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REVIEW OF CURRENT AND FUTURE ACTIVITIES RELATED TO YOUTH

Prepared by the United Nations Secretariat

Fundação Cuidar o Futuro

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UNITED NATIONS

SOCIAL DEVELOPMENT DIVISION

1. In 1971 United Nations activities in the field of youth continued to emphasize three major approaches to youth needs and aspirations:

(i) preparation of reports and studies on the situation of young people, to help provide the understanding of their needs and aspirations on which national and international policies concerning youth must be based;

(ii) provision of advisory services to Governments, at their request, regarding the formulation of national youth policies and, in conjunction with the specialized agencies of the United Nations system, on the establishment of programmes for implementation of these policies;

(iii) encouragement of greater participation of young people, in developing and industrialized areas, in development programmes as a principal means for their full involvement in social, economic and political life.

2. This review will summarize current activities in the youth field in terms of these major approaches.

A. Report on "Establishing Channels of Communication with Youth and International Youth Organizations."

3. This report was requested by the General Assembly in Resolution 2497 (XXIV) and will be submitted to the 27th Session of the General Assembly. Since the adoption of General Assembly Resolution 2497 (XXIV), the United Nations and international youth organizations have intensified their efforts to consult with one another on matters of mutual concern including, for example, questions concerning the human environment and the participation of youth in national and international development. The participation of 13 international youth organizations in the planning for the 1970 World Youth Assembly and the initiation in 1968 of periodic informal meetings of international youth organizations with the UN System in New York and Geneva have provided opportunities to test methods of co-operation and communication as well as to consult on substantive issues. The report will be based in part on these experiences and on the experience of the specialized agencies that have developed specific means of consultation and communication with youth and youth organizations.

4. The Report will also reflect conclusions arrived at by participants in the Symposium on Youth Participation in the Second UN Development Decade (held in Geneva from 27 September to 7 October 1971); consultations with the specialized agencies; the results of consultations with Governments, the specialized agencies concerned and youth NGOs on the possibility of convening, in the future, world youth assemblies (requested by the General Assembly in operative paragraph 4 of Resolution 2633 (XXV)); the experience gained through youth participation in UN programmes, particularly at the regional and local levels; and the opportunities for youth participation in development provided by the programme of UN volunteers.

5. The draft report has been circulated to the specialized agencies through the ACC mechanism, and was discussed at the ACC ad hoc meeting on youth held in Geneva from 9-10 December 1971.

6. The informal meeting of International Youth NGOs, held from 29-30 November 1971 in Geneva had as one of its agenda items a draft of the report, and the Youth Caucus convened periodically at UN Headquarters has discussed the draft report several times.

B. Consultations with Governments and the Specialized Agencies concerned on the possibility of convening, in the future, world youth assemblies.

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7. The General Assembly, in Resolution 2633 (XXV), operative paragraph 4, requested the Secretary-General "to consult with Governments and the Specialized Agencies concerned on the possibility of convening, in the future, world youth assemblies in the light of the experience gained during the first World Youth Assembly, especially keeping in mind the need for rules of procedure that ensure fair treatment and the full participation of all youth representatives, for a truly universal representation and for the strict observance of freedom of speech, as well as the financial implications and other relevant aspects and to submit, when appropriate, a report to the General Assembly through the Economic and Social Council."

8. A note verbale on this subject was sent to Governments and the specialized agencies concerned in the summer of 1971. A report based on the replies to this note verbale will be submitted to the 27th Session of the General Assembly possibly as part of the Report on Channels of Communication with youth and international youth organizations. An aide memoire was sent with the note verbale to provide background information on the World Youth Assembly held in July 1970. Two Annexes were also sent with the



note: Annex I containing the message adopted by the World Youth Assembly and statements to the World Youth Assembly, and information on the origins and organization of the World Youth Assembly; and Annex II containing a statement of the total costs of the 1970 World Youth Assembly met from voluntary contributions.

9. Recipients of the note verbale were asked to reply before 1 December 1971. Discussions on this subject were also held with international non-governmental youth organizations in 1971.

C. Report on Youth: its needs and aspirations.

10. At its 46th session the Economic and Social Council requested the Secretary-General in its resolution 1407 (XLVI) to undertake, in collaboration with the interested specialized agencies and organizations concerned, "an analytical study in depth of the world social situation of youth describing the needs and aspirations of youth and the most effective methods of meeting those needs."

11. On the basis of a questionnaire, information on the subject has been collected by consultants in 18 countries. In addition, consultants have been retained to prepare a review of available published literature from both governmental and non-governmental sources and otherwise assist in the preparation of the report.

12. The overall report, which will include the results of these studies as well as additional documentary material, is now in the process of preparation and is expected to be submitted to the Commission for Social Development at its 23rd Session in 1973 and subsequently to the ECOSOC.

D. Study of domestic youth services.

13. At its 22nd Session in 1971 the Commission for Social Development approved a study of domestic youth services as part of its work programme for 1971-1972.

14. The study will provide:

(i) A survey of the structure and functions, planning, organization and administration of existing domestic youth services in selected developed and developing countries;

(ii) A comparative analysis of the approaches, patterns and trends of domestic youth service in terms of their relative strengths and weaknesses.

15. The study will be based on surveys undertaken by consultants in eight countries (the Philippines, Lebanon, Chile, Ethiopia, Poland, the United Kingdom, Kenya and Yugoslavia). Present plans are to submit a draft of the report to a small group of experts in 1972. It is expected that the study will be completed by September 1972 and subsequently submitted to the Commission for Social Development.

E. Symposium on Participation of Youth in the Second United Nations Development Decade.

16. From 27 September to 7 October 1971 the United Nations sponsored a Symposium with 24 participants which met in Geneva to work out guidelines on participation of youth in the implementation of the Strategy for DDII. The specialized agencies also participated. The report of the meeting will be transmitted to Governments, the United Nations System and international youth non-governmental organizations to help them institute practical means of furthering youth participation in development.

17. The agenda of the Symposium included discussion of youth participation in policy-making and planning for development and in local and national development programmes, and of youth's role in international development. Consultants were retained by the United Nations to prepare background papers on these subjects for use by the participants and for general distribution.

F. Inter-regional Adviser on Youth Policies and Programmes.

18. From 1 January 1971 through 31 December 1971 the United Nations Inter-regional Adviser on Youth Policies and Programmes visited the following countries at the request of their Governments:

Venezuela, Trinidad and Tobago, St. Vincent, St. Lucia, Barbados, Dominica, Guatemala, El Salvador, Costa Rica, British Honduras (Belize), Honduras, Colombia, (follow-up), Uganda, Cameroon, Gabon, Burundi, Togo and Upper Volta.

In addition, members of the Social Development Division staff have undertaken inter-regional advisory missions to Nigeria, for the purpose of exploring terms of reference for a longer-term mission, and Turkey, to consult with the Government on questions of youth policy and leader training.

19. These missions may be classified into four categories, based on the type of assistance requested of the Inter-regional Adviser and the relationship of youth programmes in each country to national development goals:

(i) Assistance regarding the design of a national youth policy and organization of specific programmes in elaboration of the policy (e.g. Caribbean missions, Uganda);

(ii) Assistance regarding the relationship of existing youth programmes to overall rural development schemes (e.g. Burundi, Upper Volta, Cameroon);

(iii) Assistance regarding the relationship of youth programmes to particular United Nations-assisted projects (e.g. integrated rural development project in Togo);

(iv) Assistance regarding youth's role in questions of social mobilization and popular participation in development (e.g. Venezuela)

20. The Inter-regional Adviser has also assisted in the plans for the Symposium on Youth Participation in DDII, and is participating in UNDP country programme exercises in several countries in which youth programming is being given major emphasis. Following each set of missions he has been debriefed at United Nations Headquarters and at the specialized agencies.

#### G. Regional Youth Seminars.

21. From mid-1970 through mid-1971 four major regional seminars on youth were held with administrative and programme assistance provided by the United Nations.

22. These Seminars have been part of a concerted effort to stimulate interest and action at the country and regional levels in national youth policies and youth participation in development during the Second United Nations Development Decade:

(i) An ECAFE Regional Seminar on the Role of Youth in National Development (Bangkok, Thailand, 24 September - 3 October 1970). This Seminar included 26 participants from 15 countries of the ECAFE Region, representatives of 15 non-governmental youth organizations, and participants from ILO, FAO and UNESCO;

(ii) An ECA Regional Seminar on National Youth Programmes (Addis Ababa, Ethiopia, 23 November - 4 December 1970). One hundred participants attended, including representatives from 30 African countries and observers from ILO, FAO, UNICEF, UNHCR, WHO and UNESCO. This seminar was co-sponsored by ILO and the Danish Government, with financial assistance from the Danish Government, and was a follow-up to United Nations Inter-regional Seminar on the same subject held in Denmark in 1968;

(iii) A European Regional Seminar on Youth in the Dynamics of Social Development (Romania, 16 to 26 May 1971). This Seminar was held at the invitation of the Romanian Government and within the United Nations European Social Development Programme; 63 participants from 19 countries attended the Seminar. Papers were prepared by specially engaged consultants on education, work, leisure, social welfare and environment;

(iv) A UNESOB Seminar on National Youth Policies (Beirut, Lebanon, 21-25 June 1971). Eight countries of the UNESOB area participated in this Seminar to discuss the present situation of youth in the area, the structure and content of national youth policies, regional co-operation, participation of youth in development activities, and problems of special groups of youth.

23. The United Nations is following up requests for assistance in the youth field made by Governments as a result of these seminars.

#### H. Inter-agency Missions.

24. The United Nations has participated in several inter-agency missions during the past year as a result of growing interest of Governments in cross-sectoral planning and programming in the youth field.

25. In December 1970 an inter-agency mission (UN, ILO, UNESCO, FAO, UNICEF) visited Zambia to advise the Government on the overall design of the national youth policy and programmes to implement this policy. The team's draft report includes recommendations that the inter-ministerial committee responsible for youth policies and programmes should be permanently established under a Minister who would report directly to the President. The report also suggests that a universal and obligatory system of national service be introduced that would include a youth service programme as a key element.

26. A longer term UNDP-financed project has been started in Jamaica (ILO, UN, UNESCO, FAO, with material assistance from UNICEF) to assist in the development of an integrated national youth service programme with primary emphasis on training out-of-school unemployed youth for productive employment by upgrading and expanding the existing system of youth camps.

27. Proposals for inter-agency assistance in the youth field are being explored in Mauritius, Burundi, Upper Volta, Dominica, and Trinidad and Tobago, and a member of the United Nations staff participated in an inter-agency employment mission to Iran, to deal with youth-related questions.

28. The United Nations inter-agency liaison officer on youth undertook missions to Swaziland, Lesotho and Botswana, during which youth policies and programmes, as well as possibilities of future technical assistance, were discussed.

#### I. Long-Term Plans

29. During 1971 the United Nations formulated plans for a five-year programme of inter-regional and regional seminars, expert meetings and training courses in the youth field. The first of these events, an inter-regional Seminar on Problems of Early School Leavers, is expected to be held in 1973.

DIVISION OF HUMAN RIGHTS

Review of Developments in the Field of Youth in the Light  
of General Assembly Resolution 2633 (XXV)

1. The purpose of the present addendum to the Review of Developments in the Field of Youth in the light of General Assembly Resolution 2633 (XXV) is to describe recent activities and programmes that relate specifically to human rights.

2. The main activities, initiated since the adoption of General Assembly Resolution 2633 (XXV) emanate from the Commission on Human Rights Resolution II (XXVII), entitled: "Study of the question of the education of youth all over the world for the development of its personality and the strengthening of its respect for the rights of man and fundamental freedoms". This resolution was adopted after consideration of reports by UNESCO (E/CN.4/1027 and Add.1) and by the Secretary-General (E/CN.4/1032 and Adds, 1-7). The resolution is in three parts. Resolution II A (XXVII) contains a number of recommendations addressed to Governments and certain requests to the Secretary-General and to the Director-General of UNESCO, and the decision of the Commission to revert to the discussion of the role of youth in the promotion and protection of human rights at a future session. Resolution II B (XXVII) requests the Secretary-General to undertake a study of the question of conscientious objection to military service. Resolution II C (XXVII) contains a request to UNESCO relating to the teaching of human rights. Further details of the specific requests are given below. The full text of  
..... Resolution II (XXVII) is attached as an Annex.

3. Current activities in the field of youth which relate specifically to human rights, based on recommendations of the General Assembly and of the Commission on Human Rights in the above-mentioned resolution, consist primarily of seminars, studies, measures to disseminate wider knowledge of United Nations activities in the field of human rights, and measures to improve the teaching of human rights, as indicated below.

A. Seminars

4. A seminar on the role of youth in the promotion and protection of human rights was organized in June 1970 in Belgrade, Yugoslavia, under the programme of advisory services in the field of human rights. The General Assembly took note

of the report of the seminar (ST/TAO/HR/39 in Resolution 2633 (XXV)). The organization of further seminars in 1972 and/or 1973 is currently under consideration.

5. In accordance with the recommendations made by the Commission on Human Rights in Resolution II A (XXVII), such seminars will be organized, if possible, in all regions of the world, and the Secretary-General has been asked to explore through such seminars, and other techniques available, ways and means by which youth may be encouraged to participate constructively, and to assist in the effective implementation of United Nations principles concerning human rights at the national and international levels.

B. Study of the question of conscientious objection to military service.

6. In Resolution II B (XXVII) the Commission on Human Rights initiated a study on the above topic and decided to take it up when the report of the Secretary-General is available. This report is to be based on (a) relevant information included in the country monographs prepared in connexion with the "Study of Discrimination in the Matter of Religious Rights and Practices"; (b) and information available from Member States on national legislation and other measures and practices relating to conscientious objection to military service and alternative service.

C. Measures to disseminate wider knowledge of United Nations activities in the field of human rights.

7. The Commission on Human Rights has requested the Secretary-General and the Director-General of UNESCO, and interested specialized agencies, with the assistance of non-governmental organizations, "to increase their efforts to prepare and disseminate widely pamphlets and other publications relating to human rights which will appeal to educators and to the general public".

8. At the same time, the Commission has invited Governments to disseminate widely through their educational institutions and out-of-school educational programmes and activities, information available from the United Nations and other organizations within the United Nations system on crucial questions of human rights that face the international

community today. It has also invited Governments to encourage such institutions to establish or extend their contacts with all organizations of the United Nations system in order to become fully familiar with these bodies in promoting respect for human rights.

9. It is hoped to initiate action to comply with these requests in the near future.

D. Teaching of human rights in universities

10. In Resolution II C (XXVII) the Commission on Human Rights requested UNESCO: (1) to ask its Member States for information on how human rights are taught in their universities and on the difficulties encountered in providing such teaching in a suitable manner; and (2) to consider the desirability of envisaging the systematic study and the development of an independent discipline of human rights, taking into account the principal legal systems of the world with a view to facilitating the understanding and comprehension of human rights at the university level and specifically at other educational levels. A report is to be submitted to a future session of the Commission on this question.

11. The above are the basis for current programmes and activities relating specifically to human rights. At the same time, other developments in the field of youth in the light of General Assembly Resolution 2633 (XXV) are of interest from the point of view of human rights, in particular the question of world youth assemblies, the establishment of the United Nations Volunteers, the Symposium on the participation of youth in the Second United Nations Development Decade, and the UNITAR study on the participation of youth in international affairs with particular reference to the work of the United Nations system.



