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LATIN AMERICAN CONFERENCE ON CHILDREN
AND YOUTH IN NATIONAL DEVELOPMENT

Jointly sponsored by the Economic Commission for Latin America, the Latin American Institute for Economic and Social Planning, and the United Nations Children's Fund, in co-operation with the International Labour Organisation, the Food and Agriculture Organization of the United Nations, the United Nations Educational, Scientific and Cultural Organization, the World Health Organization and the International Bank for Reconstruction and Development
Santiago, Chile, 28 November to 11 December 1965

REPORT OF THE CONFERENCE

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INTRODUCTION

1. The present report summarizes the proceedings and conclusions of the Latin American Conference on Children and Youth in National Development, jointly sponsored by the United Nations Children's Fund (UNICEF), the Economic Commission for Latin America (ECLA) and the Latin American Institute for Economic and Social Planning, which was held at Santiago, Chile, from 28 November to 11 December 1965.
2. The Conference was held pursuant to a decision of the UNICEF Executive Board, adopted in 1962, that UNICEF should assist developing countries in taking account of children and youth in their development programme. Funds for this purpose were approved by the Board at its session in June 1965, when it was decided to hold regional conferences on children and youth in national planning and development. The object of the Conference held at Santiago was to study the needs of children and youth in Latin America, to examine present approaches followed by Governments in meeting these needs and to consider how to improve the methods and organization for giving the younger generation its rightful place in national development.
3. The present report is in three parts. Part I describes the membership and attendance and the organization of the work of the Conference, and includes the agenda on which the discussions were based. Part II gives an account of the proceedings and Part III presents the conclusions reached by the participants.

Part I

ORGANIZATION OF THE CONFERENCE

A. MEMBERSHIP, ATTENDANCE, AND ORGANIZATION OF WORK

Opening and closing meetings

4. The opening meeting on 29 November 1965 was held in the Hall of Honour of the National Congress, and the Chair was taken by His Excellency Mr. Eduardo Frei, President of Chile.^{1/} In his address, Mr. Frei spoke of the aims of the Conference, and of what Chile was doing for the younger generation. Mr. Espiritu Santos Mendoza, the First Vice-Chairman of the Conference, also gave an address.^{2/}
5. At the first working meeting Mr. Henry Labouisse, Executive Director of UNICEF, indicated the general lines that the Conference's debates should follow.^{3/}
6. The closing meeting took place on 10 December 1965. During the course of the meeting speeches were made by Mr. Manuel Balboa,^{4/} Acting Executive Secretary of ECLA, and by Mr. Espiritu Santos Mendoza, First Vice-Chairman of the Conference.

Membership and attendance

7. The Conference was attended by sixty-nine participants, observers and consultants from the following countries: Argentina, Austria, Bolivia, Brazil, British Guiana, Canada, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, the Netherlands, Panama, Paraguay, Peru, the United Kingdom of Great Britain and Northern Ireland, the United States of America, Uruguay and Venezuela.^{5/}
8. In addition to the United Nations sponsors of the Conference, the following United Nations bodies were also represented: the UNICEF Executive Board, the United Nations Bureau of Social Affairs, the International Labour Organisation (ILO), the United Nations Food and Agriculture Organization (FAO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Bank for Reconstruction and Development (IBRD), the World Health Organization (WHO), and the Latin American Demographic Centre (CELADE).

^{1/} The complete text appears in Annex I.

^{2/} See Annex II.

^{3/} See Annex III.

^{4/} See Annex IV.

^{5/} Annex V gives a complete list of those who attended, and of the secretariat of the Conference.

9. Representatives of the following inter-American agencies also took part in the work of the Conference: the Organization of American States (OAS), the Inter-American Development Bank (IDB), the Pan-American Health Organization, and the Inter-American Children's Institute.

Organization of work

Officers of the Conference

10. The officers of the Conference were to have been the following:

<u>Chairman:</u>	Mr. Adolfo Lopez Mateos
<u>Vice-Chairmen:</u>	Mr. Espiritu Santos Mendoza Mr. Roberto Maldonado
<u>Rapporteur:</u>	Mr. Fernando Cardoso
<u>Secretary:</u>	Mr. Albert Reynolds

11. Three days before the Conference opened the Organizing Committee was informed that Mr. Adolfo Lopez Mateos, the former President of Mexico, would be unable to act as Chairman of the Conference because of ill health. The Organizing Committee sent Mr. Lopez Mateos a cable expressing its wishes for his speedy recovery, and decided that Mr. Espiritu Santos Mendoza the First Vice-Chairman of the Conference, should take the Chair as Acting Chairman.

12. The work of the Conference was divided into two parts, each lasting a week. During the first week, under the chairmanship of Mr. Santos Mendoza, the Conference discussed the problems and needs of children and young people in Latin America, and ways and means of dealing with them. During the second week, under the chairmanship of Mr. Roberto Maldonado, the Conference studied the experiences of certain countries in the planning field, in relation to the place of children and young people in national development, and the bases for a national policy in respect of the younger generation.

13. In conformity with the internal rules of procedure adopted by the Conference, two committees were set up, to be responsible, respectively, for the steering of the Conference and for the drafting of the report. The Steering Committee was formed by the Chairman, the Secretary of the Conference, and representatives of the three sponsoring agencies. The Drafting Committee consisted of a Vice-Chairman, who took the chair, two members selected from among the participants, the Rapporteur, and representatives of the sponsoring bodies.

B. AGENDA

14. At its first working meeting the Conference adopted the following agenda:^{6/}

- I. The needs and problems of children and youth in Latin America
- II. Patterns of action for meeting the needs of children and youth in Latin America
- III. Prerequisites for more effective policy and programme implementation
- IV. Perspectives - the place of the child and youth in national development and planning

^{6/} The documents that served as the basis for the discussions are listed in Annex VI to the present report.

PART II

ACCOUNT OF PROCEEDINGS

A. PROBLEMS AND NEEDS OF CHILDREN AND
YOUTH IN NATIONAL DEVELOPMENTIntroduction

15. The problems of children and youth in relation to national development were examined from two angles. In the first place, it was considered that development, as a process of change, calls for new skills and attitudes in the non-adult generation; and secondly it was felt that, irrespective of specifically economic needs, the development process makes it possible to reassess human problems, and, in that context, to think of children and young people as values in themselves. In both cases emphasis was laid on the importance of a dynamic approach. In the first place, the development process is constantly creating new social functions, new types of work, and new technical demands which affect the individual human being's adjustment to his environment and to society. In the second place, during the period of transition from the traditional "stationary" economies to modern industrial societies, the state of social and human deprivation in which a majority of the inhabitants of the under-developed countries are living clamours increasingly loudly for attention.

16. The emergence of needs created by development and the awakening of a deeper social consciousness on the part of the Latin American peoples, have thrown into relief the deficiencies in existing living conditions in countries of the region. Perhaps it might have been possible, by means of comparisons drawn from history, to soften the impression caused by the shortage of resources, the poverty in which a substantial proportion of the Latin American population lives, and the relative ill-success of the efforts made to remedy this situation. But to the Governments who submitted reports to the Conference, and to most of the participants, it seemed preferable to continue painting in its true colours, without toning it down at all, the picture of the lacks and deficiencies that limit Latin America's possibilities of developing its economy and of turning the human potentialities of its population to worthy account.

17. This decision in itself reflects a resolute determination to push on along the road to development and thus improve the living conditions of children and youth. It should not be interpreted as a pessimistic attitude; on the contrary, it denotes a belief on the part of the peoples and the Governments of Latin America that the first step towards the reform of the existing situation must be a steadfast and objective endeavour to recognize the deficiencies in question, to set a proper value on human beings as such, and consequently to strive for the creation of a new world.

18. In this connexion, it was felt at the Conference that the problems and needs of childhood and youth, although specific, are consubstantial with over-all national development problems, and that the latter must therefore include special attention to the new generation.

19. So close is the correlation between the younger generations and the adult generations, between development requirements and human needs, that, strictly speaking, reference to development implies reference to the problems of children and youth, just as the solution of such problems calls for the existence of resources in the broadest sense of the term - economic, cultural, technical and organizational - which can only be available where a balanced development process is under way.

20. These considerations must be analysed in the light of the basic social phenomena common to almost all the countries of the region.

- (a) The analysis of demographic structure shows that these countries have young populations, in which 40 to 45 per cent of the inhabitants are under 15 years of age, and that their populations are increasing at a rapid rate;
- (b) Moreover, the development process itself causes mass population shifts from the rural areas to the towns, since the exodus provoked by rural conditions is aggravated by the magnetic attraction of industrialization.
- (c) Failure to create enough new employment opportunities to keep pace with migration on the part of the inhabitants of rural areas and with over-all population growth results in mass urban under-employment and unsatisfactory conditions in sanitation, health housing and education.
- (d) Consequently it has not been possible for the new contingents to be absorbed into urban and industrial life, and there is a great deal of incomplete urbanization in Latin America, characterized by the formation of poverty belts around the larger towns;
- (e) Lastly, although the impact of the urbanization process has been more powerful, perhaps because this is a more recent development, the deficiencies of living conditions in the rural sector must not be forgotten. It is still in the rural areas that the majority of the region's population lives, and the proportions of the child population are highest. The rural population exodus has created problems in the towns without improving the position in the countryside.

21. This state of affairs, taken in conjunction with such additional factors as the foreseeable decrease in the infant mortality rate and the increase in the expectation of life as a result of improved sanitary conditions, confronts the Latin American countries with problems and dilemmas which it is urgently necessary to solve. Responsible and practical action must be taken to speed up rates of economic growth, and decisions must be adopted

on an objective basis to ensure that development efforts do not prove inadequate in relation to the problems created by a steadily increasing population which finds no opportunities of normal integration into economic and social life.

22. Since the adult population of the next 20 to 25 years is the child population of today, living in the conditions described above, no radical change can be expected to take place in the Latin American picture unless policies and plans are launched with the aim of satisfying the needs of children and youth.

23. With this end in view, and in the context of the foregoing motives of concern, special reports were presented to the Conference, which are summed up below. They analyse the situation of children and youth in relation to national development (ST/ECLA/Conf.20/L.6) and the demographic problems of the region (ST/ECLA/Conf.20/L.10) and (ST/ECLA/Conf.20/L.7); attention was also drawn to some of the findings of Un programa de encuestas comparativas de fecundidad en la América Latina: refutación de algunos conceptos erróneos.

National reports

24. In examining the principal problems presented in the national reports, it was considered in documents ST/ECLA/Conf.20/L.6, entitled Needs and problems of children and youth in national development, that the Conference should focus attention on the following central objectives:

- (a) Determination of the main problems affecting children and youth and their causes;
- (b) Inclusion of programmes designed to improve the conditions for children and youth as part of the national plans, with a view to a balanced economic and social growth;
- (c) Promotion of national and international development policies aimed at removing the causes of the problems affecting children and youth instead of merely attacking their symptoms or manifestations;
- (d) Contributions to formulating of inducements to the various economic, religious and political sectors to make efforts to improve the economic and social situation of the less privileged inhabitants of the region.

25. The analysis of the position in the Latin American countries, presented in document ST/ECLA/Conf.20/L.6, stressed the point that children's needs should be met, through the several sectors of social activity connected with them, in the following basic respects: affection, hygiene and physical development, food, shelter, mental development (including education), freedom of communication and expression, vocational guidance and economic security, emotional development, and employment opportunities and social acceptance.

26. It was noted that certain of these problems were common to the whole of Latin America and that others might be aggravated by the development process. Further, attention was drawn to the fact that under-development prevents those needs from being met and the want of an adequate administrative structure often precludes the implementation of a policy designed to satisfy them. The

/points meriting

points meriting most careful consideration included the imbalance between the urban and the rural environment, the lack of national integration, either as a result of the geographical isolation of certain areas, or for want of politico-administrative interconnexions, and the fact that in the policies currently being implemented the family had not been approached from the standpoint of a development policy, which brings about changes in the social functions of the basic nuclei of society.

27. Consequently, opportunities were noticeably unequal in the various countries of the region, and this affected children in particular. Such problems were manifestly acute in the rural area, whose inability to meet its own social, economic and political needs was well known. A study was being made of agrarian reform and land settlement plans with a view to increasing food production and improving the income level of the rural population. However, the rapid increase in the rural population might render those efforts useless - on however large a scale they were conducted - unless supplementary solutions were sought. It would appear that reforms in the system of land tenure and diversification of production would be the only way to achieve an evolution that would remedy the present very inequitable income distribution. Hitherto, most of the measures adopted had failed to include action aimed at reducing the rural disequilibrium that was typical of the developing countries; urbanization had not been considered as a measure for supplementing agrarian reform and land settlement plans. It was necessary to intensify economic and social integration, relieve the pressure on land and create towns which could compete with the existing capitals and industrial centres in attracting migrants. Such a strategy would result in the economic and social integration of communities that were now isolated, and in the mass absorption of rural children and young people into modern life.

28. The degree of tension in the relations between various groups, population centres, areas and countries in the future would depend upon the care, example and opportunities offered today to children and young people in the interests of their physical, mental and emotional development.

29. The family was the first group to affect the physical, mental and emotional development of children and adolescents. The child's development was dependent upon its parent's health and economic circumstances, and upon the care and acceptance surrounding it. Accordingly, the economic, social and political acceptance of the parents by the community was of vital importance, as also the parents' level of education or ignorance. Thus, the effort to overcome, through mass communication media (radio, cinema, etc.), the adults' traditional ignorance and superstition, particularly in the rural areas, has had the effect of improving the children's mental development and adaptation to the circumstances of modern living. Hence those activities should be continued and increased.

30. The child's emotional development also depended on the parent's attitude to it and to the community itself, since children tended to identify themselves above all with their parents. Therefore, the lack of one or both parents (through illegitimacy, desertion or orphanhood) created serious emotional problems which in the long run could become social problems.

Discussion

31. In the discussions on document ST/ECLA/Conf.20/L.6, speakers emphasized, to varying degrees that the basic needs of children and young people required an over-all policy capable of channelling the many factors influencing human well-being as part of a single common objective.

32. With respect to the basic means of ensuring that future generations would have the necessary conditions as regards material welfare, social and emotional relations and access to culture, participants' views varied. Some stressed the importance of the family as a means of guaranteeing a balanced emotional development for the child, as well as of ensuring its proper feeding, education and integration into the adult world, while others underlined the importance of economic and other environmental conditions that they considered were in the last analysis decisive in permitting the family to carry out such functions.

33. It was agreed that whichever of these views was correct, the two aspects of the situation were complementary. Thus those who stressed the importance of the factors that indirectly affect and condition the younger generation fully agreed that the important point was to define fully the scale and general lines of the efforts that must be made to overcome the lag in the national economy, and thus make a real improvement in the conditions of poverty of the broad masses, increase productivity and open up opportunities of productive employment. However, concern with these more general problems was usually justified on the grounds that the care given to children depends on their parents' opportunity to work, degree of acceptance in society, and emotional maturity. The inability of parents to provide their children with a better life springs from the weakness of the social organization of which they form part, and this can only be corrected through economic, social and administrative planning.

34. Furthermore, even when the Conference stressed the importance of family ties in enabling children to be given the care they need, it was never forgotten that such ties were affected by the general economic and social situation in the country. Hence the classic problems of broken families, unmarried mothers, abandoned children, etc., are most frequently encountered in the poorest areas of Latin America. In some areas the illegitimacy rate is as high as 60-70 per cent of all births; in these circumstances what is needed is a policy to organize the family, rather than one to strengthen it.

35. In order to deal with the multiplicity of problems, it was agreed that the main instrument must be social development and economic plans, if there was to be any improvement in the worst aspects of the situation of children and young people in Latin America. It was also stated that for this purpose it would be necessary to review the concept of development and revise planning activities, in order to give explicit expression to the importance of human problems and means of satisfying the needs and aspirations of the new generations.

National case studies

36. The problems and solutions indicated in broad outline above were considered in detail by the representatives of five countries, who described the results arrived at in the analysis of the position of children and young people in Argentina, Jamaica, Peru, Mexico and Venezuela (documents E/LACCY/CS/L.1 to L.5). An over-all study of those analyses (ST/ECLA/Conf.20/L.9) was also presented to the Conference.

37. Argentina has a low population density, the bulk of its inhabitants being concentrated in the economically and socially more developed provinces. It has a relatively low population growth rate and, therefore, the age structure of its population tends to resemble that of the developed countries, a fact which distinguishes Argentina from most of the other Latin American countries.

38. Argentina's economy reflects an irregular growth of the gross domestic product, which alternates between booms and slumps caused by the vagaries of the external market. The 1965-69 development plan is intended to overcome this deficiency and achieve self-sustained growth. Argentina's socio-economic structure is in some respects similar to that of the developed countries (e.g., the distribution of the population at a productive age, and of the private consumption resources which indicate the existence of a large domestic market), while in others it is typical of the developing countries. Its particular structure necessitates a development policy which will cover the two extremes at the same time.

39. Likewise, many of the indicators relating to the population's health conditions are similar in value to those found in the developed countries (e.g., a mortality rate of 3.5 per mil among children aged 1 to 5 years) and this applies to many factors; on the other hand, the child mortality rate is similar to that of the developing countries.

40. As regards school-age population, 88 per cent of the total number of children aged 6 to 12 years are enrolled in primary schools; 30 per cent of the adolescents between 13 and 18 years of age attend secondary school and 10 per cent of the young persons in the 19-24 age group are at university. Nevertheless, there is a high drop out rate and the education provided is not in line with the country's needs, there being a predominance of careers which are not vital to the economic development process, and this necessitates the reorganization of the educational infrastructure in order to make better use of the resources invested therein (10 to 15 per cent of the total national and provincial budgets over the past ten years). The aim is that attendance at primary schools should reach 95 per cent of the population concerned, at secondary schools 40 per cent and at universities 11 per cent. At the same time, it is proposed to promote such careers as present-day technology indicates as of strategic importance for development. Studies have been carried out to determine how far the education imparted is in line with the country's needs and what place those leaving school are finding in society.

41. The policy of the development plan in relation to children and youth is to tackle their problems within the context of development problems: from both the sectoral and the over-all point of view an attempt is made to ensure maximum efficiency in the activities concerned with children and young people, and to improve the social environment in which they are developing, i.e., basically the family and the community. Moreover, it is obviously there that the causes of the problems, both physical and psychological, affecting children and young people are generally to be found.

42. The over-all plan comprises short-term "welfare-type" programmes which attempt to mitigate in part the influence of adverse environmental conditions, above all in the marginal communities. These plans contribute towards development inasmuch as they correct certain maladjustments to the environment and prevent future feelings of rootlessness and resentment which might obstruct community organization and the development of production capacity at the national level.

43. The plan is based on the criterion that investment in the social sectors, particularly health and education, should not be considered as isolated projects, ruled by the precepts of social welfare, but should be organized in line with its contribution to development and with the resources and hopes of the population. Thus, investment that favours the economy, and the integration and welfare of the family is necessarily much more important than that which focuses exclusively on the child or the young person.

44. Jamaica's population is increasing rapidly (at an annual rate of 3.2 per cent) and is in process of urbanization, the cities with over 10,000 inhabitants accounting for over 30 per cent of the total. It is, furthermore, a young population, 41 per cent being under 14 years of age.

45. The three major problems facing young Jamaicans are under-nutrition in the early years of life, inadequate educational opportunities (in terms of both quantity and quality), and unemployment.

46. The fast population growth is due both to the general rise in the level of living and to the improvement in medical and health services. However, some serious deficiencies persist (55 per cent of the total number of babies born in the rural areas are still delivered by untrained midwives). Under-nutrition has been the main concern of the Government, and a study on nutrition was carried out recently among pre-school children with the aim of instituting a system of supplementary feeding, in addition to that already established for distributing skimmed milk to pregnant and nursing mothers and to children aged 1 to 2 years. Programmes for the inoculation of children against various diseases have also been launched.

47. The rapid and steady growth of the population limits the possibility of establishing an efficient educational system. At the present time, 16 per cent of the total population aged 15 years and over receives no education at all, 76.9 per cent has attended primary school, 6.6 per cent has had a secondary education and 0.5 per cent has had higher education. In the last few years the Government of Jamaica has allocated 13 to 14 per cent of its budget to education, nearly 3 per cent of its national income. If private contributions are added to this, the total expenditure on education amounts to 4.5 per cent of the national income. Although at the end of their higher primary education some young people (only 15 per cent of the 15-19 age group), manage to enter secondary school, vocational or professional training schools, or youth camps, for the majority their school life ends at 14 years of age. The main problem facing those leaving school is the lack of opportunity to learn a trade or to find employment. As a means of solving the former problem, the Government of Jamaica is paying increasing attention to the agricultural, technical and vocational content of education. The difficulty in finding work is due to Jamaica's chronic unemployment.

48. Jamaica's economy is basically agricultural, and its industrial structure is still very undeveloped. The Government has little influence over the manufacturing sector, and its main function is to create a favourable climate for manufacturing enterprises. As far as young people are concerned, there is a government policy for apprenticeship and industrial training that has obvious defects. The gap between population pressure on the one hand, and the traditional economic structure on the other, results in considerable unemployment, affecting mainly women and children (39 per cent of unemployment is found in workers between the ages of 15 and 19, and 54 per cent of the unemployed are seeking work for the first time). The Government has tried to remedy the situation by taking measures such as the following:

(a) Artisan training programmes, directed by local government officials as part of community development programmes in rural areas, which produce articles for sale;

(b) Urban training workshops that make it possible for workers to pursue an occupation or to produce articles that they can sell themselves;

(c) An agricultural development policy (including electrification, housing, water supplies) through which it is hoped to retain in agriculture a higher proportion of the rural population, especially among the young people, in order to meet the growing demand for food products and raise the standards of living of the rural population. Thus far the programmes of industrial development in rural areas (all industry is located in Kingston) have not been successful, and hence there is considerable migration from the country to the towns, especially among young people. These young migrants have no chance of finding work in the town, because they have to compete with the young people of Kingston, who account for 40 per cent of the total population of that city.

/(d) The

(d) The Jamaica Youth Corps, created in 1957, has the aim of providing vocational training for young people, both for rural and urban occupations, in camps set up for that purpose.

49. The Five-Year Development Plan 1963-67 has had to take account of these problems. The allocation of funds for establishing economic, social and cultural services for the most needy sectors of the population prevents full concentration on the speeding up of economic growth. Similarly, the fact has had to be faced that it is not possible to raise both income and employment. Planning in general is no easy task, especially in the social sector. The main difficulty is the scale and number of the problems in relation to the resources available, the economy's vulnerability to external factors, the lack of social data, and the small size of the public sector in relation to the economy as a whole.

50. In view of the present situation of children and young people in Jamaica, and of remedial policy, it appears that attention should be concentrated on the following points:

(a) The need for statistics that would permit evaluation of the material and human resources available to the country;

(b) The provision of the technical cadres needed to advise those responsible for formulating the policy concerned;

(c) The establishment of a juridical framework that would give expression to such a policy;

(d) The administration, execution and evaluation of programmes to put the policy into effect. The Planning Office cannot correctly evaluate the programmes carried out by each Ministry unless there are adequate guidelines, and this problem is particularly difficult in the case of programmes for children and young people, which involve several different Ministries.

51. In Mexico, the rate of population growth is one of the highest in Latin America (3.69 per cent) and, as in other countries, a downward trend is observable in the over-all and infant mortality rates, as a result of nation-wide health campaigns and the spread of hygienic practices, accompanied by high rates of economic development (12.66 per cent in 1953-58). In 1965-70 the population growth rate is expected to rise to 3.6 per cent annually, and the total population to 51.2 million.

52. For the 5-14 and 15-19 age groups the annual growth rate between 1960 and 1970 is estimated as 4.1 per cent, while the 15-64 age group (the economically active population) is increasing more slowly (3.4 per cent) than the groups comprising economically dependent persons, which constitute 50 per cent of the total population. This demographic growth is accompanied by a higher population density per square kilometre, and consequently by a reduction in the number of population centres with fewer than 1,500 inhabitants.

53. As regards health and nutrition, attention was drawn to the increase in life expectancy at birth and in the capacity for work, although the indexes achieved are not yet entirely satisfactory. Mexico's public health policy places special stress on preventive medical care, and medical treatment services take second place. However, owing to the size of the country, and the varying levels of development in the different areas, the public health services provided are not uniform. On an average, there is one doctor for every 1,689 inhabitants, and the diseases most frequently affecting children are infectious diseases of the respiratory system and gastro-enteritis.

54. Under-nutrition is more serious in the rural areas than in the cities and it affects mainly the children and pregnant women. Second-degree under-nutrition (arrested growth and signs of deficiency) affects 32.3 per cent of the pre-school children in rural areas and 18.6 per cent of those in semi-rural areas. Only 4 per cent of urban children are affected. Third-degree under-nutrition exists among 2.5 per cent of the children in rural communities and among 1.2 per cent of those living in urban or semi-rural areas. The National Institute for the Protection of Children was established for the purpose of improving the nutritional status of children (in 1962 it provided 720,000 daily rations) and today possesses production plants and nutritional guidance centres.

