

A note prepared for the 1965 Progress Report to ECOSOC on the
Development Decade

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Introduction

During the course of the Development Decade, the United Nations and its specialized and associated agencies are pledged to mobilize their resources and coordinate their efforts in a sustained attack upon the ancient enemies of mankind - disease, hunger, ignorance, poverty - and to lay the foundations in all developing countries for a more modern and productive economy.

One of the most remarkable changes during the first half of the Development Decade has been the new emphasis given to human resources in national development. It is now widely recognized that investment in physical plant, roads, communications and so forth will be largely nullified unless there is a concomitant investment in human resources, to prepare an educated, healthy and active citizenry. The preparation of human resources has confronted planners with new and unexpected dimensions of planning. It has brought out in a new way the long-term character of planning. The nation of tomorrow is the younger generation - the children and youth - of today. A government which is seriously concerned about the growth and development of the nation must therefore look to the measures which are necessary to prepare children for life.

These sharpened insights into the character of national growth have put the work of UNICEF into a new perspective. While the generous and humane motives for helping children are in no way diminished, it is now widely recognized that helping children to become the citizens and workers of tomorrow is also a basic component of the most hard-headed development planning.

There has been a reciprocal influence between UNICEF and development planners during this quinquennium. On the one hand, UNICEF has helped to bring about the greater recognition of the relevance of investing in children

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and youth for national development. On the other hand, the need to relate the work of UNICEF to national development has had a broadening effect on UNICEF policies and on UNICEF programme assistance. During this period UNICEF has initiated a dialogue with development planners, a dialogue which is continuing. UNICEF has offered its resources to governments and international institutions to support the pioneering effort to provide comprehensively for children and youth in national development. Recognizing the gross inadequacy of the resources currently available, UNICEF has sought to alert other sources of aid - international, bilateral, multilateral - to the claims of children and youth. And in the use of UNICEF's own resources in supporting practical measures for children and youth there are significant new trends. These five years have seen a growing emphasis on training of technical personnel; the first UNICEF investments in the fields of education and vocational training; greater attention to the problems of youth; a growing support of programmes for mothers (women's clubs of various kinds); continuing efforts to meet nutritional needs through self-help measures (local production of milk and other protective foods); and a gradual shift from impact campaigns against specific diseases affecting children to the strengthening of permanent services in the community. These important trends reflect an interplay between policy decisions of the UNICEF Executive Board and policies and priorities of more than one hundred assisted countries.

New policy orientation

By 1960, ten years had passed since UNICEF had shifted its emphasis from emergency relief to assistance for programmes of long-range benefit to children. The UNICEF Executive Board, therefore, decided that at this stage it would be useful to have a general review of the problems of children in developing countries which were benefitting from UNICEF assistance. Such surveys would

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not only enable UNICEF to see whether its assistance was being used for problems requiring priority attention, but also would encourage governments to make comprehensive assessments of the needs of their children and youth. This would serve as a preliminary step for planning to meet these needs.

A general survey was submitted to the Executive Board in June 1961. It revealed a "vast and terrible picture" of privation and waste of human resources in developing areas. The survey indicated that little permanent progress in child health and nutrition could be achieved without related progress in education and social welfare. It also clearly showed that few governments planned systematically to solve the many problems affecting their children and youth, and to prepare them for a productive life.

Planning and Project Preparation Fund

To assist governments in preparing their children for life, UNICEF in 1961 broadened its base of assistance so that countries could receive aid for projects directed towards all major aspects of children's development - including health, nutrition, education, vocational training and social welfare.

UNICEF would also stand ready to assist governments, in close cooperation with the UN technical agencies, in assessing the needs of their children and in preparing plans to meet these needs. It was hoped that the process of assessment and planning would lead to the formulation of a national policy for children and to proposals for action programmes which UNICEF could assist. In making this decision, the Board recognized that there would be many different ways in which countries would approach planning and project development for children, and that UNICEF should be able to offer whatever forms of aid were most appropriate in each situation. UNICEF assistance could take the form of consultative services as well as the provision of transport and equipment required to undertake surveys

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of children's needs and for the preparation of concrete project proposals.

Planning for Children and Youth in National Development

In 1962, the UNICEF Executive Board decided that UNICEF should strongly encourage developing countries, in cooperation with UN technical agencies, to plan carefully for children and youth in their national development plans. Wise and imaginative planning was considered an essential prerequisite of fruitful action to meet the needs of children.

To help countries apply a comprehensive planning approach, the UNICEF Board elaborated a number of policies. The Board decided that it would be desirable for UNICEF to enter into closer cooperation with the UN regional Economic Commissions, especially in relation to their growing advisory services for national development planning. The Board believed that it was important for officials of planning bodies and ministries who were receiving training in development planning to have included in that training an appreciation of (a) the social aspects of development affecting children and youth, and (b) the value of, and opportunities for, investment in children and youth. Furthermore, the Board thought that facilities for the training of planners should also be given to departments and ministries serving children more directly (such as those of health, education, social welfare and community development). UNICEF would offer assistance, if required, to enable these officials to have suitable training.