ANNEX:

Commission on Human Rights

II (XXVII) Study of the question of the education of youth all over the world for the development of its personality and the strengthening of its respect for the rights of man and fundamental freedoms 1/

A

The Commission on Human Rights,

Having examined the question of educating young people all over the world with a view to developing their personality and strengthening their respect for human rights and fundamental freedoms,

Having noted with interest the documentation furnished by the Director-General of the United Nations Educational, Scientific and Cultural Organization (E/CN.4/1027 and Add.1) and by the Secretary-General (E/CN.4/1032 and Add.1-7) at the request of the Commission in its resolutions 20 (XXV) and 12 (XXVI), as well as the report of the Belgrade Seminar on the role of youth in the promotion and protection of human rights (ST/TAO/HR/39) and the report relating to the World Youth Assembly, 2/

Recalling resolution XX of the International Conference on Human Rights, 3/ General Assembly Resolution 2447 (XXIII) of 19 December 1968 and resolutions 20 (XX) and 12 (XXVI) of the Commission,

Recalling the principles of the General Assembly resolution 110 (II) of 3 November 1947 condemning all forms of propaganda which is either designed or likely to provoke or encourage any threat to the peace, as well as the principles enshrined in the Declaration on the Promotion Among Youth of the Ideals of Peace, Mutual Respect and Understanding Among Peoples, adopted by the General Assembly in its resolution 2037 (XX) of 7 December 1965,

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1/ Adopted at the 1131st meeting, on 22 March 1971. See chapter VI, paras. 207, 211 and 216.

2/ 56/WYA/P/10.

3/ United Nations Publication, Sales No.: E.68.XIV.2, chapter III.

Recalling also General Assembly resolutions 2445 (XXIII) of 19 December 1968, 2497 (XXIV) of 28 October 1969 and 2633 (XXV) of 11 November 1970 and reaffirming the recommendations contained therein,

Recognizing that youth has a vital role to play in the promotion of world peace, justice, social and economic progress and respect for the value and dignity of the human person,

Believing that both school education and out-of-school education are of vital importance in fostering tolerance, international understanding and social justice, as well as in overcoming prejudice and outmoded customs and traditions that may lead to discrimination and violation of fundamental human rights,

Bearing in mind the recommendation contained in paragraph 67 of the International Development Strategy for the Second United Nations Development Decade adopted by the General Assembly in its resolution 2626 (XXV) of 24 October 1970, especially the role of developed countries and international institutions in giving assistance for extending and improving the systems of education of developing countries, especially by making available some of the educational inputs in short supply in many developing countries and by providing assistance to facilitate the flow of pedagogic resources among them,

Noting with regret that the teaching of human rights has not, to date, been accorded due priority in many countries,

Convinced that in addition to education in the respect for human rights, further effective ways and means must be found, with the participation of the younger generation, to create the conditions necessary for young people fully to develop their potentialities and to become actively involved in the promotion of respect for the dignity and worth of all human beings,

1. Appeals to governments, all organizations in the United Nations system, other inter-governmental and non-governmental organizations, to devote their urgent attention to the problems involved in the education of youth for the development of its personality, its devotion to social progress and the strengthening of its respect of human rights;

2. Urges governments to ensure that by meticulous respect for human rights in practice and by energetic action against all infringements of such rights in areas within their competence, they provide the vital prerequisite and key component of any effective education of young people in respect for human rights;

3. Calls upon governments to take all appropriate measures to educate young people in the spirit of peace, justice, freedom, mutual respect and mutual understanding, as well as respect for generally recognized principles of morality and international law, in order to promote equal rights for all people and nations and economic and social progress;

4. Draws the attention of States to the need to create conditions for active participation by young people in all aspects of the life of the community;

5. Calls upon all States concerned not to allow repressive measures to be taken against young people who are lawfully protesting against wars of aggression, colonial or alien oppression, racism, nazism and apartheid, or who are struggling for peace, for national and social liberation or for fundamental human rights and freedoms;

6. Invites governments concerned: **Futuro**

(a) To review their legislation to ensure that it adequately protects children, adolescents and other young persons from exploitation and that there are no legal impediments to hinder young persons from developing their full potential without any discrimination;

(b) To include as an important matter the teaching of human rights in their educational programmes at all levels of formal education, especially at the secondary and higher levels and also in out-of-school programmes and activities, and to develop suitable teaching materials for this purpose;

(c) To involve young people effectively in campaigns to eliminate illiteracy, in planning and executing programmes to protect the environment, in promoting economic and social progress in the defence of human rights and particularly in the realization of human rights in the field of education and in all other matters where they are directly concerned;

7. Invites States Members of the United Nations and members of the specialized agencies:

(a) To disseminate widely, through their educational institutions and out-of-school educational programmes and activities, information available from the United Nations and other organizations within the United Nations system on crucial questions of human rights that face the international community today;

(b) To encourage such institutions to establish or extend their contacts with all organizations of the United Nations system in order to become fully familiar with the work of these bodies in promoting respect for human rights;

8. Requests the Secretary-General and the Director-General of the United Nations Educational, Scientific and Cultural Organization and interested specialized agencies, with the assistance of non-governmental organizations, to increase their efforts to prepare and disseminate widely pamphlets and other publications relating to human rights which will appeal to educators and to the general public;

9. Expresses the hope that further seminars on the role of youth in the promotion and protection of human rights will be organized under the programme of advisory services in the field of human rights, if possible, in all regions of the world;

10. Invites the Secretary-General to explore, through such seminars and other techniques available, ways and means by which youth may be encouraged to participate constructively, and to assist in the effective implementation of United Nations principles concerning human rights at the national and international levels;

11. Decides to revert to the discussion of the role of youth in the promotion and protection of human rights at a future session.

B

The Commission on Human Rights,

Aware of the increasing interest among young people in certain countries in the question of conscientious objection to military service,

Recalling articles 3 and 18 of the Universal Declaration of Human Rights, enunciating the right to life, liberty and the security of person and the right to freedom of thought, conscience and religion,

Considering it desirable with a view to further study of the question of conscientious objection to military service, to have more information at its disposal on domestic legislation and practice in this matter,

1. Requests the Secretary-General:

(a) To make available to the Commission the information on conscientious objection to military service, included in the country monographs which were prepared in connexion with the Study of Discrimination in the Matter of Religious Rights and Practices; <sup>4/</sup>

(b) To seek from Member States up-to-date information on national legislations and other measures and practices relating to conscientious objection to military service and alternative service;

(c) To submit a report on this matter to the Commission as soon as possible;

2. Decides to study the question of conscientious objection to military service when the report of the Secretary-General is available for consideration.

C

The Commission on Human Rights,

Bearing in mind that the Universal Declaration of Human Rights recommends that respect for fundamental human rights and freedoms should be promoted by teaching and education;

Considering that the problem of human rights, as set forth in various international and national declarations and instruments, must be made accessible and comprehensible to university students and to young people in general in order to contribute to the understanding, promotion and protection of those rights, and to the adequate preparation of educators in this important field,

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<sup>4/</sup> United Nations publication, Sales No.: 60.XIV.2.

Having examined the report prepared by the United Nations Educational, Scientific and Cultural Organization (E/CN.4/1027), which draws attention to the difficulties raised by the teaching of human rights in schools and universities,

Having regard also to the difficulties encountered by educators in the teaching of human rights, as brought out in the general debate at the twenty-seventh session of the Commission,

Convinced that the United Nations and the specialized agencies should help to facilitate the teaching of human rights,

Resolves

1. To request the United Nations Educational, Scientific and Cultural Organization to ask its Member States for information on how human rights are taught in their universities and of the difficulties encountered in providing such teaching in a suitable manner,

2. To request the United Nations Educational, Scientific and Cultural Organization to consider the desirability of envisaging the systematic study and the development of an independent scientific discipline of human rights, taking into account the principal legal systems of the world with a view to facilitating the understanding, comprehension, study and teaching of human rights at the university level, and subsequently at other educational levels, and to report on the matter to this Commission, if possible, at its twenty-eighth session;

3. To continue the consideration of this subject at a future session.

UNITED NATIONS VOLUNTEERS

1. On 7 December 1970, the General Assembly adopted resolution 2659 (XXV) establishing the United Nations Volunteers effective 1 January 1971. Subsequently, the Secretary-General designated the Administrator of UNDP as Administrator of the United Nations Volunteers, and a Co-ordinator was appointed to promote and co-ordinate the recruitment, selection and training and administrative management of the activities of the United Nations Volunteers within the United Nations system.

2. The United Nations Volunteers programme has now completed over ten months of operational activity during which an administrative and programme structure has been established and qualified younger persons from developed and developing countries have commenced their respective assignments in several countries. In his recent report to the thirteenth session of the UNDP Governing Council (DP/L.205 and Add.1), the Administrator outlined the early experience gained during the first year in the implementation of General Assembly resolution 2659 (XXV), and in particular the more salient questions concerning the operational and financial aspects of the question. At the same time, the report reflected the progress achieved as evidenced in formal requests from Governments and the placement of United Nations Volunteers in different countries. It was noted in document DP/L.205 and Add.1 that as of 10 January 1972, some sixteen governments of developing countries had made formal requests and that a total of forty one United Nations Volunteers of which eleven are nationals of developing countries had taken up their respective assignments in different countries with this number expected to rise to approximately 150 in the coming months and 300 towards the end of 1972.

3. Under the mandate of the programme, United Nations Volunteers can be sent to a country only at the explicit request and with the approval of the recipient country. Hence a major task during this early phase was to promote a proper understanding among Governments concerning the scope and nature of volunteer assignments under the programme. In this context, with a view to initiating a broad interest, it was necessary to explain and reiterate the raison d'être of the programme, namely that the reservoir of skilled and talented young persons in developed and developing countries can be effectively channeled into the mainstream of the development activities of the international community. It has become clear that a proper foundation for the success and growth of the programme is linked closely to a

recognition and acceptance that the volunteer component constitutes and additional input of multilateral technical assistance analogous to the expert component. Accordingly, programming of United Nations Volunteers into the development projects of the United Nations system is undertaken on the basis that the volunteer component would possess a high degree of professional and technical qualifications to meet well-defined and specific manpower requirements within individual projects.

4. Under the formal agreements concluded between the United Nations Volunteers and International Secretariat for Volunteer Service (ISVS) and Co-ordinating Committee for International Voluntary Service (CCIVS) in May and August, 1971, respectively, primary responsibility for recruitment and co-ordination of basic training are delegated to these two international volunteer organizations. Under the clearing house arrangements, the United Nations Volunteers liaison office in Geneva is in direct contact with them on matters pertaining to recruitment and selection.

5. It is envisaged that in conformity with the Governing Council decision at its thirteenth session, the United Nations Volunteers Co-ordinator's Office will be placed in Geneva in proximity to Specialized Agencies and organizations in the United Nations system as well as the international volunteer recruiting organizations with whom the United Nations Volunteers has concluded contractual arrangement.



UNITED NATIONS CHILDREN'S FUND

1. UNICEF has been receiving more and more requests for assistance to projects directed at the critical social problem of adolescents. Several approaches are being followed, among them the reorientation of formal school education, young farmers' clubs, and youth corps or volunteer corps.

2. UNICEF will also be associated with ILO in country studies to be undertaken as part of the World Employment Programme.

3. With regard to the efforts which are being made to reorient formal education so that young people will be better prepared for constructive work in their societies, the challenge is not just to train adolescents in specific skills, but rather to modify traditional ways of thinking so that they will be able to adjust to a rapidly modernizing society. Thus in Ghana, as an experiment, 38 middle schools are being converted into practical rural training centres, equipped by UNICEF and related to Ghana's youth settlements. The initial reaction in Ghana has been enthusiastic and demands by other communities for this type of training centre far outrun available trained staff.

4. Since relatively few adolescents in developing countries are in school, other approaches are necessary, such as pre-vocational training centres for out-of-school youth. In Tunisia, 101 such centres have been established but the small output and the relatively high cost of training are a cause of concern. ILO has assisted the Government in evaluating the scheme.

5. In Cyprus, on the other hand, the vocational education project assisted by UNICEF and ILO has had good success and the Government has decided to expand it to cover the whole island. Sudan is including a number of youth training centres in its programme for the regional development of the southern part of that country. This is being done on an experimental scale. The effectiveness of these centres will be studied carefully to see whether they should be extended throughout the region. UNICEF and UNDP are participating in this project.

6. Since most adolescents in developing countries live in rural areas, many countries have approached the preparation of young people through organizing young farmers' clubs. For example, young farmers' clubs play an active role in the nutrition project assisted by UNICEF in the Republic of Kcra.

7. UNICEF has also continued its assistance to projects for training and orientation of young people as farmers or rural artisans in Mali, the Upper Volta and Togo. The young farmers' clubs in Lesotho and Uganda, which UNICEF is also helping, continue to have some good success. In Lesotho, the membership of these young farmers' clubs reached 2,000 in 1970. In this project, also, a training camp has been organized where 60 young people are attending a ten-month course in youth service. In Swaziland, there is a small but significant training scheme for primary school leavers in farming, handicrafts and home economics. In addition, UNICEF has assisted a study of the situation of rural youth in Kibungo Préfecture of Rwanda which will be used this year in the preparation of an action programme for rural youth.

8. Several countries are experimenting in projects to involve young volunteers in development work in their communities. A new proposal from Indonesia involves the training of village leaders and the activation of youth to participate in various activities supportive of national development. Also in Indonesia, the experimental involvement of student volunteers in the applied nutrition programme, with UNICEF assistance, has proved to be useful and it is now proposed to continue and enlarge this form of involvement.

9. In Mauritania, in a project assisted by UNICEF, an effort is being made to train young people for community service related to national development in a number of chantiers de promotion nationale (workshops in nation-building).

10. In Latin America, a regional meeting of leaders of youth movements was convened jointly by UNICEF and the International Secretariat for Volunteer Service (ISVS) in Panama. The purpose of this meeting was to explore ways of involving young people in national development. As a follow-up to this meeting, it is planned to prepare a manual on this subject for the guidance of national youth leaders. In a UNICEF-aided project in Brazil, in 1970, over 3,300 classes were held for students of secondary schools and universities to orient and motivate them on what they can do through voluntary action about social problems in the community. The initial success of this project is reflected in a decision to extend further UNICEF assistance. In Peru, it is hoped to involve young volunteers in the programme of reconstruction in the areas affected by the terrible earthquake in 1970, in a project assisted by UNICEF.

11. Despite some creative imaginative efforts, few countries have found ways to prepare the majority of their adolescents for

participation in national development or to solve the problem of unemployed youth. Indeed, this problem can be understood only in the broad context of national development. Limited schemes in which a few hundred young people are trained in particular skills, while useful in themselves, contribute little to the solution of the national problem. In most developing countries, the modernizing sector can offer employment to only a small minority of young people. At present, therefore, an important focus must be on rural areas and rural employment. Since few of this generation of rural youth will ever be in school, perhaps the best hope is through such approaches as young farmers' clubs and similar programmes which generate and channel the abundant energy of young people. New ways must be found to deal with this critical problem.

Fundação Cuidar o Futuro

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH

Note on UNITAR Study on "International Youth  
Organizations and the United Nations"

1. During the past five years there has been a steadily rising awareness within the United Nations family about the problems and needs of youth as well as its ideals and aspirations. In 1965 the Economic and Social Council recognized in its resolution 1353 (XLV) that youth can make a significant contribution to the realization of the ideals and purposes of the United Nations and emphasized the needs for strengthening youth participation in national and international affairs. In 1969, the General Assembly adopted resolution 2497 (XXIV) requesting the Secretary-General, among other things, to consider measures to be taken to establish channels of communication with youth and international youth organizations. The following year it adopted resolution 2633 (XXV) requesting the Secretary-General as well as the specialized agencies concerned to continue to undertake programmes and projects related to youth and to co-operate closely, as appropriate, with youth organizations.
2. As the subject of youth is of concern to the entire United Nations family, the Administrative Committee on Co-ordination (ACC) initially considered setting up a high-level team to conduct an inter-agency study. However, when it decided not to proceed with the study, UNITAR began to elaborate its own research plan on "youth and the United Nations" with encouragement from the members of the ACC. UNITAR was fortunate in receiving comments and suggestions on its plan from the heads of many specialized agencies and from the divisions of the United Nations Secretariat having a special interest in the subject.
3. The focus of the UNITAR project is on participation at the international level by international youth organizations in the work of the United Nations. It does not attempt to analyse youth participation in the work of the specialized agencies, but it makes several references to existing arrangements and practices within those agencies for purposes of comparative analysis and, where appropriate, in order to suggest an inter-agency approach to issues relating to youth organizations. The subject of youth participation at the national level in fields of concern to the United Nations has been left for possible future study.
4. The project, which was planned and co-ordinated by UNITAR staff, consists of six papers contributed by young consultants with different backgrounds. When the first draft was completed it was submitted to the 1971 meeting of the ACC

Sub-Committee on Human Resources, Education and Training as background document and for comments by the participants. It was also submitted for review by an international panel consisting of representatives of international youth organizations as well as officials from various organizations in the United Nations family concerned with youth. It is now being revised in the light of this review and subsequent written comments received from the panelists.