55. Mexico's position is that the family provides the most satisfactory environment for meeting both the physical and emotional needs of children. Among the factors militating against the well-being of the family, poor income distribution ranks first. In 1957, 30 per cent of the families received 7.5 per cent of the total national income and 60 per cent obtained 21 per cent, whereas 46.7 per cent of income went to 10 per cent of the families in the upper income brackets.

56. Hence, the Government has directed its activities towards the following objectives, to improve the nutritional status of low-income families: (a) the provision of low-cost protein-rich foods; (b) production of foods in short supply; and (c) wider distribution of school breakfasts, with a view to improving educational indexes, family living conditions and nutritional levels. If the trend followed so far persists, 4.5 per cent of the gross national product will be spent on health and nutrition.

57. Although State education should admittedly begin when the child is 4 to 5 years of age, this is not possible in Mexico for the time being, since only 9.6 per cent of the child population goes to kindergarten, because there is not enough money to bring nursery school capacity up to the primary school levels. Spectacular progress has been made in primary education. Between 1950 and 1964, enrolment jumped from 2.6 to 6.5 million, while the number of children who received no education during that period fell from 3.3 to 2.2 million. The school drop-out rate continues to be very high, however, for want of teachers, schools and, above all, of more practical curricula compatible with the demands made

by the present stage of development. Because of Mexico's size and large population, and the fact that conditions vary from one area to another, the problem of education presents different facets in each part. Whereas the pupil-teacher ratio is 25 to 1 in the developed regions in the north of Mexico, in others it is as high as 53 to 1. Similarly, the number of children who have no access to schools is 22.1 per cent in some States, but as much as 64.3 per cent in others.

58. Mexico's educational policy lays stress on the construction of one-teacher schools and on concentration, it being felt that a teaching centre can be so located as to serve the needs of all the communities situated within a radius of 10 kilometres, with transport facilities and school breakfast provided. The object of this is to solve the problems posed by the scattered communities - totalling 88,151 - that have fewer than 2,500 inhabitants.

59. Over the short term, secondary education can be provided only for those who ask for it. Secondary school education has increased at the rate of 13.4 per cent annually and two possibilities are envisaged in future: either to continue expansion at the same rate as in the past or to maintain the ratio between the number of pupils who finish sixth grade and those who go on to post-primary education.

60. In 1950 the National Institute for Mexican Youth (Instituto Nacional de la Juventud Mexicana) was set up in order to bring young people together and encourage them to study the country's major problems, thus assimilating them into the development process and helping them to make better use of their leisure hours. The Institute covered rural and urban areas alike (there are now fifteen Youth Houses in as many State capitals). Extra-curricular activities for young people are planned with an eye to the development of the country, such as school restoration brigades, literacy campaigns, reforestation and so on. Some form of social service has also been made compulsory for all groups of young people receiving higher education or at teacher training colleges.

61. The social welfare programmes in Mexico need to be co-ordinated with the plans drawn up for other sectors. Expenditure on public health, medical care, nutrition, social welfare itself and State education represent a consumption that should be looked on as an investment that will yield returns over the long term. This is precisely the basis of the modern approach to human resources as part of the development process. The criteria adopted for allocating funds to meet social needs should not be based on the same indicators as those applied to the sectors producing goods and services. The crux of the matter is to decide whether priority should be given to consumption or to investment, but in the case of social programmes, it should be remembered that while they represent consumption over the short term they will ultimately be transformed into an investment.

62. Peru shares the demographic characteristics found elsewhere in Latin America, i.e., a high growth rate (3 per cent) and the age structure of a young population (63 per cent of the inhabitants aged 24 years or under). The situation is aggravated by the lack of integration between one part of the country and another, due to the topographical features of Peru, which divide it into three very different areas, namely, the Costa (littoral), the Sierra (mountain ranges) and the Selva (rain forests). The marked disparities between the stages of development reached in the three areas lead to migratory movements which give rise to serious economic and social problems, reflected in widely differing levels of living and over-concentration of the population in some parts of the country to the detriment of others, with consequent difficulties relating to health, housing and inequitable income distribution.

63. Peru's economic growth rates in 1950-62 were satisfactory, in fact among the best in Latin America. The cumulative annual average for those twelve years was 5.2 per cent, and although there were some downward movements, the level rose to 12.4 per cent in 1959-60.

64. Notwithstanding its exceptional rate of development, the Peruvian economy is in general incapable of creating the employment opportunities required. Nevertheless according to the 1961 census 2.6 per cent of the total active population were children between 6 and 14 years of age - an anomaly typical of under-development.

65. The social sectors most closely related to children and youth have serious shortcomings. The 1961 census revealed an illiteracy rate of 40 per cent in the population aged 17 years and over, and an average of only 2.9 school grades completed in the population aged 5 and over. In 1963 2 million students received instruction from 72,000 teachers in 17,000 schools. There is a lag in the educational services in terms of the quality of the education provided, the deterioration of premises and the poor use made of the existing premises.

66. Internal expenditure on education is high; it represents 5.8 per cent of the gross domestic product, and the State educational system absorbs 17.5 per cent of total public expenditure. About 85 per cent of education is public and 15 per cent private.

67. It is estimated that the net enrolment coefficients for 1965 were 90 per cent in primary education, 30 per cent in secondary education, and 8 per cent in higher education. Although the growth rate of the educational services is satisfactory, at 7 per cent a year, it is erratic in terms of levels and geographical distribution.

68. As regards health, the main problems, in order of importance, are lack of sanitation, malnutrition, prevalence of communicable diseases, high infant and pre-school mortality rates, and tuberculosis.

69. Infant mortality in Peru averages about 100 per 1,000 live births, being higher in some places and lower in others. The principal causes of infant mortality are diseases of the respiratory system, gastro-intestinal and communicable diseases, and deficiency diseases. It should also be remembered that 60 per cent of the births take place in unsatisfactory conditions.

70. Many of the health problems are attributable to the generally unsatisfactory levels of nutrition: the calorie intake is 28 per cent less than the accepted standard, and the protein intake is 22 per cent less than the minimum requirement. In general, the intake of nutrients is only 75 per cent of the recommended quantities, especially for protein, calcium, iron and vitamins.

71. The Government is spending 18.2 per cent of the national budget on services for children and young people. This includes education (the biggest item), public health, the administration of justice, mother and child care, protection of minors, children's homes, orphanages, etc.

72. At the same time new ways of dealing with national problems have been sought. The University "Popular Co-operation" Programme represents an important experiment in diverting youthful energy into activities that will meet the needs of the less developed communities, especially in the indigenous sectors.

73. The analysis of Peru's economic and social situation as a whole, and of the measures being taken by the Government, points to some substantive criteria which should guide the State's policy concerning the community (and therefore concerning children, youth and the family).

74. The following are considered the most important points:

- (a) A better and more effective co-ordination of effort between the public and private sectors. In both sectors there is a waste of facilities and enthusiasm.
- (b) Co-ordination of different public sector bodies concerned with education, health, nutrition, employment, recreation and the administration of justice. The units could be decentralized, but should follow a joint programme.
- (c) Assessment and revision of all programmes at present directed by Ministries, independent national organizations, and international agencies, with a view to recasting them within the general framework of national development. It must be recognized that the education system at all levels, and the general principles governing the administration justice, and even politics, are out of date.
- (d) Experience shows that young people must play an active part in national development. Universities will have to collaborate in specific programmes on a large scale.

75. In Venezuela's planning system, problems relating to children and young persons are analysed and studied within the framework of human resources in general and their utilization in accordance with the country's development needs.

76. The population has a very high annual growth rate (3.49 per cent), and therefore grows increasingly younger. There is a lack of proportion between the population and the area of territory inhabited, since 32.5 per cent of the population lives in 2.2 per cent of the territory. Population projections for 1970 suggest that there is little likelihood of an improvement in this uneven distribution. Only in the Guiana area is the number of inhabitants expected to increase, in view of the special projects located there.

77. As regards urbanization, the composition of the Venezuelan population changed between 1936 and 1961 from a 65.3 per cent rural and 34.7 per cent urban population to one that is 33.3 per cent rural and 67.7 per cent urban. It is estimated that by 1968 the urban population will represent 74.1 per cent of the total.

78. A serious difficulty, with a direct bearing on the younger age groups, is unemployment. The national unemployment rate, of about 13 per cent is determined both by the shortage of employment opportunities and by defective manpower training. Although it might be assumed that the considerable development of the Venezuelan economy in recent years should have permitted a high degree of manpower absorption, structural unemployment and marginal employment, or under-employment, still constitute the crux of the nation's problems, and contribute to other difficulties, notably those affecting young persons, who pour into the labour market at the rate of 80,000 a year, without the requisite training, or unable to find the work for which the training they have been given equips them.

79. In the fields of activity most directly connected with children and young people, the targets established for the four-year period covered by the plan may be summed up as follows: the reduction of absenteeism, the school deficit, repetition and dropping-out; the addition of 13,348 new teachers in the primary schools; the improvement of the situation in universities and other institutes of higher education; the promulgation of a new Education Act consonant with the requirements of Venezuela's economic and social development; the implementation of a far-reaching programme of incentives to promote the enrolment of larger number of students in those branches of education which are of vital importance for development; and the execution of a series of basic research projects which will enable the existing situation to be accurately mapped out.

80. In public health programmes, the aim is to improve environmental sanitation, by supplying rural areas with piped water (by 1967 all population centres with 500-5,000 inhabitants will have a drinking water supply), and by expanding the construction of latrines and rural sewage systems. In addition to establishing new standards for mother and child welfare activities, it is hoped to continue action to reduce the mortality rate among children in general and new-born infants in particular; to improve and expand welfare services for mothers; to expand campaigns against child malnutrition; and to expand and co-ordinate paediatric services in Venezuela. Importance is also attached to the expansion of pre-natal and school-age nutrition programmes, nutrition programmes for the pre-school age groups, and teaching families the principles of good nutrition.

81. The agency concerned with general training problems, including those relating to young people, is the National Institute of Educational Co-operation (Instituto Nacional de Cooperación Educativa - INCE), whose main functions are: (a) to determine labour requirements for the nation as a whole, and in specific industrial activities; (b) to prepare teaching manuals for the various trades and crafts; (c) to organize and promote in-service vocational training; (d) to set up vocational training centres for specific trades and crafts as necessary; (e) to implement and manage the Special Juvenile Training Programme (Programa Extraordinario de Adiestramiento Juvenil) for unemployed youths between 16 and 25 years of age; (f) to provide a special programme for conscripts doing military service.

82. Concern in the private and public sectors about the situation of children and young people in Venezuela was reflected in the establishment of a Juvenile Employment Commission (Comisión de Ocupación Juvenil), sponsored by INCE, to draw up an employment programme.

83. The Venezuelan Children's Council (Consejo Venezolano del Niño) has sought to ensure all types of care for children. The activities of the Council consist of four groups of programmes:

- (a) Institutional care. Day-care centres and kindergartens (children aged 0 to 6 years); hostels, observation centres, reform schools, special schools, and homes (children and adolescents aged 7 to 18 years in need of special care and protection).
- (b) Extra-institutional care. Vocational guidance; placing in foster-homes and adoption; youth aid programmes; normal-environment observation and care; follow-up treatment, probation and special care.
- (c) Family welfare programmes and education for family living. Scholarships; family and maintenance allowances; legal assistance; education for family living.
- (d) Planned recreation. Open spaces for planned recreation; holiday camps.

84. In the private sector, the Federation of Private Child-Care Institutions (Federación de Instituciones Privadas de Asistencia al Niño - FIPAN) is an association of thirty-one non-profit-making organizations concerned with such child, adolescent and family care and welfare activities as pre- and post-natal centres; institutions for pre-school children; primary, secondary, teacher training and vocational schools; scout movements; sports and recreational activities; education for family living, etc.

85. With a view to obtaining an over-all picture of the general problems presented by the situation in the five countries studied, and of underlining certain imperative measures for their solution, the Conference discussed document ST/ECLA/Conf.20/L.9, entitled, Approach to a children and youth policy in relation to economic development: analysis of five Latin American case studies.

86. Stress is laid in this document on the fact that planning for action to benefit children and young people often encounters serious difficulties because in some cases there is a lack of the necessary co-ordination between the different measures adopted by the many organizations concerned.

87. Governments should therefore draw up agreements enabling them to centralize the management of the funds destined for the care of children and young people. This is, of course, already done to a certain extent as far as public expenditure is concerned, but some comment is called for on how resources are allocated. At present allocation is by type of expenditure instead of according to the purpose for which funds are to be used. Furthermore, the amount appropriated yearly is not in proportion to the volume of activities undertaken. In order to remedy these shortcomings, it is suggested that all public institutions should adopt the system of programme and performance budgeting.

88. In relation to the problem of striking a balance between the activities undertaken in the different social sectors, including the care of children and adolescents, it is evident that the bulk of the activities, the money invested and the people who benefit from them are in the field of formal education.

89. Whatever the reasons for this disequilibrium in the development of social programmes, there are good grounds for channelling funds towards the programme that most easily permeate the life of the community, i.e., education. In other words, if education is the instrument most likely to penetrate the different social strata, it might be best for programmes of preventive medicine, family aid, birth control, sanitation, nutrition and community development, etc., to be grouped around educational programmes proper, and for the schools, polyclinics, recreation grounds and maternal and child health centres that used to be individual units to be gradually integrated into what might be called social development centres offering all those services, run by groups of professionals from related disciplines who would take part as appropriate in all the centre's activities.

90. It was underlined in the document that since the prospects of full development for the family and for young people and children are closely linked to the stage of economic development reached, it was through participation in the latter, basically through full productive employment, that that goal could be reached. If that aim could be attained the problem would be attacked at the root, and the social welfare policies - necessary in any case - would fulfil their true function, to solve the most urgent cases requiring immediate action.

91. To link youth and development is to touch on a problem extending far beyond the mere matter of training to perform certain functions required by technology, since it involves defining the younger age groups' relations with the development process, and how and why they resist it or identify themselves with its demands. A complete and integrated policy is implied, that consists essentially in creating awareness of a continuing responsibility rather than certain merely instrumental needs (such as professional or technical training), or in encouraging the growth of the community spirit.

Discussion

92. The discussion was not confined to the analysis of the special case studies, but also included consideration of the national reports and the contributions of the delegations present.

93. The main problems besetting children and youth in Latin America were revised, and such subjects as the organization of the family, nutrition, the pre-school and school-age child, pre-vocational guidance and employment opportunities were analysed, with reference to the common aspects of these questions in the region.

94. The problems relating to the organization of the family derive from the Latin American social situation itself, namely, the demographic position; the changes in population structure, particularly as regards migration to the towns and the effect on the organization of the family whenever a rural household is abruptly thrown into an urban pattern of living, with unsatisfactory housing, sanitary facilities and urban services in general. On the other hand, the poor living conditions in the rural areas also affect the structure of the family and in the values that govern its organization.

95. Widespread poverty, unsatisfactory housing and ignorance, all go to form the framework for a family life which is also affected by such other factors as abandonment of the family by the father and assumption of his responsibilities by the mother.

96. All the Latin American countries are doing their best to overcome these handicaps. In some, activities are highly institutionalized through specific programmes relating to agrarian reform, the structure of health services, nutrition, social security institutions and the extension of

social benefits specifically designed to promote the welfare of the family. Similarly, the problems relating to abandoned children have been tackled through institutions, orphanages, foster-homes, etc.; nevertheless it was stressed that preference should be given to other ways of dealing with this problem, such as the establishment of family allowances, a procedure already applied in several countries.

97. In general terms, attention was drawn to the importance of what is termed family education which, apart from conducing to the more efficient use of existing institutions, such as those concerned with public health, would help migrant families to enter urban life. In this connexion, special stress was laid on group training for women on how to plan a sound family budget and to see that their children receive a proper education.

98. With regard to nutrition, the main features of the over-all Latin American picture are the decrease in the number of mothers who breast-feed their children, in both urban and rural areas, with the consequent ill effects on the health of young children, and the lack of a balanced diet. It was therefore thought important to extend the network of food centres which look after cases of under-nutrition and give instruction, especially to mothers, in ways of turning the available food supplies to better account and introducing more balanced diets. These were envisaged as linked to the health centres. In addition, for the purposes of a policy to increase food production, the school and family allotment system was proposed.

99. The foregoing problems affect the pre-school child severely and retard his physical and mental growth. Among the solutions mooted was the establishment of more of the creches, day-care centres and food guidance centres mentioned above.

100. With respect to education, it was recommended that kindergarten and pre-school teaching should be expanded so that children could be properly prepared for the transition to the first cycle of primary education. The absence of educational institutions for the pre-school child was cited as one of the determinants of the high dropping-out levels. However, as in most of the Latin American countries not all children receive a primary education, it is most essential to close this gap than to expand the educational facilities for the pre-school child.

101. Schooling is dealt with more fully in later paragraphs, where attention is drawn first to the difficulties of including in the educational system large population groups which cannot afford to send their children to school, and, second to the defects of the educational system itself, such as the failure of the curricula and types of education provided to meet the most pressing needs of the Latin American countries.

102. Special attention was devoted to the question of vocational guidance, a matter of urgency in Latin America, since the countries of the region, to varying degrees, are reaching, or have already reached, the stage of industrialization. A concrete proposal put forward was that pre-vocational guidance programmes should be included in the regular curricula, and that their aim should be to develop manual skills in the child and to

give him a measure of training in craftsmanship; it was also recommended that pre-vocational training centres affiliated to vocational schools for adults should be organized. Particular stress was laid, however, upon the importance of drawing up specific pre-vocational guidance programmes for the urban and rural areas, with due regard to the different skills and requirements, the difference in the technologies involved. No project of this kind would be complete without an accurate evaluation of the labour market in the country concerned, since this information would determine the distribution of emphasis among the subjects taught.

103. Children in Latin America patently suffer from the exploitation of child labour, through the absence of appropriate legislation or open failure to comply with the legislation when it does exist. Action to regulate child labour conditions cannot be deferred, and is closely linked to the formation of more responsible workers, better equipped to attain higher standards of living. The training of youth to enter the labour force is a task closely bound up with economic development itself, since it means that the volume of skilled labour is increased, and consequently the productivity of the labour force is higher.

Demographic problems

104. The fact that the bulk of the population of Latin America consists of young people and has a sharply rising growth rate made it necessary to stress demographic aspects. These were discussed in the documents entitled Demographic aspects of infancy and youth in Latin America and Population growth and the first stages of population policy in Latin America: effect on problems of youth and development (ST/ECLA/Conf.20/L.7 and ST/ECLA/Conf.20/L.10).

Characteristics of the demographic structure

105. In the first document it is pointed out that, contrary to popular belief, the fertility level is a much more influential factor than mortality in determining the average age of a population. Although a low fertility rate will invariably lead to an old population, with relatively few people in the younger age groups, a reduced mortality rate has the effect of making a population slightly younger by increasing the proportion in the younger age groups.

106. As a result of the decline in mortality, the infant-youth population in these countries is increasing even faster than the total population and will continue to do so in the immediate future as long as fertility remains at its present high level; furthermore, because of the bias in census under-enumeration, the infant-youth population of the high-fertility countries is probably at present proportionately greater than the census figures indicated.

107. A comparison of the high-fertility countries and the moderate and low-fertility countries with respect to the population in the ages 0 to 6 (pre-school) and 7 to 14 (primary school) discloses that the high-fertility countries have more persons in the 0 to 6 than in the 7 to 14 group (with the implication that each successive age cohort attaining school age will be significantly larger), whereas the reverse is true for moderate and low-fertility countries. Furthermore, in those countries with two recent censuses, the proportion of the population in the ages 0 to 6 in the countries with highest fertility has generally increased faster than the proportion in the ages 7 to 14; this pattern is not observed in the countries with lower fertility.

108. There follows a brief examination of the sex ratio among the infant and youth segment of the total population in the countries of the region. In accordance with the biological phenomenon of slightly more male than female births (followed by a slightly higher male mortality at all ages), the male population under 20 is found to exceed or at least to be equal to the female population in every country.

109. Consideration is also given to the distribution of infants and youths in the urban and rural zones of the somewhat fewer countries (16 out of the 21) which have tabulated census data on age composition separately by urban and rural residence. Partly because of higher rural fertility and partly because of the rural exodus of youths and young adults, the rural populations are younger than the urban populations in the sense of having a (generally very marked) larger proportion of the total population under 20 years of age. The differences are greatest in the pre-school ages. Evidence is presented to show that rural to urban migration (at least among females) begins before 15 years of age and affects the sex ratios of the urban and rural populations in the ages 7 to 14.

Population growth and birth control

110. The second paper on population problems (ST/ECLA/Conf.20/L.10) relates to population growth and states that the population of Latin America is growing with unprecedented speed at a rate that outstrips that of any other region in the world. In seventeen years' time it will probably have doubled, and by the end of the century may well have risen from its present total of about 240 million to 650 million. This is mainly due to the fact that mortality is declining while the birth rate remains the same. Although Latin America's need of a larger population is not questioned the rate at which its population is growing certainly is. Owing to the maintenance of the birth rate, the majority of the population is in the lower age brackets; 40 to 45 per cent are under 15 years of age and, being economically inactive, do not take part in the production process and represent a heavy social investment.

111. This unchecked growth is directly related to the problems concerning education, nutrition and housing, and so on. Urban growth as a result of the exodus from the rural areas is due, among other things, to the fact that such areas offer no incentives to counterbalance the lure of the

/towns and

towns and the hope of higher wages, steady employment, more educational opportunities and the possibility of moving upward socially. In Latin America the phenomenon is more recent and more obvious. The most overpowering attraction is exercised by the capital cities, which are usually twice as large as the town next in size, and thus occupy a totally disproportionate position in the different countries. Another result is the formation of marginal communities; these are conglomerations with no urban integration that contain a large number of young people and often form a breeding-ground for social discontent.

112. As a result of urbanization and the improvement in levels of living, the rising rate of demographic growth must be slowed down, and this is probably an even more urgent task in Latin America than elsewhere. One way of applying the brake is through birth control, which is being practised by some social groups, particularly in the towns. In Argentina female fertility has been reduced by half since the beginning of the century.

113. According to the document, there is a great social demand for birth control, and public opinion appears to be prepared for it to be practised. It is therefore urgent for each of the Latin American countries to formulate its own population policy in accordance with its particular ideology and circumstances, since in this field there can be no outside interference, although in the execution of the programmes the help of international agencies and foreign Governments can be requested. A population policy should take account of many diverse matters. For example, statistics show that the Latin American countries have changed from exporters to importers of food products, which they are buying in increasing volume, with serious effects on their economies and their balances of payments, particularly since export prices have either decreased or at least failed to increase, and import prices have risen. Many Governments have been forced to restrict consumption of certain foods and impose rationing systems. The yearly addition of vast numbers to the labour force means that reserves of gross domestic product are required that the Latin American countries cannot hope to create. The result is unemployment, both overt and hidden, in the form of rural under-employment, top-heavy bureaucracy, minimal trade, and low-yield services. Despite the efforts made by the Latin American countries illiteracy is still a major problem. Moreover, account must be taken of the revolution of nascent or rising expectations, as a strong dynamic force, more vigorous in Latin America than in any other part of the world, and the origin of the political unrest that prevails in the region. For all these reasons, document ST/ECLA/Conf.20/L.10 maintains that in the population policies of the Latin American countries consideration should be given to deliberate birth control, that would serve to accelerate the process of transition which is already making itself felt from the existing "population explosion" to a more balanced population growth. In this respect, it was advocated that contraceptive agents should be accessible to all who wish to use them and that education services in this connexion should be carried out on a continuing basis.

Survey of opinions on fertility and birth control

114. Lastly, with a view to providing some objective facts on the effects of the region's population growth, and estimating the possibility of carrying out a policy of family planning, a document was presented on problems and results of a programme of comparative surveys of fertility in Latin America. U

115. This programme provides for the obtaining of the following data: (a) fertility levels and trends, on the basis of given demographic and socio-economic characteristics; (b) attitudes and opinions on the desirable size of a family and on family planning, and certain related socio-economic factors; and (c) the use of contraceptives, attitudes to their use, and means of information on the subject. The survey covered seven Latin American cities: the three largest (Buenos Aires, Mexico and Rio de Janeiro), two medium-sized (Bogota and Caracas) and two of the smallest (Panama and San Jose).

116. The preliminary results of the survey reveal that:

(a) The abortion rate as computed in relation to the total number of pregnancies among women who had at some time been pregnant ranged between 16 per cent in Buenos Aires to about 9 per cent in Bogotá. Although the upper limit did not exceed what might be regarded as a "normal" rate of abortions, the highest incidence was recorded in Buenos Aires and Rio de Janeiro, which presented the lowest average number of live births.

(b) The average number of pregnancies among women who had at some time been pregnant ranged from 4.89 in Mexico to 2.49 in Buenos Aires, which suggests that a large proportion of the women in all cities used some means of controlling fertility.

