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THE WORLD BANK

Washington, D.C.

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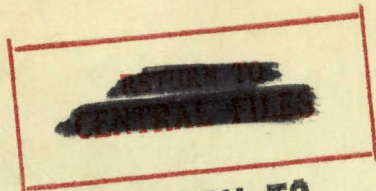
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Bank Administration and Policy - United Nations Educational, Scientific and
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GENERAL FILES AND COMMUNICATIONS

THIS FILE IS CLOSED AS OF

August 31, 1969

FOR FURTHER CORRESPONDENCE PLEASE SEE

Vol. II 1969

Ref: EVD/4109/21/1

August 29, 1969

Dear Mr. Flexa-Ribeiro:

I am writing with reference to Mr. Franco-Holguin's letter to you of July 10, 1969, concerning possible Bank representation at the preparatory meeting of experts for a third regional conference of Ministers of Education and those responsible for economic planning in Asia which is to be held in Bangkok from September 9 to 16, 1969.

We have reviewed our staff availabilities but I regret to inform you that, due to the pressure of previous commitments, it will not be possible for the Bank to send a representative to this conference. I would however appreciate it if documentation relating to the conference and any report on its proceedings could be sent to Mr. Duncan S. Ballantine, Director, Education Projects Department, at this address.

Sincerely,

Michael L. Hoffman
Associate Director
Development Services Department

Mr. C. Flexa-Ribeiro
Assistant Director-General
for Education
United Nations Education, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France *mst*

Cleared with and cc: Mr. Calika
cc: Mr. Ballantine

:mmcd

Form No. 75
(2-60)

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INTERNATIONAL DEVELOPMENT
ASSOCIATION

ROUTING SLIP		Date
		September 3, 1969
NAME		ROOM NO.
Mr. Kirpich		B412
Mr Franco		
	To Handle	Note and File
	Appropriate Disposition	Note and Return
	Approval	Prepare Reply
	Comment	Per Our Conversation
	Full Report	Recommendation
	Information	Signature
	Initial	Send On
REMARKS		
<p>As agreed. I would appreciate your reaction at your early convenience. Thanks.</p> <p>As we spoke, I can make this of Kirpich 8/9/69</p>		
From		
Ernesto Franco - D1116		

UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/2.3/572/55

29 AUG 1969

Dear Sir,

I refer to my letter DG/2.3/572/55 of 27 June 1969 in which I invited your Organization to send observers to the International Conference on the Practical and Scientific Results of the International Hydrological Decade and on International Co-operation in Hydrology, which was to be held at Unesco House, Paris, from 6 to 14 October 1969.

It is, of course, essential that the participants should receive the documents well in advance of the Conference, so that they have time to study them properly and engage in fruitful discussions with the national bodies concerned. However, it now appears that not all the Conference documents and reports, including those from Member States and international organizations, will be translated into the four working languages and printed in time to ensure early enough distribution to all the participants.


In these circumstances, I have decided that it would be better to postpone the Conference for two months. Accordingly, it will now be held at Unesco House, Paris, from 8 to 16 December 1969. The agenda and other technical matters remain unchanged.

In expressing my regret for this change of dates, which has been decided solely in order to ensure the success of the meeting, I should like to renew my invitation to your Organization to send observers to the Conference.

I should be grateful to receive the names of your observers at your earliest convenience.

Yours faithfully,

Mr. R.S. McNAMARA ✓
President
International Bank for
Reconstruction and Development
1818 H Street, N.W.
Washington, D.C. 20433


Tor Gjesdal
Acting Director-General

U.S.A.

U.S.A.

Washington, D.C. 20433
1818 H Street, N.W.
Reconstruction and Development
International Bank for
President
Mr. B.S. McNamee

SEP-2 AM 8:49

Acting Director-General
for Unesco

Yours faithfully,

at your earliest convenience.

I should be grateful to receive the names of your organizers to send organizers to the Conference meeting. I should like to renew my invitation to your organization has been decided solely in order to ensure the success of the in expressing my regret for this change of dates, which

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Paris, from 8 to 14 October 1968. Co-operation in Hydrology, which was to be held at UNESCO House, of the International Hydrological Decade and on International International Conference on the Practical and Scientific Results which I invited your organization to send organizers to the I refer to my letter DC/S.3/215/22 of 21 June 1968 in

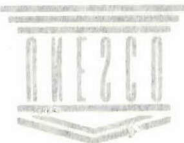
Dear Sir,

DC/S.3/215/22

23 June 1968

The Director-General

Place de Fontenay, Paris-7e




organization des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization

1968

Mr. Ernesto Franco

August 28, 1969

O. H. Calika 

UNESCO - Preparatory Meeting of Experts for the Third Regional Conference
of Ministers of Education and those Responsible for Economic
Planning in Asia (Bangkok, September 9-16, 1969)

We have now reviewed the staff availabilities and I regret to say that, because of heavy mission commitments, we shall not be able to spare anyone to participate in this meeting.

cc: Mr. Ballantine

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

LOG NO. :

TO:

FROM:

TEXT:

AUGUST 28, 1969

2024

ITT 29/28

STEWART INTBAFRAD

PARIS

ROUTING	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

**CONFIRM CARELLI WILL VISIT YOU THREE SEPTEMBER ARRIVING
EVENING SECOND. PLEASE RESERVE ROOM TWO NIGHTS PRESIDENTIAL**

MOLLER UNESCO

MPB

UNESCO

Form No. 27
(6-68)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: MOLLER
UNESCO
PARIS

PERSONAL AND CONFIDENTIAL

DATE: AUGUST 25, 1969

DECLASSIFIED CLASS OF SERVICE: *Telex - WJ*

MAY 11 2023

WBG ARCHIVES

COUNTRY: (FRANCE)

TEXT:

Cable No.:

REURLET 19 AUGUST WE HAVE RESERVATIONS CONCERNING RAVEN STOP STEWART

WILL TELEPHONE 26TH

CALIKA

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

NAME O. H. Calika

DEPT. Education Projects

SIGNATURE *JJ Stewart*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

JJStewart/ms

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

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Checked for Dispatch: *[Signature]*

INTERNATIONAL FINANCE
CORPORATION

RECEIVED
INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT
ASSOCIATION

Aug 25 5 29 PM 1969

COMMUNICATIONS

PERSONAL AND CONFIDENTIAL

TO: MOLLER
UNESCO
PARIS

DECLASSIFIED CLASS OF SERVICE

MAY 1 1983

WBG ARCHIVES

COUNTRY: (FRANCE)

TEXT
Cable No.

REURTEL 19 AUGUST WE HAVE RESERVATIONS CONCERNING RAVEN STOP STEWART

WILL TELEPHONE 6TH

CALIKA

NOT TO BE TRANSMITTED

FOR USE BY GENERAL FILES AND COMMUNICATIONS SECTION

MESSAGE AUTHORIZED BY:

Aug 25 6 00 PM 1969

NAME O. H. Calika

DEPT. Education Projects

SIGNATURE (Signature)

18 Stewart/MS

ORIGINAL (The Copy)

(IMPORTANT: See Secretariat Guide for preparing form)

Checked for Dispatch

August 22, 1969

Mr. C. M. O. Mate
Director
Department of Planning and
Financing of Education
Unesco
Place de Fontenoy
Paris 7e, France


Dear Mr. Mate,

In behalf of Mr. Ballantine who is away on leave, I thank you for your letter of August 6, 1969. We gladly accept your invitation to send, at our expense, a representative to the fourth "Workshop of Directors and Unesco Experts of the Regional Educational Building Centres" in Mexico City, from November 25 to 28, 1969. It is planned that the School Building Adviser of our Education Projects Department, Mr. Gunter Naleppa, will attend.

As regards our contribution to the Workshop, we suggest that Mr. Naleppa will present a paper describing our activities in the educational buildings field, in particular as they relate to "Development Work". We will communicate to you an outline of this paper sufficiently in advance of the Mexico meeting.

I suggest that any papers or documents regarding the Workshop should be addressed to Mr. Naleppa.

Yours sincerely,


O. H. Calika
Deputy Director
Education Projects Department

GNaleppa:ama

cc: Mr. Ballantine

August 21, 1969

Dear Sir:

On behalf of the President I wish to acknowledge your note verbale of August 14, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the 83rd Session of the Executive Council to be held in Paris from September 15 to October 10, 1969.

I am pleased to inform you that the Bank will be represented at this session by Mr. George C. Wishart, Chief Liaison Officer, and by Mr. Fritz Steuber, of the Bank's European Office. Mr. Wishart will attend for the period September 15 to 26 and Mr. Steuber for September 29 to October 10. I should appreciate it if you would arrange for any further documentation relating to this meeting to be sent to Mr. Wishart at the Bank's European Office, 4 Avenue d'Iena, Paris 16e, France.

Sincerely,

Michael L. Hoffman
Associate Director
Development Services Department

The Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

cc: Mr. Calika
Messrs. Wishart/Steuber

Central Files with incoming correspondence

:mmcd

1969

August 21, 1969

Dear Sir:

On behalf of the President I wish to acknowledge your note verbale of August 14, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the 83rd Session of the Executive Council to be held in Paris from September 15 to October 10, 1969.

I am pleased to inform you that the Bank will be represented at this session by Mr. George G. Wishart, Chief Liaison Officer, and by Mr. Fritz Steuber, of the Bank's European Office. Mr. Wishart will attend for the period September 15 to 26 and Mr. Steuber for September 29 to October 10. I should appreciate it if you would arrange for any further documentation relating to this meeting to be sent to Mr. Wishart at the Bank's European Office, 4 Avenue d'Iena, Paris 16e, France.