As the Institutes or the regional Economic Commissions would be sending out advisory teams to help governments with economic and social planning, the Board expressed hope that these teams would include a member concerned with social planning, particularly in relation to children and youth. UNICEF would be ready to offer the participation of a staff member or consultant in such teams during

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an appropriate stage of their work.

In view of the decision of the UNICEF Board to promote the interests of children within national development plans under preparation in developing countries, a number of steps were taken. Funds were allocated to the Latin American Institute for Economic and Social Planning to provide fellowships to 42 students from the social field to enable them to take basic planning courses and do post-graduate work, as well as for the salary of a specialist in social development planning. The Board also approved assistance to the Asian Institute for Economic Development and Planning for the addition of a specialist in social development planning to its staff.

A Round Table Conference on Children and Youth in Development Planning was held at Bellagio, Italy, 1 - 7 April 1964. This Conference, sponsored by UNICEF, was convened in order to bring together leading economists, planners, and specialists on children's problems to discuss the important place of children and youth in planning national development. Included in this group were Ministers of Planning, economists, sociologists and other experts from Brazil, France, India, Netherlands, Poland, the Soviet Union, Tanganyika, Tunisia, United Kingdom, U.S.A. and Yugoslavia. In addition, there were representatives from UNICEF, the Bureau of Social Affairs of the United Nations, ILO, FAO, UNESCO, WHO, as well as the Economic Commissions for Africa and for Asia and the Far East. Papers and discussions focussed on the main needs of children and youth which should be considered by country planners; planning approaches to meet these needs; training and research with respect to child welfare and development; and the necessity of international action to assist governments in meeting the needs of their children.

Conclusions of the Bellagio Conference

A number of conclusions were reached at the Conference, among them the following:

1. Human resources are at least as essential as material resources for social and economic development. Children and youth represent the key to the development of such resources. National long-term development plans for children should be encouraged.
2. However, neither a separate governmental sector for children, nor a separate sector in national plans for children is called for. Rather the combined impact of policy in the fields of health, education, social welfare services, etc., should be stressed. Accordingly, the Conference suggested that planning for the needs of children should be coordinated at an inter-ministerial level and in planning commissions.
3. Indirect, as well as direct, means of improving the situation of children and youth should be considered. Indirect means would include fiscal policy, redistribution of income, price policy directed to foods, subsidized family housing, and other measures designed to help children within their families, particularly those in low income groups.
4. While raising the productivity and income level of the population remains an overall goal of development planning, the needs of children are not automatically met by such economic progress, and require deliberate and systematic planning.

The Conference also affirmed approaches in planning to meet various substantive problems affecting children and youth, in the fields of health, nutrition, education and vocational training.

It was considered that training possibilities should be expanded as a priority for all those concerned with the welfare of children and youth. Also, those concerned with national planning, whether at the level of the general plan or in individual ministries, should be given basic knowledge of the specific problems facing children and youth in developing countries.

The vital role of women for the welfare of children, both as members of the community and as mothers, was stressed by participants from the developing as well as from developed countries. There should be a greater stress laid on the education of girls in most developing countries.

In view of the great importance of human resources to economic development, the Round Table welcomed the emphasis recently given by international financial organizations to investment in education and training, and hoped that similar attention would be given to requirements in other social fields concerned with the rising generation.

The conclusions of this Conference have been published and the Rapporteur's full report will be complete by the end of 1964. Follow-up action for this Conference will include training planners in problems affecting children and youth, as well as undertaking further research on this subject.

The discussions in Bellagio disclosed that many countries do not have and cannot afford complicated planning. Planners in such countries may include untrained administrative personnel; basic data may be absent. Yet the need for a policy and programmes for children may be even more urgent in such countries. This hard reality should be kept in mind in the preparation of future action. The following approaches to this problem emerged:

- There is a need for more simple and more practical methods of assessing needs and priorities and allocating resources, which can be adapted to

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individual country situations, rather than for highly refined planning, which requires technical resources not everywhere available.

- More action is necessary on a regional and country level to learn about the true situation of children, and more extensive efforts are required to help general planners understand the problems of children better, as well as to provide improved competence in planning for those who are already active in all of the fields bearing on the welfare of children.
- While the merits of countries learning from the experience of one another cannot be denied, it is also essential to recognize the differences among countries and to encourage each to develop its own imaginative and innovative approaches.