(c) With respect to the age structure of the female population, over 62 per cent were under 35 years of age in Mexico, as against only 45 per cent in Buenos Aires. The larger proportion of women of incomplete fertility in Mexico would necessarily reduce the average number of live births as compared with Buenos Aires.

117. In order to determine the differential fertility rates, account was taken of the following factors: age, marital status, place of birth, employment situation, educational level and religious background of the women interviewed.

118. The following conclusions were reached in relation to these variables and to the use of contraceptive methods:

U Reference document presented by the Latin American Demographic Centre - see Annex II.

(a) Contraceptive practices differ widely from one city to another, and there appears to be a clearly-marked correlation between general acceptance of birth control and the level of fertility. Even in the society whose mental attitude would seem to be least receptive to contraception (Mexico), a certain proportion (37.4 per cent) of married women and of those living in consensual union declared that they had on occasion used contraceptives;

(b) There is also a notable correlation between the use of contraceptives and the level of education;

(c) Efforts to prevent conception begin fairly early in the reproductive life of the women interviewed;

(d) The methods of contraception in commonest use in five of the cities covered by the survey are the least effective. This seems to bear some relation to knowledge of the various methods;

(e) In most of the cities fertility figures are still those typical of traditional societies. They appear to be exerting a certain influence on the ultimate size of the family.

Discussion

119. During the discussion of the studies in question, the participants agreed that, in view of the rapid increase in the population in Latin America and the lack of resources with which to satisfy its needs, it was urgently necessary for the countries and governments to adopt resolutions whereby the welfare of their peoples could be guaranteed and the continuity of the development process ensured.

120. However, as far as the proposed solutions are concerned, two different approaches emerged. Whereas the first reaffirmed the ideas contained in document ST/ECLA/Conf.20/L.10 and supported the view that in conjunction with the improvement of health and nutrition conditions Latin America was called upon to formulate a population policy which would take into account each country's economic and cultural trends, and, if necessary, encourage birth control techniques, the other stressed the fact that the population problem could be solved by stepping up the development rate and transforming the socio-economic structures, without the need to resort to birth control methods. According to the supporters of this approach, it would be a mistake to think that the

/region's demographic

region's demographic problem was over-population, since account should be taken of the countries' available resources at every stage of development. Accordingly, it would seem more reasonable to approach the problem from the angle of under-development, not forgetting that the solution of the countries' problems lay in a well-planned investment policy.

121. Those supporting the spread of birth control methods agreed that the population policy could not be regarded as a panacea to take the place of economic development, and far less could the establishment of compulsory birth control programmes be envisaged. Such programmes should be in the nature of information campaigns on the use of contraceptives, with the purpose of ensuring that parents could deliberately choose the number of children they would have as consistent with their capacity to give them protection, security, health, food and education. The discussions indicated that, from whatever standpoint the question was viewed, it was necessary to underline the need to improve the living conditions of children and young people. From that angle, it was a matter of first priority to promote practices and adopt measures that would prompt the parents to adopt an increasingly responsible attitude towards their children, thereby assuring them of adequate possibilities for their emotional development and their incorporation into society.

122. To sum up, there was general agreement on the need for the question of a population policy to be approached in terms of the family's interests and of the possibilities of satisfying the needs of children and young people. Likewise, as the establishment of such a policy was contingent upon the complex of problems facing each country, it could not be planned at a regional level. Nor could a population policy be considered as a substitute for the necessary degree of vigour in national development processes.

B. THE FAMILY AND LIVING CONDITIONS OF CHILDREN AND YOUTH

123. The broad characteristics of the social situation in the Latin American countries, as outlined in the preceding section, have a number of adverse effects on the organization of the family and on the living conditions of children and young people. The present section includes a rather more detailed account of the findings of the documents and discussions on this subject, with special reference to the main defects in the education, employment, nutrition, health and legal protection of children and young people, and the action taken to remedy these shortcomings in Latin America.

The family

124. The unsatisfactory conditions of family life in Latin America for both the urban and rural population (examined in document ST/ECLA/Conf.20/L.8, entitled The family vis-a-vis the needs of children and adolescents in national development) thwart any attempt to attain a better level of living. The lack of cultural, social, legal, technical and economic training prevents the family from playing an active part in the country's economic and social development.

125. Thus far the needs of the family and of children have not been presented as a separate problem, as has been done in the case of health, housing, education and nutrition.

126. Among the factors underlying the problems that families have to face in Latin America are low income, unemployment and under-employment, inadequate social services, poor use of resources, large housing deficits - resulting from massive population shifts and the consequent growth of the towns in almost all the Latin American countries - and the lack of technical skills in the migrant population who have been thrown unprepared into urban life from a rural environment. The strengthening of the family can be regarded as one way to improve the situation of children and young people and, more generally speaking, of the community at large. A campaign of such a nature presupposes the tackling of cultural, social, legal, educational and recreational questions, and in order to achieve successful results a policy of inter-agency co-ordination would have to be established so that optimum use could be made of the existing resources. Means of carrying out such a campaign should include the special techniques for dealing with the problems arising from the needs of children and young people within the context of the family; projects aimed at strengthening the family and executed by professional experts with long experience in the field; and to the organization of professional social service teams in all the countries of the region.

127. In connexion with the analysis of problems affecting the family, some delegations pointed out that it was impossible to postulate the existence of a single type of family, since its characteristics varied in accordance with those of the various social strata. Families also differed in type according to the areas - urban, suburban or rural - in which they had their origin and grew up. For example, the very large family was typical of rural areas, and its most serious problem was that because it constituted an isolated economic unit, its straitened circumstances meant that children had to be set to work at a very early age, with a consequent reduction in school attendance.

128. In suburban families, especially those living in the so-called shanty towns, the worst problems stemmed from over-crowding and promiscuity; illegitimacy rates were high, and the environment had an adverse effect on the child's development.

129. Although in urban families the level of living was passable, and social problems seemed to be less serious, in the lower strata of these population sectors the child receives practically no care whatever, and therefore needed all the help and protection it could be given.

130. Stress was also laid on the relations that should be established between community institutions - educational or of any other nature - and the family.

131. The correlation that existed between the structural characteristics and economic situation of the family and school attendance and retardation illustrated the complexity of the problem, and the multiplicity of the relations linking the family to widely differing sectors.

132. Lastly, the much discussed problem of the organization of the family was still one of the most serious that Latin America had to face. The effects of the temporary unions, which resulted in an alarmingly high illegitimacy rate were aggravated by paternal irresponsibility. It was frequently the mother who had to assume responsibility for the maintenance of her children, despite the difficulties of earning a living.

133. The break-up of the family profoundly affected children, who were thereby deprived of affection, security, and physical, mental and psychological care.

134. The family was often an idea rather than an actual fact. Hence it was necessary not only to strengthen but even to create it in the first place, in the urban form it would inevitably take in the future, with the mother going out to work and the children needing an education and nutritional care different from that provided in the past.

The child

135. After considering the family, and in particular children and young people, the participants undertook a briefer examination of the position of the pre-school child within the broad context of national development. A general outline of the child's biological, emotional and social development was presented to the Conference in the document entitled The pre-school child in national development (ST/ECLA/Conf.20/L.3). Obviously, at the pre-school age (0 - 6 years), the child establishes his separate identity and acquires the characteristics that largely determine the structure of his future personality. Accordingly, it is on the proper development of the child that the future of the rising generation and the future citizens will depend. The child's vulnerability to external factors necessitated greater care at that age, since any injury sustained then would have an indelible effect on the rest of his life.

136. It was regarded as urgent to examine the problems affecting pre-school children within the context of national development plans, for the following reasons:

(a) The rapid growth of the Latin American population, accompanied by an expansion of the lowest age group (children under 5 years of age represented from 16 to 20 per cent).

(b) The high incidence of preventable diseases in this age group.

(c) The rapid social changes (in-migration, industrialization) which called for new approaches in the social and public health fields and for a re-orientation of educational policy.

(d) The almost total absence of educational systems for children of pre-school age.

137. While recognizing the existence of the foregoing factors throughout Latin America, the participants pointed out that although such educational systems were at a very early stage they did in fact exist, and should be strengthened by the application of improved and up-to-date techniques.

138. The outstanding problem in relation to pre-school children in Latin America, was the large number of children under six (32 million), who represented a higher proportion of the total population than in the United States and the countries of Western Europe. That was due largely to the decline of the infant mortality rate and the rise in the annual demographic rate. Nevertheless, mortality rates among pre-school children betrayed a serious public health problem; whereas in the more developed countries the death rate among children was 6.5 per mil, in Latin America

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the average was 20 per mil. The chief causes of death in descending order of importance, were gastro-intestinal diseases, diseases of the respiratory system, communicable diseases, nutritional deficiency diseases and accidents. Broadly speaking, therefore, they were preventable ills. The importance of malnutrition was emphasized because of its strictly biological consequences and its effects on the children's psychological development. Child malnutrition had three main causes: low consumption of basic foods; lack of food purchasing power among large population groups; and ignorance of the value of certain foods.

139. The analysis of the family in relation to the child pointed to other social determinants of the present situation of the pre-school child, such as high illegitimacy rates, illiteracy, poor housing conditions, especially in densely populated urban areas, and high rates of premature procreation, particularly among the lower income groups.

Discussion

140. It was agreed that any programme intended to improve the situation of the pre-school child would have to be based on recognition of the child as an individual in its growth and development, with due regard to the fact that this stage of life is a transition period when the child ought to enjoy a number of favourable conditions if it is to develop into a useful member of society.

141. It was pointed out that the pre-school child in Latin America showed lower average indexes of physical development than children of the same age in developed countries. During the breast-feeding period, growth trends were similar to those in developed countries, but after the age of one year they declined fairly sharply up to 3 years of age; psychological development patterns also deteriorated, especially in such respects as language and behaviour. It is important to detect such problems in the pre-school child since a prompt diagnosis increases the chances of curing them. It was pointed out that education for children under 5 years of age is now considered important from the standpoint not only of their emotional but also of their intellectual development. As disabled, and physically or mentally handicapped, children are such a big problem in Latin America, rehabilitation and training programmes must be established to meet their special needs.

142. These problems are most acute in what are termed the "poverty belts" round the towns, and most sharply affect children who have moved in from the country. In these cases, in addition to nutritional deficiencies and problems common in the rural areas, there are additional handicaps caused by the children being left uncared for, since in the towns the mothers have to seek work far from their homes in order to earn a living. Many more day nurseries must therefore be set up to take care of the children while their mothers are working.

143. Some participants said that for these reasons it was necessary to establish an order of priority in the programmes for children, in order to concentrate attention of the suburban areas where there is the highest incidence of problems affecting children, with the idea of dealing at a later stage with the problems of children in the rural and urban areas.

144. Not all the countries of the region had a coherent programme to deal with the problems of the pre-school child. Most of the Latin American countries lacked special child care institutions for that age group; the training of specialists in children's problems, especially in education, was only at an embryo stage. It was pointed out that most of the Latin American countries gave priority to primary education, and as resources were scanty, the educational needs of the pre-school child had to wait.

145. Consequently some participants considered that priority should be given to the nutrition of the pre-school child, since it was unlikely that it would be possible to extend the school system to the bulk of the pre-school population in the near future. However, it was felt that as far as possible support should be given to programmes of pre-school education so that the child would be ready to take full advantage of primary education.

Youth

146. The topic of youth as a field for sociological studies was introduced at the Conference, from the standpoint of outlining research possibilities, in the document entitled Youth in Latin America as a field for social research (ST/ECLA/Conf.20/L.11).

147. In connexion with the studies on youth published in recent years, it was pointed out that today the more responsible of these are concerned less with problem youth than with the youth problem.

148. With respect to the younger generations as a social group with its own special pattern, it was noted that the upper and lower limits of the demographic compound termed "youth" have been extended, and are now usually taken to be 14 and 25 years of age. It is more difficult to establish the type of unit that youth represents. Is it a mere statistical aggregate, a social group, or a permanent dimension of the structure of life? In any case, in the broader field of history it figures as a united whole.

149. For the moment, the fact of most significance is the relative uniformity of the characteristics displayed by the younger age group in industrial societies, in the structure of which decisive importance attaches to the phase when young people are poised between two very different social horizons: the closed and protected family unit and the open prospect - at once threatening and enigmatic - of society as a whole. Hence the essential problem facing the industrial societies today is to determine how and with what result one type of social relationship gives way to another.

/150. Some

150. Some writers see the compliant attitude which results in young people's adaptation to the structure of industrial societies as a sort of levelling-up of generations analogous to that of classes or sexes. Another interpretation accentuates the gap separating the social stages represented by youth and adulthood, and envisages a "youth culture" as the bridge between the two. A third hypothesis postulates that the compliant absorption of youth in the social structure by no means signifies the elimination of its essential conflicts, which generate a more or less poignant sense of frustration. The most important of the tensions affecting the younger age groups of today is that arising between the need to adapt themselves to a society exerting secondary and technological control, and the aspirations and incentives which prompt them to make it compatible with the independence of personality.

151. The similarity of present-day youth in the industrialized countries, and of its behaviour patterns - irregular or actually delinquent - as manifest both there and in other less economically-developed parts of the world, might be explained by the hypothesis that the independence of the young is merely the result of discrepancies between the various social and cultural sectors, and particularly between the family and other groups, at a given point of time. In order to assess the significance of the younger generations and the varying weight they carry not only in the "socialization process" but also in political and social activities in general, they may be viewed as instruments of socialization, as nuclei of dissentient or rebellious activities - highly important in developing societies - and as the protagonists of passing outbreaks of unconventionality. The latter in turn are nothing but a reflection of cultural frustrations and even of tensions deriving from specific market conditions.

152. In short, the hypothesis formulated is based on recognition of the fact that youth cannot be properly understood without taking into account the whole social structure, and on the conjecture that the nature and extent of the variations in young people's behaviour patterns are excellent indicators of the prevailing degree of social integration.

153. Youth is commonly assigned a decisive role in the so-called "mobilization" for development, which is too wide a generalization with too ill-defined a content, to withstand sober analysis. Apart from the "assumption" that youth is more favourably disposed to change than the older generations, it could only be postulated as a very broad hypothesis that the conflict of generations in the developing countries will vary according to its origin, that is, according to whether it stems from cultural tensions or from market frictions.

154. The primary objective of empirical research on youth in Latin America must be detailed analysis of how the "socialization process" takes place de facto in each country, of the instruments at its disposal and of the repercussions of structural duality on the lack of connexion between the different spheres in which young people move, and on their adaptation to the requirements of society as a whole. It is sought to ascertain, on the one hand the "objective" conditions in which the younger age groups live - as regards not only their home, educational and working environments but

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also their use of leisure and their consumption patterns, which are of indubitable socio-economic significance - and, on the other, the actual "subjective" reactions of youth, i.e., its images. In this latter context, an essential requisite is a strictly substantiated account of the way in which young people in the different sectors (industrial, agricultural, professional and academic) view themselves and their future, since a country's destiny is foreshadowed in youth's interpretation of its own special circumstances, including its image of society.

155. Psychologists and sociologists ascribe to the phase of youth a transitional character whose deepest significance lies not so much in its individual aspect - the passage from adolescence to adulthood - as in its collective nature, that is, in the fact that it is the transition effected by a specific "generational unit".

156. The generation theory is an inexhaustible fount of ideas for the social historian and sociologist in their interpretation of events, and no study of youth which attempts to capture and record the historical dimension of life can afford to overlook it. In the specific case of Latin America, this study - not yet carried out - would represent an interpretation of the region's history as seen through the eyes of the generations alive today, and would be of fundamental importance.

Discussion

157. During the discussion it was agreed that the research work outlined was of essential interest, and some of the participants stressed the part that the Latin American universities would have to play in carrying it out. It was particularly desirable for such studies to be undertaken by Latin Americans, whose familiarity with existing conditions would place them in the best possible position to deal with the most important topics.

158. The participants put forward a number of useful suggestions, often based on the experience of their own countries, regarding some of the factors that might explain the behaviour of the younger age groups. As was to be expected, prevailing social and economic conditions threw a great deal of light on the problem of juvenile conduct. Unemployment was one of the causes of young people's sense of frustration, and another was the inadequacy of vocational guidance services.

159. The question of the generation theory was also discussed, and emphasis was laid on the urgent need to determine whether or not there was continuity between the generations.

160. It was urged that young people should not merely be treated as a subject of study, but should be allowed to take an active part in matters directly concerning them.

161. A practical policy for dealing with the problems raised would be to increase the employment opportunities available to young people, since they could be a dynamic force in development only in so far as they found the right situations in which to make use of their abilities. It was also suggested that youth organizations should be given the necessary encouragement and guidance to ensure their close co-operation in national development activities.

Education

162. Education, employment, nutrition and health, were discussed in detail. With respect to education document ST/ECLA/Conf.20/L.4, entitled Educational needs in a modern society and the right to education in Latin America, discussed how far the educational systems meet certain needs imposed by the characteristics and trends of present-day society, and the needs that can be foreseen for the future.

163. The starting point was a survey of the principles that have governed the right to education in Latin America, and how far they have been effectively applied. A study of the past attitudes of the Latin American countries with respect to the right to education shows that from the birth of independence there existed, in the minds of a select minority, the desire to extend education. The aim of extending education to the broad masses was supported by statesmen and educators in Latin America throughout the nineteenth century. This principle is reflected in political constitutions or education legislation laying down the principle that universal primary education is a basic right of every citizen. What has been the practical effect of such instruments? At the UNESCO regional conference on free and compulsory education held at Lima in 1956 the situation was described as follows. Of a total population of school age of about 40 million, only 19 million were receiving a primary education, and there was a high level of absenteeism and dropping out. As a result the average number of years of schooling for the population as a whole was only one, while the average for that section of the population that had attended school was only four. The vast population increase had so aggravated the problem that the number of additional teachers needed to meet the minimum requirements was estimated as half a million.

164. The report of the UNESCO conference listed a number of shortcomings, that have not yet been remedied. As a result it was decided to establish the Major Project on the Extension and Improvement of Primary Education in Latin America. The results have certainly been encouraging: all the Latin American countries have established education planning services, and the Latin American Institute for Economic and Social Planning, in co-operation with UNESCO, has given courses for the training of specialists in education planning.

165. It cannot yet be said that education plans exist in every Latin American country, but the door to planning has been opened, and the first steps taken towards a detailed study of educational needs, with provision for expansion and the more rational distribution of resources. It should also be noted that the systems of teacher training have been improved, and there has been a marked rise in school enrolment.

/166. Nevertheless

166. Nevertheless there are serious gaps. One of the most important is the double system of primary education involved in the existence of the rural school in which the primary course cannot be completed. The mistake has been made of establishing in the countryside a form of small-scale "urban school", which has led to a sharp discrimination at the expense of the children of the countryside. From the social standpoint this represents a flagrant injustice. From the standpoint of making use of human resources it also amounts to a great waste of a considerable reservoir of intelligence. Moreover it is a recognized fact that absenteeism, dropping out and even the repetition rates are higher in the rural areas.

167. Another serious problem is teacher training, and it is significant that over 40 per cent of the teachers have no professional qualification, although in this connexion it must not be forgotten that these teachers are very poorly paid.

168. The many other problems discussed included the highly inadequate school facilities; the large number of pupils that a single teacher has to deal with, which means that he cannot give full attention to each pupil; the almost insuperable difficulty poor children have in attending school; the fact that although there has been a marked increase in enrolment in secondary education, the over-emphasis on the professions has continued; the fact that secondary education has been conceived solely as a doorway to the university, which has often prevented children from taking up technical courses in industry or agriculture; the lack of educational and vocational guidance, and of studies on the needs for different types of professional and other workers, and so forth.

169. This bird's-eye view leads to three main conclusions:

- (a) The Latin American countries' aims in the field of compulsory education have been confined to primary education.
- (b) In pursuing these aims much progress has been made, not much remains to be done.
- (c) The causes for this incomplete success include some social and economic factors, but also, to a much greater extent than would appear at first glance, relate to poor educational administration and teaching defects in the schools themselves.

170. The above are some main features of the present educational situation. In the modern world social trends impose new demands and responsibilities on education. It has been stated that mankind today is living in an age of crisis, in a rapidly changing world which is forcing education to seek new paths. A number of far-reaching problems are besetting the educational system in Latin America; the population is increasing rapidly and at the same time the desire for education has become almost universal. The chief causes underlying the growth of interest are well-known. At the individual level, every family has perceived

the value of education as a means of climbing the economic ladder and of improving social status, and wants its children to benefit by the opportunities thus afforded. At the community level, vast social sectors in Latin America have suddenly realized that their living conditions are unbearable, and one of the roads to emancipation they are seeking is education.

171. Those responsible for economic development planning in the Latin American countries also see education in a new light as a form of generating wealth; the increasing attention devoted to the financing of education by international credit agencies is a matter of common knowledge.

172. Another factor is scientific and technical progress, which is forging ahead at a remarkable pace; if workers capable of adapting themselves to the techniques of the future are to be produced, schoolchildren will have to be taught how to learn, since that is what they will be doing all their lives.

173. In addition, there is the change taking place in social and political structures. Citizens are already, and will be increasingly, called on to undertake new tasks and responsibilities which they can only discharge efficiently if they are given proper training. The administration and operation of the complex structures which will characterize the society of tomorrow will leave less and less room for superficial and impromptu management and direction. The trend towards industrialization, which is leading on the one hand to a relatively rapid change in occupations and, on the other, to an increasing number of specialities, makes it essential to give thought to the selection of groups of related techniques, the "type vocations" to which Friedman has alluded. The move towards economic integration in Latin America has repercussions in the educational field: the creation of a genuine Latin American consciousness among the rising generation; adaptation of the structure of educational systems and the content of teaching to the economic and social development requirements of each country and of its different areas; improvement of teaching methods and materials; adoption of new evaluation and promotion systems and criteria for establishing the equivalence of courses of study; inter-university co-operation, etc.

174. The above-mentioned factors and trends can be summed up by saying that the future society visualized calls for training for development, and education for change.

175. In relation to the requirements of a changing and developing society, the educational system in Latin America is backward, inadequate and unsatisfactory, and needs to be thoroughly remodelled. What are the key points to be borne in mind in an education policy aimed at making the right to education a reality and in reshaping the system to meet the already discernible requirements of the society of the future? The basic measures for implementing an education policy of the kind proposed should

be of three kinds: the removal of the institutional obstacles that now prevent the right to education from being exercised; the taking of measures within the educational system to achieve this object; and the removal of extra-institutional obstacles, and the incorporation of educational activities outside the official educational system into that system.

176. The institutional barriers to be overcome are the inflexibility of the existing school network, which could be remedied by providing the system with supplementary educational facilities adaptable to suit every variety of circumstance; the criteria governing the evaluation of the school child's performance, usually based almost entirely on the child's academic abilities; and the inability of relatively large population groups to benefit from the formal school system.

177. The following institutional measures should be taken within the educational system: the establishment of a sufficiently long period of basic education to equip children to play their full part in the social and working world; a structural revision of the system to bring it more into line with the requirements of the occupational structure, and facilitate the introduction of such modifications and links within the system as to permit a change of course by the pupil; a review of the content and activities of educational establishments, with due regard for the fact that the school-child is living in a technical era, but without over-stressing the technical side; the formation of continuing education establishments to equip young people for changes of occupation and facilitate social mobility.

178. Lastly, the barriers that exist outside the school system will have to be overcome by enlarging the sphere of action of education policy, formerly confined to the school system proper. The major problems with which this new education policy will have to grapple are: financial difficulties and the need to make education accessible to everyone; the integration or co-operation of different institutions in educational activities, and the establishment of public bodies for the purpose of dealing with the problems of young people.

Discussion

179. In the discussion on improving the educational situation, stress was laid on the contributions to be made by the population as a whole. Examples were quoted from several countries of schools that had been built and other important ventures that had been undertaken through the mobilization of large groups, especially of young people.

180. It was agreed, however, that the economic and social structural factors that had a bearing on education should not be neglected. They included the financial difficulties that virtually oblige children to leave school in order to work. Some countries have found that the only way to deal with this problem is to raise the family's level of living.

181. The participants suggested a number of economic measures for financing the educational system, including the application of a progressive tax, since several considered that education should be financed mainly from the national budget. But for the purposes of immediate action, as formal education cannot be expected to expand sufficiently to absorb the whole of the school-age population within the next few years, some other way of solving the problem must be found that will cover all the groups that for age or other reasons, are not covered by the educational system.

182. The need for constant revision of the subject-matter taught was emphasized, since education had to be conceived with an eye to the future. Moreover, it was not enough merely to consider the need for transforming and expanding the school system in terms of the need for expansion of the economy, since education and access to culture for all were an ideal that could not be renounced.

Investment in education

183. As regards the particular problems of educational investment and planning, document ST/ECLA/Conf.20/L.14, entitled Planning educational investment sets forth some methods of obtaining fuller information on the different investment possibilities in the social sectors.

184. There are two approaches to investment in education: cost/benefit analysis and projection of manpower requirements in terms of development plan objectives.

