To what extent were responsibilities delegated to this person?
- E. Did the expert(s) receive sufficient support from the government to carry out the assignment?
- F. To what extent have the international experts been co-operating with other experts assigned to bilaterally assisted projects or voluntary organizations?
- G. To what extent was the project co-ordinated with related projects with other sources, e.g., bilateral?
- H. How useful have been the supplies, equipment and transport provided by UNICEF? Have they been appropriate to local circumstances, have they been well used and maintained? Would other kinds of equipment be more useful? How practical is it for the government to produce locally some of the equipment? 1/
- I. To what extent has the government gradually shared in the costs of the training activities which were UNICEF financed?

1/ Examine UNICEF document of supplies, ISIS, and Pandora.

VI. Summary assessment of the project

- A. Summarize what main anticipated results have been reached in terms of
 - 1. desired behavioural changes defined in the objectives:
 - (i) changes in skills and practices and activities
 - (ii) changes in attitudes
 - (iii) changes in knowledge and understanding
 - 2. socio-economic changes defined in the objectives
- B. Have the educational policies, procedures and methods established and used in the project
 - 1. been suitable to the existing socio-economic and political situation of the country?
 - 2. promoted any changes in national development plans?
- C. What were the changes in patterns of living that possibly might be due to the project? Indications of positive or negative changes that have occurred?
- D.
 - 1. What arrangements, if any, have been made by the national authorities to assess the project?
 - 2. What technical and administrative facilities are available and utilized for the assessment?
 - 3. What arrangements are proposed to provide for a systematic and continuous assessment in future projects, nationally and internationally?

New York
17 April 1968

ANNEX III

UNITED NATIONS ACTIVITIES AS RELATED TO
THE ADVANCEMENT OF WOMEN AND THEIR CONTRIBUTION TO DEVELOPMENT 1/

There has been, in the past decade, a growing awareness of the tremendous rôle which social and human forces stand to play not only in accelerating national development but also in fostering international peace and international security. The efforts of the various organs of the United Nations system to mobilize the entire population of a country for its development - to secure the active participation of all sections of that population, to the greatest possible extent, in improving their own levels of living - must therefore be seen as an essential means of achieving both national and international progress. Women form an indispensable part of a nation's human resources; and the undeniable fact is that the economic life of countries would be paralysed without the contributions made by women to national development. This is true in spite of another undeniable fact: that very much more could be done if the potential resources and capabilities of women were developed and used, since **actually, women form the majority of unused potential of human resources in developing countries.**

What are then the reasons behind the present state of things as far as women are concerned? What is the status of women in the developing world today?

These are questions which deserve a full examination, if only to serve as the background to some conclusions and recommendations for action within the United Nations system in order to promote the advancement of women.

In the Secretary-General's Report on the Development and Utilization of Human Resources, 2/ it is emphasized that "In most developing societies women participate in a great many activities affecting the development process; often they have to do the hardest and the socially lowest kinds of work and at the same

1/ This paper has been adapted from a paper presented at the "FAO/Danish Seminar on Long-Term Planning of Home Economics for Selected English-speaking Countries in Africa" by the Director, United Nations Social Development Division, at Aarhus, Denmark; 23 June - 13 July 1968.

2/ E/4353.

time play a big part in satisfying the social and cultural needs of the family. They could contribute much more fully and effectively if they were given opportunities as men to develop and more fully and effectively if they were given opportunities as men to develop and utilize their potentialities, as men, through proper education, vocational training and employment opportunities, and if they were relieved of some of their family responsibilities. The serious gap between men and women in equality of opportunity and treatment can be ascribed largely to certain attitudes, traditions and concepts which affect the role of women in the family and the community, the extent to which they participate in economic life, their choice of occupation and the development of training facilities and employment opportunities."

This most recent United Nations document, presenting an overall picture of the human resources of the developing world, thus explicitly speaks about an existing and serious gap between men and women in equality of opportunity and treatment.

Unequal opportunities

While the still predominantly agrarian countries of Africa and Asia fight against illiteracy and ignorance as a serious obstacle to development, it is a recognized fact that this is an evil afflicting a majority of women. Inequality of access to education as between men and women therefore constitutes one of the major, most serious and harmful acts of discrimination, wherever it exists; harmful not only to those discriminated against but to the societies of which they are members. Whatever the reasons for this discrimination - and it is known that in many cases what are considered to be the hard rules of economic necessity have dictated present conditions - its effects will remorselessly make themselves felt in a lower rate of growth, less progress, less development in the countries concerned.