Asian and Latin American Conferences on Children and Youth in National Development

In addition to the Bellagio Conference, the UNICEF Executive Board approved allocations for two regional conferences on children and youth in national planning and development to be held in Asia and Latin America in 1965. These conferences are being sponsored by UNICEF, the United Nations Economic Commissions for Asia and Latin America, the Asian Institute for Economic Development and Planning, and the Latin American Institute for Economic and Social Planning, in cooperation with ILO, FAO, UNESCO, WHO and the United Nations Bureau of Social Affairs. All member countries of ECAFE and ECLA will be invited to participate through high level representatives and specialists, concerned with the problems of children and youth, from planning bodies, functional ministries and research institutes. In addition, representatives from the United Nations and specialized agencies and a few prominent experts will be asked to participate.

The general objectives of the conferences are to emphasize the problems of the younger generation in the two regions and to discuss strategies for meeting the needs of this age group as an integral aspect of national development planning. It is hoped that these conferences will demonstrate to country

planners the value of looking ahead to the preparation of the younger generation for the implementation of development plans and that they will bring out new practical ways in which UNICEF can cooperate with governments in supporting specific programmes.

The preparations for both conferences are now well under way. The Asian Conference is scheduled to take place in Bangkok, Thailand, from 13 to 24 September 1965, and the Latin American Conference during the first two weeks of December 1965.

To round out UNICEF's activities in the field of development planning with respect to the needs of children and youth, UNICEF has been in touch with various economic and social development institutes in the United States and Europe, including the United Nations Research Institute for Social Development in Geneva and the International Children's Centre in Paris, to see in what ways UNICEF can cooperate with these institutes in training country planners to take fuller account of the needs of children and youth.

Assistance to Country Programmes

The national programmes for children and youth which UNICEF has been assisting during the first half of the Development Decade involve an outlay by governments and UNICEF during these five years of about \$500 million. Of this amount the UNICEF share is just under \$150 million; the balance represents the efforts of the developing countries themselves.

Table I

Programme allocations approved by the UNICEF Executive Board,
1960 - 1964

<u>Type of Project</u>	<u>In Millions of US dollars</u>	<u>Per cent</u>
Health Services	44.0	32.4
Disease Control	45.3	33.4
Nutrition	26.1	19.3
Welfare	4.9	3.6
Education	9.4	7.0
Vocational Training	1.3	1.0
Emergency Aid	3.7	2.7
Other Services ^{a/}	0.8	0.6
<u>Sub-total</u>	<u>135.6</u>	<u>100.0</u>
Freight for shipment of supplies	<u>13.5</u>	
<u>Grand Total:</u>	<u>149.1</u>	

a/ Including seminars on planning; and project preparation fund.

Although much valuable work has been initiated, it must be emphasized that the effort is not at all commensurate with the needs.

Some 500 projects in over one hundred countries are being assisted. All major geographical regions are included, displaying every variety of problem and a considerable range of development. Most projects are of a long-term character and, in the nature of their goals, progress is difficult to measure. UNICEF is currently offering to help governments in the more systematic assessment of their projects, but it will be many years before the results of these assessments are widely available. In the meantime, it is possible to examine the pattern of assisted projects in some detail and to cite some

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examples of achievements in selected projects.

Training

Some form of training is an element of nearly all UNICEF-aided projects. The importance which governments attach to training is reflected in their requests to UNICEF in recent years. Whereas in 1960, ten percent of UNICEF allocations were for support of training, this proportion rose to seventeen percent in 1961, to twenty-seven percent in 1962, and to about thirty-three percent in 1963 and 1964.

Some examples of UNICEF aid to training during this period are as follows:

- 42 fellows studied social planning at the Institute for Economic and Social Planning for The Americas.
- 28 fellowships awarded in advanced studies in applied nutrition in a course offering the combined resources of the University of London, England, and the University of Ibadan, Nigeria.
(A similar course at Paris and Dakar is being initiated this year with UNICEF aid.)
- 18 fellowships in advanced paediatrics, for heads of departments or professors of paediatrics, at the Institute of Child Health, University of London.

Although a few international or regional training courses have received UNICEF aid, by far the major emphasis in UNICEF aid has been on training within the assisted country. For the frontline workers required in their thousands, training in their home setting is the most appropriate and most effective arrangement; it is also of course much cheaper than training abroad. Examples of training in the countries are as follows:

In 1963, there was only one fully developed teacher-training college in Afghanistan, with an enrolment of 358, plus three provincial schools with much more modest enrolments. 1,000 teacher vacancies already existed in the primary

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schools, and it was anticipated that 2,000 additional teachers would be needed by 1966. In order to implement its plan to upgrade the existing institutions and create four or five new colleges a year to attain a total of 64 college units by 1980, the Government had to find trained personnel to staff such institutions. Therefore, an Academy of Teacher Training was established at Kabul in April 1964, and it is planned to train 275 teacher-educators in the first five years. UNICEF is providing teaching aids and transport, as well as reimbursement to UNESCO for the salaries of five experts.