Sincerely,

Michael L. Hoffman
Associate Director
Development Services Department

The Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenay
Paris 7e, France

cc: Mr. Galika
Messrs. Wishart/Steuber

Central files with incoming correspondence

mmcd

SEP 3 1969

ROUTING SLIP	Date
NAME	ROOM NO.
Mr. Franco <i>[Handwritten initials]</i>	
Mr. Ballantine	

<input type="checkbox"/>	To Handle	<input type="checkbox"/>	Note and File
<input type="checkbox"/>	Appropriate Disposition	<input type="checkbox"/>	Note and Return
<input type="checkbox"/>	Approval	<input type="checkbox"/>	Prepare Reply
<input type="checkbox"/>	Comment	<input type="checkbox"/>	Per Our Conversation
<input checked="" type="checkbox"/>	Full Report	<input type="checkbox"/>	Recommendation
<input checked="" type="checkbox"/>	Information	<input type="checkbox"/>	Signature
<input type="checkbox"/>	Initial	<input type="checkbox"/>	Send On

REMARKS

jm

Richard H. Demuth



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : EDV/IEY D.212

20 August 1969

Dear Mr. Cohen,

Subject: International Education Year

We sent you a few weeks ago a summary of the inter-agency meeting on the International Education Year which was held in Geneva on 2 and 3 July 1969. This was a rather useful and lively meeting, during which a common understanding was arrived at on what the IEY should achieve.

... You will have noticed on page 4 of that summary (copy enclosed) that a suggestion was made that Unesco should ask UNDP to contact the resident representatives on the International Education Year and request their co-operation in promoting local initiatives. Indeed, the rôle of the resident representative could be instrumental in activating the appropriate bodies at government level, since for all practical purposes the main significance of the IEY will have to be sought at country level.

... As the IEY is to be essentially a domestic issue, the local authorities have to be spurred into activity. In his letter to the Member States of 23 June 1969 (copy enclosed), the Director-General made a number of suggestions as regards possible actions to be undertaken at national level. As you will see, these suggestions are extremely varied and each resident representative might well exert his judgement in encouraging those which would more likely be achieved in the country concerned. I hope, on the other hand, that by now everyone will have understood the few basic points which were reiterated by the Director-General at the last ECOSOC meeting, e.g. that the International Education Year should not be a mere celebration but rather an occasion for reflection and action to bring about changes in education and also, for that purpose, the underlying

Mr. Myer Cohen
Assistant Administrator and Director
Bureau of Operations and Programming
United Nations Development Programme
866 United Nations Plaza
New York, New York

Mr. Myer Cohen

- 2 -

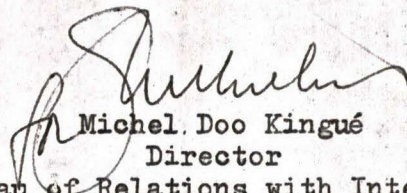
20 August 1969

concept of life-long education should be considered as the most promising working hypothesis. I am sure that the resident representative could help in making such points even clearer.

... Of course, all Unesco experts have been requested to consider the IEY and the promotion of related activities as a priority assignment, (see administrative circular 507 attached). In addition, it was agreed at the Geneva meeting that each Agency would ask its field staff to be active in promoting IEY activities in their own sphere of competence. There is very little doubt, though, that the particularly important function of the resident representative and specifically their contacts with the authorities responsible for planning, could play a significant part in the success of the IEY.

I would hope, therefore, that you would find it possible to ask, in the form you would find appropriate, all the resident representatives to consider themselves involved, along the above lines, in promoting the objectives of the IEY.

Yours sincerely,



Michel Doo Kingué
Director
Bureau of Relations with International
Organizations and Programmes

I N C O M I N G C A B L E

DATE AND TIME OF CABLE: AUGUST 19, 1969 335PM

LOG NO.: ITT TELEX/19

TO: INTBAFRAD

FROM: PARIS

R O U T I N G	
ACTION COPY:	MR. FRANCO-HOLGUIN
INFORMATION COPY:	
DECODED BY:	

TEXT:

1089 FOR FRANCO-HOLGUIN

REFERENCE INVITATION ATTENDANCE UNESCO EXECUTIVE BOARD
 SEPTEMBER 15 OCTOBER 10. PROVISIONAL AGENDA DOES NOT
 SUGGEST MANY ITEMS OF DIRECT INTEREST TO BANK. WOULD
 PROPOSE YOU REPLY THAT WISHART AND STEUBER WILL ATTEND
 WITH WISHART COVERING PERIOD SEPTEMBER 15 TO 26 AND
 STEUBER SEPTEMBER 29 TO OCTOBER 10 SINCE I RETURN FROM
 TDB SEPTEMBER 25. REGARDS

STEUBER

MPB

AUG 19 1969

ROUTING SLIP		Date August 19, 1969
NAME		ROOM NO.
Mr. Calika		C313
<i>Mr. Hoffman</i>		
	To Handle	Note and File
	Appropriate Disposition	Note and Return
	Approval	Prepare Reply
	Comment	Per Our Conversation
	Full Report	Recommendation
	Information	Signature
	Initial	Send On
<p>REMARKS</p> <p>Could you please let me know if you wish to send someone to this meeting and, if so, who. I am also asking the Paris Office.</p> <p><i>No. I suggest the Paris Office, if they can, follow the discussions and send us any useful documents or information.</i></p> <p style="text-align: right;"><i>LOO</i></p>		
<p>From Michael L. Hoffman</p>		



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : **RIO/ORG/a.1544**

...
Le Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture présente ses compliments au Président de la Banque internationale pour la reconstruction et le développement (BIRD) et a l'honneur de l'inviter à se faire représenter à la 83^{ème} session du Conseil exécutif, qui se tiendra à Paris du lundi 15 septembre au vendredi 10 octobre 1969, et dont l'ordre du jour provisoire est joint en annexe (83 EX/1).

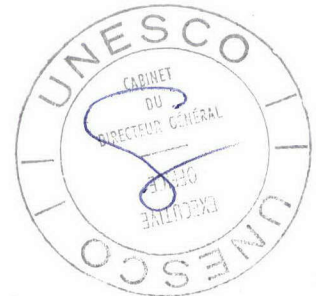
La première séance plénière aura lieu au Siège de l'Organisation, place de Fontenoy, le lundi 15 septembre à 11 heures (salle IX).

Le Directeur général souhaiterait connaître en temps utile le nom du ou des représentants qui auront été désignés.

Paris, le 14 août 1969.

Monsieur Robert McNamara
Président
Banque internationale pour la reconstruction
et le développement (BIRD)
1818 H Street, N.W.
Washington D.C., 20433

Etats-Unis



UNESCO

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations unies pour l'éducation, la science et la culture



place de Fontenoy, Paris-7^e

Telephone: 266-2727
Cables: Unesco Paris
Telex: 27 602 Paris

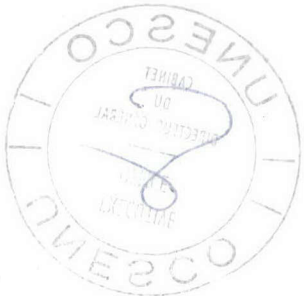
telex: RIO\ORG\A.1544

Le Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture présente ses compliments au Président de la Banque internationale pour la reconstruction et le développement (BIRD) et a l'honneur de l'inviter à se faire représenter à la 83^{ème} session du Conseil exécutif, qui se tiendra à Paris du lundi 15 septembre au vendredi 10 octobre 1969, et dont l'ordre du jour provisoire est joint en annexe (83 EX/1).

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Paris, le 14 août 1969.



Monsieur Robert McNamara
Président
Banque internationale pour la reconstruction
et le développement (BIRD)
1818 H Street, N.W.
Washington D.C., 20433

Etats-Unis

CONSEIL EXÉCUTIF

EX

Quatre-vingt-troisième Session

83 EX/1
PARIS, le 31 juillet 1969
Original français

ORDRE DU JOUR PROVISOIRE (Annoté)

- POINT 1. ADOPTION DE L'ORDRE DU JOUR (83 EX/1)
- 1.1 Démission et remplacement d'un membre du Conseil exécutif (83 EX/NOM/1)
2. APPROBATION DES PROCES-VERBAUX DE LA 82e SESSION (82 EX/SR.1-18)
3. METHODES DE TRAVAIL DE L'ORGANISATION
- 3.1 Rapport du Comité spécial du Conseil exécutif (83 EX/2)
- (Note : En vertu du mandat qui lui a été confié par le Conseil lors de sa 82e session (82 EX/Décisions, 3.1, 4), le Comité spécial doit soumettre au Conseil l'étude sur le mode d'élection et la durée du mandat des membres du Conseil exécutif qu'il doit effectuer en application de la résolution 15 C/Rés. 11.2 de la Conférence générale, ainsi que l'étude des méthodes de travail de la Commission financière et administrative du Conseil à laquelle il aura également procédé lors de sa réunion de septembre 1969.)
- 3.2 Rapports du Corps commun d'inspection des Nations Unies (83 EX/3)
- (Note : En application de la décision prise par le Conseil exécutif (82 EX/Décisions, 5.4, par. 5), le Directeur général soumet au Conseil exécutif, en y joignant certaines observations préliminaires, le rapport ci-après reçu du Corps commun d'inspection depuis la 82e session : Rapport sur la rationalisation des travaux et de la documentation de la Conférence générale de l'Unesco, par M. Lucio Garcia del Solar.)
4. EXECUTION DU PROGRAMME
- 4.1 Résolutions générales

POINT 4.1.1 Rapport du Directeur général sur la mise en oeuvre de la résolution 9.11 adoptée par la Conférence générale lors de sa quinzième session (83 EX/4)

(Note : Le Directeur général soumet ce rapport au Conseil exécutif en application de la résolution susmentionnée de la Conférence générale.)

4.2 Education

4.2.1 Année internationale de l'éducation (83 EX/6)

(Note : Comme suite à la décision prise par le Conseil exécutif lors de sa 82e session (82 EX/Décisions, 4.2.2 - 7 (iii)), le Directeur général communique au Conseil exécutif un rapport sur les études entreprises depuis la dernière session.)

4.2.2 Rapport du Directeur général sur la mise en oeuvre de la résolution 1.113 de la Conférence générale concernant la création éventuelle d'un Fonds pour l'éducation (83 EX/7)

(Note : En application de la résolution 15 C/Rés. 1.113 adoptée par la Conférence générale lors de sa quinzième session, le Directeur général soumet au Conseil exécutif une étude concernant la création éventuelle d'un Fonds pour l'éducation.)