5. The introductory paper examines briefly the "youth phenomenon" of today and the assumption that youth could play an important role in advancing United Nations objectives - peace, protection and promotion of human rights, and economic and social development - if their energy and enthusiasm could be effectively directed to these goals. As international youth organizations are the main channels of communication between youth and international organizations, their nature and functions as well as their general attitudes towards the establishment or strengthening of relations with the United Nations are outlined. Within the context of this analysis, this paper defines the main problems and issues to be analysed in the subsequent papers. This paper was contributed by Mr. Louis Simon of India who was able to draw on his experience as a representative of the World Student Christian Federation at the United Nations.

6. The second paper analyses the actual and potential participation by international youth organizations in programmes and activities of the United Nations. It is based on a contribution by Miss Dorothea E. Woods, a former member of the United Nations Secretariat who was responsible for co-ordinating programmes of the Social Development Division relating to youth. It focuses attention on three spheres of United Nations activity where greater youth participation would be desirable: research on the situation and aspirations of young people; search for solutions to problems of deep concern to the international community; formulation of policies and programmes directly affecting youth.

7. The third paper examines the problem of youth participation in United Nations decision-making. Utilizing information acquired from questionnaires circulated to thirty-one youth oriented non-governmental organizations, it analyses and evaluates the various forms of participation by youth organizations in the "legislative" process of the United Nations, particularly in regard to youth-oriented questions and general issues of special interest to youth. It is based on a contribution by Mr. Donald W. McNemar of the United States who is an Assistant Professor of Political Science at Dartmouth College.

8. The fourth paper concentrates on international youth conferences as a mode of youth participation in the policies and programmes of the United Nations. Using the World Youth Assembly of July 1970 as an analytical model, it analyses the merits and shortcomings of this form of youth participation in United Nations work. A detailed review of the WYA appears as an appendix to this study. It is based on a contribution by Mr. Louis Simon.

9. An analysis of the co-ordination process between international youth organizations and the United Nations system is given in the fifth paper. It examines the existing procedures and machinery for co-ordinating the activities of such youth organizations and international agencies and for promoting co-operation between them. From this analysis a number of proposals have emerged for strengthening the relationships. The paper is based on a contribution by Mr. Leonard T. Kapungu of Zimbabwe, a former research Fellow of UNITAR.

10. The last paper summarizes the main points made by the different authors and brings out some of them for further analysis, together with various ideas and suggestions received from representatives of international youth organizations and officials of the United Nations Secretariat having a special interest in the subject. It is being prepared by Mr. Anthony Murdoch of the United Kingdom, an officer of the Boy Scouts World Bureau. Mr. Murdoch is also responsible for revising the other papers in the light of the comments and suggestions made at the panel.

11. It is our hope that these papers will serve both the United Nations and international youth organizations as a useful source of ideas in strengthening their mutual relations. We also hope that they will be of benefit to national governments, academic institutions and other non-governmental organizations interested in the role of youth and youth organizations in international affairs.

12. The ideas and opinions expressed in these papers are those of the authors and the editor. They do not, therefore, necessarily reflect the views of UNITAR. The Institute's policy is to encourage independent thinking and scholarly work without itself taking an official position on matters discussed or studied under its auspices.

INTERNATIONAL LABOUR ORGANIZATION

ILO Activities of Special Interest to Youth: 1970-1971

1. As a matter of principle, the ILO's activities relating to youth are not separated out into a special and artificial "youth programme" but are integrated in the major technical programmes of the Office dealing respectively with employment promotion, human resources development including vocational preparation, conditions of work and life and social institutions development including workers' education. This approach is based on the conviction that young peoples' problems in economic and social life have to be attacked and resolved within the framework of action programmes affecting all workers.

2. Certain of the Organisation's activities are of special interest to youth, however, and these are referred to briefly in the following paragraphs.

3. Within the broad framework of employment promotion and human resources development, the ILO is continuing to give high priority to the vast and complex problems connected with uneducated, untrained and unemployed out-of-school children and young people and in particular to activities connected with their vocational preparation and employment. This priority corresponds to the mounting concern of governments with unemployed youth and to the basic needs of these young people for some kind of preparation for work and for some kind of work opportunity.

4. Within the framework of the World Employment Programme, launched in 1969, it has been recognized that particular attention has to be given to finding some solution to the growing problem of unemployed youth.

5. The Programme itself is by necessity a youth-oriented programme because of the high proportion of youth in the population of most developing countries (in developing countries as a whole persons under 20 years constitute more than half the total population) and the high rate of idleness among this sector of the population. The major objective of the Programme is to make employment a major objective of national and international development policies and through this to halt and even reverse the current trend towards growing unemployment. To attain this objective, the ILO has followed several courses of action. First, regional employment teams composed of various specialists and human resources development have been set up in Latin America and Asia and it is planned to establish in Africa two sub-regional

teams, one for English-speaking and one for French-speaking Africa. The tasks of these teams are to help the countries in the region to define more clearly the nature and scope of their employment problems and devise plans and programmes to deal with these problems through a comprehensive strategy. In Latin America, three in-depth studies on the employment situation and the identification of appropriate employment policies have already been carried out in Peru, Chile and Jamaica and a similar study is now being prepared in Costa Rica. A number of studies of the same type have been carried out by the Asian Employment Team. Assistance through the World Employment Programme also includes the sending of comprehensive and inter-disciplinary high-level employment missions to selected countries. These missions are designed to advise on development policies and to formulate programmes of action with a view to reducing unemployment and underemployment. The first such mission was carried out in Colombia in 1970 and has been followed in 1971 by missions to Ceylon and Iran and, on a somewhat smaller scale, to Malagasy and Liberia; and a mission to Kenya is being set in motion. The country missions to Ceylon and to Iran gave specific recognition to the importance of the youth aspects of the total problem by including youth advisers whose task was primarily to ensure that these aspects received adequate and appropriate attention in employment-oriented development. These activities are backed up by a research programme which is aimed to provide a clearer picture of the relationships between employment and economic development and should make it possible to help developing countries to formulate effective and realistic employment policies and measures within the framework of their economic development plans and programmes. In principle, all the work being done under the World Employment Programme should benefit youth directly and indirectly by widening employment horizons and promoting more effective and realistic youth participation in development.

6. Apart from this general attack on the framework of employment and development, the ILO is extending technical co-operation to governments on the planning and implementation of special youth employment and training schemes for development purposes, following the adoption by the International Labour Conference in 1970 of a Recommendation laying down guidelines on this subject. The ILO, wherever appropriate in close collaboration with the United Nations and the other Specialized Agencies concerned, has aided such schemes in a number of countries. In Tunisia, a youth employment promotion and training project, aimed at strengthening the national network



of training centres for out-of-school youth, came to an end in late 1970. In Sudan, following a joint FAO/ILO mission there in December 1970, the UNDP, assisted by UNICEF and in association with the ILO and FAO, is providing preparatory assistance to the Government of Sudan in developing four pilot employment promotion and training centres. Following a year of pre-project activities it is planned to commence full project activities in 1972. In Ceylon an inter-agency project proposal for assistance to the Government for the purpose of strengthening its National Youth Service Programme was submitted to the Government for approval in 1970 and is now under consideration by the Government within the framework of the general and wider proposals made by the Ceylon WEP country mission. In Jamaica, with UNDP financing, an interdisciplinary interagency youth project, for which ILO is the executing agency, became operational during 1971. The primary objective of this project is to give young unemployed Jamaicans the skills needed to find productive employment, by upgrading and expanding the existing system of Youth Camps which provide training in a number of vocational and agricultural trades. In addition to the ILO, UNESCO, FAO and the United Nations are providing experts and UNICEF has agreed to provide assistance to the project in the form of equipment. At the end of 1971, all the experts except one were in post and work was progressing according to schedule.

7. Moreover, in early 1971 an adviser on youth employment problems was appointed for the Africa region. His principal task is to assist African Governments which have developed or intend to set up policies and programmes specifically directed towards youth employment in dealing with the various technical and administrative problems involved and in preparing concrete projects of technical co-operation. During the course of 1971, the regional adviser visited Kenya, Upper Volta, Madagascar, Rwanda and the Ivory Coast at the request of the governments of these countries. Project requests of an inter-agency nature based on the work of this adviser are under consideration in Upper Volta and Rwanda. In Asia, a youth employment expert has been working as a member of the Asian Regional Employment Team. The question of including a youth employment adviser in the Latin American Employment Team is under consideration.

8. In connexion with the activities initiated under the World Employment Programme, it has been recognized that for many years to come the modern sector of the economy of developing countries will grow only very slowly and that in consequence the great majority of young people coming of working age will

have to live and work in the traditional rural sector. The ILO has therefore sought to strengthen those of its activities relating to rural development and aimed at creating rural work in an environment susceptible of attracting and retaining youth. Over the last year, these have included projects for the rural settlement of young farmers, rural handicraft projects for youth and projects for training young rural "animateurs" and "animatrices". ILO activities have also been concerned with the service sector in a good many countries, a sector in which opportunities are arising for limited numbers of young people (e.g. in hotels and tourism).

9. One of the basic programmes of the ILO is the development of human resources and, since youth constitute the bulk of the human resources in the third world, this programme, like the WEP, is necessarily youth-centred. To meet the recognized need for a flexible system of vocational training, organized outside of but integrated with the formal education system, the ILO has continued to devote the bulk of its technical co-operation activities to helping countries to build viable national training schemes and to train teaching staff. Most projects, particularly in the field of apprenticeship training, are directed towards the training of adolescents and young people, either for employment in the modern sector or for rural and related employment. Many projects concerned with vocational training generally benefit youth indirectly even if not specifically addressed to the youth population. Research into training needs and methods supplements operational activity and is designed, *inter alia*, to provide a basis for improving the training of adolescents and young people.

10. Growing emphasis is being placed on non-formal training for out-of-school youth and on unsophisticated vocational preparation providing some basis, however simple, for work life. In co-operation with UNICEF and sometimes with UNESCO, projects designed to meet the need of the youngest groups of out-of-school youth for some form of realistic vocational preparation have been expanding: in Tunisia, in Cyprus, in the Sudan, in India, in Korea, in Mali, in the Upper Volta and Togo, in Swaziland and in Rwanda, for example. More projects are needed to help prepare young people, especially those in rural areas, for participation in national development and to attack the whole problem of uneducated, untrained and unemployed youth within the context of over-all national development.

11. Plans have been made for a revision of the Vocational Training Recommendation, 1962, to be carried out in close co-operation with the revision of UNESCO's Recommendation on Technical and Vocational Education, 1962. Preparatory work has begun and preliminary consultations have been held between the two organizations. An expert preparatory meeting is tentatively scheduled for January-February 1973. This joint revision process will bring the international principles and guidelines for vocational and technical education and training up-to-date in the light of the experience of the last decade and the needs of the next.

12. Mention may also be made of the special seminar on the training of girls and women in relation to employment opportunities in Europe held at the ILO's Turin Centre for Advanced Technical and Vocational Training in June-July 1971. The seminar reached a series of conclusions underlining the disadvantaged position of girls and women in the world of work and suggesting lines along which action should be taken to remove discrimination against them in education, training and employment. In all its work in the whole field of employment promotion and human resources development, the ILO, in accordance with its standards, has a special concern to prevent discrimination against girls on the basis of sex and to ensure them equality of opportunity.

13. **Fundação Cuidar o Futuro** In the field of the protection of young workers as regards conditions of work and life, the question of the minimum age for admission to employment has been placed on the agenda of the fifty-seventh session of the International Labour Conference, to be held in June 1972, for first discussion with a view to revising and codifying the 10 existing minimum age Conventions already adopted by the Conference and to seeking to find a flexible and realistic manner of dealing with the problem of child labour. Two reports have been prepared as a basis for this discussion (Report IV(1) and (2)). Country studies on the conditions of life and work of adolescents and young workers are being undertaken in selected developing countries.

14. Youth needs and problems have also been brought into relief under the ILO's programme of industrial activities, which involves research and tripartite meetings to deal with the problems of particular major industries of the world. The Plantation Committee, which met in September 1971, reached a series of conclusions relating, inter alia, to the training and employment and conditions of work of young workers on plantations.

15. In connexion with the programme of work on labour inspection, a seminar on inspection in relation to women's employment and the protection of children and young workers in South West Asia is in preparation.

16. In the field of occupational health and safety, the ILO co-operated with WHO in its study of the protection of the health of young people employed on underground work in mines.

17. In 1973 the International Labour Conference will be considering the question of paid educational leave - a subject of special importance for youth in a fast-changing world. A law and practice report on the matter was prepared during 1970 and 1971 and a meeting of experts met in January 1972 to examine this report; it concluded that such leave was a new social right. The Conference will subsequently adopt formal conclusions on paid educational leave, in the form of an international instrument.

18. Under the ILO's workers' education programme, the consultation on labour and social education for young workers held in 1969 has been followed up by continued efforts to introduce social and labour education components into suitable vocational training projects for youth, special youth employment and training schemes for development purposes and co-operative organization projects involving young people. Additional encouragement was given to the attempts being made in this direction, by the Meeting of ILO Consultants on Workers' Education held in 1971, when they stressed the importance of integrating technical and social elements in the education and training given to young workers. Technical and material assistance is provided by the ILO to seminars for young workers organized by the various international trade union organizations and youth movements. ILO workers' education advisers stationed in the different regions are also made available to young workers' educational bodies for on-the-spot consultation. Close working contacts are maintained with the World Assembly of Youth (WAY). In 1970, the ILO participated in the organization of WAY's fourth International Young Workers' Seminar which had as its theme the promotion of special educational programmes for young workers and, in 1971, in a WAY regional seminar on the impact of ILO Conventions and other international labour standards concerning young workers in Latin America. The ILO is also collaborating in a research project on labour and social education of young workers being carried out by WAY. Once this project is completed, it is hoped that the results of the study can be used by the ILO in a number of ways, including the preparation of a workers' education manual on young workers in trade unions.

19. Continuing attention has been given to the supervision of the implementation of ILO standards of special interest to youth, indicated briefly in an annex to this document.

20. The ILO co-operated with the United Nations in the symposium on youth participation in development in September-October 1971 and prepared a background paper on youth, work and development for this symposium. It works with FAO and UNESCO on problems of education and training of concern to the three organizations. It has also participated regularly in the informal inter-agency meetings with international youth NGOs.

21. To sum up, ILO activities of special interest to youth have developed along the same general lines as in the past, with the same high priority given to the problems of the employment and training of out-of-school children and young people, whether by conventional or unconventional methods. There is no doubt that efforts to cope with the growing problems of out-of-school and unemployed youth will have to be strengthened and intensified, not only by the ILO but by all the other agencies concerned, within the framework of employment-oriented development policies.

Fundação Cuidar o Futuro

APPENDIX:

International Labour Standards  
Applying to Young Persons

Almost all ILO standards apply to young workers as well as to adults. The standards of special concern to young persons deal largely with the minimum age for admission to employment; medical examination for fitness for employment; vocational guidance and training (including apprenticeship); conditions of work for young persons (prohibition of night work, for example, and other forms of health protection); unemployment and special youth employment and training schemes for development purposes. These standards are summarized in the following table, which also shows the number of countries which have ratified each particular Convention.