A Department of Paediatrics was established at Makerere Medical School in Uganda in 1959, and a Chair of Paediatrics and Child Health was set up under a UNICEF grant. Additional UNICEF assistance approved in 1961 was used to provide technical equipment for the paediatric clinic and wards of the New Mulago Hospital, which is the teaching hospital of the Medical School, for the strengthening of practical field training and to assist in refresher courses and seminars for doctors and para-medical personnel throughout East Africa. UNICEF also provided 30 fellowships per year in 1963/64 and 1964/65.

Immediately after independence the Government of Algeria faced a serious shortage of trained personnel, particularly in the health field. In 1962 UNICEF provided, among other things, teaching and training materials for four nursing and midwifery training schools and stipends for 1,000 nurses, midwives and auxiliaries. By the end of 1963, almost 500 people had been trained. Currently, as part of the Government's long-range programme, UNICEF is providing supplies, equipment and teaching materials for the Public Health Institute and four pilot centres and for three training schools for health workers, as well as half-stipends for 1,066 para-medical trainees, full stipends for 60, and salary supplements for 50 tutors.

Under its ten-year plan of economic and social development (1960-1970), the Government of the Ivory Coast is endeavouring to assure sufficient and balanced food for the entire population. As a part of this programme, the teaching personnel of the agricultural schools is being reinforced, and an agricultural school with university standards is being established. During 1963/64, 15 high-level graduate students, 90 agricultural instructors from the Ivory Coast and 27 from adjoining countries and 84 rural monitors were trained. UNICEF provided stipends and fellowships, as well as funds for the salaries of two lecturers in nutrition and agricultural extension.

The various training courses which are being supported are contributing both to long-range development of local technical cadres and also to the immediate implementation of practical services.

Education

Although UNICEF aid to education has been available only since 1961, already 44 countries are being assisted in these fields. All geographical regions are included. Sixteen of the countries are in Africa. This extension of UNICEF aid, which has taken place in consort with UNESCO, gives major emphasis to the training of school teachers, to the support of school supervision, and to the local production of texts and other teaching materials. The country plans reflect an awareness of the need to make teaching relevant to the real life prospects of young people.

It is encouraging that UNICEF should be asked in so many cases to participate not only in a quantitative expansion of educational services to bring education to an increasing number of children, but also, through the support of educational planning in teacher training (including in-service training), and health, agricultural and nutrition teaching, to contribute significantly to the quality

of educational programmes now being worked out in the developing countries.

This fresh appraisal of the content of teaching in the light of changing needs in place of traditional standards, is a feature of the developing countries, not only in Africa, where new nations are looking searchingly at their educational systems, but also in Latin America and Asia, where the school is often equally remote from the needs of life today and tomorrow. This concern with curriculum is reflected in a number of educational projects UNICEF has been asked to aid.

Although it is too soon for any retrospective analysis of work done, yet it may be interesting to look at some features of the approved projects. Teacher training is common to all of them; and this training comprises the training of trainers (as in Afghanistan), regular teacher training, and special short courses. The shortage of teachers in many countries is more acute than statistics reveal, since many "teachers" have had little or no preparation. The emphasis in requests to UNICEF has so far been on primary school teachers, but a few countries have asked for aid to special aspects of secondary school education. Examples of the latter are pre-vocational training in some secondary schools in Thailand, and Burma's agricultural secondary schools. Nearly all the plans show an awareness of the need for training in some practical skills, even at the primary and middle school levels. Although more provision is made for boys than for girls, many projects are beginning to redress the balance with special practical training for girls. The curriculum for boys tends to include such practical subjects as agriculture, carpentry and basic mechanical skills; for girls, training in home economics is frequently offered. Health and nutrition education are common to most plans. Several projects include UNICEF financial or material aid for the local production of textbooks or other aids to teaching. There follow four examples of UNICEF-aided projects in the field

of education:

In Indonesia the goal is to increase primary school enrolment from 56% in 1962 to 100% in 1969. This will require increasing the number of primary school teachers from 150,000 to 518,000. An emergency teacher training scheme was launched in August 1964 when 500 new classes were opened. The programme is being coordinated by the Balia Pendidikan Guru at Bandung, a teacher-training correspondence school which has 50 professionals on its staff. UNICEF is providing supplies and equipment for teacher training and related practice primary schools.

Less than 26% of school-age children attend school in some states of Brazil; only 5.6% of those who start the three-year rural primary course complete it, and only 13% of those who start complete the four-year urban primary school. From one-half to three-fourths of the primary school teachers are untrained. As part of an overall programme to improve teacher training, coordinated by the Instituto Nacional de Estudos Pedagogicos, ten state educational planners from Goias and ten from Mato Grosso are being trained at the Regional Education Research Centre in Sao Paulo, and 400 student teachers and teacher-supervisors are in training in Goias, Mato Grosso and Bahia. 40 additional planners and 800 more teachers and supervisors will receive training in 1965. In addition to stipends for the above-mentioned trainees, UNICEF is providing supplies, equipment and transport, as well as funds for the salary of the UNESCO education expert's national counterpart.