4.2.3 Coopération avec l'Office de secours et de travaux des Nations Unies (UNRWA) (83 EX/8)

(Note : Le Directeur général fait rapport au Conseil à ce sujet, en application de la résolution 82 EX/Décisions, 4.2.5 (8).)

4.2.4 Invitations à la XXXIIe session de la Conférence internationale de l'instruction publique (83 EX/9)

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et des résolutions 15 C/Rés. 1.511 (2) et 14.1 (Annexe, Art. II (a)), le Directeur général soumet au Conseil des propositions concernant les invitations à cette Conférence.)

4.2.5 Rapport du Directeur général sur l'évaluation de l'aide apportée par l'Unesco à l'Institut latino-américain de cinéma éducatif (ILCE) (83 EX/10)

(Note : Comme suite à la décision prise par le Conseil lors de sa 82e session (82 EX/Décisions, 5.4 (6)), le Directeur général soumet au Conseil exécutif le rapport de la Commission spéciale d'évaluation qui, en consultation avec les autorités mexicaines, a été chargée d'évaluer l'utilité de l'aide apportée par l'Unesco à l'Institut latino-américain de cinéma éducatif, ainsi que d'en étudier les perspectives d'avenir.)

POINT 4.2.6 Règlement général des prix destinés à récompenser des travaux méritoires dans le domaine de l'alphabétisation

(Note : En raison de l'établissement, grâce à la générosité du Gouvernement de l'URSS, du Prix Nadejda K. Kroupskaia, le Directeur général a décidé de soumettre à l'approbation du Conseil exécutif un projet de règlement unique pour l'attribution des prix présents et à venir dans le domaine de l'alphabétisation, qui pourrait prendre effet à dater de 1970.)

4.2.7 Modification des statuts et de la composition du Comité consultatif international pour l'éducation extrascolaire (83 EX/25)

(Note : En application de la résolution 15 C/Rés. 1.321 (e), limitant la compétence du Comité susmentionné aux domaines conjoints de l'éducation des adultes et de l'alphabétisation, le Directeur général soumet au Conseil exécutif un projet de modification des statuts et de la composition de ce Comité.)

4.3 Sciences sociales, sciences humaines et culture

4.3.1 Rapport du Directeur général sur la mise en oeuvre des résolutions 3.342 et 3.343 de la quinzième session de la Conférence générale et sur l'application, dans les territoires occupés, de la Convention de La Haye pour la protection des biens culturels en cas de conflit armé (83 EX/12)

(Note : Comme suite à la décision 4.4.2 adoptée par le Conseil lors de sa 82e session (82 EX/Décisions, 4.4.2), le Directeur général présente au Conseil exécutif le rapport qui lui a été demandé à ce sujet.)

4.3.2 Prix Unesco d'architecture (83 EX/13)

(Note : Pour donner effet aux dispositions du paragraphe 1137 du Programme et Budget approuvés pour 1969-1970 (15 C/5 approuvé), le Directeur général soumet au Conseil exécutif un projet de règlement général concernant le prix Unesco d'architecture.)

4.3.3 Rapports du Directeur général et du Président de la Commission internationale pour une Histoire du développement scientifique et culturel de l'humanité (83 EX/24)

(Note : Le Directeur général transmet au Conseil un rapport du Président de la Commission internationale sur la dernière phase des travaux de cette Commission. Le Directeur général soumet pour sa part au Conseil un rapport sur les mesures qu'il propose à la suite de l'achèvement des travaux de la Commission.)

POINT 5. PREPARATION DU PROJET DE PROGRAMME ET DE BUDGET POUR 1971-1972

- 5.1 Modifications ou innovations importantes proposées par le Directeur général pour l'exercice biennal 1971-1972, ainsi que les principaux facteurs budgétaires pertinents (83 EX/5)

(Note : Conformément à la procédure en vigueur, le Conseil exécutif est appelé à examiner les modifications ou innovations importantes proposées par le Directeur général pour l'exercice biennal 1971-1972, ainsi que les principaux facteurs budgétaires pertinents.)

6. RELATIONS AVEC LES ORGANISATIONS ET PROGRAMMES INTERNATIONAUX

- 6.1 Décisions récentes intéressant l'Unesco prises par les organisations du système des Nations Unies (83 EX/14)

(Note : Le Directeur général informe le Conseil exécutif des décisions intéressant l'Unesco, prises par les organisations du système des Nations Unies depuis la 82e session du Conseil exécutif.)

- 6.2 Coopération avec le Programme des Nations Unies pour le développement (83 EX/15)

(Note : En application de la résolution 15 C/Rés. 5.512 (2.(e)), le Directeur général informe le Conseil de l'état d'exécution des projets en cours, ainsi que des nouveaux projets approuvés par le PNUD depuis la 82e session. En outre, conformément à la décision 82 EX/Décisions, 5.3 (4), le Directeur général fait rapport sur les faits nouveaux relatifs au financement des projets régionaux prévus pour 1970 dans le Programme et Budget approuvés pour 1969-1970.)

- 6.3 Problèmes relatifs à la coordination et à la planification de la Deuxième Décennie pour le développement, considérés sous l'angle de l'Unesco (83 EX/16)

(Note : Compte tenu de la résolution 5.531 adoptée par la Conférence générale lors de sa quinzième session et conformément à la décision 82 EX/Décisions, 5.2 (4), le Directeur général soumet au Conseil un rapport à ce sujet.)

- 6.4 Subventions au bénéfice de certaines organisations non gouvernementales (83 EX/17)

(Note : Conformément à la section VI des Directives concernant les relations de l'Unesco avec les organisations internationales non gouvernementales, le Directeur général soumet au Conseil, pour approbation, des propositions de subventions à certaines organisations pour 1970. En outre, le Directeur général informe le Conseil exécutif des modifications intervenues dans l'utilisation de certaines subventions accordées en 1968 et 1969.)

POINT 7. QUESTIONS ADMINISTRATIVES ET FINANCIERES

- 7.1 Acceptation de dons, legs et subventions et rapport sur la création ou la clôture de fonds de dépôt, comptes de réserve et comptes spéciaux (83 EX/18)

(Note : Conformément à la résolution portant ouverture de crédits pour 1969-1970 (15 C/Rés. 7.1 (e)), à l'article IX, paragraphe 3, de l'Acte constitutif, ainsi qu'à l'article 7 du Règlement financier, le Directeur général soumet au Conseil des propositions concernant : (i) l'affectation des dons et des contributions spéciales au budget ordinaire de l'Unesco ; (ii) l'utilisation du solde du Compte spécial pour la mise en oeuvre du programme de l'Unesco ; (iii) la clôture du Compte spécial pour le Programme extraordinaire d'aide financière au bénéfice des Etats membres et des Membres associés d'Afrique.)

- 7.2 Propositions de virements à l'intérieur du budget de 1969-1970 (83 EX/19)

(Note : Conformément à la résolution portant ouverture de crédits pour 1969-1970 (15 C/Rés. 7.1 (b) et (c)), le Directeur général soumet au Conseil des propositions de virements à l'intérieur du budget de 1969-1970.)

- 7.3 Rapport du Commissaire aux comptes sur les comptes de l'Unesco pour l'exercice biennal clos le 31 décembre 1968 (83 EX/20)

(Note : Ce rapport est soumis au Conseil en application de l'article 12.4 du Règlement financier.)

- 7.4 Rapport du Commissaire aux comptes sur la comptabilité de l'Unesco relative à l'élément Assistance technique du PNUD au 31 décembre 1968 (83 EX/21)

(Note : Ce rapport est soumis au Conseil en application de la résolution 15 C/Rés. 16.4 (3).)

- 7.5 Rapport du Commissaire aux comptes sur la comptabilité de l'Unesco relative à l'élément Fonds spécial du PNUD au 31 décembre 1968 (83 EX/22)

(Note : Ce rapport est soumis au Conseil en application de la résolution 15 C/Rés. 16.6.)

- 7.6 Rapport sur la politique du personnel notamment en ce qui concerne l'octroi des contrats de durée indéterminée (83 EX/23)

(Note : Conformément à la décision 82 EX/Décisions, 6.6 (5), le Directeur général soumet au Conseil le rapport susmentionné.)

POINT 7.7 Consultation au sujet de nominations à des postes du Secrétariat :

- (a) politique générale et structure du Secrétariat (article 54 (3))
du Règlement intérieur du Conseil
- (b) nominations à certains postes du Secrétariat (en séance privée).