<u>Subject</u>	<u>Standards</u>	<u>Number of Ratifications as of 31 Dec. 1971</u>
1. <u>MINIMUM AGE:</u>		
<u>Industrial Work</u>	14 years; specified exceptions (Convention No. 5, 1919).	60
	15 years; specified exceptions (revised Convention No. 59, 1937).	29
<u>Non-Industrial Work</u>	14 years; specified exceptions (Convention No. 33, 1932).	23
	15 years; specified exceptions (revised Convention No. 60, 1937).	11
<u>Agricultural Work</u>	14 years; except outside the hours fixed for school attendance (Convention No. 10, 1921).	41

Subject	Standards	Number of Ratifications as of 31 Dec. 1971
<u>Seafaring Work:</u> <u>General</u>	14 years; specified exceptions (Convention No. 7, 1920).	43
	15 years; specified exceptions (revised Convention No. 58, 1936).	45
<u>Trimmers and Stokers</u>	18 years; specified exceptions (Convention No. 15, 1921).	59
<u>Maritime Fishing:</u> <u>General</u>	15 years; specified exceptions (Convention No. 112, 1959).	29
<u>Trimmers and Stokers</u>	18 years; specified exceptions (Convention No. 112, 1959).	29
<u>Coal Mines</u> (Underground Work)	16 years; between 16 and 18 however, employment authorized only for purposes of training and subject to certain specified conditions of safety and health (Recommendation, No. 96, 1953).	
<u>Mines of all Kinds</u> (Underground Work)	Not less than 16 years (Convention No. 123, 1965). Minimum age to be raised progressively to 18 years. Employment up to 18 to take place only when for purposes of training and under specified conditions of safety and health (Recommendation No. 124, 1965).	27

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Subject	Standards	Number of Ratifications as of 31 Dec. 1971
<u>All Sectors of Economic Activity</u>	16 years; specified exceptions (Conference resolution, 1945).	
2. MEDICAL EXAMINATION:		
<u>Maritime Work:</u>	Medical certification of fitness on entry to employment; check-ups of intervals no longer than one year until age of 18 (Convention No. 16, 1921).	59
<u>Fishing</u>	Medical certificate required stating physical fitness for work. In determining the nature of the examination, due regard to be paid to the age of the individual (Convention No. 11, 1939).	18
<u>Industrial Work</u>	Free medical examination on entry and periodical supervision and examinations at intervals of not more than one year until age of 18 (21 for occupations involving high health risks). Appropriate measures of rehabilitation for young persons found to be unfit for certain types of work or to be suffering from physical disabilities (Convention No. 77, 1946).	25
<u>Non-Industrial Work</u>	Free medical examination on entry and periodical supervision and examinations at intervals of not more than	



Subject	Standards	Number of Ratifications as of 31 Dec. 1971
<u>Non-Industrial Work (Cont'd)</u>	one year until age of 18 (21 for occupations involving high health risks). Appropriate measures of rehabilitation for young persons found to be unfit for certain types of work or to be suffering from physical disabilities (Convention No. 78, 1946).	24
<u>Mines of all Kinds (Underground Work)</u>	Free medical examination of fitness for employment on entry and regular examinations until the age of 21; X-ray required at initial medical examination and subsequently if necessary (Convention No. 124, 1965)	27
3. PREPARATION FOR EMPLOYMENT		
<u>Vocational Guidance</u>	Public vocational guidance facilities to be provided, to maximum possible extent, for all requiring such help. To be based on co-operative efforts. Preliminary guidance to be provided at school. Methods to include personal interview, medical examination and aptitude testing as appropriate and careers information. Measures to be taken to ensure follow-up. (Recommendation No. 87, 1949).	

Subject	Standards	Number of Ratifications as of 31 Dec. 1971
<u>Vocational Guidance</u> (Cont'd)	Special arrangements for young persons to be initiated and developed within the framework of the employment and vocational guidance services (Convention No. 88, 1948).	52
<u>Vocational Training</u>	Each country to develop a network of training facilities adjusted to its economic requirements and employment possibilities. Need for information about training opportunities and for vocational guidance. Importance of pre-vocational preparation. Organization of training. Methods and standards of training. Training by undertakings. Apprenticeship, its organization and the rules governing the contract. Accelerated training. Training of supervisors up to the level of foremen. Teaching staff in training institutions and undertakings. Principles applicable to countries in process of industrialization. International co-operation. (Recommendation No. 117, 1962). Special principles and methods of vocational training in agriculture (Recommendation No. 101, 1956).	

Fundação Cuidar o Futuro

Subject	Standards	Number of Ratifications as of 31 Dec. 1971
4. CONDITIONS OF WORK:		
<u>Hours of Work:</u>	Daily and weekly hours of young workers to be strictly regulated and efforts made to reduce them to not more than 40 per week (Paris, resolution, 1945). Time spent in continuation courses should be included in working hours (Vocational Training Recommendation, 1939, and Paris resolution). In implementing principle of progressive reduction of hours of work, priority to be given to industries and occupations which involve heavy strain or health risks, particularly where young workers are employed; young workers not normally to be required to work overtime (Recommendation No. 116, 1962).	
<u>Weekly Rest</u>	Commerce and offices: young workers to have an uninterrupted weekly rest period of two days (Recommendation No. 103, 1957).	
<u>Mines of all Kinds</u> (Underground Work)	Uninterrupted weekly rest of at least 36 hours in each period of seven days for young persons under 18 (Recommendation No. 125, 1965).	

Subject	Standards	Number of Ratifications as of 31 Dec. 1971
5. HOLIDAYS WITH PAY		
<u>Industry and Commerce</u>	Young workers; under 16 to be entitled after a year's continuous service to 12 working days (Convention No. 52, 1936). Those under 18 to be given longer holidays than adults (Recommendation No. 98, 1954).	48
<u>Agriculture</u>	Where appropriate, provision to be made for more favourable treatment for young workers (Convention No. 101, 1952).	38
<u>Plantations</u>	Where appropriate, provision to be made for more favourable treatment for young workers in cases in which holidays for adults are not considered adequate for young workers (Convention No. 110, 1958).	9
<u>Mines of all Kinds</u> (Underground Work)	Young persons under 18 to receive annual holiday with pay of not less than 24 working days for 12 months of service (Recommendation No. 125, 1948).	35
6. NIGHT WORK		
<u>Industrial Work</u>	No young person under 18 to be employed at night, this being understood as a period of at least 11	

Subject	Standards	Number of Ratifications as of 31 Dec. 1971
<u>Industrial Work</u> (Cont'd)	consecutive hours including the period between 10 p.m. and 5 a.m. (Convention No. 6, 1919).	51
	No young person under 18 to be employed at night, this being understood as a period of at least 12 consecutive hours including the period between 10 p.m. and 6 a.m. for young persons under 16 and a period of seven consecutive hours between 10 p.m. and 7 a.m. for young persons between 16 and 18. Specified exceptions and exemptions. (Revised Convention No. 90, 1948).	35
<u>Non-Industrial Work</u>	No child under 14 admissible for part or full-time employment and no young person over 14 and subject to full-time school attendance to be employed at night during a period of at least 14 consecutive hours including the period between 8 p.m. and 8 a.m. Young persons over 14 and under 18 and not subject to full-time school attendance not to be employed at night during a period of at least 12 consecutive hours, these to include the period from 10 p.m. to 6 a.m. Specified exceptions and exemptions (Convention No. 79, 1946).	16

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Subject	Standards	Number of Ratifications as of 31 Dec. 1971
<u>Bakeries</u>	A special Convention concerning night work in bakeries prohibits any exemptions from the ban on night work for young people under 18 (Convention No. 20, 1925).	15
<u>Maritime Work</u>	Prohibition of night work for crew members under 16 with certain exceptions. (Various Conventions). "Night" defined as period of at least nine consecutive hours between times before and after midnight.	
<u>Agricultural Work</u>	Children under 14 to have not less than ten consecutive hours' night rest; young persons between 14 and 18 not less than nine consecutive hours (Recommendation No. 14, 1921).	
7. SAFETY AND HEALTH		
<u>Work with Zinc or Lead ores</u>	Young males under 18 and all females to be excluded from industrial painting work involving the use of white lead or sulphate of lead or other products containing these pigments. (Convention No. 13, 1921). Young people under 18 to be excluded from work involving the use of zinc or lead ores (Recommendation No. 4, 1919).	49



Subject	Standard	Number of Ratifications as of 31 Dec. 1971
<u>Maximum Weight</u> (Cont'd)	of application (Recommendation No. 128, 1967).	10
8. SOCIAL SECURITY	Social Security standards cover all workers irrespective of age. Apprentices with no remuneration should be insured against employment injuries. Social insurance should be provided for persons over 16 who are receiving general or vocational education. (Various instruments).	
9. VOCATIONAL REHABILITATION	Vocational rehabilitation services and facilities to be made available for disabled children and young persons and to aim at reducing as much as possible their occupational and psychological handicaps and offering full opportunities for preparing for and entering suitable employment or occupation. (Recommendation No. 99, 1955).	
10. UNEMPLOYMENT AMONG YOUNG PERSONS	Provisions concerning school-leaving and minimum working age, general and vocational education, recreational and social services, action by private organizations, special employment centres, special public works, placement, development of	

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Subject	Standards	Number of Ratifications as of 31 Dec. 1971
10. UNEMPLOYMENT AMONG YOUNG PERSONS (Cont'd)	employment opportunities, statistics. (Recommendation No. 45, 1935). Special priority for measures designed to solve the problem of unemployment among young persons (Recommendation No. 122, 1964).	
11. SPECIAL YOUTH EMPLOYMENT AND TRAINING SCHEMES	Guidelines for the organization and operation of schemes designed to enable young persons to take part in activities directed to the economic and social development of their country and to acquire education, skills and experience facilitating their subsequent integration into economic activity. Schemes include those which meet needs for youth employment and training not yet met by existing national, educational or vocational training programmes or by normal opportunities on the employment market and those which enable young persons with educational or technical qualifications needed by the community for development to use their services in the collective interest. (Recommendation No. 136, 1970).	

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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS

FAO's programmes and projects relating to youth arise from one of its major programme objectives, the "Mobilization of Human Resources for Rural Development". Within each FAO project and plan for agricultural development, full consideration is given to the human factor; which includes, inter alia, the needs and the resources of youth. The focus of FAO programme leadership in the development of youth projects and programmes is within four sections of the Organization.

A. Rural Institutions Division

With leadership by the Agricultural Education, Extension and Rural Youth Service, this division is concerned with the institutional and programme development aspects of the education, training and involvement of rural young people in integrated rural development; and with the linkage of youth programmes and activities with broader agricultural and rural development programmes in the context of national development plans.

B. Nutrition Division

An objective of the Home Economics Service, Nutrition Division, is the development and strengthening of youth programmes aimed to improve Rural standards of living. This occurs through full involvement and integration of home and family life programmes, including topics on foods and nutrition, family life education, consumer education, home and environmental improvement, health and sanitation, and population education within all rural development schemes including agrarian reform, rural co-operatives, functional literacy and agricultural education.

C. Action for Development/FFHC

Action for Development/FFHC and its Young World Programme are integral parts of FAO, providing a practical outreach to the non-governmental sector - to "peoples" organizations both directly and through National Committees. It supports and complements the work of the technical divisions in FAO by projecting their concerns to a wider public in the more developed countries and by helping to provide opportunities for pilot innovation and the development of a broader popular basis for the kinds of programmes they deal with in the developing countries. In short, AFD/FFHC is an intermediary between the technologist and the people, it is a two-way channel of communication through which the felt needs of those affected by underdevelopment can be expressed at the national, regional and international levels.

D. Area Services Division

The Volunteer Liaison Office of this division is concerned with the wider involvement of international volunteers, largely youth, in support of FAO field experts and projects. As from mid-1971, assignment of volunteers to FAO-executed projects are implemented wherever possible through the United Nations Volunteer Programme.

In the attached annexes the recent and current programmes of these sections of the Organization are outlined in more detail.

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ANNEX I

Rural Institutions Division

1. Under the leadership of the Agricultural Education, Extension and Rural Youth Service, this Division emphasizes the institutional aspects of the training and involvement of rural young people, as a part of FAO's general emphasis on the mobilization of human resources for agricultural and rural development. It is especially concerned with rural youth programme policy and development; with staff and voluntary leadership training; and with linking youth training and action to related agricultural development programmes such as Agrarian Reform, Credit, Co-operatives and Rural Employment Promotion.

2. The following sections outline the major activities of the division in this field over the past year.

A. Inter-Agency Strategy Paper

3. At the request of an ad hoc inter-agency meeting on youth, FAO was asked to produce a first draft of a strategy paper on "Considerations for the Formulation of National and Inter-Agency Strategies vis-à-vis Rural Youth in the Less Developed Countries". This was finalized with the assistance of a Consultant in 1971, and proposals for its revision were received from within FAO and other United Nations agencies concerned. At the ad hoc Inter-Agency Meeting on Youth in Geneva, 9-10 December 1971, the paper was discussed and FAO was given the further mandate to continue with the preparation of a revised "National Strategy" paper, based on the proposals of the several agencies, and recommendations of the meeting. The Rural Institutions Division is continuing its work on this paper.

B. Principal Meetings, Seminars and Workshops held (organized or participated in by ESR staff)

4. 1971

(a) National Rural Youth Staff Training Workshop, Coya-Corrientes, Argentina, 8-16 March.

(b) Orientation - Australian International Training Course in the Establishment and Management of Rural Youth Programmes, Perth, Western Australia, 22-27 March.

(c) National Rural Youth Staff Training Workshop, Kuching, Sarawak, 29 March-9 April.

(d) National Rural Youth Staff Training Workshop, Parwanipur, Nepal, 19-30 April.

(e) Preparatory Meeting on Sixth Seminar on Methods and Promotion of Rural Youth work, Bonn, 16-18 August.

(f) United Nations Symposium on the Participation of Youth in the Second Development Decade, Geneva, 27 September-7 October.

(g) International Agricultural Extension and Rural Youth Seminar, Upper Volta, 27 September-9 October.

(h) Advisory Group on FAO Youth Programmes, Rome, 20-26 October.

5.

1972

(i) National Extension Rural Youth Staff Training Workshop, Quito, Ecuador, 22 February-4 March.

(j) National Extension Rural Youth Staff Training Workshop, Asunción, Paraguay, 8-18 March.

(k) National Extension Rural Youth Staff Training Workshop, Nairobi, Kenya, 14-22 April.

(l) Tentative plans for additional National Rural Youth Staff Training Workshops in Jamaica, India, Philippines and Dominica.

C. Field Advisory Services provided

6. By Headquarters and Regional Office Staff

(a) The current level of headquarters staff working directly on rural youth programmes is 2 1/2 persons.

(b) Special youth programme-related short-term consultation visits were made or are planned to the following countries between mid-1971 and mid-1972.

Dahomey	Mexico (2)
Ecuador	Nepal
India	Paraguay
Jamaica	Peru
Kenya	Philippines
Korea	Thailand
Malaysia (2)	Upper Volta (2)
Mauritius	

7. By Field Staff

The current level of Field Staff working full or part-time on rural youth programmes includes:

(a) Full-time Rural Youth Experts

Jamaica  
Nepal

(b) Part-time Rural Youth Experts

Afghanistan                      Mauritius  
Dahomey

(c) Associate Experts (full and part-time)

Iraq                                      Madagascar  
Lesotho                                  Mauritius

8. In addition, there are numerous FAO Agricultural Educational and Extension Experts whose work relates, in part, to rural youth programmes.

The following additional full or part-time field staff is anticipated during the coming year.

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(a) Rural Youth Experts

Malaysia                                  Uganda  
Thailand

(b) Associated Experts and Volunteers

Cameroon                                  Nigeria  
Egypt    Upper Volta

D. Field Projects

9. The following projects are either operational (op.) or in the project preparation pipeline (pip.).

UNDP (SF)

(a) Jamaica (JAM 17) - Inter-Agency National Youth Services Project - FAO has one rural youth expert involved (op.).