The Government of Ghana has decided to provide adequate science departments for all of the 60 new teacher-training colleges and 121 new secondary schools envisaged in its Seven-Year Development Plan (1963-1969). Science facilities will also be provided for the elementary schools in the form of "science centres", a common science room to be shared by a number of schools. It is planned to

establish 175 such centres. UNICEF is supplying science equipment and teaching aids.

As part of the programme to include basic science in the curriculum of the middle and high schools in Burma, the instrument centre of the Union of Burma Applied Research Institute is being expanded to enable it to produce sets of simple science teaching equipment. The current goal is about 100 sets per year. UNICEF is providing supplementary equipment, funds to cover the salary of an assistant supervisor, and stipends for six trainees.

Vocational Training

There has been a parallel growth since 1961 of requests for UNICEF aid to vocational training. UNICEF in collaboration with ILO is currently aiding nine such projects, in all major geographical regions.

It will be evident that the distribution between education and vocational training may be somewhat artificial and arbitrary. However, countries sometimes find it more convenient or more efficient to establish special vocational training facilities outside the regular school system. This tends to be true for relatively advanced training. Some countries (e.g. Tunisia) have asked UNICEF to help both the basic school system (with some pre-vocational training in the schools) and separate vocational training institutions. Some of the UNICEF-aided projects (e.g. in India) are related to national schemes for full vocational training which in turn are receiving ILO-Special Fund support.

Two UNICEF-aided projects are briefly outlined below:

In order to give school drop-outs in the fourteen-year-old age group an opportunity to improve on their general education and to start learning a trade, the Government of Tunisia is creating pre-vocational training centres. The goal

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is to establish 125 such centres during the period 1963/1967, 33 of which are already in operation. 73 workshop instructors, 51 other teachers and 12 vocational counsellors have already been trained to man these centres, and the courses are continuing. Practical training is being introduced concurrently into the primary school system. UNICEF is providing stipends, equipment, transport and salary supplements, as well as reimbursement to ILO for the services of their expert.

To counteract the high school drop-out rate in India, pre-vocational training is being introduced into the curriculum. Between 1963 and 1966, 65 self-contained training units attached to secondary schools will be established. The course will consist of two hours of study daily in the humanities, followed by three hours of manual training, the type of training to be determined by local conditions. The first 20 units began functioning during the summer of 1964, when the first batch of 20 craft instructors had completed their five-month pre-service training. UNICEF is providing workshops tools and equipment, training grants and funds for the salaries of key personnel.

Youth

The problems and prospects of youth in this time of rapid change are of particular concern to UNICEF. In addition to specific programmes for this age group, such as the education and vocational training projects mentioned above, activities specifically geared to preparing young people for life and responsibility are included in many community development and social service projects aimed at raising the educational level of the entire community. In Saudi Arabia for example, a series of community development units, each serving an area of five to six villages and about 20,000 people, have been established to provide a comprehensive approach to the problems of the area in the fields

of education, health, social services, nutrition, home economics and agricultural development. Within this broad programme, special emphasis has been placed on the development of youth clubs to encourage recreation activities, pre-vocational training and social responsibility among young people. Boys are being trained to make simple materials and furniture for daily use, and girls are given instruction in simple home-making, child development, nutrition and health education.

Maternal and Child Health

The great burden of sickness in the world is reflected in the fact that, during these five years, nearly two-thirds of UNICEF resources were allocated for the support of maternal and child health projects, including campaigns against diseases affecting children. In all these projects UNICEF has worked closely with WHO. About 100 countries have received this form of aid during the 1960s. UNICEF aid for health services gives major emphasis to training - from teaching and supervisory personnel to auxiliary workers. The creation of networks of health services is supported, with related environmental sanitation, health education and immunization against childhood diseases.

In the field of disease control, UNICEF aid has been addressed in the main to four wide-spread diseases: malaria, tuberculosis, yaws and leprosy.

Since reliable health statistics are quite naturally lacking in the countries faced with the greatest health problems, it is notoriously difficult to document any change in the general health of the developing countries.

Nevertheless, there can be no doubt that the great burden of disease is gradually being reduced; and that year by year more and more children and youth are being protected from disease, more are being spared the crippling

effects of yaws and tuberculosis, more are being saved from trachoma blindness, more healthy young people are joining the adult community.