8. QUESTIONS DIVERSES

8.1 Dates de la 84e session du Conseil exécutif et des réunions d'organes subsidiaires en 1970.

EXECUTIVE BOARD

EX

Eighty-third Session
(Paris, 15 September-10 October 1969)

83 EX/1
PARIS, 31 July 1969
Translated from the French

PROVISIONAL AGENDA (annotated)

- Item 1. ADOPTION OF THE AGENDA (83 EX/1)
- 1.1 Resignation and replacement of a member of the Executive Board (83 EX/NOM/1)
2. APPROVAL OF THE SUMMARY RECORDS OF THE 82nd SESSION (82 EX/SR.1-18)
3. METHODS OF WORK OF THE ORGANIZATION
- 3.1 Report of the Executive Board's Special Committee (83 EX/2)
- (Note: Under the terms of reference given it by the Board at its 82nd session (82 EX/Decisions, 3.1.4) the Special Committee is invited to submit to the Board a study on the mode of election and length of the term of office of members of the Executive Board in pursuance of General Conference resolution 15 C/Resolution 11.2, and the study on working methods of the Finance and Administrative Commission of the Board, which it is likewise to make during its meeting in September 1969)
- 3.2 Reports of the United Nations Joint Inspection Unit (83 EX/3)
- (Note: In accordance with the decision of the Executive Board (82 EX/Decisions, 5.4, paragraph 5), the Director-General submits to the Board the following report, received from the Joint Inspection Unit since the 82nd session, together with preliminary observations thereon:
- on Rationalization of the Proceedings and Documentation of the Unesco General Conference by Mr. Lucio Garcia del Solar)

4. EXECUTION OF THE PROGRAMME

4.1 General resolutions

4.1.1 Report by the Director-General on the implementation of resolution 9.11 adopted by the General Conference at its fifteenth session (83 EX/4)

(Note: The Director-General submits this report to the Executive Board in accordance with the above General Conference resolution)

4.2 Education

4.2.1 International Education Year (83 EX/6)

(Note: Pursuant to the decision taken by the Executive Board at its 82nd session (82 EX/Decisions, 4.2.2, paragraph 7 (iii)), the Director-General reports to the Executive Board on the studies undertaken since the previous session)

4.2.2 Report by the Director-General on the implementation of General Conference resolution 1.113 concerning the possible establishment of an Education Fund (83 EX/7)

(Note: In pursuance of resolution 15 C/Resolution 1.113 adopted by the General Conference at its fifteenth session, the Director-General submits to the Executive Board a report on the possible establishment of an Education Fund)

4.2.3 Co-operation with the United Nations Relief and Works Agency (UNRWA) (83 EX/8)

(Note: The Director-General reports to the Board on this subject pursuant to 82 EX/Decision, 4.2.5, paragraph 8)

4.2.4 Invitations to the XXXIInd session of the International Conference on Public Education (83 EX/9)

(Note: In accordance with the rules concerning the general classification of the various categories of meetings convened by Unesco and resolutions 15 C/Resolution, 1.511 and 14.1 (Annex, Article II (a)), the Director-General submits to the Board proposals regarding invitations to this Conference)

4.2.5 Report by the Director-General on the evaluation of the aid furnished by Unesco to the Latin American Institute for Educational Cinematography (ILCE) (83 EX/10)

(Note: Pursuant to the decision adopted by the Board at its 82nd session (82 EX/Decisions, 5.4.6), the Director-General submits to the Executive Board the report of the Special Evaluation Commission which, in consultation with the Mexican authorities, was invited to evaluate the usefulness of the aid which Unesco has been providing to the Latin American Institute for Educational Cinematography, as well as studying its prospects for the future)

4.2.6 General regulations to govern prizes awarded for meritorious work in literacy

(Note: In view of the establishment, thanks to the generosity of the Government of the USSR, of the Nadezhda K. Krupskaya Prize, the Director-General has decided to submit for the Board's approval, draft standard regulations to govern the award of prizes, existing and future, for meritorious work in literacy; these might take effect as from 1970)

4.2.7 Amendments to the constitution and composition of the International Advisory Committee for Out-of-School Education (83 EX/25)

(Note: Pursuant to resolution 15 C/Resolution 1.321 (e), restricting the powers of the above Committee to the related fields of adult education and adult literacy, the Director-General submits to the Executive Board a proposal to modify the Committee's constitution and composition)

4.3 Social sciences, human sciences and culture

4.3.1 Report by the Director-General on the implementation of resolutions 3.342 and 3.343 adopted by the General Conference at its fifteenth session and on the application, in the occupied territories, of the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (83 EX/12)

(Note: Pursuant to decision 4.4.2 adopted by the Board at its 82nd session (82 EX/Decisions, 4.4.2), the Director-General submits to the Executive Board the report requested from him on this subject)

4.3.2 Unesco Prize for Architecture (83 EX/13)

(Note: To give effect to paragraph 1137 of the approved Programme and Budget for 1969-1970 (15 C/5 approved), the Director-General submits to the Executive Board draft regulations to govern the Unesco Prize for Architecture)

4.3.3 Reports by the Director-General and by the Chairman of the International Commission for a History of the Scientific and Cultural Development of Mankind (83 EX/24)

(Note: The Director-General forwards to the Board a report by the Chairman of the International Commission on the last phase of its work, and submits his own report on the measures he suggests should be adopted following on the conclusion of the Commission's work)

5. PREPARATION OF THE DRAFT PROGRAMME AND BUDGET FOR 1971-1972

5.1 Important changes and innovations proposed by the Director-General with regard to the 1971-1972 biennium and the relevant significant budgetary factors (83 EX/5)

(Note: In accordance with existing procedures, the Board is called upon to examine the major changes and innovations proposed by the Director-General for the 1971-1972 biennium and the relevant significant budgetary factors)

6. RELATIONS WITH INTERNATIONAL ORGANIZATIONS AND PROGRAMMES

6.1 Recent decisions of the organizations of the United Nations system of interest to Unesco (83 EX/14)

(Note: The Director-General informs the Board of decisions of interest to Unesco taken by organizations in the United Nations system since the 82nd session of the Board)

6.2 Co-operation with the United Nations Development Programme (83 EX/15)

(Note: Pursuant to resolution 15 C/Resolution 5.512, paragraph 2 (e)), the Director-General provides a progress report on existing projects and informs the Board of new projects approved by UNDP since the 82nd session. In accordance with decision 82 EX/Decisions, 5.3.4, he also reports on latest developments regarding the financing of regional programmes in the Approved Programme and Budget for 1969-1970)

6.3 Problems relating to the co-ordination and planning of the Second Development Decade as seen from the point of view of Unesco (83 EX/16)

(Note: Pursuant to resolution 5.531 adopted by the General Conference at its fifteenth session and in accordance with decision 82 EX/Decisions, 5.2.4, the Director-General submits a report on this subject to the Board)

6.4 Subventions to certain non-governmental organizations (83 EX/17)

(Note: In accordance with Section VI of the Directives concerning Unesco's relations with international non-governmental organizations, the Director-General submits proposals regarding subventions to certain organizations in 1970 to the Board for approval. He also reports on changes in the use of certain subventions allocated in 1968 and 1969)

7. ADMINISTRATIVE AND FINANCIAL QUESTIONS

7.1 Acceptance of gifts, bequests and subventions, and report on the creation and closure of trust funds, reserve and special accounts (83 EX/18)

(Note: In accordance with the Appropriation Resolution for 1969-1970 (15 C/Resolution 7.1 (e)), Article IX.3 of the Constitution, and Article 7 of the Financial Regulations, the Director-General submits to the Board proposals concerning (i) the appropriation of donations and special contributions to Unesco's Regular budget; (ii) the use of the balance of the Special Account for the implementation of the Unesco programme and (iii) the closure of the Special Account for the Emergency Programme of Financial Aid to Member States and Associate Members in Africa)

7.2 Proposed transfers within the 1969-1970 budget (82 EX/19)

(Note: In accordance with the Appropriation Resolution for 1969-1970 (15 C/Resolution 7.1 (b) and (c)), the Director-General submits proposals regarding transfers within the 1969-1970 budget)

- 7.3 Auditor's report on the accounts of Unesco for the biennium ending 31 December 1968 (83 EX/20)

(Note: This report is submitted pursuant to Article 12.4 of the Financial Regulations)

- 7.4 Auditor's report on the accounts of Unesco relating to the Technical Assistance component of UNDP as at 31 December 1968 (83 EX/21)

(Note: This report is submitted to the Board in accordance with resolution 15 C/Resolution 16.4, paragraph 3)

- 7.5 Auditor's report on the accounts of Unesco relating to the Special Fund component of UNDP as at 31 December 1968 (83 EX/22)

(Note: This report is submitted to the Board pursuant to resolution 15 C/Resolution 16.6)

- 7.6 Report on staff policy, with particular reference to the granting of indeterminate contracts (83 EX/23)

(Note: Pursuant to decision 82 EX/Decision, 6.6, paragraph 5 the Director-General submits this report to the Board)

- 7.7 Consultation on appointments to posts in the Secretariat:

(a) general policy and structure of the Secretariat (Rule 54 (3) of the Board Rules of Procedure)

(b) appointments to certain posts in the Secretariat (private meeting)

8. OTHER BUSINESS

- 8.1 Dates of the 84th session of the Executive Board and of meetings of the Board's Committees in 1970

United Nations educational, scientific and cultural organization
Organisation des Nations Unies pour l'éducation, la science et la
culture

Place de Fontenoy, Paris 7e

tel.: 566.57.57

cables: Unesco Paris

telex: 27 602 Paris

Reference: PER/G.69/1827

14 August 1969

Dear Mr. Woods,

UNESCO has been asked by the United Nations, New York to inform the other Agencies of the changes consequent upon the recent modification in the French franc parity.


The Bureaux in Paris of certain organizations were informed by telephone on 11 August 1969 of Unesco's intentions with regard to the new rate of exchange of the dollar and the new classification of Paris for Post Adjustment purposes.

I am now able to confirm that :

- (a) As from 11 August 1969 the new operational rate of exchange of the French franc will be 5.55 francs per dollar;
- (b) The Paris Post Adjustment classification will change from class 6 to class 4 effective 1 August 1969;
- (c) The new rates of the daily subsistence allowance as from 11 August 1969 will be the following:
 - (i) for Paris : 23 dollars or 128 francs for the first 60 days and 108 francs thereafter;
 - (ii) for elsewhere in France: 18 dollars or 100 francs for the first 60 days and 100 francs thereafter.

... I also attach copy of the UNESCO Administrative Circular No. 510 which is being distributed to-day to our Staff.

Yours sincerely,


R. Bergeaud
Acting Director
Bureau of Personnel

Mr. G. D. Woods
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
WASHINGTON 25, D.C.
U.S.A.