Another example of problems caused by unequal opportunities of education is the following:

Especially in rural areas the problems connected with leaving school before primary education is completed affect girls much more seriously than boys. The reasons behind the high percentage of school drop-outs among girls are a combination of lack of educational facilities and economic means together with lack of encouragement of, sometimes even active opposition against, continued education on the part of the parents. Anyhow, a not-yet published United Nations report on youth, including national youth service programmes for early school-leavers, discloses that only some ten of the many developing countries with programmes of this kind have offered opportunities to join for both boys and girls. And even in these countries opportunities were far from equal. In one country the ratio of young women to men is 1:3, in another 1:5, in again others even lower.

As education, in its widest sense, is the key to improving conditions of nutrition, health, participating in economically productive activities, adjusting to social change and modernization, the lack of education or unequal access to education affecting women will affect harmfully their possibilities to contribute to development in any sphere of life. Not least is this true of efforts to develop the local community, where women would seem to have such an important, even decisive role to play.

A corollary to the problem that girls and women face in education and vocational training is of course lack of employment opportunities and, where such opportunities do exist, the fact that women workers are concentrated in a rather limited number of occupations mainly requiring a relatively low level of skill. Again, this is true, to a varying degree, for all countries and certainly not confined to the developing world. While its effects are felt everywhere, both in terms of total economic output and in limiting the possibilities of individual human beings and families to raise their levels of living, this is of course a special problem for developing countries.

Arising from the unequal educational status of women, we now witness, in many developing countries, the breakdown of the traditional extended family, the dislocation of family life or at least increasingly important and far-reaching changes in the traditional family pattern. This process, which is not looked upon with equanimity everywhere and by everyone, will get another and still more dangerous dimension if the women adults will be kept in illiteracy and ignorance. Illiterate women adults kept away from the process of change might very well act as brakes on development, caretakers of the old and stagnant society. This is only more so because of the impact that women as mothers have on their families and their children. They could thus become a strategic factor for or against development. With increasing educational possibilities for children and youth this will not only create a mental gap between generations, dangerous in itself; it might also act as a further obstacle against equality, in the next generation, between boys and girls, the future men and women, as experience shows uneducated mothers being much more inclined to keep their daughters from being educated than their sons.

Promoting advancement of women

Against the background of the present situation and of the fact that women and men as individual human beings have equal intellectual and mental potential capacities, certain conclusions can be drawn and recommendations made for activities within the United Nations system, and within the framework of general human advancement, for the advancement of women.

As a basis for any consideration of this kind, there are solemn statements made and principles declared, in documents such as the Charter of the United Nations, where the Organization proclaims one of its purposes to be the promoting and encouraging of fundamental freedom for all without distinction as to race, sex, language, or religion; the Declaration on Human Rights, where it is said: "All human beings are born free and equal in dignity and rights." And

further: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex," etc., and most recently, the Declaration on Elimination of Discrimination against Women, adopted by the General Assembly of the United Nations in 1967, where one of the preambular paragraphs expresses the conviction that "the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women as well as men in all fields" and where, true to the nature of this Declaration, everyone of its eleven articles condemns discrimination against women in any form.

The important, and most difficult, task is, of course, to have the principles of these solemn declarations recognized and turned into practical action.

Integrated programmes

When considering any kind of action for the advancement of women and when working out programmes for women related to economic and social development, it should be borne in mind the importance of doing this within the wider framework of, and to the greatest possible extent integrated into, general programmes.

The greatest obstacle to equality between men and women as to opportunities for full contribution to development of their community is not economic conditions or lack of financial resources within the countries concerned. It is first and foremost the prejudiced thinking, so painfully slow to relinquish its hold, in spite of progressive legislation on equal rights, of the men, that women are not equal. The one important factor contributing to keep alive so much of this prejudiced thinking, so much of old attitudes and opinions tending to preserve, in practice, discrimination against women, is the fact that women's interests, women's programmes and women's activities are mainly pursued by women; they are consequently looked upon as different in character and to be kept separate from general programmes, general activities which are performed mainly by men and for men. And it is an unfortunately general experience that as long as minority groups - forming a minority in number or in power or in both - are kept separate, they will always run the risk of being also considered inferior to those, and by those, who up to now belong to privileged and ruling strata of society.