Some examples of specific work are the following:

For immunization against an important group of childhood diseases - smallpox, diphtheria, pertussis, tetanus - UNICEF has helped 26 countries through the support of basic services, sometimes equipping national laboratories to produce vaccine and sera, and often providing refrigerators for storage of vaccines, and other equipment (such as syringes, needles) and transport. Nine countries were helped to produce vaccines in 1964. For instance, the production facilities in India, aided by UNICEF, will be able to produce 100 million doses of freeze-dried smallpox vaccine a year.

Because of its remarkable susceptibility to penicillin, yaws is definitely on the retreat throughout the world, more especially in Asia where the campaigns in Thailand and in Indonesia are well on their way to consolidation. The Indonesia campaign is a striking example of success resulting from careful planning, and patient and persistent work over many years. In this campaign alone more than 268 million examinations have been made and 11.5 million persons treated. UNICEF has also assisted a mass yaws campaign in Nigeria since 1953, providing penicillin, field supplies and vehicles. The areas covered were those of highest incidence, with a total population of about 9 million. By the end of 1961, the campaign had succeeded in reducing the incidence of infectious yaws to less than 0.5% over most of the area.

The objective of the rural health programme in India is to provide simple health services for the population in 5,000 community development blocks (each block comprising 100 villages and about 65,000 persons). Between 1956 and 1964

UNICEF has aided: 1,427 primary health centres, 3,250 sub-centres, 133 referral hospitals, 79 public health laboratories, and 159 district health organizations. Training assistance has been extended to over 400 nursing and other para-medical personnel training schools. Health education has been assisted in six states, and a transport organization is being established for the maintenance of the vehicle fleet.

Basic sanitation is being introduced in rural communities in Brazil as part of an integrated health programme. The sanitation programme, which began in one state in 1958, was extended to nine states in 1962 and will soon include all fifteen. The staff now comprises 10 engineers, 36 drillers, mechanics and auxiliaries, 50 sanitary inspectors and 392 sanitarians, and training continues. It is proposed to construct 1,166 community hydrants with multiple faucets (chafarizes) and 52,000 private latrines between 1965 and 1967. In 1963 chafarizes were completed in 43 communities. UNICEF has contributed drilling and workshop equipment, transport and stipends for trainees in the well-drillers course.

Family and Child Welfare

UNICEF entered the field of "family and child welfare" at the start of the Development Decade in 1960. During these five years there has been a steady growth in demands for aid in this type of work.

Currently 61 projects are being assisted, representing a great variety of efforts by governments in all geographical regions and at various stages of development, to cope with the effects of rapid social change on children and youth.

Many countries are now undergoing the difficult transition from traditional societies, largely rural and with a family or tribal base, to modern nation states with their urban orientation, their progressive weakening of old familial relationships and the gradual emergence of larger and more impersonal social structures. The projects reflect countries' attempts to deal with some of the harmful by-products of this social change and to create the conditions for more wholesome community life. Although UNICEF has not had a long experience with this type of aid, its scope has been gradually widening from its beginnings when projects were chiefly concerned with improving the group care of children separated from parents.

This is an exploratory period when the emerging countries seek to fashion new means to solve new problems. The impulse to act often comes from the presence of some painful evidence of human need - homeless children, maladjusted young people, broken homes - so that the immediate pressure is to provide direct services. It soon becomes clear that these services on any significant scale are beyond the resources of the state, and that consequently some way must be found to prevent or at least ameliorate the worst of these social dislocations. Somehow the burden must be carried largely by the evolving community directly, rather than by the government alone. In such circumstances the task of the trained professional, in government, and in private agencies, is to participate in a complex social diagnosis, to work out policy, to help communities protect themselves through

group organisations which will rely largely on self-help, with a minimum of professional and governmental support.

It is against this backdrop that some patterns of UNICEF-aided projects may be seen. For one thing, training is an important element of all these projects; in many it is the sole immediate preoccupation. There is no ready-made training formula for every situation. Insights and skills must be adapted to radically new problems and this process is now going on in many training schemes and at all levels of service. Examples of UNICEF-assisted projects are the following:-

A special study of UNICEF-aided training produced evidence of early success in training for family and child welfare services in Turkey and the Philippines.

In both countries, training includes a wide variety of in-service courses for staff of existing agencies and institutions. In Africa, UNICEF is also helping professional training in social work and community development at Abidjan in the Ivory Coast, at Makerere University in Uganda and at Oppenheimer College in Rhodesia. All of these schools are geared to provide training for other African countries with similar traditions and problems.

Efforts are being made in Iran to increase the number of well-qualified professional workers to guide and stimulate the social services of the Government and of voluntary organisations. The facilities of the Teheran School of Social Work have been enlarged to accommodate more students. At present 67 students are in training, double the number enrolled in the past two years. A third year of training, leading to a bachelor's degree, was initiated in the academic year 1962/1963. Refresher courses for graduates are a continuing part of the School's educational programme. UNICEF is providing teaching aids, transport and training grants.