(b) Thailand - Inter-Agency Rural Youth Project - FAO Executive Agency (pip.).

UNDP (TA)

Dahomey (DAH 15) - Agricultural Extension Expert has been giving principal attention to Extension Rural Youth Programmes (op.).

Trust Fund Projects

(a) Afghanistan (AFG 6 - Sweden) - Integrated Agricultural Credit Programme (PACCA). Staff includes Rural Youth Expert (op.).

(b) Iraq (IRQ 4 - Denmark) - Development of Rural Youth Work, Associate Expert (op.).

(c) Thailand (THA 12 - Denmark) - Paper for Semi-Literate Publications (op.).

(d) Uganda (UGA 5 - Norway) - Young Farmer Co-operative Programme (pip.).

(e) French-speaking Africa (AFR - Denmark) Regional Seminar on Rural Youth (pip.).

UNICEF (TA)

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(a) Malaysia - Rural Youth Programme Development (pip.).

(b) Mexico (ICEF) Youth phase of Rural Development Project Chiapas, Mexico (pip.).

UNICEF (Advisory)

FAO provides technical advisory/consultant services to a wide variety of FAO/UNICEF-assisted projects relating to rural youth. These are largely in the areas of pre-vocational and vocational training, applied nutrition, rural youth programme development, youth in rural development and co-ordinated services for children and youth.

WFP (Advisory)

Similarly FAO provides technical advice and consultation to WFP on a variety of WFP-assisted youth projects.

FFHC Projects

(a) Argentina (ARG 4) Training of Volunteers (op.)  
(ARG 5) Rural Youth Leaders Training Centre (op.)

- (b) Bolivia (BOL 10) Equipment for Young Farmer Training Centre (op.)
- (c) Dahomey (DAH 15) Agricultural Training for Rural Youth (op.)
- (d) Ecuador (ECU 21) Agricultural Schools (op.)  
(ECU 22) Agricultural Training Centre (op.)  
(ECU 24) 4-F Clubs (op.)
- (e) Guatemala (GUA 2) Training of Voluntary Youth Leaders (pip.)
- (f) India (IND 69) Rural Youth Clubs, Udaipur University, Rajasthan (op.)  
(IND 80) Young Farmers' Training Centre, Rakhra, Panjab (op.)
- (g) Indonesia (INS 21) Poultry Promotion in Pranuka (op.)
- (h) Kenya (KEN 4) Farm Management Training Centre (op.)  
(KEN 8) Young Farmers' Development Programme (op.)  
(KEN 10) Limeru Boys' Centre (op.)  
(KEN 15) Village Polytechnic (op.)
- (i) Korea (KOR 10) Farm Mechanization Training Centre (op.)  
(KOR 11) National Agricultural Training Centre for Rural Youth (op.)  
(KOR 12) Farm Technical Exchange Training Centre for Rural Youth (pip.)
- (j) Madagascar (MAG 40) Construction of Dam (pip.)
- (k) Malawi (MLW 14) Establishment of Rural Youth Clubs (pip.)
- (l) Mauritius (MRI 1) Agricultural Rural Youth Programme
- (m) Nepal (NEP 5) Rural Youth Programme Development (op.)
- (n) Nicaragua (NIC 5) Training Centre for Rural Youth Leaders (pip.)



- (o) Nigeria (NIG 9) Young Farmers' Clubs (op.)
- (p) Pakistan (PAK 37) Farm Guide Movement (op.)
- (q) Paraguay (PAR 7) Rural Youth Training Programme (op.)
- (r) Peru (PER 8) Training of Youth Clubs (pip.)
- (s) Uganda (UGA 4) Young Farmers' Programme (op.)
- (t) UAR (UAR 6) Rural Youth Clubs (op.)
- (u) Upper Volta (UPV 5) Practical Training of Youth (op.)

#### E. Studies

10. Under the Consultancy Programme of the FAO Regional Office for Asia and the Far East, Mr. G.N. Bamford, Principal, Navuse Agricultural School, Fiji, conducted a study of Rural Youth Vocational Training Systems in Asia during early 1971. The report on the study will be issued in early 1972.

11. The Regional FAO Agricultural Education, Extension and Rural Youth Officer for Asia and the Far East, assisted with the I.C.E.D. Studies in Korea, Philippines and Indonesia.

#### F. Publications and Reports

12. The 1971 issue of FAO's "Extension Magazine" contained articles relating to Rural Youth Programmes. Future issues of this annual publication will continue to cover this aspect of extension work.

13. Staff members have contributed to various other publications and field mission reports during the year.

#### G. Study Fellowships

14. Study Fellowships normally are supported by field projects. The following have been sponsored during the past year.

Lesotho - The rural youth programme leaders were provided a six-month study programme in Kenya, Uganda and Zambia (UNICEF-assisted).

Mauritius - Two leaders will shortly undertake similar study programmes in East Africa (UNICEF-assisted).

Thailand - Under an FAO/UNDP/UNICEF-assisted Rural Youth Project, one that completed a study programme on semi-literate publications in India; and another on rural youth credit programmes in Korea, Japan and the Philippines.

Dahomey - Two leaders have participated in a six-week Study Tour in Canada (FFHC/DAH 15).

Nepal - A group study tour for 15 District Agricultural Extension Officers to India and National 4-L Club Leader study tour to Korea, Japan, Philippines and Thailand (FFHC/NEP 5).

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ANNEX II

Youth Programmes of the Home Economics Service,  
Nutrition Division

1. Greater emphasis is being placed in incorporating youth activities within existent home economics and nutrition programmes for the promotion of rural development concomitant with the enrichment of home and family life. Through its Home Economics and Nutrition Services, the Nutrition Division is providing technical assistance to member countries to promote the preparation and mobilization of young men and women in rural development.

2. The primary focus of home economics programmes is on the ultimate well-being of individuals and families. Young persons can be recipients of training in such subject matters areas as foods and nutrition, family life education, consumer education, farm and home management and development, responsible parenthood as well as home and environmental improvement.

3. The direction of home economics training for member countries is toward an integrated approach in the educating of families for their improved living standard and their greater participation in development.

4. One of the primary tasks of the Home Economics Service of the Nutrition Division is in advancing the status of young rural women through food and agricultural development programmes. Women are not only expected to contribute to family's well-being as an agricultural producer, they are also expected to maintain that key position as the wife, mother and homemaker. Within the family structure, women can add to the health and vigour of the nation by applying sound knowledge of nutrition, hygiene, child care and home management in managing a home suitable to the needs and aspirations of the family. As producers of goods and services in the family enterprise, as unpaid family workers, they can contribute effectively to the economic life of their family as well as to the community and nation. But in order to qualify for partnership in the economic and social development of a nation, women need education and training related to their many responsibilities. Plans are included within the "FAO Perspective Study of World Agricultural Development" that agricultural development goals should aim to reach the entire family, with consideration for the special needs of educating and training young rural women.

5. In 1972, Home Economics projects will reach a total of one hundred and sixteen with thirty-four international experts and consultants. Through these FAO programmes, young women are being trained and educated professionally to assist their countries in home economics, family development, phases of community development,

social services, vocational programmes, co-operative schemes, agrarian reform, integrated rural development and adult literacy programmes. Associate experts in Thailand and Malaysia are assisting in the development of home economics programmes for out-of-school rural youth. Other associate experts who will be assisting with the development of youth programmes are being recruited for the countries of Jamaica and Botswana. More emphasis is also being given on the inclusion of volunteers (national, bilateral or the United Nations Volunteer Programme) within FAO Home Economics Projects. These volunteers are recruited to serve specifically as the liaison between the FAO project and out-of-school rural youth in order to develop home economics projects for young organizations. Home Economics field experts receive information from FAO headquarters on programming for youth including themes on the recruitment of volunteers, United Nations and NGO youth conferences and meetings, the development of educational materials and information on specific home economics topics for rural youth organizations.

6. A new FAO population-oriented programme is being developed under the leadership of the Home Economics Service, and is called "Planning for Better Family Living" (PBFL). The major purpose is to help member countries introduce into their food and agriculture programmes reaching rural families, the concept of planning for all aspects of family life including the size of the family, spacing of children, and responsible parenthood. It is an integrated approach that considers the family as a unit, and the living problems and education for a better quality of life in a total context. A major goal is to help individuals and families realize that family size, welfare of the child and the nation are interdependent and that proper family planning is a personal responsibility. The programme is developed so it can be adapted to specific food, agriculture, home economics, nutrition, rural youth and extension activities for rural populations.

7. The PBFL programme emphasizes the development of appropriate curriculum with population matters integrated into subject matter, related basic and action family life research, communications research and support, and specific education and training activities, at all levels, depending on the country's needs. A demonstration PBFL project has been initiated in three countries of East Africa, for purposes of developing materials and effective research and instructional methodology.

8. Project proposals will also be planned for other regions.

The Home Economics Service technical assistance to member countries is promoting the preparation and mobilization of youth within development. It is completed in the following ways:

(a) Member Governments are assisted in the integration of home economics educational plans into over-all national socio-economic development. A seminar on the topic, HOME ECONOMICS DEVELOPMENT PLANNING, will be held in March 1972, at the headquarters of the Economic Commission for Africa, Addis Ababa, Ethiopia. The Seminar is funded by the Swedish International Development Authority and is being organized by the Home Economics Service in conjunction with the Economic Commission of Africa and the Imperial Ethiopian Government. Home economists and government officials will be invited from 15 English-speaking African countries.

(b) Home economists participate in rural youth missions within member countries to assist governments in meeting the needs of youth within national development plans.

(c) Home economists assist in establishing curricula for pre-vocational and vocational training in home economics and nutrition for rural youth with emphasis on encouraging and preparing rural youth to remain in rural areas and programmes for better living standards.

(d) Assistance is given in the development of home economics educational materials including relevant audio-visuals as well as consideration for radio forums and communication training seminars.

(e) Development education materials promoting an intercultural approach and an internationalizing of home economics curricula within Schools of Home Economics of industrialized countries is being prepared. A kit on Development Education for Schools of Home Economics will be presented at the International Federation of Home Economics Congress in Helsinki, Finland in July 1972.

ANNEX III

Action for Development/FFHC

1. AD/FFHC is concerned with promoting action for development in both the Third World and the industrialized countries; the creation of a critical awareness among the public of development issues being a prime objective. The methods used, and the role of the international secretariat varies according to local circumstances. National FFHC Committees in 91 countries, linking together the non-governmental and governmental sectors are the main channel through which Action for Development/FFHC works in member nations.
2. The Young World Programme an integral part of the Action for Development secretariat, was established in 1965 and has sought to promote the need and help to develop the means for the greater involvement of young people in the development process.
3. Since the Second World Food Congress much thought has been given to a more close integration of the YWP with the Campaign, and from there into the over-all follow-up to the Congress by FAO. This period has seen the evolution of a strategy, Action for Development, for the ensuing two to five years based largely upon recommendations of the Fourth FFHC Conference and the Second World Food Congress.
4. It is perhaps not valuable to provide a catalogue of events during the past year but rather to highlight a few events and activities which point up the main directions which AD/FFHC and the YWP will pursue in the coming biennium.

A. Regionalization

5. To be effective in developing co-operation and joint initiatives with young people and their organizations it is recognized to be essential for AD/FFHC to regionalize the responsibility for the Development of Programmes. It is equally as important that young people be given the opportunity to take major responsibility in this process in conjunction with the AD/FFHC Regional Liaison Offices and with Headquarters.
6. A young officer was seconded to work with YWP in West Africa by the World Association of Girl Guides and Girl Scouts in 1968. She worked for two years based in the FAO Regional Office in Accra and was able to develop an ongoing programme of co-operation with, and support for non-governmental youth programmes in this sub-region.

7. A second officer was seconded from the Argentine Catholic Commission for FFHC at the end of 1970 to work with the YWP in Chile, Peru, Argentina and Venezuela. His task has been to carry out a wide ranging survey and analysis of the programmes and impact on non-governmental youth organizations in these countries, and to recommend on future work by AD/FFHC in assisting them with their programmes, particularly where they are concerned with agricultural and rural development.

8. Caritas Internationalis has made it possible for a third young officer to be appointed to work in Rome to ensure adequate liaison between Latin America and Headquarters, both with AD/FFHC and the technical divisions.

9. With the help of Oxfam, United Kingdom, a young officer has been based since December 1971 in New Delhi with particular responsibility for work in three States in India.

10. It is hoped that further young officers, loaned by non-governmental organizations for two-year periods, will take up duty stations in other strategic places during 1972/1973; this will enable the AD/FFHC to develop policy and programme at the Regional level, leaving much of the prime responsibility for this to young people from the Region concerned.

#### B. Latin America

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11. The regionalization of YWP in Latin America was recommended by the First Latin American Intergovernmental Consultation in Caracas in October 1970. The meeting convened in October 1971 in Santiago de Chile bringing together representatives of the main INGOs with Regional Secretariats in Latin America examined the role of youth NGOs in the Region and planned a joint action programme for 1972/1973. The report of this meeting is available in English and Spanish.

12. The National Centre for Rural Development, established in Argentina under FFHC auspices (project FFHC.ARG/YTH.) is training a large number of rural youth leaders for work in Argentina. It is hoped that consultations planned in the coming year will bring, among other things, the development increased co-operation leading to a growth in the numbers of young people trained to participate in social and economic change in rural areas.

#### C. Africa

13. Following the work of the young officer seconded by WAGGGS a discussion and action oriented Study Tour for youth

workers was organized in Dahomey and Togo in March 1971. Bringing together people with responsibility for the planning and running of governmental and non-governmental youth programmes in the countries of the Entente and the People's Republic of the Congo, the Tour set out to analyse and discuss, from a practical point of view, NGO and Governmental programmes in these two countries and in turn, to look at the objectives and work of programmes for which they themselves are responsible.

14. The results of this Tour have yet to be fully evaluated but an agreement between Niger and Togo on the sharing of leadership training facilities and a further visit by officials from Ivory Coast to Dahomey to look at nutrition education in the context of youth programmes are a good beginning to long term follow-up. Further work will be carried out with the FFHC Committee in the People's Republic of the Congo in developing programmes of animation rurale particularly involving young people.

15. A Repertoire of Youth organizations in African Countries was published in early 1971; a preliminary evaluation of a survey of the organizations included in this Repertoire has been published "The Challenge of Relevancy - NGOs in African Development".

#### D. Industrialized Countries

16. Development cannot be successful without profound changes in the conception of development understood by people in industrialized countries. If those concerned with bringing about development wish to succeed, then they must address themselves to problems of comprehension in the industrialized countries.

17. To this end AD/FFHC is primarily concerned to provide a service to those active in the field of development education and civic and political action, and to act as a reference point for the exchange of ideas and experiences. The following are examples of initiatives undertaken or started during the past year:

##### (a) Development Education Exchange Papers

These monthly synopses of selected materials produced for development education purposes now receive wide distribution in most industrialized countries. A recent survey of recipients shows that they have led to a significant increase in the exchange of materials and ideas between active bodies, and a considerable strengthening of programmes in a number of countries.

##### (b) Guide to Student Action for Development

Produced by World University Service and the International Student Movement for the United Nations under a contract to WFUNA from AD/FFHC this Guide provides a philosophical and



action framework for students concerned with development questions. It has already been widely used in the establishment of Student Coalitions for Development in a number of countries and has been published in English, French, German, Swedish and Italian; more intensive national follow-up is planned for the future.

(c) School Open to the Third World

This was the title of a Workshop held jointly with UNESCO in Bergendal, Sweden with the support of SIDA, at the end of 1970. Its purpose was to examine how and by what means schooling and curricula must change to be more relevant to development and Third World problems, and to enable children to appreciate a more realistic role for themselves in the modern world.