185. The use of the cost/benefit approach is still at an early stage in education planning. Firstly, the relationship between expenditure in education and the income earned by persons in later years is not yet clearly established. It is known that persons with an education generally receive higher incomes. However, incomes in some cases may not reflect productivity, but such unquantifiable aspects as prestige or status. Moreover cost/benefit analysis to some extent ignores the quality of education.

186. It is necessary to know the ratio of production to labour input, and in this connexion, it is advisable for countries to work out their own ratios, as those of the more industrially advanced countries may not be applicable. The method projecting of human resources requirements seems a more attractive method because it is more directly related to over-all national development efforts. However, both methods can be used to provide broad guidelines to education planning.

187. If a government wishes to increase human resources in a certain sector of the economy appropriate incentives must be provided to attract young people to work in these sectors. This can be done through vocational guidance, the provision of training grants, and, of course, raising wage levels.

188. Many education planning problems have yet to be solved, and it should be stressed that the problem cannot be looked at purely from an economic standpoint, as it has important social, psychological and political implications.

189. It was pointed out that the highest proportion of the cost of education was met by the family, for text-books, clothing, etc., and loss of the child's potential earnings while attending school.

Employment of children and young people

190. The discussion of this subject was based on Youth and work in Latin America (ST/ECLA/Conf.20/L.1), which describes labour conditions for minors and systems of apprenticeship and vocational guidance.

191. The problems relating to the working conditions of children under fifteen are directly related to the primary education they receive. According to the available figure, despite notable successes in the effort to extend primary education in the Latin American countries, an appreciable proportion of the labour force is still under fifteen. The percentage varies between 2 and 11 in the different countries. Children under fifteen, classified by ILO as child labour, work in the fields, as hawkers, and to some extent in the small artisan and cottage enterprises that are outside the control of the labour authorities. One possible solution to the problem of these children would be to prolong the primary school courses.

192. It is in the agricultural sector that child labour seems to have persisted on the largest scale, in a number of countries. The predominance of agricultural activities in Latin America is not enough to account for this phenomenon, since there is no exact correlation between the high percentage of children employed in agriculture and the over-all distribution of the active population by sectors. The explanation is mainly that the very low wages received by the agricultural worker have to be supplemented by his children's earnings, and that piece work is still a common practice.

193. In urban areas, although censuses normally record only a negligible volume of child labour in the industrial sector, certain investigations have revealed that the number of children clandestinely employed in small workshops, often in deplorable conditions, is by no means insignificant. The principal cause of child labour is the poverty prevailing in some of the less privileged sectors of the urban population, and particularly the destitution of mother and children in consequence of the break-up of the home. In trade children are chiefly employed in street selling, which lends itself to the use of child labour. Public authorities and private institutions, therefore, aware as they are that the attempt

to earn money is a real necessity for such children, direct their efforts towards improving the living conditions of these young pedlars rather than doing away with their means of livelihood. But, although the resources at the disposal of the social rehabilitation services concerned with children are being gradually strengthened, nowhere are they sufficient to meet existing needs.

194. During recent years, except for two countries the increase in the economically active population has not kept pace with the demographic growth rate in Latin America. If this trend which is reinforced by the rejuvenation of the population and improved school attendance - continues, the population's rate of participation in economic activity, which exceeded 32 per cent in 1965, might decline to 30 per cent by 1980.

195. This evidence alone would suffice to show that employment prospects for adolescents are not particularly bright in Latin America. But in addition, the existence of numerous tertiary-sector activities, and of what is still a high proportion of artisan and family industries, makes for underemployment of young people, since the possibilities for absorbing workers are far more elastic in such low-productivity sectors than in modern branches of activity. And even these possibilities are inadequate for the young job-seekers, who migrate from the small town to the big industrial centres in an attempt to escape from urban underemployment, only to find that conditions are no better. In the agricultural sector, the reabsorption of the unemployed and underemployed largely depends upon the introduction of radical agrarian reforms; these would give farmers more incentives and increased facilities to expand production, giving rise to a need for more technical knowledge, and boys who had been to school to enjoy more opportunities of using what they had learnt.

196. The inadequacy of labour exchange services, the attitude of young people themselves and the incongruity between their occupational aspirations and the real situation on the labour market, together with the unwillingness of some managers to take on young workers protected by special statutory provisions, help to aggravate this state of affairs. The Economic Commission for Latin America (ECLA), in the course of evaluating the employment opportunities that would need to be created in order to provide work for the younger age groups in Latin America, estimated that given a rate of entry into the labour market of 39 per mil and a withdrawal rate of 14.5 per mil, about two-thirds of the jobs needed would have to be created outright.

197. Of the workers aged 15-19, 80 per cent are unable to continue their studies, and because they have dropped out of school most of this group have only three years of primary education, and are consequently not properly equipped to do the work they are supposed to do.

198. An evaluation of what is being done to prepare young people for employment shows the unsatisfactory state of technical and vocational education. The programme of the industrial schools is too long (4 to 6 years), which leads to dropping out, and the end result is frustration because the students who graduate from these schools are not helped to find work. Firstly, there is no placement service, and secondly, the curriculum in these schools is not always in line with the needs of industry. Moreover in many cases there are no sources of employment to absorb these new technicians.

Discussion

199. Several representatives said that those problems were being dealt with in Latin America by institutions giving accelerated courses with much shorter curricula, based on practice rather than theory, and a training system compatible with the requirements of local industry. Such institutions - e.g. SENAI (Brazil), SENA (Colombia) and INCE (Venezuela) - also offered the students the possibility of in-service training, even if at a low wage.

200. With respect to employment as an aim of economic and social development programmes, participants stressed the need to establish new sources of work to absorb the additions to the economically active population, and to increase rural employment so as to prevent the exodus to the towns and the social disruptions associated with marginal populations. Remedial action suggested included agrarian reform, the creation of urban centres intermediate in size between the rural communities and the capital cities, and the adaptation of up-to-date techniques to the conditions prevailing in Latin America. One such method was to choose the optimum combination of the available capital and labour when new enterprises are established.

201. Special attention was paid to the employment demand and opportunities created by development. Unless adapted to local conditions, up-to-date techniques designed to absorb limited manpower could give rise to serious problems in Latin America, where work was urgently needed for large numbers of unemployed or under-employed. Such problems were aggravated by the initiation of changes in the agricultural sector, but remained serious in the urban sector too, where there was also a large surplus of manpower.

202. A number of participants described work being done in their own countries to improve vocational training and bring it more into line with local conditions. It was stressed that vocational and professional training at various levels performed the important function of providing young people with a means of economic and social adaptation. Participants emphasized the importance of teaching the elements of mechanics and electricity in order to give children the greatest possible chance of adapting themselves to the conditions of modern life. For this purpose such subjects should be taught at an early age.

Food and nutrition

203. The document Planning for the food and nutrition needs of children in Latin America (ST/ECLA/Conf.20/L.5) refers to two sources of data as throwing fairly accurate light on the situation, food balance sheets, and food surveys. Food balance sheets indicated, over a given period, the real total quantity of food available for human consumption. They were based on food production data and took into account the stocks at that date, the quantities allocated for livestock feeding, those used for seed and manufactured products, and normal losses in distribution and marketing. Food balance sheets were prepared annually in most countries of the region, and made it possible to determine the total per capita food supplies.

204. Food surveys were based on information about different aspects of food consumption at the level of the family or special groups. Although most of the surveys had been conducted through studies of the family as a whole, as the most accessible social unit, it should be standard practice to include detailed study of the qualitative and quantitative distribution of food among the members of a family, especially those particularly prone to under-nutrition, such as infants, pre-school children and pregnant women. Clinical nutritional surveys, social and economic indexes and epidemiological studies are useful and reliable sources of information in this respect.

205. The two sources of data referred to in paragraph 203 complemented one another, since the food balance sheets were intended as a basis for preparing general guidelines for the supply of food, while food surveys provided information on actual food consumption and the various factors influencing it. These two instruments, if properly used will provide data of fundamental importance for educational planning and for planning action directed specifically towards the family or towards given sectors of the population, and when used in conjunction with the analysis of socio-economic and cultural models is most useful for the drawing-up of programmes to improve food and nutrition in the economic sectors most prone to malnutrition. It was recommended that the Latin American Governments should prepare an accurate diagnosis of the food and nutrition situation in the region, so that this essential information could be passed on to the sectors concerned.

206. Although the available data are very scanty, the document gave the following picture of the food situation in Latin America:

/(a) While

(a) While it is true that the average calorie intake is sufficient in quantity, there are undoubtedly some groups living at minimum subsistence levels. Although there are differences between the rural and urban areas, diet is generally monotonous, and includes few foods with an acceptable protein content;

(b) The problem of quality is more serious, since the usual diet provides insufficient body-building foods (in particular proteins of animal origin), which accounts for the physical underdevelopment of many Latin American children.

207. A food policy for Latin America is suggested in broad outline, on the basis of the following premises:

(a) Latin America has been mainly concerned with industrialization, and the agricultural sector, which has failed to expand during recent years, has been relatively neglected.

(b) Agriculture is still the region's principal economic activity, but its conditions are typical of under-development, because of the social, cultural, educational and economic features of the rural sector, the inequity of the land tenure system and the pell-mell migration of the rural population to the towns;

(c) Marketing arrangements are inadequate, there is an unfavourable foreign trade balance, and many social and economic population groups have low income levels.

208. If all these factors were taken into account in an integrated food policy in national and regional development plans, Latin America would be able to raise the quantity and quality of its food production in keeping with demand. Although it is difficult to distinguish problems relating to the nutrition of children, or other special population groups, from those relating to the family or to the population in general, the immediate goal of a food policy should be to improve the diet of the economically and nutritionally vulnerable groups.

209. The data presented to the conference as a possible basis for a nutrition policy indicates that (a) the nutritional condition of the newborn child is governed by that of the mother during pregnancy and lactation; (b) the feeding of the child during the first and second years of life depends on the family finances, nutritional habits and education in nutrition; (c) once the child is over two years of age he eats the same food as the rest of the family, and consequently his nutritional problems are the same.

210. Once it is recognized that the problem of the child's nutrition at the different stages of his life is no more than a reflection of the financial, social, cultural and educational conditions of the family, it follows that the question of child nutrition, especially for the pre-school child, is a matter for all those concerned with social and economic questions at the national level, and all international agencies.

211. Although there is a whole range of measures that can be applied in this field, the most important are direct short-term measures, because of the urgent nature of the nutritional problems of mothers and children in Latin America. Such measures have the sole aim of ensuring that this vulnerable group has access to the protective foods that it needs, and can be classified in two broad groups: (a) teaching parents to produce their own food in the rural areas, and teaching the mother to spend her money to the best effect on the food available; and, if protective foods are not available in the country, or are beyond the reach of the family for geographical or financial reasons, (b) a special distribution of such foods at reduced prices, or even without charge, as a temporary measure, but over a sufficiently long period to ensure results.

212. Although indirect measures can achieve something, the pre-school child must be reached, through such institutions as mother and child health centres, day nurseries, nutrition centres and so forth. One suitable solution for Latin America might be the formation of women's associations to co-operate with technical organizations in improving the diet of the pre-school child.

Discussion

213. The participants agreed that if nutritional levels were to be improved in Latin America the first problem to be solved was land tenure. The concentration of land in the hands of a small minority deprived the rural worker of any incentive to improve farming methods, and made him feel obliged to migrate to the towns in search of a better life.

214. Another problem was the provision of agricultural training for young people, which could be achieved by modifying the primary school course. Obviously, before food production could be reorganized and land utilization plans improved by placing them on a sounder technical basis, special training programmes must be provided to produce qualified staff.

215. In connexion with the FAO Freedom from Hunger Campaign, the Conference indicated the importance of not only increasing agricultural production, but also teaching good nutritional habits in order to make the best use of food resources and supplies. It was also stated that any nutritional policy divorced from an over-all view of the problems in the light of the integrated development of the Latin American countries stood little chance of success. With respect to the problem of children, various measures were proposed, but there was general agreement that any solution proposed should provide for the modification of the nutritional habits of the family, an expansion of its food purchasing power, and an increase in the availability of high-protein foods, which are the only foods that can raise the child's biological indexes and permit his full psychological development. However, this did not mean that child nutrition problems could be solved without specific programmes. On the contrary, countries should attach special importance to improving the nutritional condition of the child, since nutritional deficiencies could leave permanent ill-effects.

216. It was also agreed that a group of experts should be established in each country, to be responsible for nutrition and food production projects. There were experts contributing to agricultural development, but no specialists on family education or nutritionists to work with the communities themselves, and to assume responsibility for the preparation of foods with the resources available and promote their marketing.

Health

217. Nutrition is closely related to health. Two documents on the subject were presented to the Conference, the first entitled The nutritional ecology of the infant and pre-school child: nutritional problems in Latin America (ST/ECLA/Conf.20/L.16) and the second entitled National planning and the construction of maternal and child hygiene norms in Latin America (ST/ECLA/Conf.20/L.17).

218. Child bearing, child rearing and child feeding were expressions of biological and cultural needs, and not pathological processes, but in practice they would give rise to processes requiring public health care. There were marked differences between the Latin American countries in morbidity and mortality during the maternity and infancy cycle, though the national and local maternal and child hygiene regulations reflect the same formulas, derived from the classical tenets of that branch of medicine.

219. The influence of national planning, had led to the integration of mother and child care with medical care at the administrative level in Latin America. A contributing factor was recognition of the urgent need to provide public health services, especially in the rural areas, since, in the past, the health administration at an advanced level was almost exclusively confined to the cities.

220. The expansion of the health services is the corollary of the principle that all mothers and children in the community should be given the same care.

221. A service conceived in these terms is only one of the many directed towards social reform, promoting the community's health, inducing the people to make use of the medical services and providing them with health education.

222. Mother and child care activities can be classified under four heads: (a) early detection of cases of unidentified illness and prompt medical attention; (b) previous health guidance and education of parents also covering nutrition, with a view to disease prevention; (c) supplementary feeding; and (d) immunization. The structure of health services is envisaged as a continuum extending from a base, the district hospital and the urban centre, through a series of places where out-patient treatment is given by local clinics, to rural areas dependent upon the traditional indigenous midwives and healers. It may happen that the services are inefficient at all these points and that the system is not properly integrated. There is a tendency throughout Latin America towards an uneven geographical distribution of the services, and towards undue emphasis on the administrative aspects.

223. The proportion of mothers and children covered by the system will depend on how vigorous it is; lack of medical care will create a dangerous gap, and only the integration of the services will ensure that the public health targets are attained. The community's own cultural patterns and felt needs may be used to introduce the concepts of health care and medical check-ups for the mother and child; pregnancy, delivery and diseases of mothers and children are opportunities to select patients for treatment. The general trend of modern public health services is towards the development of horizontal programmes, and the standard mother and child health care is regarded as including the continuing provision of preventive care and education through the public health services.

224. The following measures were proposed, to be applied at both the regional and national level, as a general strategy for extending mother and child health care:

(a) To define and evaluate, in order of importance, the specific diseases of pregnancy and infancy characteristic of the zone in question.

(b) To define and evaluate, in order of importance, the practices used in childbirth, and in the rearing and feeding of infants, that might cause or contribute to those diseases.

/(c) To

(c) To determine, on broad lines, measures of mother and child health care that would permit early diagnosis of disease, and its prevention or control.

(d) To calculate the proportion of the mother and child population covered by the whole range of health services, from indigenous healers to the central hospital.

(e) To select activities and measures that could be applied at each point of contact or could conduce to the establishment of a system of after care.

(f) To adapt activities - especially as regards the task of health guidance and education - to the real situation (or handicaps) of the community, and adjust the order of priority accordingly.

(g) To enumerate the techniques available for carrying out each activity at each point of contact, and to place them in their probable order of effectiveness.

(h) To reduce each activity to an instrument that can be expressed in terms of per capita cost.

(i) To establish specific criteria of vulnerability to disease that could be applied at the various points of contact in order, on the basis of priorities, to decide on the number, and select the cases, that are to be dealt with by the mother and child health services or sent to special after-care services.

(j) To prepare three different plans for the provision of mother and child health services for a population group of minimum (with no increase in resources), moderate and maximum size. Each plan would represent the carrying out of various activities at one or more points of contact, and one or more after-care systems derived from those activities. Costs and staff needs would be higher for the maximum plan and lower for the other two versions, with the application, on the basis of a priority-cost balance, of various criteria for the selection of cases for attention and different techniques for carrying out (or eliminating) an activity.

(k) To incorporate the necessary rules for the execution of the three plans into the regulations on health care and on the functions of the staff that provide services at each point of contact.

/Discussion

Discussion

225. As regards the nutritional circumstances of the nursing mother and her child, some suggestions were made for helping to develop a sound nutrition policy, including education, and the development, expansion and improvement of health services.

226. Maternal malnutrition affects the children at the breast, and often even the pre-school child. Breast-feeding is simply a natural means of obtaining food which prolongs the protection enjoyed by the baby in the womb and thus equips it for its new environment. Technology has succeeded in perfecting certain artificial foods, which impair this natural protection, whereas the breast-fed baby is free from the dangers of infection and under-nourishment. Patent milk formulas are becoming widely obtainable in nearly every country as the level of development rises, and although they free the mother to work, they may be wrongly used, through ignorance, with unfortunate results. As regards the pre-school child, the most serious problem in Latin America is the lack of proteins in the diet which, in extreme cases, leads to kwashiorkor and marasmus. As already stated, the death rate from deficiency diseases is highest in the 1 - 4 age group.

227. Some participants stressed that it was desirable for welfare institutions and programmes to be brought into the campaign to improve public health; in other words, that proper weight should be attached to social welfare institutions, services and campaigns as useful additional tools for solving health problems.

Legal protection

228. The problems of the family and of children and young people, were examined as a whole in the document entitled Situación de la legislación relativa a la minoridad en Latino América (ST/ECLA/Conf.20/L.2), in relation to the legislation needed to regulate public and private behaviour, with particular reference to the child, who is the subject of legislation, and who should be given special treatment within the social framework. In that connexion, it was pointed out that a correct definition of the term "minor" would have important implications for the different branches of positive law in Latin America.

229. There is now a trend towards a doctrine that the treatment of children should exempt them from the provisions of the penal code, and provide for new legislation in the civil and labour fields that can be regarded as the nucleus of a separate branch of law termed legislation on children. However, this tendency has not received express recognition in legal doctrine. Thus, the legislation on children would be regarded as that branch of law that governs the care of the child in order to permit better conditions for the development of his personality and to allow him to develop his full potential in the most favourable possible moral and physical conditions.

230. Latin American legislators support the theory that the minor should be subjected to a special legal system, with its own characteristics and clearcut objectives, its own procedures, and the constant application of precedents under that system of law. That concept was best illustrated by the codes of children and minors.

231. Such a law system implied legislation designed to deal with desertion and orphanhood, to benefit a particular sector of the population and, as the ultimate aim, to regulate the conditions governing the development of children and young persons within the framework of organized society. Such legislation, therefore, would have a protective and formative function, in accordance with the spirit obtaining in public law. Thus the interests of children, up to the time they came of age, required a special body of regulations with its own principles, some pertaining to public law and others to private law, and a protective aim.

232. The doctrinal discussion did not involve recognition of a law governing children as a new autonomous legal discipline, but merely the inclusion of certain subjects in that law. In terms of specific proposals, the function and content of that legislation was defined as follows:

- (a) assistance and protection of the family as the basic unit of society;
- (b) mother and child care through medical, economic and social services;
- (c) compulsory education for both normal and handicapped children;
- (d) civil and criminal penalties for fathers who neglect or desert their families
- (e) integration of the administration of justice for minors through specialized institutions and technical personnel;
- (f) prevention of exploitation of children and young people, through the establishment of minimum wages and fixed working hours, and the introduction of inspection procedures for the children and young persons who are employed;
- (g) improvement of civil registration legislation;
- (h) promotion of responsible fatherhood by raising the minimum age for marriage, introducing the family maintenance allowance and educating the community and young people on sex and family matters
- (i) application of a minor's code or statute in every Latin American country.

C. POLICY AND PLANNING IN RELATION TO CHILDREN AND YOUTH

233. The foregoing analyses show the inadequacy of the efforts now being made to deal with the problems and needs of children and young people. In these circumstances the Conference decided not to make a declaration of principles and intentions, but rather to try to indicate some patterns of action to correct the defects and shortcomings of the policies and practices applied in this field in Latin America. To this end, in addition to giving an indication of the conventional resources, the Conference tried to devise methods and policies based on a more general dynamic vision.

/Planning in

Planning in Latin America

234. This subject was dealt with in the document entitled Planning systems and their enforcement in Latin America (ST/ECLA/Conf.20/L.13), which states that in most of the Latin American countries there is no general acceptance of either of the two most common concepts of what is the essence of planning, the first being that it is a rational method for controlling the whole or the main part of the economy, and replacing the market forces in governing production decisions, and the second that it is a rational means of ensuring consistency in economic decisions from the social standpoint. The reasons for this include the great difference in the level of development of the various countries, which accounts for the intense pressure to which the economies of the relatively less developed countries are and will remain subjected; the structural defects in these relatively less developed economies - which affect the efficient operation of the market forces and hamper development; and the close and yet conflicting relationship between the rationalization of development at the national level and the regional economic integration policy. All these factors mean that planning in Latin America is in some cases merely a non-systematic formality, cut off from major decisions, while in others it is wholly unrelated to the diagnosis of problems and the actual substance of planning.

235. A planning system is the formal expression of a dynamic and harmonious process of taking current decisions in which the rational nature of the decisions is judged on the basis of the relationship between the past and the future course mapped out for the economy, with the organized participation of the community both in the process of adopting short and medium term decisions, and in the direct responsibility for executing these decisions. This process must take place in accordance with predetermined operational rules that are rooted in the public administration so that the plans and decisions are the product of a single governmental system.

236. The document in question states that the basic functions of the planning system are carried out through four types of machinery: (a) policy instruments such as general or particular medium or long term plans, sectoral plans, regional integration plans, preliminary project drafts, etc.; (b) decision-taking and operational instruments, such as annual operational plans of a general nature, annual foreign exchange budgets, annual financial budgets, annual budgets of materials and basic inputs, public sector budgets, etc.; (c) instruments of execution, such as specific and detailed project designs, budget execution programmes, general machinery for the generation and evaluation of specific projects, administrative plans, etc.; and (d) information machinery, including plans for statistical data and special research plans (relating to natural resources, scientific and technological research, etc.).

237. The tasks that these instruments must perform are the essential basic functions of any government organization, whether or not any planning system exists. Planning is the only method of ensuring consistency between the instruments of policy, decision, execution and information, and the effectiveness of each of these instruments.

/However, planning

However, planning can also be regarded as the formal rationalization of a process of economic and social change, and it is perhaps for this reason, quite apart from the technical problems that exist, that planning has made slow progress in the Latin American countries, because there is no real determination to effect this change, or political support for it.

238. The document states that in Latin America planning has been developing under political handicaps, as the product of national and international situations rather than as a form of deliberate decision to alter methods of government. Hence planning in its early years appears over-formalized, hesitant and improvised, and shows signs of the temptation to exaggerate its technical complexity.

239. To overcome these handicaps, and the resistance to planning found in many quarters, it is important for idealistic schemes to be brought into line with the real conditions in the individual countries. For this purpose there should be a strategic consideration of the various courses open as regards the geographical coverage of the plans within each country, the establishment of machinery within the planning system, the formulation of plans and systems, the nature of the plans themselves, the timetable for the execution of the plans, and the institutionalization of the central planning machinery.

240. To judge by the experience acquired between 1958 and 1965, first by the secretariat of the Economic Commission for Latin America and its advisory groups, and thereafter by the Latin American Institute for Economic and Social Planning and the OAS/IDB/ECLA Ad Hoc Committee on Co-operation, planning has made noteworthy progress in Latin America, although at varying rates according to the particular subject and country concerned. Conditions vary considerably from country to country as regards the supply of trained personnel available and the over-all effectiveness of government activities, but the position could be improved by an exchange of information which would be helpful to all concerned. In order to remedy the lack of co-ordination in the mechanisms that make up the national planning systems, regional assistance must be concentrated on the weakest links in the chain.

241. The document concludes by listing the principal shortcomings of the planning systems in Latin America. These are (a) the tendency to neglect the operational machinery; (b) the lack of co-ordination between plans and budgets in the public sector; (c) the lack of statistical systems that provide proper coverage; (d) the shortage of projects; (e) the dearth of realistic financing programmes for development plans; (f) insufficient attention to the problems of regional economic integration in development planning; (g) the vacuum in which planning activities tend to be carried on; (h) the premature establishment of an institutional framework for planning systems; and (i) shortcomings in research on natural resources and technology relating to their use. These deficiencies can be summed up in one sentence: there are no real planning systems, but simply groups or organizations preparing plans in an alien environment, at the cost of exceptional effort, in relative isolation from the basic sectors of society and without proper help from them. All this militates against the continuity and normality which should be an essential feature of planning work.