In Libya, four urban family and child welfare centres, each serving about 600 families, will be created during 1964 and 1965. Each centre will provide

day-care services for 200 young children of pre-school age and community activities for mothers and young girls. During the same period approximately 375 welfare personnel will be trained and in-service training courses will be provided for child-care workers, directors of residential institutions, volunteers and senior staff of the Ministry of Labour and Social Affairs. UNICEF is providing supplies and equipment for training and transport, as well as salaries for two assistant directors of training for two years and honoraria for lecturers.

An attempt is being made in Sierra Leone to improve family living in rural areas through training, village demonstration work and mass education. 60 community development workers have been trained, and 329 voluntary leaders had completed one-week courses in family nutrition and child development at the end of 1963. 45 village demonstration centres have been established, and local women's groups are being encouraged to participate in homecraft, mothercraft and local garden projects. UNICEF is providing supplies and equipment for training, field demonstration and mass education, transport and stipends and honoraria.

Nutrition

The Declaration of the Rights of the Child which the General Assembly adopted in November 1959, includes the important principle that "the child shall have the right to adequate nutrition". This principle provides the basis for UNICEF's programme in the nutrition field which includes child feeding, milk conservation, applied nutrition and training and the more recent efforts to help develop new protein foods.

The most acute problem in this field is still the pre-school child. How to reach the pre-school child was the subject of special consideration at a symposium of experts in nutrition, held under the auspices of the International Congress of Nutrition, and with assistance from the Rockefeller Foundation and UNICEF, at Lake Como, Italy, in August 1963. The symposium brought together specialists in

the fields of nutrition, child health, agriculture, community development, anthropology and social work. It was addressed by the Executive Director of UNICEF who stressed the urgency of the problem and the inadequacy of actions so far taken for its solution. The symposium made recommendations both for an immediate "crash" programme and for long-term measures. These were presented to the Sixth International Congress of Nutrition which met at Edinburgh later in August. The recommendations are being widely circulated and hopefully will stimulate thought and action on this critical problem.

Nutrition is being aided at the present time by means of:- (a) imported milk (a form of UNICEF aid which is decreasing as other sources of imported milk become available); (b) assistance for local food production, particularly milk and other high-protein foods; (c) demonstrations of village food production and distribution; and (d) training from the highest academic level to the simplest village programme.

The need for some imagination and experimentation in tackling different facets of a problem has been illustrated in the evolution of UNICEF activities in the field of nutrition. Feeding programmes, based on imported supplies, can reach some hungry children for the moment but offer no solution for the future. One early and continuing form of aid to which UNICEF has made substantial contributions is the equipping of milk plants. In countries with a dairy potential, the assurance of an adequate supply of safe milk is of great importance to child health. Certain conditions are attached to ensure that a proportion of the product is made available for free or subsidised distribution to needy children and mothers, and that low-cost safe milk would be available for the benefit of the low-income group generally.

UNICEF has assisted altogether more than 200 milk plants and 15 dairy training schemes in 40 countries. Of this total, since the opening of the Decade, 26 milk plants have been brought into operation in 12 countries and two dairy training

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institutions assisted, one in India and the other in Kenya. These projects represent a total UNICEF contribution in equipment of slightly more than \$8 million. The concomitant government investments in land, buildings and services amount to at least \$25 million. These 26 plants have a combined capacity for processing 2.2 million litres of milk per day. In addition, twelve milk plants are in process of erection, representing a further UNICEF contribution of \$5,929,000 and with scheduled capacities totalling 1,160,000 litres per day.

UNICEF's entry into the field of processing of other high-protein foods is for the purpose of promoting the availability, in areas where little or no milk is available, of low-cost protein-rich food supplements that are suitable for children. The following are the kinds of activities of a pioneering and exploratory nature undertaken for the purpose of establishing sound and practical foundations on which expanded production and use of new protein foods may be developed with UNICEF assistance:-

- (a) Provision of fellowships in food technology for scientists associated with national endeavours to develop and use new protein foods.
- (b) Provision of pilot plant equipment and supplies to national institutions for product and recipe development and testing.
- (c) Specification of work assignments and negotiation of contracts for technical services in respect of process development, plant design and fabrication, development of improved techniques for quality control and related problems and other technical and economic studies.
- (d) Support for acceptability testing and promotion of products.
- (e) Contributions to technical conferences and publications.

UNICEF's long-term objective goes beyond the preliminary steps outlined above, to the practical application of the scientific and technological findings in the local production of low-cost sanitary and nutritionally desirable foods and supplements that are acceptable for child feeding both from the standpoint of palatability and customary patterns of diets in the various areas.