Original to: *Mr. Ripman*
Date: *8/20/69*
Communications
Section

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP				Date OCT 7 - 1969	
Mr. Aldewereld	A1226		Mr. Knapp	A1230	
Mr. Alter	A513		Mr. Lejeune	A637	
Mr. Baum	C303		Mr. McNamara	A1230	
Mr. Benjenk	A637		Mr. Mendels	A1219	
Mr. Broches	A813		Mr. Nurick	A809	
Mr. Cargill	A600		Sir Denis Rickett	A1230	
Mr. Chadenet	C303		Mr. Ripman	D1029	
Mr. Chaufournier	F1236		Mr. Rotberg	A700	
Mr. Cheek	F1236		Mr. Stevenson	D532	
Mr. Wm. Clark	C413		Mr. Twining	D1032	
Mr. Cope	F1232		Mr. Votaw	A600	
Mr. Fowler	A1219		Mr. Wiese	A513	
✓ Mr. Demuth <i>01126</i>	C808		Mr. Williams	C502	
Mr. Diamond	C913		Mr. Wright	A509	
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221		<i>Files</i>		
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	D527				

ddressed Mr. McNamara

CONSEIL EXÉCUTIF

EX

Quatre-vingt-troisième Session

83 EX/4
PARIS, le 12 août 1969
Original français

Point 4.1.1 de l'ordre du jour provisoire

RAPPORT DU DIRECTEUR GÉNÉRAL
SUR LA MISE EN ŒUVRE DE LA RÉSOLUTION 9.11
ADOPTÉE PAR LA CONFÉRENCE GÉNÉRALE LORS DE SA QUINZIÈME SESSION

RESUME

Le Directeur général soumet le présent rapport au Conseil exécutif en application du paragraphe 5 de la résolution 9.11 adoptée par la Conférence générale lors de sa quinzième session. Ce rapport comporte trois sections : I. Mise en oeuvre du programme pour 1969-1970 ; II. Propositions des organisations non gouvernementales (catégories A et B) ; III. Propositions préliminaires en vue d'un plan d'action à long terme en faveur de la paix.

1. Compte tenu des directives concernant la contribution de l'Unesco à la paix formulées, lors de sa quinzième session, par la Conférence générale dans sa résolution 9.11 (texte en annexe), le Directeur général a pris les mesures suivantes :
 - (a) Afin de permettre au Secrétariat de mener de façon coordonnée les activités figurant dans les divers chapitres du programme qui présentent un intérêt particulier pour l'action de l'Organisation en faveur de la paix, un Supplément au programme et budget approuvés pour 1969-1970 a été publié, dans lequel sont regroupées ces activités selon les principes et le schéma des propositions soumises à la Conférence générale par le Directeur général dans le document 15 C/50.
 - (b) Le Directeur général a confié à un groupe de travail au sein du Secrétariat la double tâche de veiller à la coordination et la stimulation de l'action du Secrétariat dans ce domaine au cours de l'exercice 1969-1970 et de préparer un projet de plan d'action intégrée à long terme.

5. Le Secrétariat a consacré une attention particulière aux préparatifs de deux réunions qui doivent avoir lieu avant la 83^e session du Conseil :

le groupe d'experts sur le rôle de l'Unesco pour le développement de la recherche sur les problèmes de la paix, qui doit se tenir au Siège en juillet ;
le stage conjoint Unesco/Institut des Nations Unies pour la formation et la recherche (Unitar) sur la promotion du droit international dans les pays d'Asie, qui doit se tenir à Manille au mois d'août.

6. Mais, dans le domaine de la paix, l'Unesco ne saurait se contenter d'agir en fonction de situations hypothétiques. Avec l'accord des gouvernements intéressés, elle doit pouvoir apporter sa contribution en période de conflit ou dans une situation où la paix est menacée. On a pu le constater jadis lorsqu'elle coopérait à l'oeuvre des Nations Unies au Congo et ses possibilités d'action conciliatrice se sont une nouvelle fois affirmées à propos de la crise du Moyen-Orient lors de la 82^e session du Conseil exécutif, qu'il s'agisse des manuels scolaires par l'adoption de la résolution 82 EX/Déc. 4.25 sur la coopération avec l'Office de secours et de travaux des Nations Unies (UNRWA) ou de la protection du patrimoine culturel des parties en cause par l'adoption de la résolution 82 EX/Déc. 4.4.2 sur la mise en oeuvre des résolutions 15 C/Rés. 3.342 et 3.343 de la Conférence générale et sur l'application, dans les territoires occupés, de la Convention de La Haye pour la protection des biens culturels en cas de conflit armé. Cette action, qui requiert une prise de position et des directives expresses de la Conférence générale ou du Conseil exécutif, dépend essentiellement de la bonne volonté de coopération des Etats membres directement concernés.

Section II

Propositions des organisations internationales non gouvernementales (Catégories A et B)

7. Au moment de la rédaction du présent rapport, 25 organisations avaient répondu à la lettre circulaire du Directeur général du 27 février 1969 sur les 167 auxquelles cette lettre avait été adressée. Toutes ces organisations ont assuré l'Unesco de leur soutien. La plupart ont fourni des exposés intéressants de leurs activités passées ou en cours en faveur de la paix. Cependant, à ce stade, le Directeur général a reçu peu d'indications précises quant aux initiatives qu'elles seraient disposées à prendre dans le cadre d'un plan d'action à long terme et il n'est pas en mesure de présenter des propositions à ce sujet au Conseil exécutif. Il est vrai que, sauf en ce qui concerne les propositions soumises à la quinzième session de la Conférence générale (15 C/50), ce plan n'a pas encore été formulé et que, d'autre part, certaines organisations, comme le Conseil international de la philosophie et des sciences humaines, la Fédération démocratique internationale des femmes et le Service civil international, ont fait savoir qu'elles soumettaient la question à leurs prochains congrès.
8. Parmi les organisations qui ont émis des idées ou des propositions pour l'avenir, il convient de citer :

l'Association internationale pour les recherches sur la paix, qui s'est déclarée disposée, par exemple, à apporter son appui aux institutions ou comités de recherches sur la paix qui pourraient être établis par l'Unesco ou sur son initiative, à organiser des conférences dans les régions où ces recherches sont peu développées ainsi que des cours d'été sur les problèmes de

- (e) qu'il n'est pas exclu de conclure des contrats avec des organisations qui seraient prêtes à apporter à l'Unesco un concours particulièrement important sous la forme de certaines entreprises précises, décidées d'un commun accord.

Cette position a été à nouveau expliquée oralement au Délégué général qui s'est déclaré d'accord. Le Directeur général attend en conséquence les nouvelles propositions éventuelles que la Fédération pourra lui adresser dans le cadre défini dans sa lettre et résumé ci-dessus.

L'Union des associations internationales, qui annonce la création d'un centre d'informations par ordinateur qui pourrait collaborer avec l'Unesco en lui fournissant des données sur les organisations internationales, nationales et locales qui traitent de questions intéressant son programme en faveur de la paix (ex. éducation pour la compréhension internationale, coopération avec la jeunesse, recherches de sciences sociales, recherches sur la paix, information du public, etc.). A cet effet l'Union pourrait avoir besoin d'une aide financière de l'Unesco et de diverses autres formes de soutien.

9. Il convient également de mentionner que le groupe de travail sur l'éducation pour la paix et la compréhension internationale du Comité permanent des organisations non gouvernementales entretenant des relations de consultation avec l'Unesco a recueilli des organisations affiliées, à la suite d'une réunion tenue le 24 mars, des réponses à trois questions concernant les obstacles à la paix, les facteurs qui la favorisent et la façon dont la coopération peut s'établir dans la société contemporaine. L'analyse de ces réponses, qui offre un grand intérêt, a été communiquée aux services compétents du Secrétariat. Lors de sa réunion suivante qui s'est tenue le 30 juin, le groupe de travail a estimé que la question de la coopération proprement dite des organisations adhérentes à une action à long terme de l'Unesco pour la paix pourrait faire l'objet de propositions concrètes lors de la 12e Conférence des organisations non gouvernementales ayant un statut consultatif auprès de l'Unesco qui aura lieu du 20 au 30 octobre 1969.

Section III

Propositions préliminaires en vue d'un plan d'action à long terme en faveur de la paix

10. Au paragraphe 4 de la résolution 15 C/Rés. 9.11, le Directeur général est invité par la Conférence générale à prévoir "une section spéciale sur la contribution de l'Unesco à la paix dans le plan à long terme de l'Organisation".
11. L'action prévue à ce titre doit être solidaire de l'ensemble des activités à long terme de l'Organisation qui doivent elles-mêmes être orientées vers la paix. Le Directeur général, comme il l'a indiqué au cours du débat en séance plénière de la Conférence générale, estime que :
- (1) le "plan à long terme d'action intégrée" mentionné au paragraphe 5 de la résolution 9.11 devra faire partie de l'"Esquisse de plan à long terme de l'Organisation" pour les années 1971-1976 (16 C/4) qu'il présentera à la Conférence générale lors de sa seizième session ;
 - (2) au stade actuel, il ne peut s'agir pour lui que de présenter au Conseil exécutif un certain nombre de propositions préliminaires qui pourront être ensuite reprises et précisées dans la section spéciale du document qu'il soumettra à la Conférence générale (16 C/4) ;

(3) ces propositions préliminaires doivent être sélectives et mettre l'accent sur des activités ou sur l'intensification d'activités liées de façon sensible à la solution de problèmes relatifs à la paix. Dans cette perspective, le Directeur général ne pourra manquer de reprendre, comme l'y invite la résolution 15 C/9.11, les principes et les conceptions du document qu'il avait soumis à la Conférence générale lors de sa quinzième session (15 C/50) ainsi que plusieurs des idées qui figuraient déjà dans ce document.

12. Comme le souligne le document 15 C/50, c'est dans son action éthique que la contribution que l'Unesco peut apporter à la paix se rapproche le plus d'une contribution directe.

13. Le Directeur général pense, par conséquent, que l'Unesco devrait, au cours des années 1971-1976, intensifier de façon sensible son action dans les cinq domaines suivants :

éducation pour la paix et les droits de l'homme au niveau scolaire et extrascolaire, et notamment dans les activités de jeunesse,

promotion du droit,

principes généraux régissant le statut des travailleurs scientifiques,

études sur la paix, sur les problèmes raciaux et sur les problèmes relatifs au colonialisme,

utilisation des moyens d'information en faveur de la paix.