The conclusion would be that, wherever possible and appropriate, programmes for women related to economic and social development should be integrated into general programmes.

This does not imply that women's programmes are unnecessary. So far from being discriminated by being separate they constitute for the foreseeable future the only possible means at our disposal to narrow and, ultimately, bridge the gap of unequal opportunities that exists as between men and women and that - just as the gap between the advanced and the developing countries - will continue to widen unless special action is initiated and taken. But two things should be kept firmly in mind. First, women's programmes should be to the greatest extent possible, integrated into general programmes and always

considered as part of human advancement. Secondly, whenever aiming at widening and broadening the range of alternatives open to women in making their fullest contribution to society, such programmes should always be regarded as temporary in character and having fulfilled their purpose when really equal opportunities have been established. Considerations of this kind form the philosophy behind present efforts of the Commission on the Status of Women and the Section on the Status of Women of the United Nations Secretariat to establish a unified long-term United Nations programme for the advancement of women.

The Secretary-General's Report on Human Resources

In a second report submitted to the present session of the Economic and Social Council, ^{1/} the Secretary-General has examined, in co-operation with all the specialized agencies concerned, the proposals of the first report in the light of the work programmes of the whole United Nations family and the possibilities that they offer for the implementation of a concerted United Nations programme on the advancement of human resources.

The first Secretary-General's Report stated that "the quality and scope of development hinge on the capacity of a society to produce a sufficient number of educated and trained citizens to achieve the social and economic objectives and targets of the development process." This led the Secretary-General to recommend strongly the inclusion into a concerted programme of action of measures for the advancement of women in all spheres of life, with a special emphasis on the needs in the rural areas. The Secretary-General's recommendation was strongly endorsed by two functional bodies of the Economic and Social Council, namely the Commission for Social Development and the Commission on the Status of Women, which at their recent session last winter discussed the Report in detail. In one of its resolutions the Commission for Social Development gave high priority for proposals which were intended to promote ways of enlisting popular participation in development and involving more actively all groups of the population, in particular women and youth. It also suggested measures for advancing rural development and providing opportunities for work as part of an overall national programme, especially for youth and women. The Commission on the Status of Women of course went into greater detail, suggesting high priority for measures which would:

- "(a) take full account in development planning of the contribution and potentialities of women;
- (b) create greater awareness of the needs of girls and women and of the contribution they can make in development projects if they are appropriately trained and their skills fully utilized;

- (c) provide new employment and other opportunities for girls and women to participate in the development process;
- (d) promote educational and training programmes and other measures including the improvement of professional and vocational education of women and vocational guidance, to enable them to carry out more effectively their important responsibilities in the family and in the community."

The Report also refers to the Commission's request that the Secretary-General, in close co-operation with the specialized agencies concerned, explore the possibilities for arranging an international exchange of experience on methods of encouraging a more effective participation of women in the development process through a more integrated approach to education, vocational guidance, training and employment of girls and women.

Obviously, the functional organs of the United Nations responsible in one way or another for activities on the international level aimed at promoting the advancement of women are quite unequivocal in their demands for greater emphasis on action in this field. And, I would add, quite legitimately so. Several specialized agencies are actively and skilfully pursuing their programmes of assistance to governments in this field. The aim is ultimately to formulate, for adoption by the policy-making bodies concerned, a Unified Long-Term United Nations Programme for the Advancement of Women.

Long-term and short-term activities

Considering that the most urgent task of governments and the purpose of United Nations technical assistance must be to break through the vicious circle of poverty, disease and ignorance, and that the efforts of all citizens are needed to this end, it is important to remember that women form the majority of the illiterate, the ignorant, the unskilled everywhere.

General literacy

The first priority would therefore be measures to get all women in a country to achieve general literacy. The discrepancy between literacy rates of men and women must be obliterated. And I think that a special plea might be made for a new type of educational endeavour in literacy drives, namely that children and their parents should have this fundamental training simultaneously. This might induce mothers to train themselves in the new act of reading and acquiring knowledge by serving as the monitors of their children, the family circle might develop into a study and discussion group, making the training much more effective, much more realistic and related to everyday life.

There is a fundamental need for an enlightened citizenry, of which women must form an increasing part. Therefore, the minimum demand on education in any country is universal literacy. To postpone the lifting of the whole population, men and women, to literacy is to postpone economic, social and political development.