The more advanced schemes are:-

- (1) The Saridale plant in Indonesia that is making a so-called "soy milk";
- (2) a fish flour plant in Chile that is producing a high-quality product based on the defatting and deodorising of whole fish, and
- (3) assistance to two groundnut flour plants in India.

Somewhat similar projects are being developed in Nigeria and Senegal, using groundnut flour and skim milk powder as the principal protein source, and in Brazil using defatted soy flour as the protein supplement to maize.

But neither imported nor locally processed foods can meet all the needs. The great majority (80 per cent) of people in developing countries are dependent on their own food production and it was therefore necessary to consider what might be done at the local level to educate both producers and consumers as to what foods were required to promote and maintain health and to demonstrate how these could be obtained locally. This involves mainly the production of fruits, vegetables, fish, poultry and small animals. The concomitant education includes practical demonstrations, by means of which schools, villages, women's clubs and other community groups learn effective techniques and see the benefit which children derived from improved diets. The supplies necessary to the demonstrations are provided by UNICEF on the condition referred to earlier, namely, that in addition to encouraging greater home consumption of nutritious foods, a certain part of the production is devoted to welfare distribution to mothers and children, and the balance put on sale.

Applied nutrition projects have been undertaken most extensively in Africa, Asia and The Americas. By far the most ambitious programme is in India, where the Government has seized upon this approach to assure that human nutrition is not overlooked in the drive to increase cereal production.

One by-product of many applied nutrition projects is their enlivening effect on the spirit of self-help in rural communities. This has been notably true

when committees of village women have been given an active role, particularly in distribution of some of the newly produced foods.

In view of the urgency of developing food supplies suitable for children, especially in rapidly urbanising areas of developing countries, UNICEF feels all local, bilateral and international technical and other resources should be brought to bear in solving this problem during the Development Decade.

There follow two examples of applied nutrition projects:-

The Government of Colombia is developing an integrated programme of applied nutrition under the supervision of the National Nutrition Institute. A basic feature of the programme is the training of personnel, and since 1962 various courses and seminars on nutrition have been held for 96 doctors, 37 nutritionists, 64 primary school teachers and others. Food demonstration services have been organised in 27 pilot schools and 80 selected primary schools, and 80 primary schools have started school gardens. In addition, a central farm has been established in each of the participating Departments of the country and serves as a training and experimental centre and seedling nursery. The programme will be extended to a total of 140 primary schools in 1965. UNICEF is providing supplies, equipment, transport and fellowships.

In Thailand a demonstration project for the improvement of village nutrition is underway in thirteen villages in the province of Ubol. It includes a preliminary dietary survey, training of field staff, nutrition education of the public, production of protective foods through school, community and home gardens, and poultry and fish production. It is now planned to expand the project to 29 additional villages. UNICEF is providing supplies for gardening, poultry raising and fisheries, transport, teaching aids and training stipends, as well as additional equipment for expansion of the nutrition laboratory in Bangkok.

Several steps have been taken during this period to strengthen nutrition training. A post-graduate course in applied nutrition and food science / ...

offered jointly by the University of London (U.K.) and the University of Ibadan (Nigeria) has already been mentioned. Also at the university level, UNICEF assistance has been approved for a post-graduate course held jointly at Paris and Dakar, for two colleges of home economics (in the UAR and in Nigeria); and for the training of agricultural extensionists, with emphasis on family nutrition, at the University of Ibadan in Nigeria and at Egerton College in Kenya. Training has also become the principal UNICEF-supported approach to nutrition problems in The Americas where regional courses of various kinds have been offered with UNICEF assistance at the Institute for Nutrition of Central America and Panama in Guatemala; at the University of Molina in Peru; at the Interamerican Children's Institute in Uruguay; and at the University of Puerto Rico.

Nutrition training of all sorts of staff - school teachers, health workers, village leaders - is a part of all applied nutrition projects within the countries.

Conclusion

Sustained growth in economic development, no less than social development, is dependent upon the quality of the oncoming generations, including their physical and mental capacity for productive work, and their adaptability to new forms of community life required by industrialisation. From the ranks of today's youth will be drawn the planners, administrators, industrial and commercial supervisors, and other personnel who will chart and direct the course of economic and social development. The youth of today will also provide the workers and farmers who will in the future operate industry and agriculture.

In the United Nations family, UNICEF has the mandate for assisting countries in protecting their children and youth and preparing them for life.

UNICEF is recognised as a practical organisation concerned primarily with direct action in assisting projects benefitting children and youth.

In addition, during this decade UNICEF has entered the field of development planning to encourage governments to make adequate provision for their children and youth in national development plans. UNICEF hopes, through initiating regional and other conferences and providing assistance to training institutes, to convince governments of the necessity of planning to meet these needs of children. Today's children are potential resources for tomorrow's economic and social progress, and, therefore, their development is crucial. To promote the development of children and youth is UNICEF's contribution to the Development Decade.

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