Planning for children and youth

Basic considerations

242. In view of the shortage of funds from which the under-developed countries normally suffered, it was considered essential to avoid proliferation of aid programmes in order to ensure the success of efforts to improve the present situation of children and young people. Similarly, it was thought necessary to transform the many separate projects of an experimental nature into a co-ordinated large-scale effort to change the existing conditions hampering national development. To do so, it was essential to co-ordinate the programmes carried out in the countries by the different international organizations and the agencies for bilateral co-operation. It would be desirable for such co-operation to be extended through the medium of the national development plans, which could raise local funds and act in a co-ordinating capacity. The Conference also noted with satisfaction that the International Bank for Reconstruction and Development was prepared to take an active part in social development programmes, thus giving additional impetus to the joint efforts to solve the problems of children and young people.

243. From this standpoint it was important to make the question of the needs of children and young people part of the whole common effort directed to economic development, and incorporate them in the development plans.

244. The needs of the young are manifold and relate to various sectors of economic and social planning, such as health, nutrition, social welfare services, education, employment and housing. The specific aims of these sectors relate to the whole complex of national development problems because they effect the productive process or are in line with the Government's social policy.

245. The planners should recognize the importance of a special treatment of the population group comprising children and young people, in terms of the care they need and of the training they should receive as members of the society of the future. It was agreed that since in the main children belong to a family group, such groups must therefore be one of the vehicles for much of the action to benefit children and young people.

246. The State also acts directly on this group, in a form that is parallel to the action taken by means of the family. The most obvious example is compulsory education, where legislation imposes a specific line of conduct even if the family is opposed to it.

247. Thus a number of different sectors, instruments of action, and policies converge to operate on this population group. Two main problems arise from this. The first is the analysis of the relations between these elements, for example, between education and health; income distribution policy and the ability of the family group to play its proper part in looking after and bringing up children and young people; nutrition problems in this population group and consumption and price policies, etc. The second, stemming from the analysis of these interrelations, is determining what mode of action will best ensure that the different activities and policies aiming at satisfying the needs of children and youth are consistent and compatible.

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248. This approach usually involves a new and over-all view of sectoral problems based on the consideration of this population stratum as a whole as a separate subject of the process of development planning. For instance, planned sectoral development has an impact on skilled labour requirements. Similarly, the sectoral and over-all targets and goals of a development plan are often related to the organizational and institutional problems of the public administration.

249. As the relevant indicators rise in the above-mentioned sectors, because of more rapid development, many of the requirements of the young population stratum will become easier to satisfy. But sectoral growth alone cannot be relied on for this purpose, since it must be harmonized in the light of its effect on the needs of the young. In other words, a focal point of co-ordination should be established towards which sectoral development policies concerned with children and youth, and operational methods, would all converge. This is the stage reached when planning processes have been refined and perfected.

250. This "point of co-ordination" should be established at the level of the central development planning machinery, which undoubtedly poses a wide range of problems. How much complementarity is there between the organizations specifically concerned with different problems of the young? How can the activities proper to an organization concerned with children and young people be distinguished, and how can they be co-ordinated with others? What are the financial sources for these activities? Can the funds be transferred, or are they irrevocably assigned to a specific purpose? Again, what administrative form should the necessary co-ordination take? What levels should it apply to, and what would be appropriate for the establishment of goals, the definition of policy, and the execution of programmes? The study of all these problems in terms of the needs of children and young people should follow the lines laid down by each country in the policy concerned.

251. The discussion of these ideas showed that concern for the problems of children and young people at the level of national planning systems does not imply the organization of a special new programming sector to be added to the many normally existing in the planning agencies. On the contrary, as policies for the care and training of the young are of interest to many different institutions and sectors in economic and social life, the problems relating to such policies cut horizontally right through the planning system. The novel element and importance of introducing the question of children and young people is in fact that this strengthens the trend towards a better understanding of development planning activities in relation to human welfare as a whole. Thus a development policy that includes the "poles of co-ordination" mentioned above must be based on an over-all picture of man's social needs, since this is the only way of establishing a close link between the development problem and the satisfaction of the needs of children and young people.

252. Furthermore, although the main value of redefining development objectives through the introduction of the question of children and young people is to broaden the planning experts' angles of vision by asking them to deal with detailed questions relating to the future of humanity, such problems can only be dealt with in terms of planning on the basis of strict methods and, as far as possible, quantification.

253. During the discussion it was pointed out that some shortcomings of planning in Latin America relate rather to the prerequisites for planning. These prerequisites are: (1) greater political participation by the population in planning, to enable the capitalist system to adjust to the present-day requirements; (2) wider dissemination of information to the public at all levels, with campaigns in depth as required; (3) a revision of the administrative machinery to equip it to discharge its functions efficiently - the calibre of the personnel responsible for preparing the plans is very important in this respect, constant training being necessary to achieve a high level; (4) control public sector activities through the supplementing of the national budget by some subsequent check such as performance budgeting; (5) incorporation of the private sector and the local public sector into planning, especially the latter, because it handles a large proportion of the funds available. It is also very important to co-ordinate the various individual instruments that control parts of the private sector.

254. In reply to the contention that in Latin America planning was not effectively translated into action, and there was a lack of co-ordination between budget and plans, some participants pointed to factors that limited development and restricted Government action in comparison with the advanced countries. Communications had become so rapid that the ideas of the developed countries were shaping the aspirations of the less developed peoples; for instance, they expected to have certain minimum social welfare services which the political facts of the times compelled Governments to provide if they wished to stay in power. Moreover, the public sector constituted a very small proportion of the economy - its capital formation was only 10 per cent of the total capital formation in the Latin American countries - and had to devote much of its resources to investment in infrastructure, on which the returns were hard to estimate. Consequently, there was little possibility of planning three or four years ahead, and the only alternative was to draw up an annual budget, whose effectiveness was undermined by the need to take political factors into account every year in its formulation.

255. There was no philosophy motivating the people to take part in development, nor did they seem to feel the need of one. The importance of such a philosophy was grasped by certain sectors, but only when they were personally affected (and even then not to the full), such as the fathers of children were being given an education, or wage earners who found that they were receiving more money as a result of the country's development.

256. In discussing the order of priority as between economic and social planning in Latin America, the participants agreed that the various economic, social, educational, and other fields must continue to develop independently, since the idea of planning, linked with rationalization, is not a miraculous panacea, but a fairly useful instrument that can serve human ends. Thus there is no such thing as an isolated economic activity that has no social implications. Hence in this sense it is pointless to attempt to distinguish between the economic and the social field, since economic activity cannot be regarded as an end in itself, but only as a means of permitting human development. This is why Latin America's special contribution to the concept of development should be the recognition that there can be no economic development without social development.

257. It was maintained that in Latin America planning was conceived as a means of obtaining changes in the economic and social field, and not only in the productive process. Thus, as no distinction can be made between man's nature and his function, since even work is a form of being, so economic development is merely an investment, if not a participation, in the fruits of progress.

258. University education was criticized as being cut off from the real facts of life, obliging young people to undergo a period of readjustment in their ideas after they leave the university.

259. The participants stressed the importance of increasing social mobility, so that full use could be made of the dynamic elements available at all social levels, a goal that could not be attained by economic development alone. Economic development might encourage a technocracy consisting of people from a single social group, which would tend to lead to compulsory planning, instead of the planning based on persuasion that encourages a better mobilization of the human elements.

260. Attention was also drawn to the fact that although material factors can be provided over the short term, the formation of social leaders requires many years.

The content of planning to take account of children and youth.

261. The content of planning to take account of children and youth can be outlined as follows:

(a) Although each Ministry will be preparing its plan, and it is clear that an important part of the plans of the Ministries dealing with education, health, social welfare and labour will be concerned with children and young people, yet these plans should not be prepared in isolation, since many of the provisions are complementary. If planning is approached from the standpoint of the problems of children and young people, these Ministries will need help from each other, and from other Ministries as well. Usually there is a member and a section of the planning agency concerned with the co-ordination of the social fields. But such co-ordination is not enough to cover the whole field of children's problems.

(b) Some of the most powerful means of affecting the condition of children and young people are indirect economic means. Some examples are:

At present the highest number of children is in the rural areas, where families tend to be larger. Consequently government policy on rural incomes has an important bearing on children's welfare.

The largest families are generally the poorest, and consequently, housing policy is very important for children.

Some aspects of price policy are very important for children's welfare, for example, the level of output and price of milk, or of other foods suitable for weaning children.

One of the greatest problems of youth is that the unemployment rate is usually higher than in other age groups. Some steps are being taken to approach this from the social side by giving young people a training that is in line with realistic employment prospects, but from the economic side it is also necessary to ensure adequate employment.

(c) Some of the economic provisions of a national development plan call for special training of children and young people, and protection of the family. Development means growth and change. Children and young people are the agents of change and development, as well as the beneficiaries, and should therefore be trained for this task. The planned creation of employment means new types of work (industry instead of agriculture) and new ways of living (the city instead of the country). These changes will mainly affect the rising generation. For example land reform involves colonization and irrigation, which require the training of young farmers, and industrial development regions and new towns, require the training of young workers and provision for women with young children. Some of the negative effects of industrialization may be reduced or removed by preventive action, such as the education of women for adaptation to town life. The improvement of the situation of children may provide an incentive to secure the fuller participation of the population in work aimed at a better future.

Methods of planning to take account of children and youth

262. Economists have begun to think about finding methods for the allocation of resources among competing ends in activities relating to children and young people (for example, more health services versus more schools). This leads to concern with cost/benefit ratios. As most countries do not have the statistics for sophisticated planning of this type, these matters are an important field for research.

263. Methods of national planning are now much more empirical, and the following stages can be distinguished:

(a) Reaching an agreed philosophy or point of view. This is a complex problem involving many interrelations among economic sectors as well as social sectors, and requiring both economic and social measures.

(b) Gathering and analysing information about the present situation of children and young people, and present trends. The documentation of the Conference represents a major advance in this direction, but this is a continuing task in each country.

(c) Preparing the plan from the point of view of the problems, as well as the instruments offered by the various services and Ministries, without neglecting problems that are not the direct major concern of any one Ministry. For this purpose it is important to establish priorities.

(d) Looking for rational paths of development of services within each sector, and taking account of the mutual relations among sectors, and looking for rational investment in the life cycle of a generation as it passes through infancy, pre-school age, school age and youth, the age of entry to an occupation. In this task, international comparisons will help, particularly the socio-economic profiles developed by the United Nations Bureau of Social Affairs. Account may be taken of the different stages of industrial development and levels of income of different countries.

(e) Co-ordinating the plans of the different sectors bearing on children and young people, rather than planning a special sector for them. This will permit a unified view of problems and possibilities of action, and make clear the superiority of the planning method over isolated programmes.

(f) Developing a national policy or national programme for children and young people. In its more developed form this will lay down targets to be reached within the plan period, and indicate the resources available for reaching them and the means for regular evaluation of progress.

/National Policy

National policy for children and young people

264. A national policy for the well-being of children and young people formulated within the framework of the development policy of the country should cover all children in urban and rural areas, infants, pre-school children, school children, children outside the school system and young people.

265. The content of a national policy is clearly indicated in the General Assembly's Declaration of the Rights of the Child, which was unanimously adopted in November 1959. Generally the policy should deal with two categories of needs:

- (a) Protection - measures aiming at the elimination of child mortality and morbidity, infectious diseases, poor sanitation, malnutrition and illiteracy, and at improving child welfare;
- (b) Preparation for life - this category refers to the development of the child into a productive and creative member of the labour force young people should be taught skills, and be encouraged to participate in their country's development and to become good citizens. More specifically, needs in this category pertain to education, vocational training and guidance, and employment prospects.

266. Protection of families, particularly mothers, would be an important feature of a national policy for children and young people, since families play such an important part in the child's development.

267. In addition to providing for the material needs of children and young people a national policy should include aims designed to ensure and strengthen the transmission of fundamental values to the younger generation, so that values and institutions are properly maintained, reviewed, and developed. It is obvious that children and young people play a determining role in the process of "social reproduction".

268. A national policy should contain a statement of the problems relating to the younger generation, and the expectations for achieving results through practical action programmes in given periods of time. It should call for support from the nation as a whole, that is for the participation in planning and implementing programmes of both the public and private sectors, including all kinds of non-governmental organizations, such as the church, youth camps, political parties, trade unions, farmers co-operatives, etc.

/Non-conventional measures

Non-conventional measures

269. The participants discussed the search for non-conventional methods of dealing with the problems of children and young people in the Latin American countries, and pointed out that the urgency of these problems and the shortage of resources in many countries limit the possibility of using measures based on the existence of extensive and efficient administrative machinery. The plan in itself, which is both the instrument for co-ordinating policies and the system of administrative liaison, is not capable of meeting the region's needs.

270. The estimates for the per capita distribution of the gross domestic product show that in many countries it will be hard to meet the population's needs over the short term unless imaginative and dynamic measures are taken. In fact, according to the Yearbook of National Accounts Statistics 1964, eight Latin American countries - Bolivia, Brazil, Ecuador, El Salvador, Haiti, Honduras, Nicaragua and Paraguay - now have an annual per capita income of less than 200 dollars; in five other countries - Colombia, Costa Rica, the Dominican Republic, Guatemala and Peru - the figure is between 200 and 300 dollars, and only in the other seven - Argentina, Chile, Cuba, Mexico, Panama, Uruguay and Venezuela - is it 400 dollars or over.

271. It is easy to see that many of the measures proposed to solve the basic social problems have little chance of success over the short term in the countries with the lowest levels of per capita gross product. In those countries the basic agencies normally available in the more developed countries to deal with the problems of children and young people, such as the family itself and organized social services, are not available, with their network of social relations, for even half the population.

272. Some participants referred to the successful mobilization of national interest in their respective countries in the solving of social problems, and it was generally agreed that, in adopting patterns of action to deal with the problems of children and young people, it was necessary to move on from the concept of a paternalistic State bureaucracy to the concept of a general social and dynamic process, that should be reflected in activities to benefit the young.

273. In that connexion it was stated that some Latin American countries had already succeeded - and that it would be possible to do so in nearly all of them - in enlisting the interest and practical help of the press and mass communication media, the trade unions, the armed forces, non-governmental organizations, religious groups, and above all, young people, for collective mobilization in support of campaigns for rural construction, the eradication of illiteracy, the improvement of health and hygiene, etc., with a consequent increase in opportunities for social and human participation by children and young people.

/The participation

The participation of youth in development

274. It was asserted that in the conditions that existed in Latin America it would be a mistake to contemplate any solution of the problems of young people unless their co-operation was obtained and, to some extent, the values gaining ground among the young were accepted. Past experience of the participation of youth associations in such campaigns as those listed above proves that it is possible to harness the enormous potential that youth represents for the building of a better future for the peoples of Latin America.

Research requirements

275. The participants re-emphasized the need for research in the developing countries. The lack of accurate information on the nature and extent of a number of major problems, their causes, and the best ways of dealing with them is often a handicap to effective policy and the application of social planning techniques.

276. Two kinds of research are equally necessary: research on the fundamental problems of children and young people, considered justifiable on the grounds that it supplies the much-needed basic data, and research on specific problems, deemed indispensable as a guide to future programmes.

277. A topic that was considered to be of paramount importance was the situation of young children. Stress was laid in the discussions on the enormous number of children who come from households with no father, and, hence, on the need for specific information on this point, which could be obtained through research on the family. As the process of change seems to bring about substantial modifications in the make-up and functions of the family - thus directly influencing the pre-school child - it would be useful to study such questions as income distribution that affect the family to a certain extent, and, hence, the children themselves. As it is virtually inevitable that mothers should go out to work, the results achieved by day-care facilities for children should be closely examined in order to see how they can best act as a substitute for the mother while she is at work. In many cases, it is not known whether such services do really provide a successful substitute for maternal and family care. Special importance therefore attaches to studies on the means of social contacts available to children outside their homes, since in such circumstances they have little or no access to them in their own families. A survey of group play, for instance, would be very useful in this respect.

278. The high degree of malnutrition is an indication that nutritional surveys are urgently needed. Of cardinal importance in this respect is information on the dietary habits of children in the family unit. Surveys of the kind described should also be carried out in homogeneous population groups.

/279. Among

279. Among the problems of the school-age population there are some areas that call for special attention, such as the large number of children that do not go to school and programmes for education outside the school system that can be provided by groups of young people and promoted by non-conventional methods. Attention was also drawn to important questions in the educational field that might be a suitable subject for investigation. Given the oft-mentioned process of change in Latin America, a study should be made of the possibility of drawing up a curriculum that would equip children to become useful members of the new society. Stress was also laid on the difficulties caused by the lack of pre-school training. Because of the characteristics of families in the lower-income brackets, especially in rural areas, where the parents are often illiterate and are largely unfamiliar with the basic elements of modern culture, the family environment cannot be regarded as any sort of substitute for pre-school education. Some thought should, therefore, be given to ways and means of revising primary education so as to bridge this gap in the socialization process of the child.

280. As regards the proposed research on youth, the main subject of study would be the particular way in which the socialization of young people takes place in the different countries. A knowledge of their family, educational and working environment must be obtained, and a study made of such aspects as their use of leisure and juvenile consumption. It is particularly important to find out how young people view the world in which they live; what, in other words, are their images. An enquiry into this question would be of interest to the various social groups of industrial workers, agricultural labourers, professionals and, above all, the student body. In addition, a number of topics were discussed that might be suitable for future research on young people and employment. Of the long list proposed, special mention may be made of problems relating to human resources, the possibility of absorbing the migrants from rural areas in industry and urban occupations, aptitude for and choice of work, employment of minors, etc. Many of these studies would entail inter-disciplinary co-operation on the part of a wide variety of organizations.

281. Lastly, mention was made of some general points that are highly important and therefore likely to affect the situation of children and young people in national development. One is the need for a close analysis of the way in which the different sectors of economic and social activity are interrelated. Frequent reference is made to the sectoral interaction of individual policies, programmes and their results, but no accurate information is available on what form this interaction takes. An investigation of this kind could obviously be very influential. Another question concerned the different patterns of development that emerge and the strategies proper to each one. This aspect has been studied very little, except in relation to education and vocational training, but it is generally accepted that the trends pursued by the economic and social sectors and, hence, the relationships between the sectors will be different according to the stage of development reached by the particular country concerned. An investigation should therefore be made to ascertain the strategy that is best fitted to each type of stage of development.

Part III

CONCLUSIONS AND RECOMMENDATIONS

General conclusions

282. Due attention should be paid in economic and social development plans to the needs of children and young people. The very concept of development and the scope of planning activities must be redefined in order to make express provision for human development and the aspirations of the rising generations.
283. A more systematic examination of all the questions bearing on children and youth should include an enquiry into what long-term plans implicitly expect of children and young people, since development, as a process of change, calls for new skills and attitudes in the non-adult generation. Moreover, with children and young people regarded as values in themselves, such plans ought also to take into account their social needs. In both cases, a dynamic approach would be required.
284. Development requirements cannot be satisfied simply by speeding up economic growth; social development is equally important and the two processes should be pursued in unison. There is no reason to suppose that social progress will automatically result from economic growth. Social questions need special attention, and should be dealt with independently of any economic measures that may be taken. While not discounting the importance of economic factors, the report has focussed on social aspects, since the aims of the Conference lay in the social field, and the need for economic development is too well known to require further underlining.
285. The policy envisaged is thus one of integrated development in which economic and social aspects are not merely the sum of one another, but should also be considered in terms of the close and fundamental ties between them.
286. If a policy of this kind is adopted, activities in the social field will become less concerned with providing advice and assistance and, instead of confining themselves to treating the symptoms, will strike at the root of the various social anomalies.
287. In view of the aims of regional economic integration, special attention should be paid to children and young people who are the means for translating them into practical action. Economic integration entails the adoption of a similar approach to social affairs, education and a whole host of other questions. It should take place on a footing of equality among the parties concerned, and therefore requires a policy to make this possible.

288. The work of development, which is a permanent responsibility for all the peoples of the region, should not be regarded simply and solely as a future commitment, but should make practical use for its implementation of those who represent the process of growth, namely, the younger generations. The participation of young people in the work of development will guarantee the continuity of the efforts already made to speed up the rate of progress.

289. In this way, a national policy can be evolved in which children and young people are regarded as an integral part of the development process. According to the tenets of such a policy, national and international aid should complement each other in such a way as to give first attention to the basic needs of children and youth by improving their environment and physical condition, developing their personality and economic skills, and giving them the sort of education that will equip them to take an active and creative part in life while respecting the rights of others and serving the cause of peace.

Obstacles to development that affect children and youth

290. The current factors in Latin America that are reducing the ability of the rising generations to take a more effective part in national development can be examined from two standpoints: that of the family bringing up its children and that of the social factors related to the help that society gives the family in that task.

291. As it grows up, the child needs affection, suitable conditions in which to develop physically, mentally and emotionally, employment opportunities and social acceptance. Its parents' inability to satisfy these requirements in full measure stems from the shortcomings of their own childhood (which are irremediable) and the inadequacies of the social system that provides for them, which can be improved upon. Any progress in this respect will make for less tension between the different groups, peoples, regions and countries in future.

292. An analysis of the demographic structure shows that the regional population is young, 40 to 45 per cent being under 15 years of age, and has a rapid growth rate, reaching about 3 per cent annually in many of the Latin American countries. The lower age groups thus form an increasingly large proportion of the over-all population, with the result that each economically active person has more dependents. The rate of growth gives rise to three types of problems: (a) few countries have succeeded in raising the gross national product sufficiently above the 3 per cent mark to make an appreciable improvement in the living level of families that have larger numbers of children because of the drop in mortality; (b) the inflow of capital is not large enough to create satisfactory employment opportunities in which the talents of the younger generations would be put to good use; (c) the countries' inability to expand the desired social services so as to cover all children and young people.

293. The same process of development leads to mass migration from the country to the towns, since the population exodus provoked by rural conditions is aggravated by the lure of urban life.

294. Although a certain amount of migration is necessary for industrial growth, the creation of new employment opportunities is lagging behind the influx of people from the countryside and with over-all population growth, and therefore leads to mass urban under-employment with particular adverse effects on children and young people as regards family and social life, environmental sanitation, health, nutrition, housing, social welfare services, education and vocational training.

295. The rural exodus has created problems in the towns without improving the positions in the countryside where more than half the child population of the region is still to be found and where the need to transform the existing pattern of agriculture means that a new generation of farmers had to be trained. One of the crucial aspects of the situation in rural areas is the fact that they are not integrated into the national economy.

296. In the different social sectors, the main obstacles to the improved development of the rising generations are as follows.

297. The family. The large family which acts as a protective shield is disappearing. This is all to the good when a less rigid family nucleus takes its place. But it also makes for irresponsibility on the part of the father. It is the mother, with her extremely limited prospects of earning a living, who has to provide for the children, and can no longer depend upon the support that used to be forthcoming from the family. Society must make every effort to strengthen the family and to stave off, as far as possible, the unprotected feeling which a child is apt to have when it lacks a complete family.

298. The pre-school child. This is a particularly vulnerable stage of life and one of great importance in the formation of the human personality. The care of the pre-school child has traditionally been left in the hands of the family, but as a result of the changes mentioned above, the family should be supplemented by other types of attention, and more particularly by day-care services to look after the children while their mothers are working and by pre-school education in kindergartens.

299. In the countries that have collected data, the number of children enrolled in pre-school establishments as a proportion of the total number in the same age group varies from 1 to 5 per cent.

300. In this connexion, it was suggested that it was preferable to give families financial aid to enable them to keep their children at home rather than to set up more institutions specializing in child care.

301. As it is harder to provide organized services for children in rural areas, more emphasis should be laid on information and aid programmes for the parents, particularly the mothers.

302. Health. The fact that it has not yet been possible to extend health services to the whole population affects young children in particular, mainly because of the lack of maternal and child health services, environmental sanitation and water supplies in suburban and rural areas. The progress made in providing medical attention for mothers and infants, while far from complete, has yet not been matched in regard to children, since the child mortality rate in many Latin American countries is up to twenty times as much as that of the high-income countries. In this large and vulnerable group, preventive action would avert the need for much more costly services later.

303. Food and nutrition. Malnutrition is widespread among young children; it is one of the main factors responsible for the high death rate in this age group and where it does not cause death, it can be a source of irreparable damage to physical and mental development. Weaning is the most dangerous period; the most common deficiency is that of proteins, with vitamins and minerals ranking second. In rural areas much can be done by education, and by advice on local food production and its use by the family. In suburban and urban areas the processing and marketing of low cost protein-rich foods should be promoted and, where necessary, the sale of such products subsidized. The co-operation of ministries of health agriculture, education and trade is a vital factor in this development.

304. Education. By dint of the great efforts made by the Latin American countries within the framework of the UNESCO Major Project for the Extension and Improvement of Primary Education in Latin America, enrolment in primary schools increased by about 50 per cent in the space of ten years although the goal of a complete primary education for every child has not yet been attained. The problems of repetition, retardation, dropping out and absenteeism add considerably to the cost of education and reduce the social and economic development returns on the investment. Unless the child completes at least four years of primary education, the financial and educational investment is virtually lost.