Education pour la paix et les droits de l'homme

14. Au cours de ces dernières années, s'est manifesté parmi les Etats membres, ainsi qu'en témoignent notamment les conclusions du débat de la quinzième session de la Conférence générale sur le Programme futur de l'Organisation, un désir de voir celle-ci s'engager de plus en plus dans des activités tendant à favoriser la novation et l'amélioration qualitative de l'éducation. La Conférence générale a insisté également sur le fait que "la dimension éthique de l'éducation devrait demeurer une préoccupation essentielle dans l'élaboration des programmes futurs" (15 C/Rés. 10).

15. Au niveau scolaire, l'action de l'Organisation auprès de ses Etats membres en faveur de la compréhension internationale devrait porter sur la réforme des programmes, l'amélioration des manuels et les méthodes d'enseignement. Elle devrait faire largement appel à la collaboration des commissions nationales et des organisations non gouvernementales. Les études et réunions qui se tiendront au cours du présent exercice devront constituer la phase préparatoire à l'élaboration et à l'adoption au cours de la période 1971-1976 d'un instrument international portant sur le contenu de l'enseignement dans ses diverses disciplines et visant à promouvoir les idéaux de paix et de compréhension internationale. Avant et après l'adoption éventuelle de cet instrument, des études et du matériel d'information ainsi que des services de consultants seraient mis à la disposition des Etats désireux d'entreprendre une action dans ce sens. Des efforts particuliers devraient être faits, avec l'accord des gouvernements, dans les institutions, notamment les écoles normales primaires et supérieures, créées avec l'aide de l'Unesco. Le système des écoles associées devrait être élargi et mis en mesure de jouer un rôle important à cet égard. Un bilan de l'oeuvre accomplie par les écoles associées en faveur de la compréhension internationale devrait être établi lors d'une conférence qui se tiendrait en 1973 à l'occasion du 20e anniversaire de cette entreprise.

16. A ce propos, on pourrait remarquer, qu'alors que l'Organisation a participé à l'établissement d'un grand nombre d'institutions d'enseignement supérieur, la mise en place au niveau de l'enseignement supérieur d'un réseau d'institutions associées n'a pas encore été réalisée. Une telle initiative mériterait de figurer au programme de l'Unesco en 1971-1976 car l'université constitue toujours un terrain particulièrement fécond de coopération internationale et de coexistence culturelle et une source possible de rayonnement des idées de paix vers le grand public. Dans ce cadre, comme au niveau scolaire, l'orientation des études vers la paix et les techniques de conciliation et de solution des conflits, le respect des droits de l'homme et la réduction des inégalités du développement, devrait être encouragée.
17. Il devrait évidemment en être de même dans les activités concernant la jeunesse, particulièrement dans le cadre de l'aide aux échanges et au contacts entre jeunes, aux projets pilotes dans les Etats membres, au système des entreprises de jeunesse associées, au Service volontaire international, etc. Un matériel d'information approprié devrait être produit par le Secrétariat pour être publié et diffusé par les Etats membres, qui comporterait notamment des ouvrages sur le rôle des jeunes pour la paix et sur les déclarations et recommandations des organisations internationales. Il conviendrait également de mettre l'accent sur le rôle et la valeur du sport en tant que facteur de compréhension internationale.
18. Enfin, l'Unesco devrait encourager les Etats membres et les organisations non gouvernementales à publier à l'intention des adultes des ouvrages et des guides pratiques de postalphabétisation, où les idées de paix et de compréhension internationale seraient intimement liées aux thèmes choisis.
19. Les mêmes objectifs devraient être poursuivis dans l'éducation des réfugiés.

Promotion du droit

20. L'Unesco devrait s'attacher à donner toute sa force à la notion même de droit et à en promouvoir le respect.
21. Tout d'abord, la plupart des règles de droit et notamment de droit international ayant été élaborées dans un cadre historique et culturel déterminé, il conviendrait d'étudier les attitudes des nations en voie de développement envers le droit international actuel et leur rôle dans l'évolution en cours de ce droit. Ceci pourrait constituer l'un des aspects d'une réflexion sur les rapports entre la paix et le règne du droit.
22. Les activités entreprises conjointement avec les Nations Unies pour le développement de l'enseignement du droit international dans les universités devraient être poursuivies et renforcées en même temps qu'on entreprendrait l'étude des méthodes propres à développer le sens du droit dans l'éducation des enfants à tous les niveaux.
23. Enfin il conviendrait de promouvoir l'élaboration des nouvelles règles de droit rendues nécessaires par les conséquences que le développement scientifique et technologique peuvent avoir sur l'homme et son habitat, sur la préservation des cultures et le maintien de la paix. L'Unesco continuerait également à collaborer de façon active, du point de vue scientifique et technique, aux initiatives de l'Organisation des Nations Unies en faveur de la paix auxquelles elle peut apporter son concours sans sortir de sa compétence (ex. Utilisation pacifique du fond des mers et des océans).

Principes généraux régissant le statut des travailleurs scientifiques

24. Il est prévu qu'à la suite d'études entreprises en 1969-1970 une réglementation internationale (recommandation ou convention) régissant le statut et la condition des travailleurs scientifiques, y compris le personnel de recherche, pourra être élaborée et adoptée par l'Unesco en collaboration avec l'Organisation internationale du travail. Cette réglementation tiendrait compte des droits et de la responsabilité des travailleurs scientifiques en ce qui concerne la finalité de leurs travaux, principalement pour ce qui touche la sauvegarde de la paix, les droits de l'homme et le bien-être de la communauté des hommes. On pourrait y inclure la reconnaissance du droit des travailleurs scientifiques et des membres du corps enseignant des institutions d'enseignement supérieur, de publier intégralement les résultats de leurs travaux pour le profit général de l'humanité.

Etudes et recherches sur la paix, le racisme et le colonialisme

25. Le programme de l'Unesco en matière de recherches sur la paix devrait pouvoir être précisé et développé à la suite de la réunion consultative d'experts convoquée au Siège en juillet 1969.

26. Au cours de la période 1971-1972 et dans la ligne déjà définie en matière de promotion du droit, il conviendrait de développer l'étude des conséquences du progrès scientifique et technologique sur la diversité des cultures, sur les droits de l'homme en général et, en particulier, sur le droit à la vie privée. De même, l'étude des facteurs biologiques, psychologiques et sociaux qui provoquent l'agressivité devrait être poursuivie et approfondie.

27. Dans le cadre des recherches sur le racisme, on pourrait entreprendre l'étude des conséquences provoquées par la croyance en la supériorité de certaines cultures en même temps qu'on développerait et approfondirait les études sur les aspects socio-économiques de la question raciale ainsi que sur les effets des moyens d'information sur les attitudes dans une société multiraciale.

28. On devrait examiner également la possibilité d'orienter les études sur les problèmes économiques, sociaux et culturels des pays ayant récemment accédé à l'indépendance vers des thèmes nouveaux, tels que l'état et les tendances des relations entre groupes ethniques ainsi que les problèmes culturels que rencontrent les pays après une période coloniale.

Utilisation des moyens d'information en faveur de la paix

29. Dans toute la mesure de ses moyens, l'Organisation devrait s'efforcer de développer l'utilisation des moyens d'information en faveur de la paix. A cet effet, le Secrétariat devrait pouvoir fournir aux Etats membres un matériel d'information inspiré des activités décrites ci-dessus et destiné à appuyer ces activités. D'autre part, à la suite des études sur la présentation de la violence dans l'information, entreprises au cours du présent exercice, le Secrétariat pourrait encourager les organisations professionnelles compétentes à élaborer des "codes de responsabilité" dans l'utilisation des grands moyens de diffusion modernes, en vue d'assurer le respect des droits de l'homme, de la compréhension internationale et de la paix.

August 11, 1969

Mr. A. Deléon
Director
Department of Out-of-School Education
Unesco
Place de Fontenoy
Paris 7e
France

Dear Mr. Deléon:

Many thanks for the copy of "Financement de l'investissement intellectuel" by Mr. Ardant, which I found on my desk after returning from leave. I am reading it with great interest.

Yours sincerely,



Mats Hultin
Education Adviser
Education Projects Department

MHultin/sp

Addressed IBRD UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

AUG 8 REC'D

place de Fontenoy, 75 Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

référence : CL/2038

- Ballantine (o/a)
- Caika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

Subject: Appointment of the Director (D-1) of the Unesco
Regional Office for Education in Africa

Sir,

I have the honour to inform you that a new post of Director of the Unesco Regional Office for Education in Africa has been established with effect from 1 January 1970.

... I should appreciate it if you would kindly send me the names of qualified persons whom I might consider as candidates for this post. A description of the duties and responsibilities and the qualifications required of the incumbent is attached (Annex I), together with a statement of the classification of Member States according to the criteria of geographical distribution of staff members (Annex II).
...

Any candidatures you may wish to present should be received before 10 October 1969. The submission of each candidature should contain the names of persons from whom references may be obtained and a detailed curriculum vitae, written in English or in French, including the following particulars: date and place of birth, present nationality, university education, present post and posts held during at least the past ten years, subjects of special competence, publications, knowledge of languages and, in particular, degree of ability to write, speak and understand English and French. I hope that among the candidates proposed there may be women as well as men.

Each candidature should also indicate the date on which the candidate could begin work in Unesco, for what length of time (two years or longer) he would be available and whether he would be able to obtain secondment or special leave of absence to take up his duties.

Please accept, Sir, the assurances of my highest consideration.