Follow-up workshops are planned in most European countries; one has already been held in the United Kingdom and, with the co-operation of the School's Council a long term programme of work has been agreed; others are planned in Italy and Belgium in the near future.

(d) Survey of Attitudes toward Development

A pilot survey of the attitudes and motivations of public opinion concerning aid and development issues is presently being carried out in four European countries. The survey is focussing on one well-defined professional category, industrial workers, and will be used as a basis for developing more effective programmes of education about development issues aimed at this target group.

E. International

18. One of the aims of AD/FFHC is to assist in linking people in various countries and to create a solidarity of effort to tackle development issues and problems. Arising out of the Second World Food Congress came a recommendation for AD/FFHC to promote and co-ordinate an international action for development.

(a) The International Walk - Action for Development

Over the week-end of 7-9 May 1971 people in 50 countries in all continents accepted the challenge of the Congress to involve the public in an action which would create a greater awareness of the development issues of to-day. The International theme was solidarity and each country was asked to relate their actions to one aspect of development which seemed to be most relevant to their own particular circumstances. In the United Kingdom it was unemployment, in America where some 350 Walks were held, the problems of the cities and the South were shown in an

international context of world poverty. In Ghana it was increased food productions, the same in Thailand and in Kenya it was national unity.

The success of the Walk can be measured in many ways, it raised \$10 million (approx.) for development, it was given almost blanket press coverage not only by the great papers like the "New York Times", "Le Monde", or "The Times" but everything from "Band News" in America to "Ya" in Spain. Coverage included not only local or even national events but the international nature of this action for development. In addition to news coverage on radio and TV which included international link-ups, programmes were produced on specially related subjects. The Director-General of FAO broadcast to all English-speaking countries on the implications of the Second Development Decade. The real measure of success will come later when it is possible to estimate the number of National AD/FFHC Committees and other organizations who have planned an effective follow-up. In Italy Mani Tese, the original sponsors of the action, have been asked by the Ministry of Education to prepare a programme of development education for teachers' training colleges. In the meantime a conference on development education/information has been planned for September and special courses for members at UNCTAD in Geneva and IRFED in Paris have been arranged.

(b) Ideas and Action Bulletin

The bi-monthly bulletin of AD/FFHC has published two special issues during the past year highlighting the need for a qualitative approach to development education in all countries.

(c) Co-operation with Youth INGOs

The basic philosophy of AD/FFHC vis-a-vis youth INGOs is to concentrate upon building a dialogue and co-operation at the regional level as the first priority. This is clearly a more difficult and more expensive and time-consuming process than at the international level. The experience of the past five years shows that this approach has more potential for effective action and, if backed by follow-up and consolidation at the international level provides more opportunity for the growth of diversity in programming at the Regional and country levels.

Especial concentration has been placed in discussion with INGOs in the past year toward developing this dialogue at the regional level; the Guide to Student Action for Development (WUS/ISMUN) and two orientation and action guides for "export" volunteers (CCIVS) has been followed by co-operative action with WAY and WUS in Asia and with ISMUN in Africa.

Much of this work will relate to the need for all bodies involved in this field to develop a more acute sensitivity

toward non-institutional and informal action groups owing little if any structural allegiance to the more established bodies. Such groups are rapidly increasing in numbers and influence in many countries. In this respect a Consultation was held in Vienna, with the support of the Vienna Institute for Development, between AD/FFHC and individuals from action and community based development groups in European countries. This Consultation has produced a much clearer analysis of the ways in which AD/FFHC in FAO and National FFHC Committees must direct future efforts. It is intended to draw on this experience in future co-operation with youth INGOs.

(d) Director-General's Advisory Group on FAO Youth Programmes

The first session of the Advisory Group, established by the fifteenth session of the FAO Conference in 1969, met in October 1970 immediately before the FAO Council. Participants, all under 30, were drawn from 11 countries in all Regions. The Director-General asked the Group, in addition to its agenda, to look at and comment on the draft Medium Term Programme of Work and Budget before it was submitted to the FAO Council. The Group also met and discussed with the FAO Committee on Agrarian Reform which was meeting at the same time. A lively session resulted in recommendations which particularly stressed the need for FAO and AD/FFHC to be sensitive to the work and aspirations of "basic" groups both in industrialized and Third World countries and to recognize the "organic" nature of development. The second session was held in October 1971 and the report will be published shortly.

ANNEX IV

Area Service Division  
Liaison Office  
Volunteers and Coopérants Techniques

A. Volunteer Programme

1. FAO was the first member of the United Nations system to set up a Volunteer Liaison Office (1965) to promote the planned co-operation of volunteers in field programmes under the supervision of FAO experts.
2. From the earliest stages FAO supported the idea of streamlining the use of volunteers throughout the United Nations system. Thus FAO participated in inter-agency consultations on this topic as well as in meetings and seminars with ISVS, CCIVS and with other national and international bodies concerned with volunteers.
3. FAO's over-all experience shows that volunteers carefully selected in accordance with specific project requirements can enhance considerably the effects of a project with particular regard to the involvement and training of local people.
4. Systematic programming of a volunteer component into projects, at the planning stage, has been rendered difficult in the past largely because organizations sponsoring volunteers were not sufficiently oriented towards the type of co-operation required. In particular, the lack of uniformity between the various bilateral volunteer programmes as well as the multitude of financial and administrative questions arising prevented a fuller use of these valuable human resources in field programmes such as those executed by FAO.
5. In mid-1971, approximately 200 volunteers were in the field, provided by bilateral sponsors, under official assignment to FAO field projects, making a total of some 700 since 1965. Assignments are normally of two years' duration.

B. "United Nations Volunteers"

6. Following the creation of the "United Nations Volunteer Programme" on 1 January 1971, FAO undertook in mid-1971 to co-ordinate its volunteer assignments through this programme, wherever possible. This has temporarily led to a considerable drop in numbers of official assignments since the "United Nations Volunteers Programme" is not yet able to field volunteers at a rate sufficient to replace completed bilateral assignments.

7. FAO hopes that the United Nations Volunteers Programme will now at last enable the volunteer component to become a recognized and planned input in country programming, to be built into all new projects calling for this type of co-operation. Similarly, we hope that the United Nations Volunteers will really become an instrument capable of mobilizing the required manpower resources wherever they are most readily available for the specific tasks concerned and of ensuring that the assignments of such volunteers can be programmed and financed in ways acceptable to those developing countries most in need of this type of personnel.

(a) United Nations Volunteers so far assigned to FAO executed projects are as follows

<u>Chad</u>	1 volunteer in wildlife management
<u>Iran</u>	3 volunteers in computer programming, fruit and vegetables processing, veterinary services
<u>Yemen Arab Republic</u>	16 volunteers in irrigation, agricultural extension, veterinary medicine, road construction, general agriculture, forestry, mechanics, rural water supply, geology and ground water resources

(b) Candidatures of United Nations Volunteers under consideration

<u>Chad</u>	2 volunteers in bird control and forestry
<u>Yemen Arab Republic</u>	4 volunteers in agricultural credit, soil pedology, veterinary medicine and rural water survey

(c) United Nations Volunteers have been officially requested and/or are under recruitment:

<u>Burundi</u>	3 volunteers in extension and promotion of fishery, mechanics
<u>Chad</u>	1 volunteer in forestry
<u>Dahomey</u>	3 volunteers in agricultural extension and rural community work

(c) United Nations Volunteers have been officially requested and/or are under recruitment: (cont'd)

<u>Haiti</u>	1 volunteer in mechanics
<u>Iran</u>	13 volunteers in charcoal burning, logging and grading, road planning and construction, range management, wildlife management, veterinary services, sheep and cattle husbandry, dairy work, meat marketing, sand dune fixation and citrus cultivation and co-operatives
<u>Liberia</u>	3 volunteers in farm machinery operation, agronomy and rural extension
<u>Togo</u>	13 volunteers in financial administration, biology, forest cultivation and forestry, mechanics, agricultural extension, agricultural engineering, husbandry, credit and co-operatives
<u>Yemen Arab Republic</u>	5 volunteers in school feeding and nutrition

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(d) United Nations Volunteer requests envisaged or under consideration

<u>Cameroon</u>	10 volunteers in husbandry, agricultural engineering and general agriculture
<u>Zambia</u>	7 volunteers in mechanics, business administration (training), fisheries (training), and biology

8. Discussions are being held with various countries i.e. Ethiopia, India, Indonesia, Ivory Coast, Jordan, Kenya, Lesotho, Niger, Nigeria, Peru, Philippines, Thailand, Uganda, Zaire, etc.

9. In the interest of mobilizing manpower resources - particularly at the middle level within developing countries themselves - FAO hopes particularly that the United Nations Volunteers Programme will find ways and means of enabling adequately trained young people in developing countries to

participate as "domestic volunteers" in field projects executed by FAO within their own countries. The assignment of volunteers from one developing country to another is already taking place and FAO hopes to take advantage of this new possibility whenever appropriate.

C. "Coopérants Techniques"

10. At present "coopérants techniques" are supplied mainly by Austria and Switzerland. Their qualifications are those of associate experts or graduate volunteers. However, while their remuneration is similar to that of associate experts they do not become FAO staff members. They are administered, like volunteers, by their own sponsors and are not entitled to the immunities granted to international civil servants. At present there are two "coopérants techniques" from Austria and 16 from Switzerland.

D. Future Outlook

11. By means of these schemes FAO will continue to make every effort to involve more and more young people in the projects it executes. In particular, and in view of the growing chances of including young people from developing countries in projects in other developing countries and in their own countries, more emphasis will be brought to bear on projects involving rural youth directly, including educational and training programmes, employment promotion and the improvement of family living standards.

UN/FAO WORLD FOOD PROGRAMME

The Activities of the UN/FAO World Food Programme  
in the Field of Development of Human Resources  
(as at 31 October 1971)

1. The World Food Programme is the only multilateral food aid programme of the United Nations system. It is now in its tenth year and has made substantial progress since it became operational in January 1963. Its principal purpose is to assist the economic and social advancement of developing countries, and also to a limited extent to furnish food aid in emergency situations.

2. The projects in which WFP is participating can be grouped under the following four headings:

- (a) Development of Human Resources
- (b) Economic and social infrastructure
- (c) Directly productive projects
- (d) Food reserves for price stabilization and other purposes

3. At 31 October 1971, 506 development projects had been approved, at a total cost to the Programme of \$1,076.4 million. Of these projects, 178 (with a total cost to the Programme of \$467.5 million) were in the following categories of development of human resources or contained special feeding components:

4. Table I

Category of project	Number of projects	Total Cost to WFP (US\$ Million)
1. Mothers, pre-school children	25	94.5
2. Primary schools	44	187.8
3. Secondary schools	19	43.9
4. Pre-vocational, vocational institutes	50	46.2
5. Universities, professional technical institutes	23	21.6
6. Literacy, adult education campaigns	5	3.6
7. Hospital patients, convalescents	12	69.9
TOTAL	178	467.5



5. WFP food assistance is given in the form of milk powder for infants, pre-school children and expectant and nursing mothers, and in the form of cooked meals prepared with WFP commodities and locally supplied foodstuffs in the other feeding programmes. It is intended to provide supplementary nourishment to vulnerable groups and to encourage and increase the rate of attendance at schools and training institutions, as well as to increase the mental receptivity and proficiency of the students and trainees and stimulate interest in the consumption of better balanced diets with adequate protein content. Similarly, WFP food aid provides supplementary nourishment and better balanced diets to hospital patients and convalescents.

6. The projects in the field of development of human resources represent 35.2 per cent of the total number of WFP-assisted projects, and 43.4 per cent of their total cost. They are distributed among the main geographical regions, as follows:

7. Table II

Category of Project	Latin America Caribbean	North Africa Africa Near East	South of Sahara	Europe	Asia and Far East	Total
Mothers, pre-school children	8	3	6	--	8	25
Primary schools	9	8	23	1	3	44
Secondary schools	1	2	13	--	3	19
Pre-vocational vocational institutions	12	11	19	5	3	50
Universities, professional, technical institutions	2	5	7	1	8	23
Literacy, adult education campaigns	1	1	3	--	--	5
Hospital patients, convalescents	<u>5</u>	<u>2</u>	<u>3</u>	<u>--</u>	<u>2</u>	<u>12</u>
TOTAL	38	32	74	7	27	178

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8. From the inception of the Programme to 31 December 1970, the project target of beneficiaries to receive WFP food aid under the development of human resources projects is as shown in the following table:

9. Table III

Beneficiaries	Number ('000)
Mothers	677
Pre-school children	1,830
Primary school children	3,190
Secondary school students	371
Pre-vocational, vocational institutes, students	692
Universities, professional institutes, students	95
Literacy, adult education campaigns	125
Hospital patients, convalescents	150
Public health personnel, in hospitals	11
<b>TOTAL</b>	<b>7,141</b>

10. During 1970, 89 projects were approved by WFP, at a total cost to the Programme of \$264.9 million, of which 37 were in the field of development of human resources (41.5 per cent), at a total cost to the Programme of over \$96.4 million (36.4 per cent), as shown in the following table:

11. Table IV

Category	Number of projects	Total Cost WFP	Per cent of Cost
Mothers, pre-school children	8	49,716,100	51.5
Elementary and secondary schools	17	35,154,600	36.5
Pre-vocational, vocational institutions	3	3,584,500	3.7
Universities, professional technical institutions	2	572,000	0.6
Hospital patients, convalescents	7	7,426,000	7.7
<b>TOTAL</b>	<b>37</b>	<b>96,453,200</b>	<b>100</b>

12. The 37 projects approved during 1970 are distributed among the main geographical regions as follows:

(a) Latin America and the Caribbean - Ten projects in the following countries: Barbados, Chile (2), Guatemala, Guyana, Jamaica, Mexico (2), Paraguay and Peru, at a total cost to the Programme of \$23,015,000 (23.9 per cent of total cost).

(b) North Africa and the Near East - One project in Morocco, at a total cost to the Programme of \$882,000 (0.9 per cent of total cost).

(c) Africa, South of the Sahara - Sixteen projects in the following countries: Botswana, Burundi, Congo (Brazzaville), Equatorial Guinea, Gambia, Liberia, Malawi, Mauritania, Mauritius, Nigeria (3), Senegal, Somalia, Swaziland (2), at a total cost to the Programme of \$22,941,700 (23.8 per cent of total cost).

(d) Asia and the Far East - Ten projects in the following countries: Afghanistan (2), India (3), Indonesia, Pakistan (2), the Philippines (2), at a total cost to the Programme of \$49,614,500 (51.5 per cent of total cost).

13. The size of the human resources projects approved during 1970 varies considerably, as follows:

17 projects have a total WFP cost of under \$1 million each

15 projects have a total cost of between \$1 and \$5 million each

5 projects have a total cost of over \$5 million each

14. The five major projects are listed below:

(a) Mexico 307 (EXT/EXP/) - "Rural Complementary feeding". Total cost to WFP: \$16,055,000; cost to other sources, \$3,000,000. Project approved in April 1970 by the Intergovernmental Committee (IGC) for a duration of five years - an extension and expansion of a current project which started in October 1967. Number of beneficiaries to be reached: 225,000. Commodities to be supplied: 29,522 MT of dried skim milk, dried fish and butter oil.

(b) Pakistan 662 - "Feeding of mothers, infants and pre-school children in maternal and child health and rural health centres in East Pakistan". Total cost to WFP: \$13,450,000; cost to other sources, \$30,149,600. Project approved in November 1970 by the IGC for a duration of five years. Number of beneficiaries

to be reached: 46,000 mothers, 46,000 infants and 92,000 pre-school children. Commodities to be supplied: 57,087 MT of wheat, dried skim milk, dried whole milk, vegetable oil and wheat soya blend.

(c) Indonesia 617 - "Maternal and child health centres". Total cost to WFP: \$8,830,000; cost to other sources, \$3,783,800. Project approved in April 1970 by the IGC for a duration of five years. Number of beneficiaries to be reached: 263,960 mothers, 551,810 infants and 408,242 pre-school children. Commodities to be supplied: 19,874 MT of dried skim milk (enriched with vitamin A) and dried whole milk.