Training for jobs

Secondly comes the need for specific training for jobs, in order to contribute towards an increase in productivity. These skills might be envisaged being used by women in employment or in the care of the home. There undoubtedly exists a need for vocational training for girls. And yet it would not be possible at present to make a claim for this on a very vast scale. For as long as there does not exist full employment in a society, and as long as agriculture, transport and industry are in their first stages of development towards modern productivity, the jobs will in fact largely be taken by men. However much we have to deplore this as an injustice, it is realistic to envisage the jobs as not going to be for women. Consequently women cannot in great multitudes be trained for them. The more important immediate task right now is to get a few girls in here and there, as pioneers in all kinds of schools for vocational training, aiming at different specialized trades. It would seem to be of great importance to have, as a kind of investment in the future, at least a few women everywhere to ensure that women are not forgotten when better times dawn and that women are not classified as fit for only restricted kinds of jobs.

On the other hand we are fully justified in emphasizing that women in the pre-industrialized societies have a productive job to carry on inside the home and that, consequently, they must be trained for it. And it is of course highly important for the country as a whole if women can make housekeeping more economical, if they can be helped to satisfy the basic needs of the family both more effectively and at lower costs.

In this education, at all levels, it is necessary to have the teachers, the advisers, the consultants, the leaders, who can truly design methods to modernize the home-keeping, who can rationalize it but without forgetting local needs and possibilities.

Role of women in community development

The third point would be to consider urgently the role of women in community development. This is a pioneer field of development where we are now undertaking a close and serious examination of experience won by failures and successess, in order to formulate new guidelines for activities whereby to achieve one of the most fundamental aims of development efforts: the fullest possible participation of the people themselves for change and progress in their own communities.

The role of women in community development would seem to be a logical extension of their roles in the traditional society. Much of the work of the farms in these societies, characterized by subsistence agriculture, has always been done by women; this gave them - whatever their status in the family group - an important role in the economic life of their communities. Because of this, and of their traditional task as teachers of the young, women could exert the dominant influence in bringing about change.

And from many countries there are examples of the initiative power, shown by women, women's groups and women's organizations in practical community services. A pilot development project in a village will often inspire a few keen and determined women, maybe with only the most meagre equipment, to start a child-care centre or arrange demonstrations in nutrition and home economics in other villages, before a welfare officer or a fundamental education officer, or any government representative has appeared on the scene.

It is not surprising that the participation of women and women's organizations is generally considered essential for the success of community development programmes. In the 1965 Report on the World Social Situation, published by the United Nations and, that year, dealing with questions of strategy in the introduction of social change at the local level, the following was said about their importance in this respect:

"Women's organizations (i.e., those more or less voluntarily formed) and women's centres (i.e., established under some kind of official auspices are often the only means of directly involving women in activities related to change). Rural women have frequently shown great desire for innovation and change - in many cases surpassing the motivation of men in this respect - but have lacked organizations through which to channel it. Experts indicate that where women's organizations are strong, changes tend to be initiated rapidly and perpetuated easily. Women's organizations in developing countries, which have sometimes been highly innovative, have been particularly important at the local level in: (a) reaching illiterate women and obtaining their participation (illiterate women can seldom be approached through other means such as the printed word, the school, etc.); (b) extending literacy among younger girls (here they have played a crucial role in supplementing school efforts and in helping the maintenance of functional literacy); (c) providing training to women for overall leadership as well as many specific skills of practical value (through operation of village training centres or courses within the auspices of the women's organizations or through more informal methods); and (d) bringing about significant dietary changes (generally considered to be one of the most difficult areas of change)."

And at an international seminar on participation of women in social and educational development, held a few months ago at the Mount Carmel International Training Centre for Community Services in Haifa, Israel, the participants, women leaders from Africa, Asia and Latin America, agreed that the main instruments with which to work for progress at the local level are the women's associations. Ways and means of making these associations increasingly effective agents of change will have to be formed.

It should be emphasized very strongly, the predominant need to change attitudes and influence motivation, as rigidity in traditions, in patterns of behaviour and in social structures and institutions constitutes one of the most serious obstacles against development and progress. And indeed, there is every evidence that women could and should play an important, probably a

decisive part in this process. Equally important is, however, the need to avoid unnecessary social dislocation in the transition from a traditional to a modern society, also a field where women with practical experience and commonsense could act as "honest brokers" between old and new ways of life.