305. Major obstacles to the improvement and extension of primary education in Latin America include the persistence of traditional educational structures unsuited to a changing society; inadequate budgetary provision for primary education, resulting in extremely low salaries for teachers and an almost complete lack of teaching materials; a large number of primary schools not providing the full cycle; inadequate teacher training, particularly in rural areas; overcrowded classrooms and the shortened school day.

306. In order to solve these problems, institutional obstacles and other barriers outside the formal educational system will have to be overcome. In the case of the latter the co-operation of various Ministries and services will be needed. It is important in primary education and even more so in secondary education to forge closer bonds between the curricula and school structure, on the one hand, and on the other the different needs of a developing society, and, in particular, the occupational structure as visualized in the development plan.

307. The fact that large population groups will be unable to benefit from the formal school system in the years to come means that other solutions should be envisaged such as night schools, correspondence courses, teaching by radio and television and by youth corps, university students, the armed forces, trade unions, etc.

308. Youth and employment. Modernizing economies face two manpower problems simultaneously: the shortage of people with economically strategic skills and the vast surplus of unproductive labour. This situation is partly due to the growing number of young people seeking employment, and partly to the limited education and training they are given before entering the labour market. It is estimated that a substantial proportion of the workers in the 15-19 age bracket are school drop outs, and most of them have not had more than three years of primary schooling. Moreover, the absolute number of young people who are illiterate continues to increase.

309. Vocational and technical training for the few young people who reach the necessary level is, on the whole, unsatisfactory; courses are too long; curricula are not always geared to industrial, agricultural and social needs; facilities are few and far between; and students receive little vocational guidance. There is also a general dearth of employment services to help young people find jobs.

310. Consequently, programmes and measures should be undertaken to improve the current quality of education. It was proposed that schools should provide vocational guidance services for children and adolescents, in close co-operation with employment services. It was also pointed out that it would be desirable to organize intensive low-cost courses for training large numbers of young people, possibly with the collaboration of the enterprises themselves.

311. Child labour accounts for 2 to 11 per cent of the economically active population in the different countries. The aforementioned measures for extending school attendance represent some of the practical ways in which this problem can be approached.

312. Within the context of each country's over-all employment policy, due importance should be attached to the creation of employment opportunities for young people. Among the suggestions made by the participants for tackling this question were land reform, the creation of urban centres midway in size between rural communities and the big towns, the adaptation of modern technology to the conditions prevailing in Latin America and, in particular, the choice of the optimum combination of the available capital and labour when new enterprises are set up.

313. Legal protection. In most countries there are detailed laws for the protection of children, young people and mothers. The immediate need is to create the conditions in which the existing legislation can be applied, although it may be necessary to enact stronger laws to ensure that fathers discharge their responsibilities. More trained personnel are required for

the legal work of protecting minors. Many countries are felt to be lacking in the institutions needed for implementing the existing legislation, including rehabilitation centres for dealing with vice of different kinds, prostitution and juvenile delinquents.

National policy in relation to children and youth

314. Each country should frame a national policy with respect to children and youth as part of its economic and social development.

315. The policy should cover all children in both urban and rural areas, i.e. infants, children at the pre-school and school levels, those of school age who do not go to school, and young people. It should also apply to handicapped children,

316. A policy of this kind should aim at meeting requirements in the following fields:

- (a) Protection - measures aiming at the reduction of child mortality and morbidity; the elimination of communicable diseases, poor sanitary conditions malnutrition and illiteracy, and the general improvement of conditions for children.
- (b) Preparation for living - the development of the child into a useful and constructive member of society. Here the need is for education, vocational guidance and training and good employment prospects.

317. Protection of the family, and especially of the mother, should be one of the main features of a national policy for children and youth, since the family plays a highly important part in the child's development.

318. Apart from providing for the material needs of children and young people, the policy in question should aim at consolidating and strengthening the fundamental values of society for the rising generations, inspired by a profound understanding of their needs and a sense of universal brotherhood.

319. A national policy of this kind should state the principal problems that confront the younger generations and the prospects of obtaining results within a certain space of time. It should enlist the support of the whole nation, that is, of the public and private sectors alike.

320. As regards population policy, it was agreed that this should be formulated with the best interests of the family in mind so as to provide for the needs of children and young people. A policy of this kind depends on the complex of problems in each country, and should not be regarded as a substitute for the driving force needed in national development processes.

Methods of planning

321. The problems connected with children and youth in national development, and the measures and efforts to solve them, have a bearing on several social and economic sectors. In view of this, the Conference considered that the needs of children and young people could be met without establishing a special sector for that purpose in national planning systems. On the contrary, the problems associated with them cut across the different planning sectors, and some sort of co-ordinating machinery should be set up as part of the plan to ensure that the programmes carried out by the different Ministries, departments and services are directed towards a common goal. Planning groups should also launch programmes and policies to meet the needs of children and young people who are outside the existing system of administration, as, for instance, those not going to school.

322. In the formulation and application of plans and policies concerned with young people, their substance will naturally be decided by the Governments concerned.

323. Whatever the particular stage of development reached by a country, it is recommended that regular and systematic assessments be made of the situation of children and youth, in order to single out the key problems, evaluate the results of previous action and choose the areas in which development efforts should rationally be concentrated. With the aid of an appraisal of this kind, the countries can see how far their policy objectives in this field have been attained.

324. Apart from inter-ministerial co-ordination of sectoral children and youth programmes, balanced progress in the protection of children and their preparation for adult life requires that more importance should be attached to the planning of related aspects in the agencies and Ministries where such procedures have not yet become a matter of routine. Thus, planning units have been set up in health and education. As this practice is extended to other activities, it will become possible to provide on a co-ordinated basis, the special care that children and young people require.

325. Some of the most effective ways in which to influence the situation of children and young people are the indirect measures, many of them of an economic nature, which conduce to better living conditions for the family. Examples of these are income redistribution, family allowances, food price policies and, first and foremost, the creation of new employment opportunities. In addition, an endeavour should be made to mobilize the groups and movements, whether public or private, that are concerned with filling the gaps in the care of children and young people. In this respect, it is recommended that campaigns to improve the material and cultural conditions in which children and young people are living should make use of youth groups, mass communication media, and organized bodies such as trade unions, religious denominations and the armed forces.

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326. Lastly, special quantitative and qualitative data have to be collected and processed for the preparation and execution of development plans that pay due heed to children and youth. However, the fact that such information may not be available should not be used as a pretext for postponing action. As possible guidelines for such action, the following measures are suggested: the removal of the glaring inequalities in the educational system, the elimination of bottlenecks in each country, the choice of simple rather than complicated programmes; the establishment or improvement of services to complement those already in existence; selection of low-cost programmes; and, lastly, mass campaigns to reach the majority of children and young people.

Training

327. The training of staff for the planning, organization, application and evaluation of programmes for children and young people should be one of the first points to be given attention.

328. The training courses on the problems of children and youth provided by the Latin American Institute for Economic and Social Planning and by other United Nations bodies may well be strengthened and greater use made of national institutions and universities.

Research

329. The improvement of plans of action requires systematic research on economics, social affairs, teaching, vocational training and statistics. The present report makes a number of suggestions on possible lines of work which, while not exhaustive, are sufficient to prevent the wrong methods from being used to deal with the evils that must be remedied or eradicated. Basic research is needed, together with field experiments whose validity would be tested by practical means. Organizations, universities and institutes working in the region are asked to explore the possibility of helping to bridge the gap in research on children and young people.

International organizations and external co-operation

330. The organizations that had sponsored and collaborated in the Conference were requested to make a concerted effort to help the countries to strengthen their national development programmes in all matters bearing upon children and youth. It was hoped that they would co-operate in personnel training, research, the provision of advisory services in planning and in the execution of programmes forming part of national development plans. The fact that international banks are making larger investments in social programmes was welcomed.

331. It was recommended that the planning commission or equivalent body should, with the approval of the Government, act as a liaison office for the external co-operation extended to each country.

332. The bilateral, international and non-governmental organizations co-operating with the Latin American countries were asked to consider the desirability of granting high priority to requirements and possible action in respect of children and youth.

ANNEXES

Annex I

ADDRESS DELIVERED BY MR. EDUARDO FREI, PRESIDENT OF THE REPUBLIC OF CHILE,
AT THE INAUGURAL MEETING OF THE CONFERENCE

It is an honour for the Government and the people of Chile that our country should be the venue for the Latin American Conference on Children and Youth in National Development, in which such leading experts and distinguished representatives of the Latin American countries are participating. In greeting and welcoming them I should like to assure them of the great interest with which we shall await the results of their proceedings.

The Conference is sponsored by international agencies which enjoy world-wide and well-founded prestige. Since the United Nations Children's Fund came into existence nineteen years ago, it has more than lived up to expectations. The Government of Chile once again offers its sympathy and encouragement to UNICEF and its work, and takes the present opportunity of expressing its gratitude to that agency as well as to the Latin American Institute for Economic and Social Planning and to the Economic Commission for Latin America.

We believe that the time has come when the problems and requirements of children and youth must be considered in relation to development programming. In Latin America development has become a crying need. Its objectives can be described or quantified in terms of average per capita income, industrial and agricultural production, ratios between the number of inhabitants and the number of medical practitioners, schools, housing units, highways and so forth, or other familiar indicators. But the basic essential is still the Latin American peoples' realization of their present position, and their will to assume responsibility for their own destiny. This self-awareness is the starting-point for the mobilization of their creative energies. The process of economic growth will inevitably force us to cope with certain universal developments. The introduction of the more advanced technologies into the Latin American countries is one of the questions that must be tackled quickly and on a broad front. This gives rise to cultural, social and economic problems which we shall have to solve if we are not to linger on the fringes of progress or become a society which, although more prosperous is equally dependent upon factors beyond its control.

Urbanization is another of the characteristic by-products of development, which affects the organization of the family, the pattern of everyday life, community relationships, communications and even recreational activities.

Moreover, in developed societies the expansion of production brings into being a mass consumer demand which is at once the effect of the process and a requisite for its continuity.

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I have adduced these factors as evidence that in the future it will be of no use to train good workers unless they are also good citizens, capable of understanding the changes and adjustments required for the more satisfactory development of the society to which they belong; nor will it suffice to bring up good citizens, imbued with high ideals and liberal sentiments, if we do not give them the material conditions and the knowledge they need in order to rise above their present level and found their freedom on the suppression of poverty, ignorance and injustice.

Latin America has vast natural resources at its disposal. Financial resources, although in short supply, can be obtained. But neither will be turned to account if the trained men that can organize and apply them are wanting. We must make the necessary effort to build up the cadres of scientists, professionals, technicians and skilled workers without whom there can be no development, in the fullest sense of the term, since it is conditional upon the quality of the human resources available.

One of the features that mark the distinction between a highly-developed and an under-developed society is that the latter has not enough trained manpower, at each of the various levels of knowledge and skill, for the efficient performance of those complex and manifold tasks which characterize a dynamic modern community with a high standard of living.

Furthermore, economic development is indissociable from social development.

The participation of the people as a whole in development activities seems to be a sine qua non, if national development is really envisaged as a new expression of liberty and social justice.

The world population explosion, as reflected in the striking expansion of the younger age groups, in the Latin American countries, constitutes a forcible reminder that the incorporation of their peoples in the process of constructing a new society depends in essence on the rising generations. They must be brought up to take the risks and accept the responsibilities implicit in the launching of national development activities in all fields: in economic affairs, in production, in the organization of the community, in the establishment of new cultural patterns which will breed a modern attitude of mind, adapted to the changing conditions of our civilization.

Another point to remember is that national development plans cannot set up short-term targets only; it is over the medium term that today's planning efforts are likely to produce their most radical effects. Viewed from this angle, the provision of child care services and of incentives for young people can be seen to represent the preparation of the beneficiaries and the protagonists of the society we are building up.

Latin America's destiny is thus indismissably linked to the education of its children and youth. And that education - herein lies the root of the matter - must have a moral content, without which no solid basis for action can exist.

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It is by their virtues that the younger generations will be sustained: not by their passions, and often not even by knowledge alone.

In Chile's case, 50.5 per cent of the population is under 21 years of age, and 30.4 per cent falls within the 10-24 age group. The situation is much the same throughout the region, and might indeed be described as its characteristic feature. Latin America is young not only in a historical but also in a biological sense. This is its distinguishing mark, and may represent its great creative opportunity. We are witnessing a social phenomenon of tremendous significance for the future of mankind.

In order to deal with it, we must understand the paramount importance of the family's role in the education and upbringing of children and adolescents. This is why we urge the need to strengthen the family, protect it and equip it to bring up its children properly. No one can take the place of the family in this respect. But alongside it, the nation as a whole has a highly responsible part to play in caring for the rising generations and giving them their chance of self-development.

At this point I should like to stress what we regard as some of the basic lines to be pursued by State action on behalf of children and youth.

The first essential is the conviction that such action must be consonant with respect for human rights and the liberty of the individual.

Our aim is to bring up free citizens capable of adding to our spiritual and material wealth and of entering voluntarily and wholeheartedly into community life. We want to educate our children for peace and mutual understanding, not for the hatred that can only destroy, we want to implant in them a deep-rooted sense of justice which will induce them to shun selfishness and individualism. Accordingly, we repudiate the use of State machinery to exercise control over the minds of children and youth.

State action should be designed to benefit all children and young people without exception, and should be devoid of political, religious, social or any other sort of discrimination.

It should help young people to promote their own organizations, and should genuinely honour their independence. Our intention is to benefit youth, not to take advantage of it.

Secondly, a national feeling of respect for the rights of children and youth must be created. It is the duty of the State to promote this community sentiment and to seek the co-operation of educators, parents, women, youth organizations themselves, in ensuring that our children and young people are really given the continuing care and affection they need.

Teachers have a vitally important role to play. In the Latin American countries they are in the vanguard of culture and humanism. They are not only called upon to impart knowledge; they often have to make up

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for the deficiencies of the social environment, where families have been broken up, or where children come from groups whose cultural and economic levels are very low; and they undertake the promotion of all sorts of community enterprises.

Next, it is essential to take the needs of children and youth into consideration in national planning. The very fact that the present Conference is being held exempts me from dwelling further on this point.

In addition, we would strongly advocate the formulation of a national plan for children and youth. Such a plan would have to comprise the objectives which the State hoped to attain for the benefit of children and young people within a given period of time; the measures it would adopt to that end, their programming, and the resources to be allocated to them, the role assigned to the various public services, and the part that families, teachers, private associations would be expected to play; and, in general, all the instruments that would be used to secure a better upbringing for the younger generations.

Obviously, this would be an integral part of the National Development Plan.

The nation would thus be given a clearer idea of the objectives pursued and a more powerful incentive to muster its energies in the cause of our children's and young people's welfare; and the latter would be able to find out in advance what opportunities their country would offer them and what it would require of them in their turn.

Since my Government assumed office, it has taken decided action on behalf of the children and youth of Chile, which has met with a widespread response and has enlisted the active support of the people as a whole.

We have set ourselves to provide primary education for all the children of Chile. In a year we have built 5,712 classrooms, signifying 1,461 State schools. The total number of such schools existing in 1964 was 4,689, which means that in a single year it has risen by 33 per cent; and in terms of square metres of floor space, the average annual rate of school building has increased by 192 per cent. At the same time, attention has been turned to the training of the teachers required for the new pupils. In the current year, 5,000 teaching posts have been established which implies a 200-per-cent improvement upon the previous annual average of 1,600. The ultimate aim - that of providing enrolment opportunities - has been abundantly fulfilled, since the number of pupils has risen to 1,525,000, which means that at the present time the primary school attendance rate is 90 per cent.

The increment in enrolment in secondary education reached 30 per cent in 1965 - an all-time record for Chile. In evening classes and night schools at this level, enrolment increased by 300 per cent in relation to the preceding year's figure, with the establishment of 38 new secondary schools.

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We have pledged ourselves to democratize access to the educational system, or, in other words, to make it possible for any Chilean child to attain the highest levels of education, with no other conditioning factor than its own ability and application.

In 1965 the Junta Nacional de Auxilio Escolar y Becas has provided 762,600 school breakfasts daily, and 327,900 lunches, for pupils in non-fee-charging State and private educational establishments. It has also granted 17,765 scholarships at the secondary level, and 2,015 study loans to university students. Within the next five years the activities of this agency will have definitely laid the foundations of a permanent system that in practice will guarantee equality of educational opportunities.

We shall shortly be announcing the Educational Reform.

In the field of public health, high priority is accorded to maternal and child care, since despite the steady efforts made during the last ten years, Chile has witnessed the persistence of high rates of maternal and infant mortality - 2.8 per mil and 105.3 per mil respectively.

The legal, economic and social strengthening of the family unit is one of the primary guiding principles underlying this programme.

Welfare services for mothers will include the establishment of systems designed to promote education for marriage and to ensure that motherhood is desired and its responsibilities understood and accepted.

A plan for the integration of teaching on the subject of public health has already been put into operation in teacher training schools, and health education has also been intensified through community centres. The amounts of milk distributed to mothers and children have increased in 1965 by almost 400 per cent and by 76.4 per cent, respectively, in relation to the previous year. As I mentioned before, children's diet continues to be supplemented throughout their school life.

Special attention has been devoted by the Government to children and young people in irregular circumstances. In 1965 the economic resources available were three times as great as in 1964, so that it was possible to look after 18,000 children whose situation was abnormal. A bill that is about to be submitted to Congress will grant facilities and resources for an over-all effort to solve this problem.

The housing shortage seriously affects families and children, as well as young people wanting to set up homes of their own. Work has begun on more than twice as many housing units as in 1964. Under the Government's plans, community centres, children's playgrounds and facilities for sports and games are in process of construction or installation; and youth centres are to be built and equipped both in urban and rural areas.

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An object of particular interest has been the social security system in so far as it directly affects the care and welfare of the family. The pre-natal allowance has been extended to cover the nine months of pregnancy, and the value of worker's family allowances has been considerably increased.

As regards training for economically active life, its close relationship with the educational process concerns the whole population, but especially young people. We have decided to strengthen the apprenticeship system so that it can be extended throughout the country in conditions which will offer workers facilities and incentives for the development of their aptitudes. This national apprenticeship system, in conjunction with adult education, may come to constitute a veritable worker's university which will benefit an enormous number of young people.

As we have already pointed out, the agrarian reform, now under discussion in Congress, involves, together with its economic aims, the possibility of a social development process whereby the situation of thousands of Chileans will be changed for the better. Obviously, this will be of great significance for our plans on behalf of children and youth, and we are preparing combined action which will enable the younger age groups in rural areas to be effectively incorporated into the national community.

There is another point I should like to make. In the course of the present century, a great many youth associations have sprung up, which constitute by their number and varied range of activities, a new phenomenon, characteristic of our time. The weakening of home ties, the inability of formal education to keep pace with the changes occurring in the world of today, have encouraged the development of other instruments, forged in many instances by young people themselves, which afford them means of self-expression or bring them into direct contact with youth problems, to whose solution they try to contribute on their own account.

The emergence of these youth organizations and movements may prove to be of vital importance. Both among students and among young industrial and agricultural workers there is awareness that in face of their common problems they must present a united and well-organized front.

Young people's use of leisure is also an essential factor from the educational standpoint.

Young people's need to understand the world in which they live is not completely satisfied either at home or in school. The activities with which they fill their free time and which have come to be known as "out-of-school activities", have acquired exceptional importance. The influence exerted by this supplementary form of education has not yet been properly grasped in Latin America.

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The fact that such activities take place in youth organizations has a number of implications which are favourable to genuine self-expression. Since it is the young people themselves who organize and direct these associations, and membership is voluntary, or, in other words, free, their programmes are bound to keep permanently in line with the real wishes and needs of youth.

Governments which endeavour to satisfy these legitimate requirements will find in youth an incomparable driving force and a generous readiness to back the cause of national development. Young people in Chile - workers, students, country lads and town-dwellers - have built schools, opened up highways, laid out parks and public squares, and started training for reafforestation work, taking part as volunteers in a public-spirited effort which is an object-lesson for those who harbour doubts or expect everything to be handed to them on a platter.

This is not surprising, for it is not enough to give young people material things; they must be afforded the opportunity of building their own world and joining in major undertakings which they help to direct. Our "Revolution in Liberty" programme is not merely a political platform: it is a summons to the people in general - and avowedly to the young in particular - to fight for the overthrow of poverty, under-development and ignorance. All, without exception, are called upon to play their part in this tremendous battle for the future, perhaps the greatest waged by Chile in the present century.

I would add, however, that there is yet another major task: the major task of the existing younger generation. It is not merely a matter of what is going on in Chile, but a challenge at the regional level: a voice crying out of the depths of history for the integration of Latin America. This is an idea that can vindicate the lifework of a whole generation. It is an idea and a mission that must stand or fall according to the will of those who are the region's children and youth today.

It was the minds and hearts of young men that hammered out our national independence. Bolivar was only 29 years old when he embarked upon his epic career. Now as then, young men can shape the destiny of Latin America as one nation.

In conclusion I would repeat, here in the seat of our Legislature, our congratulations to the agencies who have sponsored this Conference, for they are in a position to explore and open up new avenues which are the object of keen interest among the peoples of Latin America.

Annex II

ADDRESS DELIVERED BY MR. E. SANTOS MENDOZA
AT THE OPENING MEETING

It is at once a great and undeserved honour to address you here at the kind invitation of the international organizations that are sponsoring the first Latin American Conference on Children and Youth in National Development.

Regrettably, ill health has prevented our distinguished Chairman, Mr. Adolfo López Mateos, from being present; therefore, it falls to me, as Vice-Chairman, to represent him at this opening meeting. As a Venezuelan, I shall be in a position not only to attend to the technical work involved by the Conference but also to discharge certain duties stemming from my affection and admiration for this noble country, which is linked to ours by deep-rooted blood and spiritual ties as symbolized by Don Andrés Bello.

This Conference, which has been convened by UNICEF, ECLA and the Latin American Institute for Economic and Social Planning, is of transcendental importance for the future of America's children and youth. Since it is being held in this propitious place, nothing could be more fitting than to invoke Don Andrés Bello, he who did so much for children and youth in this continent. It is therefore under the shelter and guidance of his ideas that we are preparing to tackle the task before us on their behalf in the hope of achieving fruitful results and thus ushering in a new dawn.

I wish to stress the underlying intention of the international agencies - UNICEF, ECLA and the Latin American Institute for Economic and Social Planning - in convening this Conference, and at the same time to explain the meaningful part played by each - the first as an agency providing assistance and guidance, and the other two as instruments in the field of economic development and planning -, because this is the first time in Latin America's development planning efforts that an attempt has been made to bring into focus the rightful position of children and youth as vital factors in promoting our countries' development.

It is true that many congresses, conferences and seminars have had occasion to consider the problems of children and youth, but their results have not always been far-reaching or the object of primary concern to Government or social institutions in the public or private sector.

By contrast, this Conference constitutes a new departure. Besides being an inter-governmental meeting, its aim is not merely to arouse the

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the interest of the Governments represented here but to encourage them to put into practice guiding principles which, within the dynamics of balanced development, will make it possible to determine the true and rightful place of children and youth in the major enterprise of national development, inasmuch as a development process is dependent upon the human factor and its final objective is attained by mankind and for mankind.

The Conference has been divided into two parts, and will last two weeks in all. The first part will comprise a review and analysis of the needs and problems affecting Latin American children and youth, and consideration will be given to the various measures aimed at meeting those needs. In the second part the participants will discuss the strategy to be applied in order to ensure the more efficient implementation of the various policies and programmes, the position of children and youth in development and the five special case studies submitted.

Although it would be out of place to discuss in detail the content of the various working documents since to do so would be to anticipate the essential work of the Conference, I cannot but commend the efforts of the sponsoring agencies in prevailing upon the participating Governments, imbued as these are with the aims pursued, to contribute accurate, objective and realistic reports on the situation in their own countries, which will enable the experts, if not to produce a cascade of resolutions, at any rate to establish such premises and conclusions as will serve as a basis for subsequently drawing up broad lines for their development.

Nevertheless, it is imperative that we should indicate here and now what we consider the major problems affecting Latin America's children and youth, namely, the social problems of the family and of its most vulnerable component, the child.

The Latin American countries are undergoing significant qualitative and quantitative changes, which are taking place at a breath-taking speed and have even given rise to conflicts in many countries. Within this order of ideas, the questions that stand out are the population growth; the particular position of Latin American families; the deficit in the field of public health and the ravages caused by hunger; education and the vocational training of young people; the critical situation in regard to ethical values; the concept of nationality; religion and a spirit of solidarity, which are sometimes absent in juvenile communities in the region.

The demographic growth of the Latin American peoples, which has become a commonplace, is responsible for a social phenomenon that frequently jeopardizes their social, political and economic stability. When the population grows faster than resources, conflicts are produced and, if the now commonly accepted term "population explosion" is applicable to situations where over 35 per cent of the inhabitants are

/under fifteen

under fifteen years of age, how would we describe the situation in some of our own countries where this age group represents over 45 per cent of the total population? This clearly shows that it is imperative to devise a development planning policy that will duly consider the effects of the existing position with a view to harnessing the mighty surge of humanity that today threatens to sweep away the dam erected on the shifting sands of a misguided, short-sighted policy.