(d) India 615 - "Feeding programme in educational and social welfare institutions, Maharashtra State". Total cost to WFP: \$8,423,000; costs to other sources, \$3,589,900. Project approved in April 1970 by the IGC for a duration of five years. Number of beneficiaries to be reached: 49,000 students over 12 years old, 13,000 primary school pupils under 12 years old, and 2,765 physically handicapped children in special homes. Commodities to be supplied: 44,165 MT of wheat, dried skim milk and edible oil.

(e) Afghanistan 599 - "Food assistance to health centres, polyclinics and kindergartens". Total cost to WFP: \$6,126,000; costs to other sources, \$21,253,800. Project approved in April 1970 by the IGC for a duration of five years. Number of beneficiaries to be reached: 131,682 mothers and 136,225 infants and pre-school children. Commodities to be supplied are 22,375 MT of wheat flour, skim milk powder and butter oil.

15. During 1971, up to 31 October, the Programme committed a further \$85 million to 33 development projects in 27 countries, of which 10 projects are in the field of development of Human Resources in nine countries for a total cost to WFP of over \$60 million.

16. The projects approved in 1971 are listed below:

(a) Algeria 409 (Exp. 2) - "Food Assistance to primary schools". Total WFP cost: \$26,641,000; costs to other sources \$75,174,500. Project approved by the IGC in April 1971 for a duration of five years. Number of beneficiaries to be reached: 926,000 primary school children. Commodities to be supplied: 88,410 MT of wheat flour, 14,735 MT of dried skim milk and 11,788 MT of edible oil.

(b) Botswana 324 (exp.) - "Feeding of primary school children and vulnerable groups". Total cost to WFP: \$8,853,100; costs to other sources \$747,000. Project approved in April 1971 by the IGC for a duration of five years. Number of beneficiaries

to be reached: 94,000 primary school children, 63,000 pre-school children, 9,000 expectant mothers, 36,000 nursing mothers and 2,500 T.B. out-patients. Commodities to be supplied: 32,587 MT of CSM (Corn Soya Milk) and 1,308 MT of vegetable oil.

(c) Egypt 644 - "School feeding programme". Total WFP cost \$9,213,700; costs to other sources \$16,386,600. Project approved by the IGC in April 1971 for a duration of five years. Number of beneficiaries to be reached: 43,500 boarders and 137,600 day students. Commodities to be supplied: 36,032 MT of wheat flour, 4,122 MT of dried skim milk and 3,176 MT of edible oil.

(d) Egypt 708 - "Production of protein rich food mixture for children". Total cost to WFP: \$1,003,000, costs to other sources: \$2,369,500. Project approved in April 1971 by the IGC for a duration of five years. Ultimate target of the Government programme: to make "Superamine" for free distribution to 800,000 children at the weaning age and 8 million pre-school and school children. Commodities to be supplied: 3,710 MT of wheat flour and 1,325 MT of dried skim milk.

(e) Iran 627 - "Maternal and child health centres". Total cost to WFP: \$3,140,000; costs to other sources, \$7,506,500. Project approved in April 1971 by the IGC for a duration of five years. Number of beneficiaries to be reached: 25,000 mothers and 50,000 children. Commodity to be supplied: 6,771 MT of dried skim milk.

(f) Malawi 228 (Exp. 2) - "Assistance to youth pioneers and Natural Resources Training Institute". Total cost to WFP: \$646,600; costs to other sources \$9,894,300. Project approved by the Executive Director in July 1971 for a duration of five years. Number of beneficiaries to be reached: 2,700 young pioneers, 580 students, 2,600 farmers attending short courses and 1,000 new settlers each year. Commodities to be supplied: 586 MT of wheat flour, 572 MT of dried skim milk and 429 MT of vegetable oil.

(g) Nepal 709 - "Feeding of mothers, infants and pre-school children". Total cost to WFP: \$3,084,000; costs to other sources, \$1,476,800. Project approved in April 1971 by the IGC for a duration of five years. Number of beneficiaries to be reached: 50,000 mothers and pre-school children and 20,000 infants. Commodities to be supplied: 2,966 MT of dried skim milk and 6,570 MT of CSM (corn soya milk).

(h) Nigeria 711 - "University feeding. East Central State". Total cost to WFP: \$135,000; costs to other sources, \$319,600. Project approved by the Executive Director in July 1971 for the duration of two years. Number of beneficiaries to be

reached: 3,000 students per year. Commodities to be supplied: 195 MT of wheat flour, 195 MT of maize flour, 65 MT of rolled oats, 65 MT of CSM, 39 MT of dried skim milk, and 39 MT of edible oil.

(i) Somalia 671 - "Feeding of patients in hospitals". Total cost to WFP: \$613,000; costs to other sources, \$485,000. Project approved by the Executive Director in March 1971 for the duration of three years. Number of beneficiaries to be reached: 3,400 hospital in-patients, 400 inmates of the leper colony and 300 T.B. patients. Commodities to be supplied: 1,575 MT of wheat flour, 180 MT of vegetable oil, 180 MT of dried skim milk, 180 MT of dried whole milk.

(j) Venezuela 691 - "Nutrition education and supplementary feeding of vulnerable groups". Total cost to WFP: \$6,957,400; costs to other sources, \$92,852,900. Project approved in April 1971 by the IGC for a duration of five years. Number of beneficiaries to be reached: 263,900 school children and 400,000 pre-school children. Commodity to be supplied: 18,233 MT of dried skim milk.

17. WFP is at present able to help to meet the physiological needs for food of only a small part of the world's needy population. According to a recent report of the IGC submitted to the United Nations General Assembly in December 1970 in response to its resolution 2462 (XXIII) of December 1968, the estimated number of persons in the vulnerable groups of the population of the developing countries receiving an inadequate amount of calories and proteins, is expected to amount to roughly 840 million by 1975. UNICEF gives even more dramatic figures in its recent report presented during the meeting held in Geneva in April 1971, on the occasion of the celebration of its 25th anniversary. According to this report, 50 per cent of children and adolescents in developing countries suffer from malnutrition. Their number is at present 900 million, and is expected to reach 1,000 million by 1980.

18. A realistic approach to this problem, the IGC suggested, might be to set an objective within the context of the Second Development Decade of improving the nourishment of this crucial part of the population. As a specific long-term goal, the IGC proposed in the above-mentioned report that a concentrated effort be made by bilateral and multilateral food aid programmes to provide by 1975 the supplementary food assistance required by 60 million individuals among the world's most vulnerable groups. This would represent about \$600 million, or half of the annual current total flow of food aid.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

The Youth Programme

1. Resolution 1.32 adopted by the UNESCO General Conference at its sixteenth session (see Annex I) gives new scope to the Youth Programme which is now one of the inter-disciplinary activities as it has house-wide implications. The perspective in which the Youth Programme is now envisaged within UNESCO has also evolved significantly and could be described as a three-phase development. Originally, youth matters were seen as purely related to youth. At the fifteenth General Conference (1968), it was recognized that youth was concerned about the problems of society as a whole - the last session of the General Conference (1970) established that conversely the issues raised by youth must become the concern of the entire society.

2. The following is a presentation of the main programme elements for 1971-72:

A. Youth Participation in Development, in the Promotion of Peace and International Cooperation and in the Defense of Human Rights

3. The Division participated in the Symposium on Youth in the Second United Nations Development Decade held in Geneva, September 27 - October 7, 1971. A consultant is now completing a study on the ways and means of associating youth with the development process which will form part of an attempt to design new ways of involving youth and youth organizations in development, with particular reference to the International Youth Conference planned for 1973/74.

4. A volunteer, recruited by a youth organization has been assigned to carry out some work of the Division for a period of six months, and assists in strengthening the relationship between the Secretariat and youth NGOs. Another volunteer will join the Division at the beginning of 1972 for another period of 6 months.

5. Efforts are being made for the development of voluntary service in cooperation with the United Nations Volunteer scheme and activities under this section are mainly concentrated on the creation of multi-national teams of

volunteers to work in UNESCO-assisted projects. Through the Coordinating Committee for International Voluntary Service (C.C.I.V.S.) arrangements have been made for the publication of the "Voluntary Service" brochure in French and English, two issues of the review "Volunteer World" and a monthly information sheet on Volunteer programmes related to UNESCO and other United Nations agencies.

6. Assistance is being given for the recruitment and training of Volunteers in co-operation with C.C.I.V.S.

7. A comparative study has been completed by two consultants on the rights and responsibilities of youth, on the basis of surveys conducted by two youth organizations in 1970 - the study will contain information and opinions expressed by a representative number of youth groups on this matter. It will come out in printed form in at least three languages in 1972. The Division was represented at an international seminar organized by WAY on "Rights and Responsibilities of Young People", November 1971, Belgium.

8. A brochure on "Youth and Literacy" was prepared and will be published in 1972 with the purpose of a) increasing factual information about illiteracy and literacy and b) raising issues which have not yet been resolved in this field as frankly as possible, and c) stimulating young people to take a greater part in literacy action.

9. In co-operation with the Danish National Commission, UNESCO is organizing an International Seminar on the Rights and Responsibilities of Young People in National Development, to be held in Copenhagen in May 1972.

B. Development of Educational Activities  
for Peace and Mutual Understanding  
among Nations

10. In striving to increase our activities to develop education in a spirit of peace, self-determination and mutual understanding among Nations, the Division will:

(i) Continue its co-operation with National Commissions, NGOs and Regional Offices. UNESCO participated in an expert meeting on Youth, Peace and Mass Media, organized in Bucharest in June 1971 by the Romanian National Commission. The report of this meeting will be printed by the Commission in early 1972.



(ii) Cooperate with the Department of Social Science and the Division of Philosophy for the implementation of the resolution on peace. In this regard an experts meeting (Category VI) will be convened in 1971 to examine the possibility of establishing an International Institute for Peace Research to undertake inquiries with special reference to Gandhian approach into factors which promote peace or contribute to the peaceful solution of conflicts.

(iii) Continue our cooperation with UNESCO Clubs, Associated Schools and Youth Organizations by encouraging them to make recommendations for the improvement of in-school and out-of-school curricula, in order to develop a spirit of peace and mutual understanding among Nations.

11. The division participated in the 1st European Meeting of UNESCO Clubs at Veurnes (Belgium) in July 1971.

(iv) Hold an International Seminar (Category VII) in Gdansk in 1972 in cooperation with the Polish National Commission on "Youth, Education and Peace".

C. Action in favour of Youth struggling against Colonial Domination and Racial Discrimination

12. Various initiatives were foreseen in the framework of International Year for action against Racial Discrimination.

13. The Secretariat has been cooperating with the Organization of African Unity (OAU) for the purpose of establishing appropriate concrete programmes particularly on behalf of young people who are subject to the effects of colonialism, racialism or oppression. To this end the Assistant Director-General for Education led a mission to the OAU from 19-23 January 1971 to discuss the problem.

14. In collaboration with the Department of Social Sciences a meeting of young experts took place in Dar-es-Salaam from 5-10 July 1971 to study the influence of Colonialism on the Artist, his milieu and his public, in developing countries.

15. Cooperation will be maintained with trade unions and women's organizations with a view to publicizing initiatives taken by these organizations against racial discrimination.

16. International non-governmental organizations and National Commissions are encouraged to bring young people into close association with the different activities undertaken at the national, regional and international level with a view to combatting racial discrimination.

Assistance is given to meetings organized by youth on the subject of racial discrimination.

D. Efforts to Increase Youth Participation in UNESCO's Work

17. As a result of UNESCO's direct contact with young people in 1969-1970 a very enlightening discussion on UNESCO's functions and methods of action has been set going. This discussion, which helps to create more interest and understanding on the part of the young in the Organization's programme will be continued and developed in 1971-1972. All these contacts are of great importance to the Secretariat as they provide more diversified methods of cooperation between youth and UNESCO in future programmes.

(a) Contacts are established with Youth Organizations, NGOs and individual young people to solicit their advice on UNESCO's programme.

(b) The Division will co-operate with the Bureau of Personnel in the University Interns' Programme during the summer and possibly the winter of 1972.

(c) Young people are invited to participate in UNESCO meetings on matters affecting the whole of its programme.

(d) An Inter-Departmental Group on Youth has now been in existence for 2 years. Its work is to define the Inter-disciplinary aspects of the Youth Programme and implement coordination between the sectors and departments concerned.

(e) Assistance is being given to National Commissions to facilitate the participation of young people in their regional meetings, thus giving young people an opportunity to understand UNESCO's programme.

E. Promotion of Greater Understanding of  
the Problems and Attitudes of Youth

18. (a) UNESCO will participate in a series of meetings concerning documentation and research on youth. These consultations among national research centres, inter-governmental institutions and United Nations specialized agencies will form part of a long-term programme to further the rationalization and co-ordination of documentation and research on youth.

(b) The Division will circulate during 1972, a draft directory of documentation and research centres on youth, together with a questionnaire, for the purpose of completing and up-dating the Directory for publication in 1973.

(c) Financial assistance is being given for the organization of meetings at regional or national level, relating to youth problems and attitudes, especially those aimed at establishing permanent communication in a spirit of understanding between young people and adults. So far the following organizations have received assistance:

The World Federation for Mental Health -  
for holding a Workshop in Paris in June 1971.

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The International Movement of Catholic  
Students - for a World Study session in Switzerland in July  
1971.

The Boy Scouts World Bureau - for a  
meeting in Japan in August 1971.

(d) Travel and Study Grants have been made available (after the decision of a Selection Committee) to youth workers, leaders of youth organizations and student youth to enable them to exchange experiences and become acquainted with the problems and activities of young people in other countries.

(e) A presentation of UNESCO to young people and adolescents has been prepared by a consultant in the form of a booklet. This work, undertaken by a young person and designed for young readers, was published in the special issue of the Courrier (August/September 1971) on the occasion of UNESCO's 25th Anniversary. This might lead to other similar exercises which could be carried out by young people from different backgrounds.

(f) Preparations for the International Youth Conference planned for the 1973-74 biennium began in March 1971 with a first consultative meeting of young people involved in youth organization work. The meeting discussed the principle of holding such a conference and prepared a number of proposals for the Secretariat for preparation purposes.

In May a questionnaire was sent out to Member States, National Commissions, NGOs and World Youth Assembly participants, United Nations institutions, with a view to gathering a large spectrum of views on the main problems of the various fields of competence of UNESCO, and on the possible ways of preparation.

From some of the answers received it has been possible to devise some guidelines for the future, inter alia as regards the Constitution of a Preparatory Committee nominated by the Director-General and consisting of personalities chosen respectively by governments and youth organizations. A proposal aiming at the setting up of such a committee is now under consideration and it is hoped that the first meeting of the Preparatory Committee could take place in March 1972. Regional preparatory meetings have so far been envisaged in Latin America and Europe for 1972 and in Africa in 1973. Consultants will be recruited to help with the preparation of substantive documents for the Conference.

An active dialogue between the different parties involved should create the necessary climate to ensure that the outcome of the Conference is matched by the necessary improvements and changes both inside and outside UNESCO.

(g) Following recent events of significant importance (World Youth Assembly, United Nations Human Rights Commission Seminar in Belgrade, 1970) and various developments occurring both inside the United Nations System and among youths and youth organizations, preparation has begun for a document on Youth and Human Rights. It is hoped that this document will contain elements of information and reflection which will help adopt a more comprehensive and interdisciplinary approach to this problem.

A regional meeting on youth's attitude toward population growth and related problems which will be held during the second half of 1972 in Central America with the co-operation of a youth organization. This meeting and related activities (preparation of a working paper, etc.) will be financed by funds made available by UNFPA.

F. Analysis of the Problems of Less Privileged Youth and Research of Priority Solutions

19. The study of the problem of under-privileged youth will concentrate on rural youth especially those who are unable to integrate themselves in their social environment through lack of adequate educational and employment opportunities.