It is self-evident that women cannot be expected to live up to these anticipations if they are not given legitimate power and influence. The recognition given to women and women's associations, by national governments as well as international agencies, should therefore be matched with honest and strong support for their endeavours and a follow-up on the national and the international level by giving clever and experienced women their proper place in planning and decision making. And let us frankly recognize and admit that this is indeed a sore point, a field where progress moves much more slowly than otherwise. Women are still, in most countries, a minority group as regards power, political power, however much legislation increasingly recognizes them as equal. It is for wise and strong-willed women leaders of today to find the ways and means to fight the uphill battle for full equality in fact, but with the open support from constructive and far-sighted men, national leaders and international agents for change.

Western way of life no ideal pattern

When we speak about the urgent need for change, for the transition of the traditional societies in the developing world into modern societies and when we discuss the role that women - as part of the human resources of these societies - can play to help the promotion of social change, it is certainly not the intention to draw any unwarranted analogies between developments in older Western societies and the process of change and development in the developing world. To a far too great extent already has the pattern of these Western societies been allowed to dominate the goal-setting of developing countries, and too often has e.g., education been made to proceed according to the old Western tradition, once introduced from the outside for a minority during the colonial era. I would decidedly consider our Western types of education far from dynamic enough measured by the needs of the new countries. And to make things even worse, the model used is often not even the Western educators' pattern of today but one which belonged to an earlier period and is now being abandoned in the West. It should never be applied without extensive modification to the needs of the developing countries, just as there is no reason whatsoever why the Western way of life on the whole, Western ambitions and aspirations, should set any pattern for the development process in these countries; it is indeed not that good. Here again I think the challenge enters: women are in a better position than men to voice the necessary criticism against this all too much prevailing tendency, as they are in a sense freer, less harnessed to the existing political systems and, probably, also less corrupt by power than men.

Wanted: a shorter road to equality

On the whole, considering the contribution of women in developing countries to the development of their countries, I should like to wish them a shorter road to liberty and equality of opportunities than women in the West. Their situation, as well as the situation of their countries, is in many respects utterly different from the corresponding situation in Europe and America, some hundred years ago, when the process of industrialization had seriously begun. Contrary to the degradation of women in these countries, due to the slow and socially unadjusted change to industrial conditions, and the influence of a time period which diligently cultivated this sense of inferiority on the part of women, the take-off into an industrial society in the new countries could as far as women are concerned, link up much more directly with the situation in the pre-industrial forms of the respective societies. Both men and women are suddenly appearing in a so-called modern world, they would seem to face its problems much more simultaneously and, since so many new countries have had to fight for their freedom, they have even often stood side by side as comrades in arms. For these reasons women might be psychologically better prepared to take positions of responsibility and men might be psychologically better prepared to accept them in these positions. I should be happy to hope for, even believe in, the possibility for women in developing countries to avoid and escape making the mistakes and experiencing the failures of women in the Western world, to be able to choose the shorter road to equal opportunities and full contribution to the development of their countries.

This hope is justified not only for the sake of women and their own legitimate interests. It is not a question of women obtaining equal rights in any respect as a kind of personal or group gain. The point really is that any society which wants to proceed energetically towards economic, social and political progress must liberate and realize women's creative energies, as part of the development and utilization of its human resources. In the efforts towards this aim, any developing country should be able to claim the support of the international agencies, within the limits of their resources.

And, in working together for this aim, within the framework of the United Nations family, rich and poor countries, old and new nations alike should in their own interest recognize the truth of the following two statements recently made by the Secretary-General of the United Nations.

"For the purpose of achieving international peace, international progress and international security, the development of human resources is of paramount importance."

"We have come to the crossroads of human history, where both the rich countries and the poor countries have to choose either to go in isolation along separate ways towards an unplanned and chaotic future or to march together towards a planned and co-ordinated international welfare community."

Gone indeed are the days when the majority of mankind, including its women, was deprived of any possibility of influencing the shape of the world and the future - and when the peoples forming that majority could, looking around them, legitimately share the words of the British poet, A.E. Housman, in saying: "I, a stranger and afraid - in a world I never made." Today we all, men and women, share a world that is shrinking in communication and contact and expanding in opportunities and promise. We should all of us be prepared to do our utmost to shape a richer inheritance for the future, for all of us.

- - - - -