

for the purpose of making surveys and giving advice and assistance in educational improvement. Three such missions were sent in 1949: the first to study the problem of elementary, secondary and adult education in the Philippines; the second to assist the Government of Thailand in revising its educational system and in organizing a campaign against illiteracy; and the third to Afghanistan, in order to study primary and secondary education with special attention to technical schools.

Under the programme of technical assistance for under-developed areas, to be carried out by the United Nations and the specialized agencies, the sending of UNESCO advisory missions and experts to countries requesting these services will be expanded considerably.

b. INTERNATIONAL SEMINARS

At international seminars held by UNESCO, specialists selected by member States are brought together: to make an intensive study of specific educational problems; to use the study group method on an international level; to prepare material for national and international use; to draw up plans for action in the home countries of the participants; and to experience living in an international community.

In 1949, two seminars were held: one at Quintandhina, Brazil, from 27 July to 2 September, the other at Mysore, India, from 2 November to 14 December. The theme of the Brazilian seminar was illiteracy. At Mysore the problem of rural adult education, with special regard to illiteracy and health education, was discussed. To both these seminars, UNESCO contributed by sending specialists, documentation and funds.

c. ADULT EDUCATION

UNESCO collects and disseminates information on new techniques and methods in adult education. An important achievement in this field was the first International Conference on Adult Education, organized by UNESCO in co-operation with the Danish Government, and held at Elsinore in June 1949. Twenty-seven countries and twenty-one international organizations were represented at the Conference. Although the Conference decided that the organization of adult education at the national level was not sufficiently advanced to justify the creation of a new international body in this field, it considered that there were several urgent tasks that could be undertaken only at the international level. It made a number of suggestions to UNESCO in this respect, including rec-

ommendations for the publication of an international bulletin on adult education and the holding of a seminar in 1950 for tutors and leaders in adult education on the relation of their work to international understanding.

d. CO-OPERATION WITH UNIVERSITIES

To consider plans for the development of an international association of universities, UNESCO had convened, in August 1948, in collaboration with the Netherlands Government, a Preparatory Conference of Representatives of Universities, attended by 118 participants and observers from forty-four countries. An Interim Committee elected by this Conference later began drafting the constitution for an international association of universities, and planning a Universities Conference to be held in 1950.

e. MALADJUSTED CHILDREN

The pedagogical research that has accompanied UNESCO's practical work on behalf of child war victims was expounded in a long and comprehensive report on Children War Victims, published at the end of 1949. The findings included in this report led the Organization to conclude that the educational problems raised by child war victims are only one aspect of the more general question of maladjusted children. Hence, UNESCO decided to initiate in 1950 the collection and dissemination of information on the educational problems of maladjusted children throughout the world.

f. EDUCATION FOR INTERNATIONAL UNDERSTANDING

UNESCO is particularly concerned that school education should help pupils to become conscious of the ties which unite the peoples of the world and prepare them to accept the obligations which an inter-dependent world imposes on men.

To achieve such a purpose, UNESCO has encouraged teaching about the United Nations and its specialized agencies since, together, these form the greatest contemporary effort to move towards a world society. Two pamphlets of a series, *Toward World Understanding*, published in 1949, were devoted to this subject. In the same series, a selective bibliography on education for international understanding, published late in 1949, contains special mention of books, pamphlets and articles concerning the United Nations. Financial help has been given to the World Federation of United Nations Associations for the organization of two seminars on teaching about the United