20. The present educational system in Africa having largely failed to promote social integration and to prepare young people to participate in development, an analysis will be made by a consultant of the various experiments undertaken in Africa in the field of Out-of-School Education. Following this study, and in close co-operation with the Regional Office of Education for Africa, a meeting of experts in out-of-school education and community development will be organized in February 1972 in Dakar with the aim of elaborating guidelines for "new education" for African youth adapted to economic and social realities. This should enable the Regional Office to propose solutions to the problems of unemployment to African countries and to provide UNDP, the World Bank and the specialized agencies with a new orientation which would not, as hitherto, be solely centred around the school. This new approach is particularly appropriate in country programming so as to include the problems of under-privileged youth.

Fundação Cuidar o Futuro

G. Youth Participation in Education, Science, Culture and Communication

21. (a) The Inter-Departmental Working Group will examine the possibilities of associating young people in national projects receiving aid from UNESCO in schools, colleges and rural schemes, etc. Projects would be selected and meetings held regularly by the group to follow the implementation of the work plan.

(b) There has been close co-operation with the Division of Higher Education for the holding of the International Forum of Students (May 1971).

(c) Under the Experimental Youth Programme, two consultants were sent in 1971, to Chile and Iraq to develop experimental activities in out-of-school education.

(d) In the field of Physical Education and Sport, co-operation is maintained with the International Council of



Gabon - youth and sport  
South Yemen - youth activities and involvements  
in socio-economic development  
Thailand - out-of-school science education for  
youth  
Iraq - National Youth Policy  
Chile - evaluation of out-of-school youth  
education projects and proposals for future action  
Sudan - youth leadership training  
Jamaica - out-of-school education of youth  
Mali - out-of-school scientific education for  
young people  
Zambia - United Nations Inter-Agency Team on  
Youth  
Ceylon - youth, education and employment

25. Associated Youth Enterprises

Under the SAYE Programme, submissions by non-governmental youth organizations were reviewed by a selection committee and a total amount of financial assistance of \$30,000 has been made available for projects in the field of education, science, culture, and information.

All these activities are being conducted in such a way as to contribute to the preparation of an International Conference on Youth which will be held by UNESCO during the 1973-1974 biennium on the attitudes of youth to the major problems of education, science, culture and mass communication. Through the assistance of youth organizations, whether local, national or international, it is hoped that there will be a large concentration of effort in their programmes which will lead, in future UNESCO programmes, to a more comprehensive and inter-disciplinary approach to the problems concerning youth in all continents.

ANNEX I

Resolution Adopted by the UNESCO General Conference  
at its Sixteenth Session

1.32 Youth Activities

1.321 Member States are invited to encourage national youth organizations, including those which take a particularly active interest in youth problems, youth elements in National Commissions, and UNESCO Clubs to undertake a continuing evaluation of the implementation of the following resolution.

1.322 The Director-General is authorized to pursue his efforts for and with youth in accordance with the long-term orientation adopted by the General Conference at its fifteenth session, bearing in mind the specific nature of certain of young people's aspirations and certain of their immediate needs, the necessity of not treating the problems of youth independently of those of society as a whole and the importance of giving young people a part to play in studying and solving these problems, and to that end:

(a) to help young people to participate in social and economic development, in furthering international peace and co-operation and in defending human rights, and to promote the assumption of responsibility by young people at the local, national and international levels;

(b) to continue and strengthen activities designed to develop education for peace, self-determination and understanding among nations, with particular emphasis on the role of education in the maintenance of peace, the promotion of true national liberty and the elimination of the harmful consequences of colonialism and racialism in the field of education;

(c) to give particular attention to the problems of youth in action against colonial domination, racial discrimination and oppression in the African territories under Portuguese dominion, in Rhodesia, in Namibia and in South Africa, and to establish appropriate concrete programmes in this respect in consultation with the Organization of African Unity;



(d) to promote and encourage increased youth participation in the work of UNESCO at the national and international levels, by making it possible for young people to participate in the planning, decision-making and execution of projects in the Organization's fields of competence, and by the participation of National Commissions in youth work at the grass-roots level;

(e) to promote and ensure knowledge of the problems and attitudes of youth:

(i) by encouraging Member States to undertake, with the help of National Commissions and non-governmental organizations, surveys and investigations with a view to defining their youth policies in regard to education, science, culture, and information in the context of the general state of the young;

(ii) by undertaking the preparation, in co-operation with international non-governmental youth organizations and, if possible, national organizations, more particularly youth organizations, of an international conference to be held during 1973-1974, before the eighteenth session of the General Conference, on the attitude of youth to the major problems of education, science, culture and information and on UNESCO's contribution to the establishment of national policies for and with youth:

(f) to analyse problems of the less privileged among youth and to assist Member States in searching for appropriate solutions to these problems;

(g) to assist Member States and international non-governmental organizations to increase the participation of youth including non-student youth, in:

(i) the renewal of education;

(ii) the promotion and dissemination of science;

(iii) cultural activity and development;

(iv) the use of major information media;

(h) to study and apply administrative measures enabling the unit of the Secretariat concerned with youth to relate its work effectively with that of the various sectors so that these may take more account, in carrying out their own tasks, of the problems and concerns of the young.

WORLD HEALTH ORGANIZATION

Adolescents and Young Persons  
Report on the Activities of the  
WHO, 1970-1971

1. Where the health of adolescents and young persons is concerned, the World Health Organization's programme of work is based on several basic principles: (a) that the health and welfare needs of youth are inseparable from those of the family and community as a whole; (b) that the health of family members is significantly affected directly or indirectly by the total environment - whether natural or man-made, physical, chemical, biological or social; (c) that many family health problems can be solved only by the application of general measures to the whole environment; (d) that specific activities, designed to help solve certain family health problems arising from the processes of human reproduction, growth and development, must be channelled through the relevant components of basic health services; and (e) that community participation in the elaboration and implementation of its own health services is a fundamental principle of community health programmes.

2. WHO activities related to the health of adolescents and young persons are fully integrated into the WHO programme. The following areas may be singled out because almost all the activities are of special relevance: maternal and child health, human reproduction and family planning, health education, rural health and community development, and education and training. In addition, young people are involved in several environmental health programmes, and young volunteers are employed in certain disease eradication programmes. To facilitate the Organization's participation in inter-agency co-ordination within the United Nations system on matters pertaining to youth, including Youth non-governmental organizations, the Maternal and Child Health unit of the division of Family Health has been designated as the internal focal point within WHO.

3. Recent examples of specific projects directly related to the health of young people are given below.

A. Maternal and child health

4. A Scientific Group on Human Development and Public Health, which met in Geneva this spring, gave particular attention to adolescents and recommended that, in order to

secure the fullest co-operation of individuals, members of the younger generation should participate, even at the highest policy-making levels, in the formulation of programmes for public health action.

5. Assistance in the form of technical advice and the provision of documentation was given this year to World YWCs, World Assembly of Youth, and World University Service. Representation was provided at the informal meetings of the United Nations and Youth NGOs, and at the United Nations Symposium on Youth Participation in the Second Development Decade.

#### B. Mental health

6. The second of five international symposia on Society, Stress and Disease, sponsored by WHO and the University of Uppsala, was held in Stockholm in June-July 1971, and featured the psychosocial stresses of childhood and adolescence. This multidisciplinary meeting of 50 participants included contributors from such disciplines as psychiatry, psychology, endocrinology, pediatrics, nursing, epidemiology, sociology, religion, and basic sciences, as well as research workers and practitioners and administrators in various fields.

7. The long-term programme on mental retardation aims at improving organization of services. In this connexion, for example, assistance was provided to Saudi Arabia.

8. WHO contributed to preparations for a comparative study of severely retarded children in three defined areas. The aim is to define each child's special handicaps, skills and behaviour problems and to assess how well the services provided have catered for the special needs of the child and his family. The findings will be used to plan individual educational programmes aimed at developing skills, compensating for handicaps and diminishing behaviour problems. Experience gained from the pilot studies could be utilized in planning national programmes.

9. Headquarters will be collaborating with the European Office in a working group that will consider mental retardation services in 1972, in preparation for a European conference on this topic to be held in 1974.

10. The psycho-physiological investigation of children with a high risk of mental disorders, begun in Mauritius in 1969, is continuing; the aim of the project is to find a means of preventing mental breakdown among children showing early signs of risk.

11. In the United Republic of Tanzania, a study on the effects of childhood malnutrition on mental development is underway. Preliminary results were considered, together with other information on the subject, by the Joint FAO/WHO Expert Committee on Nutrition in November 1970.

12. The Report of a Conference on the Mental Health of Adolescents and Young Persons, held in Stockholm in 1969, was published in the WHO series of Public Health Papers (No. 41, 1971). To follow up the work of the Conference and in support of the preliminary programme for intensifying activities in this field, a classification of mental health service activities is being made with the co-operation of 18 European countries.

13. In June 1970, a conference on the training of personnel for psychiatric services was held at Izmir, Turkey. Panel discussions took place with the participation of student representatives of different professions and of persons concerned with the special problems of psychiatric services for children and adolescents.

14. Co-operation with non-governmental organizations is an essential element in the development of the European Regional programme in mental health. WHO assisted the Conference of Experts on Student Mental Health sponsored by World University Service, which was held in the Netherlands in January 1970.

#### C. Drug Dependence

15. In August 1970 the WHO Expert Committee on Drug Dependence prepared a report that includes a discussion of the principles of management of drug dependence problems (Wld. Hlth. Org. techn. Rep. Ser., 1971, No. 460).

In December 1970, a Scientific Group on the Use of Cannabis, after reviewing available literature on this subject, prepared a report that considers the immediate and delayed effects on man of using cannabis, epidemiological aspects of use, and research needs and strategies (Wld. Hlth. Org. techn. Rep. Ser., 1971, No. 478).

16. The April 1971 issue of World Health is devoted to the problems of drugs.

17. A Study Group on Youth and Drugs was convened in Geneva in October 1971 to discuss the nature and extent of the problem, initial motivation and reasons for use, societal attitudes and responses to drug use, and to formulate conclusions and recommendations.

18. A WHO Inter-Regional Training Course for National Programmes on Problems of Alcohol and Drug Dependence was held for one week each in Poland, Netherlands and England from 12 September to 2 October 1971. The course provided opportunities for visiting facilities available in the three countries and for exchange of experience on practical aspects of the development of measures for prevention of dependence on alcohol and other drugs and the treatment and rehabilitation of those affected. Consideration was given to the medical, psychological, sociological, economic and juridical aspects of the problems involved and to the need for multidisciplinary and inter-agency collaboration in planning programmes. Since increasing problems of drug dependence are being noted among young people in many countries specific attention was given to this age group.

19. The twenty-third and twenty-fourth World Health Assemblies stressed their increasing concern about the self-administration of dependence-producing drugs, especially by youth, and approved an expanded programme of work proposed by the Director-General.

#### D. Smoking

20. The health consequences of smoking and the need to reduce or prevent the habit, especially among young people, were subjects of a Report by the Director-General and of a Resolution (WHA 24.48) by the World Health Assembly this year. In November 1970 a consultant group met to recommend further action that might be taken to discourage smoking, and to examine to what extent and by what educational methods young people might be encouraged not to begin smoking. The Second World Conference on Smoking and Health, held in London in September 1971, endorsed the WHO Assembly resolution and gave particular attention in their discussions to smoking and health as regards young people; WHO participated in the Conference.

E. Health Legislation

21. WHO regularly publishes the text of new health laws in the International Digest of Health Legislation. Many of these laws are of direct concern to young persons, for example legislation on the treatment of drug-dependent persons and alcoholics, legislation on occupational health, on handicapped children, child care institutions, etc. A comparative survey of health legislation on induced abortion was undertaken by WHO in 1970 and published this year.

F. Occupational Health

22. The employment of young people in underground work in mining in many developing countries was the subject of a Report by the Director-General to the Twenty-fourth World Health Assembly. The Assembly adopted Resolution WHA 24.27, which invites Member States to give consideration to available international labour standards, including the age of employment in mining operations. A study of the health aspects of the employment of vulnerable groups, including young children, in hazardous occupations is being undertaken in Colombia, with respect to the mining establishments.

23. A Working Group on a long term Programme for the Prevention of Road Traffic Accidents was established this year by the WHO Regional Office for Europe in collaboration with Headquarters. In its first meeting in March, the Group emphasized the importance of studying the epidemiology of road accidents among young people and recommended the organization of a conference on this subject, which is planned for 1973.

G. Dental Health

24. A survey on child dental health in Europe was carried out in 1970 as a follow-up of the pilot study undertaken in six European countries in 1964. This wider survey was planned at a meeting held in Oslo in February 1970.

H. Education and Training

25. As discussed above, the entire education and training programme of WHO is related to young people. Two programmes may be singled out for special mention.

26. A Study Group on the Value of the Programmed Course in Medical Education was convened in November this year. The International Federation of Medical Student Associations, which is in official relations with WHO, was invited to participate in the meeting. The Federation set up a subcommittee concerned with medical education, to consider the WHO documents and to convey the students' views to the Organization.

27. Each year WHO arranges a one-week seminar for participants in the United Nations summer intern programme. WHO staff representing a variety of health disciplines contribute to the panel discussions.

#### I. Health Education

28. In December 1970, WHO convened a Study Group on Health Education Aspects of Family Planning to discuss, inter alia, school and teacher education. The health aspects of family life education and population education were considered in relation to school-age children, youth, their families and communities, under varying circumstances (Wld. Hlth. Org. tech. Rep. Ser., 1971, No. 483).

29. A UNESCO/WHO Consultation on Planning for Health Education in Schools is being held in Geneva from 7-13 December, 1971. The membership of this Consultation includes a selected number of temporary advisers - representing such fields as health planning and administration, health education and related behavioural sciences, maternal and child health - with particular experience in school health programmes, educational planning and school administration, curriculum planning, teacher education, and educational studies and research. The Consultation Meeting is to consider priority needs, ways and means for fostering further co-operative planning by education, health, and related agencies in relation to health and health education implications of family life education, population education, human biology, and other important areas appropriate to the promotion of the health and well-being of school-age children and youth in varying cultural and socio-economic circumstances.

30. During 1971, work continued on a comprehensive review of literature on research in educational components of family health, including health aspects of family planning. Another review begun this year is on studies relating to school health and health education. A consultant prepared a paper on the health implications of family life education.

J. Collaboration with the International Children's Centre

31. The WHO Regional Office for Africa collaborated with the International Children's Centre in organizing a seminar on the application of epidemiology to the health problems of children held in Abidjan in October 1970. WHO also participated in the ICC seminar on the child in the city, convened in Paris in November 1970.

K. Collaboration with the International Union of School and University Health and Medicine

32. The International Union of School and University Health and Medicine, with financial and technical support from WHO and UNESCO, is continuing the study of the biological aspects of unrest among university students. A pilot study will be made in four universities: Porto Alegre (Brazil), Lyons (France), Nottingham (United Kingdom), and Charles University (Prague, Czechoslovakia).

L. Public Information

33. WHO has no organized visitors' service; however, groups of visitors are received at Headquarters for briefings that include lectures, film shows and guided tours of the building. Most of the 5000 visitors received during the eleven month period 1 January - 30 November 1971 were students and young persons. Some of the visits were organized in co-operation with other United Nations agencies in Geneva and with non-governmental organizations such as the Red Cross and the World Council of Churches.

34. The July-August 1969 issue of World Health, the magazine of WHO, was devoted to youth and the April 1971 issue to the drug problem, with emphasis on adolescents. On the question of medical study reform and the objectivity of examinations, the magazine brought an account of student opinion freely expressed in November 1970. A variety of articles, e.g. on sport and education (September 1968) and the extension of venereal diseases (October 1971) were mainly addressed to young people. The November 1971 issue was devoted to medical education and included a picture story on nursing education.