Enclosures:
2 Annexes

John E. Fobes

John E. Fobes
Acting Director-General

(G-NC)

ANNEX I

POST DESCRIPTION

- (1) Title of post: Director, Unesco Regional Office for Education in Africa
- (2) Post number: REG/AF/ED/X
- (3) Category and level: Director level (D-1)
- (4) Organizational location: A country of Africa to be established
- (5) Duties and responsibilities:

Within the general directives given by the Assistant Director-General for Education, and under the supervision of the Director of the Department for the Advancement of Education, the incumbent will be responsible for an ensemble of educational projects undertaken by Unesco in support of national programmes of educational development in African countries. This will entail the following duties:

- (1) Participating in the planning of the educational programme of Unesco for Africa;
- (2) Preparing and submitting for approval annual work plans to be carried out in African countries in accordance with the programme approved by the General Conference;
- (3) Directing and organizing the work of the Regional Office for Education, administering its staff, and building up a task force service to Member States;
- (4) Discussing with national governmental authorities, and with the appropriate international and regional organizations and national institutions, the ways and means of translating into action, within the framework of national programmes, the recommendations of conferences of ministers of education and appropriate experts meetings for the improvement of the quality of education, in particular, recommendations on
- the training of personnel for educational planning and administration;
- the preparation, upgrading and retraining of school-teachers and out-of-school and functional literacy workers;
- orienting classroom and out-of-school work towards experimentation and innovation in curriculum construction methods, techniques and materials;
- (5) Co-operating with the Directors of the Regional Centre for Science and Technology (Nairobi) and the Regional School Building Centre for Africa

(Khartoum) in spearheading the reform and improvement needed in the whole of the school curriculum through

the conduct of regional and national workshops and of training courses;

co-ordinated follow-up action in co-operation with Unesco field staff members (Technical Assistance experts, professors in Unesco/UNDP assisted teacher-training colleges, specialist advisers to Ministries of Education);

- (6) Ensuring that Unesco field staff members receive adequate technical guidance and documentation from the Office;
 - (7) Providing technical guidance, at the request of African governments, for the preparation and conduct of national meetings of experts, seminars and training courses and follow-up action;
 - (8) Collecting information relevant to educational development in Africa and diffusing it as required for meeting the needs of educational authorities and Unesco field experts in the region;
 - (9) Stimulating and/or directing comparative studies on subjects directly related to the execution of the educational programme for Africa and to specific needs of field experts;
 - (10) Participating in the recruitment of field experts for educational projects in Africa, by looking for suitable candidates for vacant posts, and assessing applications on request from Headquarters;
 - (11) Participating in the selection of Unesco fellows, advising Headquarters about their programmes of study and sharing in the task of following-up their work on their return.
- (6) Qualifications and experience required:
- (a) University degree;
 - (b) Evidence of studies in comparative education, preferably involving education in Africa;
 - (c) Evidence of a serious contribution in the field of education, made through research and publications or in the discharge of important functions, e.g. as chairman of a governmental or non-governmental agency;
 - (d) High-level professional experience in education; preferably both teaching experience at secondary or higher level, including teacher training, and administrative experience at the national or provincial level;

- (e) Good acquaintance with the educational systems of African countries;
- (f) Excellent knowledge of either English or French, with ability to speak fluently and to draft correspondence and reports in it; working knowledge of the other language.

(7) Salary and allowances:

Initial appointment will be at D-1 grade, with a gross salary equivalent to US \$21,960 per annum which, after deduction for the Unesco staff assessment, corresponds to a net salary equivalent to US \$16,074 per annum, plus the prescribed allowances. These emoluments are normally exempt from all direct taxation. Income tax on such remuneration, if levied, is reimbursed in accordance with the Staff Regulations and Rules.

- (8) Closing date: 10 October 1969.

ANNEX II

GEOGRAPHICAL DISTRIBUTION

<u>Representation above range</u>	<u>Representation within range</u>	<u>Representation below range</u>	<u>Nil</u>
Argentina	Algeria	Afghanistan	Albania
Austria	Australia	Burma	Barbados
Belgium	Bolivia	Cambodia	Burundi
Chile	Brazil	Central African Republic	Congo (Democratic Republic of)
Dahomey	Bulgaria	Chad	El Salvador
France	Byelorussian SSR	China	Ethiopia
Greece	Cameroon	Colombia	Guinea
India	Canada	Congo (Brazzaville)	Honduras
Ireland	Ceylon	Costa Rica	Ivory Coast
Jordan	Cuba	Cyprus	Kuwait
Lebanon	Czechoslovakia	Gabon	Lesotho
Morocco	Denmark	Federal Republic of Germany	Libya
New Zealand	Dominican Republic	Guatemala	Malawi
Nigeria	Ecuador	Guyana	Malta
Pakistan	Finland	Iceland	Mauritania
Panama	Ghana	Italy	Mongolia
Peru	Haiti	Jamaica	Nicaragua
Spain	Hungary	Japan	Paraguay
Switzerland	Indonesia	Kenya	Portugal
Syria	Iran	Laos	Rwanda
Turkey	Iraq	Liberia	Southern Yemen (People's Republic of)
United Arab Republic	Israel	Luxembourg	Tanzania (United (Republic of)
United Kingdom	Korea (Republic of)	Malaysia	Uganda
Uruguay	Madagascar	Netherlands	Yemen
Viet-Nam	Mali	Niger	Zambia
Yugoslavia	Mauritius	Poland	
	Mexico	Saudi Arabia	
	Monaco	Sierra Leone	
	Nepal	Singapore	
	Norway	Somalia	
	Philippines	Sudan	
	Romania	Thailand	
	Senegal	Togo	
	Sweden	Ukrainian SSR	
	Trinidad and Tobago	Union of Soviet Socialist Republics	
	Tunisia	United States of America	
	Venezuela	Upper Volta	

Ref: DG/4.1/108/8

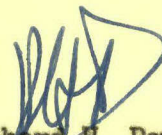
August 7, 1969

Dear Mr. Maheu:

On behalf of Mr. McNamara, I wish to acknowledge your letter of July 18, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the Meeting of Governmental Experts on International Arrangements in the Space Communication Field to be held in Paris from December 2 to 9, 1969.

We appreciate your kind invitation but I regret to inform you that, owing to previous commitments at that time, it will not be possible for the Bank to be represented at this meeting. I should appreciate it, however, if you would arrange for any further documentation relating to this meeting, and the final report when it is issued, to be sent to Mr. Duncan S. Ballantine, Director, Education Projects Department, at this address.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

Mr. Rene Maheu
Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Cleared with and cc: Mr. Ballantine
Central Files with incoming correspondence

:mmcd

WFFC

August 7, 1969

Ref: DOL/1/108/8

Dear Mr. Mahen:

On behalf of Mr. McManera, I wish to acknowledge your letter of July 18, 1969, and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the Meeting of Governmental Experts on International Arrangements in the Space Communication Field to be held in Paris from December 2 to 9, 1969.

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Sincerely yours,



Richard H. Dennis
Director
Development Services Department

Mr. Rene Mahen
Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenay
Paris 7e, France

Central Files with incoming correspondence
Cleared with and cc: Mr. Ballantine
August 8 11 2:10

mmcd



united nations educational, scientific and cultural organization
 organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

AUG 11 REC'D

telephone : 566-57.57
 câbles : Unesco Paris
 télex : 27 602 Paris

reference : ED/8070/9.3

- Ballantine
- Calika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

6 August 1969

Dear Mr. Ballantine,

I am pleased to invite the International Bank for Reconstruction and Development to send at its own expense a representative to the fourth Workshop of Directors and Unesco Experts of the Regional Educational Building Centres, the open sessions of which will be held in Mexico City, from 25 to 28 November. Annex I to this letter includes the proposed agenda to which there will be only minor modifications.

You will note that the theme this year is "Development Work in Educational Buildings". These Centres have each now had considerable experience in this field and we feel the time has come for their development activities to be redefined, particularly so that their work may give a clearer picture of the educational buildings problems of the Member States and thus help more effectively the external aid-giving agencies in the implementation of their assistance programmes.

In view of the close relationship between this special subject and your Organization's activities in the educational buildings field, we hope that you will make every effort to send a representative. Any films, slides, photos or publications that could help to describe the work of the International Bank for Reconstruction and Development would be most welcome.

Yours sincerely,

Carey M. O. Maté
 C.M.O. Maté,
 Director,
 Department of Planning
 and Financing of Education.

Mr. D. S. Ballantine,
 Director,
 IBRD, Educational Projects Department,
 1818 H. St. N.W.,
 WASHINGTON, D.C. 20433.

Ack. Aug. 22

UNESCO

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture



AUG 1 RECD

place de Fontenoy, Paris-7e

référence : ED/8070/9.3
téléphone : 266-2727
câbles : Unesco Paris
téléc : 27 602 Paris

6 August 1969

- Boliviana
- Colica
- Iran
- Stewart
-
-
- Dr. Files
- Op. Files

Dear Mr. Ballantine,

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Yours sincerely,

C.M.O. Maté
C.M.O. Maté,
Director,
Department of Planning
and Financing of Education.

Mr. D. S. Ballantine,
Director,
IBRD, Educational Projects Department,
1818 H. St. N.W.,
WASHINGTON, D.C. 20433.

File Aug 22

ANNEX I

FOURTH WORKSHOP OF DIRECTORS AND UNESCO EXPERTS OF THE
REGIONAL EDUCATIONAL BUILDING CENTRES

Theme : Development Work in Educational Buildings:

Introduction: Since 1965 it has been Unesco's practise to arrange an annual Workshop for the directors and key officers of the three Unesco supported regional educational building Centres in Asia, Africa and Latin America. The objectives of these workshops are to improve technical communication (and therefore coordination) between these Centres and to discuss administrative procedures and problems between the Centres and Headquarters. The main themes of past workshops have been:

1965 (Paris) Administrative matters and cost research
1967 (Colombo) Coordination of research activities
1968 (Paris) Planning and design of facilities for higher education

In 1969 the discussion of National Development Group activities is most timely. Each of the three Centres has had among their objectives, since their inception, the encouragement of school building development activities at national level which would lead to innovations in educational buildings and, in turn, to improved facilities and/or lower costs. Yet accomplishments in this vital sphere have only been achieved with great effort and, for this reason, the purpose of the 1969 Workshop will be to study, in depth, several successful non-Unesco supported development projects and to review each individual effort made by the Unesco supported Centres. Based on this collective experience, the Workshop will draw up recommendations for the Director-General on what steps need to be taken from 1970 to 1972 and onward to ensure that the Organization achieves the aims of the various resolutions relating to national development groups as set forth by various meetings of the Unesco General Conference.