As regards the Latin American family, we know that, dispensing with all theorizing, it is far from being the subject of properly exhaustive and poly-dimensional studies; therefore, we should speak not of a family but rather of Latin American families. However, on the basis of certain indicators it is possible tentatively to assess its instability as a primary nucleus, its weak economic capacity as a production unit, its meagre capabilities as a consumption unit and the scant protection it offers as a unit of security. In fact, let us frankly face up to the fact that in a large part of the region the family is represented by very primitive units, half the children are born of consensual unions, a high proportion of the children and young people come from incomplete homes from which the father image has disappeared and where the mother became a mother while still an adolescent, to the point where 25 per cent of the unmarried mothers became mothers before they were twenty years of age. Such a state of affairs requires a firm, wise and decisive policy that will bring influence to bear on the primary nucleus and produce children and young people who will be fit to take their proper place in the national development process.

The results of this Conference should lead to practical conclusion on how to strengthen family ties and facilitate the transition from the large united family to the smaller modern family nucleus.

The many health and nutrition problems affecting the development of children and young people will be discussed, in conjunction with the measures designed to solve them through planning. Although most countries have made considerable headway in this field, many problems still persist. Every year thousands of children die as a result of malnutrition, infectious diseases and insanitary conditions. If no attention is paid to these problems, young men and women affected by them as children will be unable to make an effective contribution to production. How can these problems be tackled through national development? On what lines should the countries of the region plan co-ordinated services for the prevention of diseases and the progressive extension of maternal and child health care? These are questions to which answers will have to be found.

Under-nutrition and diet problems are vitally important for children of all ages, but especially for those of pre-school age, when protein requirements are particularly high. Under-nutrition during the period of growth can do permanent harm which is reflected in a person's height, strength, vitality, and even intelligence. The discussions of these subjects should focus on the attention that should be given to

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the careful co-ordination of a planned food policy and to nutrition programmes that would be concerned primarily with children's needs in each individual country as part of the general development efforts.

One of the functions of education is to train the child for a productive life, so that it will be able to contribute to its country's development. The economic systems existing in the present-day world require that those participating in the development process should have understanding and the ability to communicate their ideas, a clear comprehension of human relationships and adequate reasoning powers. Modern economic activities also call for all kinds of skills. Accordingly, the targets of educational and vocational training plans included in national development programmes should be consistent with population policy, the needs in respect of human potential, the training of administrative and supervisory personnel, and nutrition and health education. One of the most serious problems in Latin America is the high proportion of dropping-out in primary school. Educational plans should include measures aimed at meeting the needs of children and young people who have never attended school or who have left before completing their education.

The planning and development of a network of vocational training centres, combined with all the educational facilities concerned, should be closely bound up with the employment opportunities existing in specific areas. The studies that have been carried out on employment opportunities for youth in Latin America reveal an alarming situation in which the level of unemployment and under-employment constitutes an extremely serious problem. The Conference should consider both educational and training problems and the means of creating employment opportunities for young people.

Several countries of the region have enacted laws protecting the welfare and development of children and youth. These laws may for example cover, school attendance, and working conditions and hours for children, young people and adults. It will be useful for all the participants to see the different approaches adopted by the various countries in providing legal protection for the younger generations. Ways and means for improving these laws and the methods for implementing them will be one of the topics discussed.

At a later stage, the Conference will focus attention on the ways in which a number of Latin American countries have considered the problems of children and youth in their development plans. The discussion will centre on some of the procedures followed in planning for young people, as follows:

- (a) The careful evaluation of the needs of children and youth;
- (b) An analysis of development plans in order to make sure of the required human potential and to plan future action in the sphere of education and training;

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- (c) The adoption of a list of priorities among the problems affecting children, as consistent with the country's over-all development efforts;
- (d) The preparation and formulation of a national policy embracing the needs of children and youth;
- (e) The organization of specific aspects of planning for children, such as inter-ministerial co-operation in the execution of projects.

The Conference will also have to consider some of the practical difficulties likely to be encountered in planning for children and youth; for example, the lack of quantitative data on children's needs, or certain administrative difficulties such as that of finding adequate services for children and young people in the smaller population centres. A common problem in the rural areas is the difficulty of recruiting properly trained personnel to fill the relevant posts. Another is to determine the necessary priority in relation to children's needs. A problem might derive from the conflict between the desire to extend these services as far as possible consistent with existing resources and the need to maintain a proper level of efficiency.

The Conference hopes to reach some basic conclusions on how to promote the development of children and young people so that they will constitute the human potential of the future and co-operate in the national development process. The Conference will formulate practical conclusions as a guide to the participants, so that when they return to their own countries they can initiate effective action for the benefit of children. This might have the effect of enabling development planners to start devoting greater attention to the coming generation's needs through the allocation of adequate resources for its development.

After hearing the President of Chile's impressive opening address, in which he advocates that young children should be trained in ideals of service, that a proper understanding of children's needs should be sought and that the measures involved in satisfying those needs should be related to a clearly-defined objective, I should like to express to him the gratitude of the sponsoring agencies and to consider the promises it holds out for the well-being of Chilean children as a good augury for the results of the Conference, since it is our desire to secure the same opportunities for the rest of the children of the region. I should also like to take this opportunity to welcome the representatives of the Latin American countries attending the Conference, the experts from international agencies, the members of the United Nations family and all those who have come to this meeting with the express intention of offering a contribution of the cause of peace and solidarity, whose generosity does them credit and unquestionably merits the gratitude of the sponsoring agencies whose resolute efforts resulted in this first Latin American Conference on Children and Youth in National Development.

Annex III

Opening statement by Mr. Henry R. Labouisse, Executive Director of UNICEF
in the inaugural session celebrated on 29 November, 1965

1. On behalf of the sponsoring organizations and co-operating united agencies, I should like to welcome all of you to this, the First Regional Conference on Children and Youth in National Development.
2. I know that I speak for everyone here when I express to H.E. President Frei our deep appreciation for opening the inaugural session. President Frei's remarks this morning clearly outlined the main theme of this Conference. I should also like to extend our warm thanks to the Government of Chile for its hospitality in receiving us and to the President of the Senate for enabling us to hold the inaugural session here in the Salon de Honor of the National Congress.
3. We deeply regret that Licenciado Lopez Mateos is not with us during our inaugural session. This eminent past-president of The Republic of Mexico accepted the Chairmanship of the Conference with a great sense of responsibility and enthusiasm when he was invited to occupy this post by the three sponsoring organizations.

Unfortunate and unexpected illness prevents his being here today. We all hope that he will quickly recover his health, and that he will be able to join us before the closing of our working sessions.

The fact that the Vice-Chairman of the Conference for the first week, Dr. Espiritu Santo de Mendoza, distinguished pediatrician and educator of Venezuela, was so thoroughly involved with the aims and preparation of this Conference, has allowed us to open the sessions under the best auspices for the fulfilment of its goals. We are indeed fortunate and grateful that we shall have him to guide us.

4. This Conference has been convened to consider the problems of children and youth in Latin America, and how these problems can be more effectively taken account of in development plans and programmes. The place of children in development plans has both economic and social aspects, and, therefore, among the participants here today are planners, administrators, and financial authorities, as well as people whose interests are more directly and specifically related to children's problems.

/Children as

Children as future human resources

5. Traditionally, efforts to improve the well-being of children have stemmed mainly from a humanitarian concern for the deprived and handicapped. Increasingly in recent years, however, a broader view has been taken. The new element added in looking at children's problems concerns the development of the child in relation to the economic and social development of the country.

6. We now speak of the development of "human resources", in contrast to natural or physical resources. By this, we mean the process of increasing the knowledge, the skills, and the capacity of all people in a society. In economic terms it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, it prepares people for adult participation in political processes. From the social point of view, the development of human resources helps people to lead fuller and richer lives.

7. Until fairly recently, attention was focused on capital investment and on higher education and training, but not enough on the development of the child. One serious matter, partly attributable to this neglect, is that most modernizing economies are now confronted simultaneously with two persistent manpower problems: a shortage of persons with critical skills, and a surplus of unproductive labour. Some countries in the region are experiencing rapid growth in population size. It is not merely the increasing number of people which may constitute an obstacle to development, but rather the increasing number of unproductive people. Therefore one of the basic tasks in developing countries is the transformation of the population into a productive manpower resource.

8. But to further this task of transformation and lay a proper foundation for all subsequent development, we must start with the child. The thoroughgoing preparation of the oncoming generation as productive adults and constructive citizens requires very substantial expenditure by the family, as well as public investment in health, nutrition, welfare, education and training. All of those aspects are inter-related in the child's total development and consequently cannot be neglected.

9. We must not, however, think of human resource development entirely in economic terms. Investment in the development of human beings is quite different, say, from investment in physical capital. Better health, or education, in addition to increasing output, are desirable in themselves. The development of human beings is a means to development, and, at the same time, the primary goal of development.

/The sponsors

The sponsors of the conference

10. The purposes of the Conference make it clear why this Conference is sponsored by ECLA, the Latin American Institute for Economic and Social Planning and UNICEF. The Economic Commission is deeply concerned with the problems of preparation and execution of national development plans in countries of the region. The Institute is responsible for training development planners, for undertaking research on issues crucial to development, and for advisory services to governments.

11. UNICEF, as an operational agency, is concerned that its assistance is directed to the priority needs of children and it considers that this can best be achieved through adequate development planning. As you know, this Conference is held in co-operation with the UN Department of Economic and Social Affairs, ILO, FAO, UNESCO, WHO and the IBRD, all of whom are deeply interested in the problems of children and youth in their respective fields, and work closely with ECLA, the Institute and UNICEF.

12. We are, of course, mindful of the fact that each country will chart its own course with respect to the place of children and youth in its development programmes. Our purpose is to be as helpful as possible.

Evolution of UNICEF

13. UNICEF's role within the United Nations family is to co-operate with countries in practical programmes to protect their children and youth, and to prepare them for useful and productive lives. UNICEF was established by the United Nations General Assembly in 1946 for the benefit of children and adolescents in war devastated countries. Help was given mainly in the form of food and other emergency relief supplies.

14. With the recovery of Europe, the General Assembly in 1950 directed UNICEF to turn its attention from emergency to long-term needs of children in developing countries. During the fifties UNICEF's co-operation spread out of Europe to Asia, the Eastern Mediterranean, Latin America and Africa. The principal emphasis during this period was assistance to governments in the establishment or expansion of basic health services, in the eradication or control of such diseases as yaws, tuberculosis, malaria and trachoma, in better nutrition and in social services.

15. In 1961 UNICEF took note of the growing realization of the importance of doing more to prepare children and young people to contribute in later life to the development of their countries. Accordingly UNICEF broadened the scope of its co-operation to include aid for programmes in the fields of social welfare, education and vocational training as well as for health and nutrition wherever these were important problems to children.

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16. That we are indeed a co-operative enterprise is, I think, well illustrated in the fact that UNICEF aids projects in 118 countries or territories and receives contributions from 121. Most of the countries where we assist projects also contribute to our budget. These funds are used primarily for supplies and equipment from abroad and for certain local costs such as stipends for training that the local government is temporarily unable to provide. But, in addition, we have calculated that on the average for each dollar UNICEF spends on a project, the country administering the project spends around two dollars and a half (\$2.50).

17. In the early sixties it was realized that this co-operative endeavour - and more broadly, all efforts on behalf of children - could be more effective if development planners could give a higher priority to children's programmes in development planning. In 1962 the General Assembly declared that, where national plans exist or are in the course of preparation, provisions should be made to take account of the needs of children. The UNICEF Executive Board then decided that UNICEF should enter into closer co-operation with the United Nations Economic Commissions and Institutes in each region, especially in relation to their growing training and advisory services in national development planning. In 1963 and 1964 the UNICEF Executive Board approved funds for holding regional conferences in Latin America and Asia to focus attention on children and youth as an integral aspect of the long-term development of human resources. UNICEF's role is not to duplicate the work of others, nor to establish directives, nor to advocate separate sectors for children and youth in development plans. It is rather, as I have said, to focus attention on the well-being of children, to encourage countries to take fuller account of their children and youth in their own development plans, and this done, to make sure its own assistance is in line with and gives full support to the priorities established in these plans.

Planning

18. In the next two weeks, this Conference will be examining approaches followed by various countries in the region in taking account of their children and youth in development plans and exploring the issues arising from these approaches. No one expects that the Conference will result in a package solution to the problems of children in national development, but we do hope that participants will return to their home countries with a better understanding of these problems, their importance in development efforts, and how best to deal with them.

There are two very practical problems of particular interest to UNICEF to which, I hope, participants will give attention during this meeting:

(i) The type or types of organization required within the machinery of development planning to co-ordinate and balance the various programmes directly benefiting children, such as health, nutrition, education and social welfare,

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(ii) The ways for planners and financial authorities to use more effectively various economic measures of broader scope but which indirectly affect families and children in many important ways, such as price, housing, employment policies, tax relief, family allowances and the like.

19. I have been interested to note from the country papers the importance attached by many countries to the transmission to the younger generation of certain fundamental values, such as honesty, industry, democratic practices, tolerance and a sense of international understanding. I hope your discussion will be fruitful as I think there is general agreement that values such as these are essential to the whole development process.

20. Although I would like to stay for the entire proceedings of the Conference I shall have to leave at the end of this week, as I am due in Oslo on December 10 to accept, on behalf of UNICEF, the Nobel Peace Prize for 1965. With your permission I should also like to regard myself as a representative of all here who have the welfare of children at heart. No reason has yet been given for the award of the Peace Prize but surely it is a recognition of the importance of children to world peace. This Conference, the first of its kind, could be an important step toward insuring that today's children and tomorrow's adults are in fact healthy, educated, and above all willing to live in peace with themselves and their neighbours.

Annex IV

ADDRESS DELIVERED BY MR. MANUEL BALBOA, ACTING EXECUTIVE SECRETARY
OF ECLA, AT THE CLOSING MEETING

This Conference, convened on UNICEF's initiative, unquestionably represents a milestone in the evolution of our thinking as regards Latin America's development problems. I am sure it will help to strengthen our determination to study new aspects of stagnation and of social dynamics, and to promote specific decisions in our development plans regarding various matters which hitherto have been only lightly touched upon.

The Conference has evaluated the conditions of the family, children and youth within the context of a diagnosis of the obstacles and factors limiting development; it has analysed their material, cultural, and social and vocational training needs, considering the family, children and youth not only as economic units, but also as objectives and values in themselves, for purposes of programming policy decisions. Proposals have been made in regard to the action incumbent upon the family and young people in the process of economic and social change which is bound to take place during the development of our societies. These are the facts that have led me to consider that this Conference, through the information it has accumulated, the studies made and the suggestions and proposals discussed at the meetings, constitutes an important contribution towards the inter-disciplinary clarification of the whole set of Latin America's development problems, which have been the primary concern of ECLA and the Latin American Institute for Economic and Social Planning in the spheres both of analysis and of practical action.

Planning conceived of in Latin America in its broadest sense as a discipline both theoretical and susceptible of practical application, designed to determine the institutional conditions and economic and social measures that have to be adopted in order to accelerate our countries' progress, is still at the embryo stage. At the beginning, fairly rapid progress was made in accumulating knowledge about the economic process and the factors limiting the dynamics of the process. This permitted the development of methods and techniques which, although still being improved, made it possible to quantify development problems and examine practical decisions conducive to the optimum allocation of resources. Later, when the Governments of the Latin American countries began to draw up specific development plans, they had to study the institutional and social aspects of development in order to decide on the specific measures to be adopted. Thus, to economic planning were added other sectors, such as, education, health and housing. The appropriate organs of the Governments, ECLA and the Institute - in collaboration with other international and regional bodies -

/began to

began to study ways and means of integrating the targets and objectives of each of those areas with the more specifically economic targets and objectives, in the light of the evident interrelationships existing between those economic, social and institutional variables. Accordingly, as our view of the question and of development policy broadened, the economist was required to analyse the allocation of funds within a context which included new and particularly significant variables.

There are also substantial changes in outlook as regards the incorporation of technical progress. Today there is no doubt that the acceleration of Latin America's development is dependent upon the rate at which scientific and technical knowledge is absorbed and disseminated with a view to stepping up the productivity of its economic system. This subject has been alluded to in the statements and discussions at the present Conference, in the light of the mutual relationship between this factor and the training of children and young people.

However, among the conditions accompanying the organization and functioning of our societies severe obstacles oppose the assimilation and establishment in our own environment of the scientific and technological research required to make more intensive and rational use of our human and natural resources. Institutional changes, adequate income distribution policies, and manpower training programmes are, among other things, the essential requisites at the national level in order to achieve an increase in capital formation and the introduction of up-to-date techniques which can affect productivity. The extension and acceleration of regional economic integration is another indispensable factor at the external level, the accomplishment of which also seems to be closely bound up with the action of youth in promoting our social development.

This Conference, in dealing with the various aspects of the problem of children and youth, has borne out what was so clearly and perspicaciously pointed out by Mr. Henry Labouisse, Executive Director of UNICEF, in his opening address. It is not a question of including yet another sector in economic and social planning, but rather of giving development policy a specific orientation and significance within the context of a new functional dimension. This new dimension derives from the dynamic structure of society and is consistent with the needs, attitudes and motives inherent in social aggregates and generations which co-exist, develop and succeed each other in the course of time.

On behalf of all the sponsoring institutions, I would like to express our deepest gratitude to Mr. Eduardo Frei, President of Chile, who opened this Conference and whose inspiring words and far-reaching concepts were the mainspring of its discussions. Our best wishes for a speedy recovery go to Mr. Adolfo López Mateos, who soon after completing his term as President of Mexico honoured us by accepting the Chairmanship of this Conference, thereby demonstrating his concern for Latin America's children and youth. A tribute is due to Mr. Espíritu Santos Mendoza and to Mr. Roberto Maldonado who so ably directed and guided the discussions,

/thus ensuring

thus ensuring the successful results obtained. Lastly, we thank the consultants and representatives of the international agencies for their technical contribution to the discussions.

On behalf of the ECLA secretariat and the Latin American Institute for Economic and Social Development, I wish to convey to Mr. Heyward Deputy Director of UNICEF, our sincere satisfaction at the work we have done together at this time, since his advice and experience proved of inestimable value in making the Conference a reality. Nor can I fail to express my appreciation of the efficiency and enthusiasm with which the Secretary of the Conference, Mr. Albert Reynolds, has worked with us for the past few months on the organizational side. Also noteworthy was the work done by the technical and administrative officials of the sponsoring institutions who spared no effort to make the Conference run smoothly.

As the Government representatives will have noted, we are deeply convinced of the need to integrate economic development issues with a broader view of development and social progress in the countries of the region. Therefore, we very much appreciate the information, questions and ideas contributed and the conclusions they have formulated.

UNICEF's action in organizing this Conference, which for us is a motive of deep satisfaction, is yet another manifestation of its constant concern for the solution of the developing countries' problems. The importance of its work is the object of world-wide recognition - as expressed today in the homage we have paid it - which will be crystallized when its distinguished Executive Director, Mr. Henry Labouisse, receives the Nobel Prize for Peace.

The Government representatives may rest assured that their contribution will be invaluable in pursuing the studies in which we are all engaged with a view to co-operating with the Governments in improving development plans and policy in all the Latin American countries.

Annex V

LIST OF PARTICIPANTS

A. REPRESENTATIVES

ARGENTINA	Flácido Nosiglia	Under-Secretary Ministry of Social Welfare and Public Health
	Abraam Sonis	Chief of Planning Ministry of Social Welfare and Public Health
BOLIVIA	Adolfo Aramayo	Director of Social Programming National Department of Planning and Co-ordination
BRAZIL	Getulio Lima,	Assistant Director-General National Children's Department
BRITISH GUIANA	Frank C.R. Pollard	Principal Assistant Secretary Office of the Premier
CANADA	Joseph W. Willard	Deputy Minister Department of National Health and Welfare
CHILE	Marco Antonio Rocca	Adviser to the President on youth activities
	Marco Julio Zuñiga	Chief of Programming in the President's advisory staff on youth activities
COLOMBIA	Isabel Ospina de Mallarino	Chief Minors Division Ministry of Justice
COSTA RICA	Rosa Marta Jacob	Deputy Director-General of Social Welfare Ministry of Labour and Social Welfare
CUBA	Cordelia Navarro	Deputy Minister of Secondary Education Ministry of Education

DOMINICAN REPUBLIC	Zoraida Heredia de Suncar	Director National Institute for Educational Research Ministry of Education, Fine Arts and Culture
ECUADOR	Jaime Quintana	Economist Social Development Section National Economic Planning and Co-ordination Board
EL SALVADOR	María de los Angeles de Fleites	Technical Adviser and Chief Supervisor Department of Social Welfare Ministry of Public Health and Social Welfare
GUATEMALA	J. Antonio Palacios	Secretary-General National Economic Planning Council
HONDURAS	Rafael Tercero	Director-General National Department of Food and Aid for Children Ministry of Public Education
JAMAICA	Gloria Scott	Acting Assistant Under-Secretary Ministry of Development and Welfare
	Thelma P. Campbell	Island Supervisor Youth Development Agency Ministry of Development and Welfare
MEXICO	Pindaro Uriostegui	Director-General National Institute for Mexican Youth
	Rubén Vasconcelos	Director-General Social Education Service Ministry of Public Education
NICARAGUA	Reynaldo Navas	Chargé d'Affaires Nicaraguan Embassy in Chile

/NETHERLANDS

NETHERLANDS	I.N.T. Diepenhorst	Former Under-Secretary of State Ministry of Foreign Affairs
	Evert Bos	First Secretary Netherlands Embassy in Chile
PANAMA	Boris R. Blanco	Adviser on Economic Studies of Human Resources General Planning Department Office of the President
PARAGUAY	Odilonia Fretes de Paniagua	Director Department of Maternal and Child Welfare Ministry of Public Health and Social Welfare
PERU	Manual Salcedo	Social Welfare Adviser Ministry of Public Health
UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND	P.G. Hewitt	Cultural Attaché United Kingdom Embassy in Chile
UNITED STATES OF AMERICA	Blanche Bernstein	Office of International Economic and Social Affairs Department of State
URUGUAY	Vicente Cremanti	Official of the Ministry of Public Education
VENEZUELA	Pablo Herrera	President Venezuelan Children's Council
	Oscar Palacios	President National Institute for Educational Co-operation (INCE)

/B. OBSERVERS

B. OBSERVERS

Rose Alvernaz	Children's Bureau Welfare Administration Department of Health, Education and Welfare Washington, D.C.
Walter Brunner	Commercial Attaché Austrian Embassy in Santiago
Elizabeth S. Collins	Representative International Union of Family Organizations Non-Governmental Organizations Committee on UNICEF Paris
Elizabeth Dussauze-Ingrand	Institute for Economic and Social Development Studies Paris
Angel Fernandez-Rubio	National Director of Pre- University Education Ministry of Education Havana
Iris Haberli	Director of Technical Organization Latin American Women's Christian Associations Montevideo
Andrew T. Morehead	Assistant Programme Officer United States Agency for International Development

C. CONSULTANTS

G. Barrera	UNICEF expert Professor of Clinical Paediatrics Universidad Central de Venezuela Caracas
Manuel Bravo	Adviser to the Board of Directors Bank of Mexico

/Martin Carnoy

Martin Carnoy	Associate Research Worker The Brooking Institution Washington, D.C.
Joseph Grunwald	Director Economic and Social Development Studies The Brooking Institution Washington D.C.
Ifigenia M.de Navarrete	Economic Adviser Office of the President Mexico City
Emilio Rojas	Consultant Latin American Institute on Economic and Social Planning
Hernán Romero	Professor of Preventive and Social Medicine University of Chile Santiago
Lina Vera de Vieira	Legal consultant
Hugo Zemelman	Consultant Latin American Institute on Economic and Social Planning

D. UNITED NATIONS ORGANIZATIONS

Executive Board of the United Nations Children's Fund (UNICEF)

Joseph W. Willard	Representative of the Chairman of the Executive Board Chairman of the Programme Committee
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United Nations

Donald V. McGranahan	Assistant Director in charge of the Survey, Research and Development Branch Bureau of Social Affairs New York
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International Labour Organisation (ILO)

René Livchen	Director, Liaison Office with ECLA Santiago, Chile
Claude Dumont	Expert

Food and Agriculture Organization of the United Nations (FAO)

Jacobo Schatan	Director Joint ECLA/FAO Agriculture Division
Santiago Antuña	Agricultural Extension Officer for Latin America
Manuel Figueroa	Economist, seconded to the Latin American Institute for Economic and Social Planning
Fabián Recalde	Regional Nutrition Officer for Latin America
Jean Audrey Wight	Regional Home Economics Officer for Latin America

United Nations Educational, Scientific and Cultural Organization (UNESCO)

José Blat	Chief Regional Office of Education for Latin America
Stanley Applegate	Assistant Chief Regional Office of Education for Latin America
Gustavo Zakrzewski	Programme specialist

International Bank for Reconstruction and Development (IBRD)

Jorge Bravo	Counsellor for Latin American Affairs
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World Health Organization (WHO)

S. Flache	Special Medical Adviser to UNICEF
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/Pan American

Pan American Health Organization/World Health Organization (PAHO/WHO)

Abraham Horwitz	Director
J.S. McKenzie-Pollock	Chief Office of National Health Planning
Alfred Yankauer	Regional Adviser on Maternal and Child Health

Technical Assistance Board (TAB) and United Nations Special Fund

L.M. Ramirez-Boettner	Resident Representative and Director of Special Fund Programmes
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Latin American Demographic Centre (CELADE)

Carmen A. Miró	Director
Robert O. Carleton	Lecturer

E. INTER-AMERICAN ORGANIZATIONS

Organization of American States (OAS)

Ramón de Lartundo	Director Pan American Union
Juan Tuza	Information Officer

International Development Bank (IDB)

Cleantho de Paiva Leite	Regional Representative in Chile
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Inter-American Children's Institute

Rafael Sajón	Director-General
José Pedro Achard	Chief Section for Legal and Social Studies Technical Department

F. SECRETARIAT

United Nations Children's Fund (UNICEF)

Henry R. Labouisse	Executive Director
E.J.R. Heyward	Deputy Executive Director
E. Iwaszkiewicz	Director for Planning
O. Vargas	Regional Director for the Americas
Sherwood Moe	Special Assistant to the Executive Director
A.J. Reynolds	Secretary of the Conference
Elena Mederos	Liaison Officer
William Fuller	Planning Officer
Marcos Candau	Public Information Officer
Eduardo Morales	Programme Officer, Mexico

Economic Commission for Latin America (ECLA)

Pedro Mendive	Assistant Executive Secretary
Marshall Wolfe	Director, Social Affairs Division
Virginia Paraiso	Social Affairs Officer

Latin American Institute for Economic and Social Planning

Cristóbal Lara	Deputy Director-General
José Medina	Director, Division of Social Development Programming
Ricardo Cibotti	Director, Training Programme
Fernando Cardoso	Deputy Director, Division of Social Development Programming
Carlos Matus	Deputy Director, Division of Advisory Services on Planning

Annex VI

LIST OF DOCUMENTS ^{a/}

National reports ^{b/}

E/LACCY/NR/L.1	Necesidades y problemas de la infancia y la juventud en Honduras
E/LACCY/NR/L.2	La infancia y la juventud en el desarrollo de Colombia
E/LACCY/NR/L.3	Informe nacional sobre los aspectos asistenciales relativos a la infancia en el Uruguay
E/LACCY/NR/L.4	Children and youth in Surinam
E/LACCY/NR/L.5	L'enfance et la jeunesse dans le développement national en Haiti ^{c/}
E/LACCY/NR/L.6	Informe sobre la infancia y la juventud en el Paraguay
E/LACCY/NR/L.7	Relatório sobre a infancia e a juventude no desenvolvimento nacional do Brasil ^{d/}
E/LACCY/NR/L.8	Informe sobre la infancia y la juventud en el desarrollo nacional de El Salvador
E/LACCY/NR/L.9	Informe nacional de la República de Bolivia
E/LACCY/NR/L.10	Informe nacional de Costa Rica
E/LACCY/NR/L.11	Informe sobre la infancia y la juventud en el desarrollo de Guatemala

^{a/} Not including information papers.

^{b/} All the national reports were prepared by official Government bodies and accompanied by summaries in English and Spanish.

^{c/} French and Spanish versions only.

^{d/} Portuguese and Spanish versions only.

E/LACCY/NR/L.12	La infancia y la juventud en el desarrollo económico y social del Ecuador
E/LACCY/NR/L.13	Children and youth in British Guiana
E/LACCY/NR/L.14	Informe de Cuba
E/LACCY/NR/L.15	La infancia y la juventud en el desarrollo nacional de Panamá

Case studies e/

E/LACCY/CS/L.1	Children and youth in national development: problems and prospects (Peru)
E/LACCY/CS/L.2	Case study of country policy and planning approach to the needs of children and youth (Jamaica)
E/LACCY/CS/L.3	Problems respecting children and young persons in relation to the development process in Venezuela
E/LACCY/CS/L.4	Children and youth in national development (Argentina)
E/LACCY/CS/L.5	Integration of the needs of children and young persons in economic and social planning (Mexico)

Working papers f/

ST/ECLA/Conf.20/L.1	Youth and work in Latin America (International Labour Office)
ST/ECLA/Conf.20/L.2	Situación de la legislación relativa a la minoridad en Latinoamérica (Rafael Sajón and José P. Achard, Inter-American Children's Institute, OAS) g/

e/ All the case studies were presented in English and Spanish, with summaries in both languages.

f/ All the working papers were presented in English and Spanish, and summaries of many of them are available in the two languages.

g/ Available in English, Spanish, French and Portuguese.

- ST/ECLA/Conf.20/L.3 The pre-school child in national development (G. Barrera Moncada)
- ST/ECLA/Conf.20/L.4 Educational needs in a modern society and the right to education in Latin America (UNESCO secretariat)
- ST/ECLA/Conf.20/L.5 Planning for the food and nutrition needs of children in Latin America (Food and Agriculture Organization of the United Nations)
- ST/ECLA/Conf.20/L.6 Needs and problems of children and youth in national development (J. Antonio Palacios)
- ST/ECLA/Conf.20/L.7 Demographic aspects of infancy and youth in Latin America (Latin American Demographic Centre)
- ST/ECLA/Conf.20/L.8 The family vis-à-vis the needs of children and adolescents in national development (Lina Vera de Vieira)
- ST/ECLA/Conf.20/L.9 Approach to a children and youth policy in relation to economic development: analysis of five Latin American case studies (Emilio Rojas and Hugo Zemelman, Latin American Institute for Economic and Social Planning)
- ST/ECLA/Conf.20/L.10 Population growth and the first stages of population policy in Latin America: effect on problems of youth and development (Dr. Hernán Romero, University of Chile)
- ST/ECLA/Conf.20/L.11 Youth in Latin America as a field for social research (José Medina, Latin American Institute for Economic and Social Planning)
- ST/ECLA/Conf.20/L.12 Children and youth in social service programmes (Social Affairs Division, Economic Commission for Latin America)

ST/ECLA/Conf.20/L.13

Planning systems and their enforcement in Latin America (Carlos Matus, Latin American Institute for Economic and Social Planning)

ST/ECLA/Conf.20/L.14

Planning educational investment (Martin Carnoy)

ST/ECLA/Conf.20/L.15

Problemas conceptuales y metodológicos de la programación de la salud (Centre for Development Studies, Universidad Central de Venezuela and Pan American Sanitary Bureau)

ST/ECLA/Conf.20/L.16

The nutritional ecology of the infant and pre-school child: nutritional problems in Latin America (Dr. John Kevany, Pan American Health Organization)

ST/ECLA/Conf.20/L.17

National planning and the construction of maternal and child hygiene norms in Latin America. (Dr. Alfred Yankauer, Pan American Health Organization)

ST/ECLA/Conf.20/L.18

World Bank Group's role in the development of human resources (International Bank for Reconstruction and Development)

ST/ECLA/Conf.20/L.19

Temas de debate acerca del contenido, el método y la organización de la planificación en pro de la infancia y la juventud (UNICEF secretariat)

Background papers

E/LACCY/BP/L.1

La situación social de la infancia y la juventud en El Salvador (Division of Social Development Programming, Latin American Institute for Economic and Social Planning) h/

h/ Available in Spanish only.

/E/LACCY/BP/L.2

- E/LACCY/BP/L.2 Situación y perspectivas de la juventud en una población urbana popular (Adolfo Gurrieri, Economic Commission for Latin America and Latin American Institute for Economic and Social Planning) h/
- E/LACCY/BP/L.2/Add.1 Situación y perspectivas educacionales de la juventud de una población urbana marginal (Social Affairs Division, Economic Commission for Latin America) h/
- E/LACCY/BP/L.2/Add.2 Los servicios públicos en una población de erradicación (Social Affairs Division, Economic Commission for Latin America) h/
- E/LACCY/BP/L.2/Add.3 La participación de las poblaciones marginales en el crecimiento urbano (Social Affairs Division, Economic Commission for Latin America) h/
- E/LACCY/BP/L.3 Methods of planning for the needs of children (H.W. Singer) i/ j/
- E/LACCY/BP/L.4 "Social development" and "social planning": a survey of conceptual and practical problems in the setting of Latin America (Social Affairs Division, Economic Commission for Latin America) i/
- E/LACCY/BP/L.5 Social service in Latin America: functions and relationships to development (Virginia Paraiso, Social Affairs Division, Economic Commission for Latin America) k/
- E/LACCY/BP/L.6 Informe final del Grupo de Estudio sobre planificación de la salud (Puerto Azul, Venezuela, 1-6 February 1965) (Pan American Health Organization) h/

h/ Available in Spanish only.

i/ Available in Spanish and English.

j/ Summary also available in both languages.

k/ Available in English only.

Reference documents

El progreso social por medio de la planificación social: el papel del servicio social (report of the Working Group prior to the XII International Social Welfare Conference)

XII International Social Welfare Conference committee reports

Servicios de protección de la familia, la infancia y la juventud (ST/SOA/59), United Nations publication (Sales No.:65.IV.9)

Un programa de encuestas comparativas de fecundidad en la América Latina: refutación de algunos conceptos erróneos (Carmen A. Miró, Director, Latin American Demographic Centre)

Cali: estudio de los aspectos sociales, de su urbanización e industrialización, 1965 (Enrique Valencia)

Report of the first session of the Consultative Committee on the Application of Science and Technology to Development (E/3866)

Methods of determining social allocations
Report of the United Nations Secretary-General to the sixteenth session of the Social Commission (E/CN.5/387)

Social development targets. Preliminary report by the United Nations Secretary-General to the sixteenth session of the Social Commission (E/CN.5/394)

Annex VII

STATISTICAL INFORMATION

Table 1

LATIN AMERICA: POPULATION UNDER 20 YEARS OF AGE BY AGE GROUPS AND AS A PERCENTAGE OF THE TOTAL

(Thousands of persons, and percentages)

Country	Year	Total population	0 - 19		0 - 6		7 - 14		15 - 19	
			Number	Percentage of total	Number	Percentage of total	Number	Percentage of total	Number	Percentage of total
Argentina ^{a/}	1960	20 008.9	7 816	39.1	2 999	15.0	3 138	15.7	1 679	8.4
Bolivia ^{a/}	1950	2 704.0	1 339	49.4	591	21.8	480	17.7	268	9.9
Brazil ^{a/}	1960	70 119.0	37 074	52.9	15 432	22.0	14 500	20.7	7 142	10.2
Chile	1960	7 374.0	3 647	49.4	1 521	20.6	1 401	19.0	725	9.8
Colombia ^{a/}	1951	11 228.5	5 929	52.8	2 529	22.5	2 249	20.1	1 151	10.2
Costa Rica ^{a/}	1963	1 332.1	760	57.1	340	25.5	294	22.1	126	9.5
Cuba	1953	5 826.3	2 676	46.0	1 030	17.7	1 087	18.7	558	9.6
Dominican Republic ^{a/}	1950	2 135.6	1 176	55.1	499	23.4	451	21.2	226	10.6
Ecuador ^{a/}	1962	4 514.8	2 473	54.8	1 065	23.6	972	21.5	436	9.7
El Salvador ^{a/}	1961	2 510.6	1 364	54.4	594	23.7	531	21.2	239	9.5
Guatemala	1950	2 790.7	1 486	53.3	639	22.9	541	19.4	306	11.0
Haiti ^{a/}	1950	3 086.0	1 481	48.1	532	17.2	641	20.8	308	10.0
Honduras ^{a/}	1961	1 865.8	1 081	57.9	486	26.0	411	22.0	184	9.9
Mexico ^{a/}	1960	34 809.5	18 987	54.6	8 001	23.0	7 451	21.4	3 535	10.2
Nicaragua ^{a/}	1963	1 536.6	889	57.9	391	25.5	350	22.8	148	9.6
Parana ^{a/}	1960	1 013.2	539	53.2	231	22.8	207	20.4	101	10.0
Paraguay ^{a/}	1950	1 328.2	710	53.5	293	22.5	282	21.3	129	9.7
Peru ^{a/}	1961	9 901.8	5 264	53.1	2 294	23.1	1 996	20.2	974	9.8
Uruguay ^{a/}	1963	2 576.3	928	35.9	354	13.7	367	14.2	207	8.0
Venezuela	1961	7 524.1	4 081	54.2	1 805	24.0	1 565	20.8	711	9.4

Sources: National census figures, and United Nations, Demographic Yearbook, 1964.

^{a/} As there was no information available on individual ages, Sprague multipliers were used to calculate the 0-6 and 7-14 age groups by interpolation.

/Table 2

Table 2

RATES OF POPULATION INCREASE AND CRUDE BIRTH AND DEATH RATES IN THE MAJOR
REGIONS OF THE WORLD, 1958-63

Region	Rate of popula- tion increase	Crude birth rate	Crude death rate
Africa	2.3	46	23
North America	1.6	24	9
Central America	3.0	43	13
South America			
Tropical	2.8	43	15
Temperate	1.9	29	10
Caribbean	2.1	38	17
Asia	1.8	38	20
Europe	0.9	19	10
Soviet Union	1.6	24	7

Source: United Nations, Demographic Yearbook 1964, table 2.

a/ Annual average growth in percentage terms.

b/ Number of annual births per mil.

c/ Number of annual deaths per mil.

Table 3

SELECTED LATIN AMERICAN COUNTRIES: DEPENDENCY RATE

(Thousands of persons)

Country	Year	Dependent population			Population of 15-64 years of age (2)	Dependency rate Percent- age (1):(2)
		Under 15 years of age	Over 64 years of age	Total (1)		
Chile	1960	2 922.4	316.8	3 239.2	4 134.9	78.3
Costa Rica	1963	636.6	44.4	681.0	655.3	103.9
Ecuador	1962	1 676.6	147.3	1 823.9	2 330.9	78.2
El Salvador	1961	1 125.5	81.9	1 207.4	1 303.9	92.6
Honduras	1961	900.8	47.1	947.9	936.9	101.2
Mexico	1960	15 452.0	1 308.6	16 760.6	18 162.5	92.3
Nicaragua	1963	742.8	43.9	786.7	749.5	105.0
Panama	1960	437.7	36.7	474.4	539.0	88.0
Peru	1961	4 290.0	380.3	4 670.3	5 236.4	89.2
Uruguay	1963	721.5	217.5	939.0	1 653.6	56.8
Venezuela	1961	3 370.0	208.0	3 578.0	3 945.3	90.7

Source: United Nations, Demographic Yearbook 1964.

Table 4

SELECTED LATIN AMERICAN COUNTRIES URBAN AND RURAL POPULATION AND THEIR RESPECTIVE PERCENTAGES OF THE TOTAL POPULATION

(Thousands of persons, and percentages)

Country	Year	Total population	Urban population ^{a/}		Rural population	
			Number	Percent- age	Number	Percent- age
Brazil	1950	51 827.8	19 050.8	36.8	33 089.9	63.2
	1960	70 119.0	32 471.5	46.3	37 647.5	53.7
Chile	1952	5 911.9	3 558.9	60.2	2 353.0	39.8
	1960	7 374.0	5 028.2	68.2	2 345.8	31.8
Costa Rica	1950	800.3	268.0	33.5	532.0	66.5
	1963	1 332.1	530.7	39.8	801.2	60.2
El Salvador	1950	1 854.5	674.9	36.4	1 179.8	63.6
	1961	2 510.6	979.7	39.0	1 531.2	61.0
Nicaragua	1950	1 057.0	369.3	34.9	687.8	65.1
	1963	1 535.6	627.3	40.9	908.5	59.1
Panama	1950	755.5	299.2	39.6	483.3	60.4
	1960	1 013.2	446.0	44.0	567.1	56.0
Argentina	1947	15 828.8	9 903.5	62.6	5 925.5	37.4
Cuba	1953	5 826.3	3 322.5	57.0	2 503.6	43.0
Ecuador	1962	4 514.8	1 617.0	35.8	2 897.7	64.2
Mexico	1960	34 809.5	17 644.1	50.7	17 165.4	49.3
Peru	1961	9 901.8	4 696.1	47.4	5 205.8	52.6
Uruguay	1963	2 576.3	2 119.3	82.3	457.0	17.7
Venezuela	1963	5 026.6	2 703.2	53.8	2 323.7	46.2

Sources: United Nations, Demographic Yearbook 1964, and national census figures.^{a/} As defined by the country concerned.

Table 5

SELECTED LATIN AMERICAN COUNTRIES: POPULATION OF UNDER 5 YEARS OF AGE AS
A PERCENTAGE OF THE TOTAL POPULATION, 1960-63;
INFANT AND PRE-SCHOOL BIRTH AND
DEATH RATES, 1961

Country	Percentage of total population		Birth rate per ml1	Pre-school mortality rate per ml1		Infant mortality rate ^{a/}
	1-4 years of age	Under 5 years of age		1-4 years of age	Under 5 years of age	
Chile	10.2	15.0	38.0	7.0	31.8	117.0
Colombia	13.0	16.7	43.4	11.5	35.8	89.6
Costa Rica	14.8	18.7	49.8	7.7	21.4	76.7
Dominican Republic	13.9	17.6	40.4	10.4	27.4	102.3
Ecuador	...	17.0	46.8	23.3	45.1	102.7
El Salvador	13.3	17.3	49.4	16.4	32.7	70.0
Guatemala	13.1	16.8	51.2	33.2	51.8	84.8
Mexico	13.0	16.6	43.4	13.3	30.0	70.2
Panama	13.1	16.7	39.6	7.1	15.4	54.8
Paraguay	12.8	16.3	27.9	8.9	23.7	44.3
Peru	13.3	16.8	38.2	11.1	24.3	89.6
Venezuela	13.8	17.8	45.4	5.4	15.7	53.3

Sources: Inter-American Statistical Institute, America in figures, 1963, Vol. II (Washington, 1964); Pan American Health Organization, Health conditions in the Americas 1961-1962, Scientific Publications N° 104 (Washington, 1964).

^{a/} Number of live births and stillbirths per 1 000 live births annually.

/Table 6

Table 6

SELECTED LATIN AMERICAN COUNTRIES: CALORIE AND PROTEIN CONTENT OF
THE ESTIMATED AVERAGE DOMESTIC FOOD SUPPLY PER CAPITA

Country/Period	Calories	Proteins (grammes per day)	
	Daily intake	Total	Of animal origin
<u>Argentina</u>	(2 580) b/		
1948 - 1950 (average)	3 240	110	66
1954 - 1956 (average)	2 990	97	57
1957 - 1959 (average)	3 090	98	57
1961 a/	2 860	84	54
<u>Brazil</u>	(2 310) b/		
1948 - 1950 (average)	2 360	63	24
1954 - 1956 (average)	2 520	62	18
1957 - 1959 (average)	2 580	61	19
1961 a/	2 790	65	18
<u>Chile</u>	(2 610) b/		
1948 - 1950 (average)	2 370	71	23
1954 - 1956 (average)	2 550	79	28
1957 - 1959 (average)	2 440	80	29
1961 a/	2 420	77	28
<u>Colombia</u>	(2 510) b/		
1957 - 1959 (average)	2 010	46	22
1961 a/	2 070	46	20
<u>Ecuador</u>	(2 410) b/		
1957 - 1959 (average)	1 780	45	15
1961 a/	1 970	50	16
<u>Honduras</u>	...		
1954 - 1955 (average)	2 260	57	12
1962 a/	2 340	58	15
<u>Mexico</u>	(2 450) b/		
1957 - 1959 (average)	2 410	67	20
1961 a/	2 680	75	24
<u>Paraguay</u>	(2 280) b/		
1957-1959 (average)	2 400	64	24
1961 a/	2 440	60	24
<u>Peru</u>	(2 500) b/		
1957 - 1959 (average)	1 960	49	12
1961 a/	2 170	54	12
<u>Uruguay</u>	(2 550) b/		
1948 - 1950 (average)	2 900	95	61
1954 - 1956 (average)	2 960	96	62
1957 - 1959 (average)	3 020	95	62
1961 a/	2 980	95	62
<u>Venezuela</u>	(2 390) b/		
1957 - 1959 (average)	2 170	61	24
1961 a/	2 340	60	22

Sources: FAO, Food balance sheets; United Nations, Compendium of statistics 1963, Statistical Papers, Series K, No 2.

a/ Provisional.
b/ Requirements.

Table 7

LATIN AMERICA: PRIMARY SCHOOL GROSS RETENTION RATES, BY COUNTRIES

Country	Enrolment in first grade		Number of primary grades	Enrolment in last grade	
	Year	Percent age		Year	Percent age
Argentina	1956	100	7	1962	40
Bolivia ^{a/}	1960	100	6	1962	(17)
Brazil	1958	100	4	1961	25
Chile	1957	100	6	1962	33
Colombia	1958	100	5	1962	18
Costa Rica	1957	100	6	1962	29
Cuba	1957	100	6	1962	46
Dominican Republic	1957	100	6	1962	7
Ecuador	1956	100	6	1961	21
El Salvador	1957	100	6	1962	21
Guatemala	1957	100	6	1962	15
Haiti	1957	100	6	1962	14
Honduras	1957	100	6	1962	14
Mexico	1957	100	6	1962	23
Nicaragua	1956	100	6	1961	8
Panama	1957	100	6	1962	48
Paraguay	1957	100	6	1962	14
Peru	1957	100	6	1962	26
Uruguay	1957	100	6	1962	39
Venezuela	1957	100	6	1962	35

Source: UNESCO.

^{a/} This was the only year that could be compared with 1962 for want of information on earlier periods.

Table 8

SELECTED LATIN AMERICAN COUNTRIES: CENTRAL GOVERNMENT EXPENDITURE ON EDUCATION AS A PERCENTAGE OF NATIONAL INCOME, 1956-64 a/

Country	1956	1957	1958	1959	1960	1961	1962	1963	1964
Argentina	1.7	...	2.5	2.8	1.8	2.2	2.3	...	...
Colombia	0.7	0.5	0.9	1.0	1.6	1.4	1.9	1.5 b/	...
Costa Rica	2.5	2.7	3.4	3.8	4.1	4.1	4.1	...	...
Chile	2.8	2.8	3.1	3.1	3.1	3.0	3.1	2.8	3.1 c/
Ecuador	1.6	1.5	1.6	1.5	1.7	1.9	2.1	2.3 c/	...
El Salvador	...	...	2.5	2.6	2.8	3.3	2.6	2.6	...
Honduras	1.4	1.5	2.3	2.2	2.2	2.1	2.0	2.3	...
Mexico	1.3	1.5	1.7	1.8	1.8	2.0	2.3 c/	...	...
Panama	4.0	3.8	3.9	4.0	4.1	4.3	4.4	...	...
Peru	1.8	1.8	2.3	2.3	3.2	...	...	5.0 c/	...
Venezuela	1.4	1.5	1.5	2.6	3.4	3.3	3.4	3.3	3.4 c/

Source: UNESCO.

a/ The data simply reflect trends in the different countries and do not permit of inter-country comparisons.

b/ Revised estimates.

c/ Voted estimates.

Table 9

SELECTED LATIN AMERICAN COUNTRIES: ECONOMICALLY ACTIVE POPULATION UNDER 15 YEARS
OF AGE AND RATES OF PARTICIPATION, BY SEX, 1960-63

(Thousands of persons, and percentages)

Country	Year	Economically active population under 15 years of age					
		Both sexes		Males		Females	
		Number	Rate of participation ^{a/}	Number	Rate of activity ^{a/}	Number	Rate of activity
Chile ^{b/}	1960	29 026	7.9	29 416	11.8	9 610	3.9
Costa Rica ^{b/}	1963	18 821	12.4	16 425	33.6	2 396	5.0
Ecuador ^{b/}	1962	88 967	27.0	71 600	41.7	17 367	11.0
El Salvador ^{c/}	1961	55 080	17.8	46 940	29.3	8 140	5.5
Honduras	1961	48 179	20.5	43 946	36.3	4 233	3.7
Mexico ^{d/}	1960	562 229	8.9	484 457	15.0	77 772	2.5
Nicaragua ^{c/}	1963	37 805	19.3	33 545	33.1	4 260	4.5
Panama ^{c/}	1960	11 265	9.2	8 953	14.3	2 312	3.8
Peru ^{e/}	1961	79 615	3.4	41 129	3.5	38 486	3.4
Uruguay ^{c/}	1963	18 400	8.2	...	...	...	...
Venezuela ^{c/}	1961	91 825	10.2	75 500	16.6	16 325	3.7

Source: United Nations, Demographic Yearbook, 1964.

^{a/} Economically active persons (total men or women) as a percentage of the total number of persons (total men or women) of the same age.

^{b/} 12-14 years of age.

^{c/} 10-14 years of age.

^{d/} 8-14 years of age.

^{e/} 6-14 years of age.