Proposed agenda

- | | | |
|--------------------------|---|---|
| 20 November | - | assemble in San Francisco
(hotel to be announced later) |
| 21 November | - | visit to open plan primary schools |
| 22 - 23 November | - | weekend in San Francisco. Attend selected sessions of US National Commission Conference on Man & His Environment. |
| 24 November | - | visit to SCSD secondary schools.
visit to Foothill College (Jr. College) |
| 24 November
(evening) | - | Fly to Mexico City. Assemble at Hotel Montejo. |

/Cont.....

Annex I - page 2

- 25 November - Review of successful development projects.
EFL, SCSD, SEF, RAS, University of California Housing
- 26 - 27 November - Review of development groups, task forces, etc.
by ARISBR, CONESCAL, REBIA, UNESCO.
- 28 November - Presentation of relevant activities by IBRD,
SIDA, OECD, UIA (if present)
- 28 November (pm) - General discussions and preparation of report to
Director General on Development Group activities.
- 29 - 30 November - Weekend visits.
- 1 - 2 December - Review of coordinated research
- 3 December - Review of administrative matters; preparation of
final report.

(Meetings on 28 November (pm) and 1 - 3 December, will be for representatives of Unesco and the Unesco-supported Centres only)

Background documents

- I Status of Regional Centres on 1 October 1970 (ARISBR, CONESCAL, REBIA) (Note: outline IV WS/2)
- II Review of Educational Building Development Activities (ARISBR, CONESCAL, REBIA, UNESCO).

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

DELIVERED TO THE
PRESIDENT
AUG 18 1969

INCOMING MAIL ROUTING SLIP				Date	
Mr. Aldewereld	A1226		Mr. Knapp	A1230	
Mr. Alter	A513		Mr. Lejeune	A637	
Mr. Baum	C303		Mr. McNamara	A1230	
Mr. Benjenk	A637		Mr. Mendels	A1219	
Mr. Broches	A813		Mr. Nurick	A809	
Mr. Cargill	A600		Sir Denis Rickett	A1230	
Mr. Chadenet	C303		Mr. Ripman	D1029	
Mr. Chaufournier	F1236		Mr. Rotberg	A700	
Mr. Cheek	F1236		Mr. Stevenson	D532	
Mr. Wm. Clark	C413		Mr. Twining	D1032	
Mr. Cope	F1232		Mr. Votaw	A600	
Mr. Fowler	A1219		Mr. Wiese	A513	
<input checked="" type="checkbox"/> Mr. Demuth <i>A1128</i>	C808		Mr. Williams	C502	
Mr. Diamond	C913		Mr. Wright	A509	
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	D527				

*No attachment was received
Files - no reply.*

REPUBLIQUE DEMOCRATIQUE
DU CONGO



Ministère de l'Education Nationale
Commission Nationale Congolaise
pour l'Education, la Science et la Culture

Kinshasa, le 4-8-69

Aug 4, 1969

N° EDN/SG/02/CNU/SG/2270/69,-

Mr McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
WASHINGTON, D. C. 20433
(U . S . A .) .-

N/Réf. :

V/Réf. :

Objet :

Sir,

I have the honour to inform you that the Second Regional Conference of African National Commissions for Unesco will be held in Kinshasa (Democratic Republic of the Congo) from 20 - 25 October 1969.

A copy of the Provisional Agenda of this Conference is attached.

Not retained

I should be grateful if you would let me know whether your Organization intends to send observers to this Conference, and if so, their names and titles, and the date and time of their arrival in Kinshasa, in order that hotel reservations may be made for them.

Please accept, Sir, the assurances of my highest consideration.

Mario Cardoso

Mario CARDOSO
Minister of Education,
President of the Congolese
National Commission for Unesco.



1963 OCT 18 PM 2:21



NATIONAL COMMISSION FOR UNESCO
President of the Congolese
Ministry of Education
MARIO SAKODO

consideration.

Please accept, Sir, the assurances of my highest

regards. Reservations may be made for these
dates and time of their arrival in Kinshasa in order that
conference, and if so, their names and titles, and the
local organization intends to send observers to this

I should be grateful if you would let me know whether

is attached.

A copy of the provisional agenda of this conference

the Congo) from 20 - 22 October 1963.

UNESCO will be held in Kinshasa (Democratic Republic of
Regional Conference of African National Commissions for

I have the honor to inform you that the second

Sir,

(P . S . V .) --

М. У. В. И. С. Л. О. И. Д. С. С. О. В. С. С. И.
1963 г. октябрь, 18
Министерство образования
Демократической Республики Конго
Киншаса
Г. МСАИ-114

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0000

Ministère de l'Éducation Nationale

18 OCT 1963



DR CONGO
REPUBLIC OF CONGO

Kinshasa, 18

18-10-63

Ref: DG/1.1/4109/20/1

July 28, 1969

Dear Mr. Adiseshiah:

On behalf of Mr. McNamara, I wish to acknowledge your letter of July 17, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the Third Conference of Ministers of Education and Ministers responsible for economic planning in the Arab States to be held in Marrakesh, Morocco, from January 12 to 20, 1970.

I am pleased to inform you that the Bank will be represented at this Conference and we will advise you in due course of the name of our representative. In the meantime, I should appreciate it if you would arrange for any further documentation relating to this Conference to be sent to Mr. Duncan S. Ballantine, Director, Education Projects Department, at this address.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

Mr. Malcolm S. Adiseshiah
Acting Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Cleared with and cc: Mr. Ballantine (with enclosure)
Central Files with incoming letter

:mmcd

✓ Bas - UNESCO

cc: P+S - Educ - IIEP

Mr. D. S. Ballantine

July 28, 1969

G. P. van Dijk

Proposed I.I.E.P. and Unesco Meetings

As discussed this morning, it would be useful if an economist could join Mats Hultin in participating in the IIEP meeting in Paris on cost analysis, September 11 - 13, 1969. Bahr, Cherniavsky, Koulourianos and Lethem would be free. I would suggest that Bahr would go since he has been involved in evaluating the IIEP cost analysis reports intensively. Mr. Burt agreed that his mission to China could follow immediately after the meeting; provided he could take an extra day in Paris for follow-up and report writing (Sept. 15), he could proceed to China without coming back to Washington.

The Unesco proposal to convene the second meeting of Bank - Unesco economists during the period 6 - 10 October, 1969 cannot be harmonized with our work schedule. Bahr, Lethem and I would not be able to participate in a meeting during that week. It would be better to postpone the meeting till November when most of us will be free, provided the November meeting would not coincide with the proposed Unesco PIM to Morocco in which I hope to participate.

CPvanDijk/jn

cc: Messrs. Burt, Stewart
Bahr, Cherniavsky, Koulourianos, Lethem

ROUTING SLIP	Date July 30, 1969
---------------------	---------------------------

NAME	ROOM NO.
Mr. Ballantine	C313
<u>Mr. Frances</u>	

To Handle	Note and File
Appropriate Disposition	Note and Return
Approval	Prepare Reply
Comment	Per Our Conversation
Full Report	Recommendation
Information	Signature
Initial	Send On

REMARKS

Please let me know if you wish to be represented at this meeting and, if so, by whom. Thanks.

*Do not expect to be represented - would like papers
D-F*

From

Ernesto Franco - D1116



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/4.1/108/8

18 JUL. 1969

**Subject : Meeting of Governmental Experts
on International Arrangements in
the Space Communication Field**

Dear Mr. McNamara,

I have the honour to invite your Organization to be represented by observers at a Meeting of Governmental Experts on International Arrangements in the Space Communication Field, to be held at Unesco House, Paris, from 2 to 9 December 1969.

The purpose of the meeting, as defined by the General Conference in resolution 4.141 adopted at its fifteenth session, is to help formulate "proposals concerning international arrangements and conventions to promote the use of space communication for the furtherance of Unesco's aims". The provisional agenda is attached hereto and other documents will be sent to you in due course.

I should be grateful if you would inform me at your earliest convenience of the name of the observer or observers whom you may wish to send to the meeting.

Yours sincerely,

1 enclosure

Mr. R.S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

René Maheu

U.S.A.

Ack: Aug 7.

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture



place de Fontenay, Paris-7^e

The Director-General

Reference: DG/4.1/108/8

18 JUL 1969

Subject: Meeting of Governmental Experts
on International Arrangements in
the Space Communication Field

Dear Mr. McNamara,

I have the honour to invite your Organization to be represented by observers at a Meeting of Governmental Experts on International Arrangements in the Space Communication Field to be held at Unesco House, Paris, from 2 to 9 December 1969.

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I should be grateful if you would inform me at your earliest convenience of the name of the observer or observers whom you may wish to send to the meeting.

Yours sincerely,

René Mahen
René Mahen

I enclosure

Mr. R. S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

1969 JUL 23 PM 1:23

U.S.A.

Distribution: limited

COM/SPACE/1
PARIS, 19 May 1969

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Meeting of Governmental Experts on International Arrangements
in the Space Communication Field

Unesco House, Paris, 2-9 December 1969

PROVISIONAL AGENDA

1. Opening of meeting by Director-General or his representative
2. Election of President
3. Adoption of Rules of Procedure
4. Election of Vice-Presidents and Rapporteur
5. Adoption of the Agenda
6. General discussion
7. International arrangements on the use of space communication for the free flow of information:
 - (a) Collection and dissemination of news;
 - (b) Educational broadcasting;
 - (c) Cultural and other transmissions.
8. Furthering of satellite television transmissions by ensuring their legal protection against uses not authorized by the originating body
9. Assessment of the requirements of education, science and culture in the future allocation of frequencies for space communication
10. Adoption of the report of the meeting

JUL 24 1969

ROUTING SLIP		Date July 24, 1969	
NAME		ROOM NO.	
Mr. Ballantine		C313	
<i>Mr. Franco</i>			
To Handle		Note and File	
Appropriate Disposition		Note and Return	
Approval		Prepare Reply	
Comment		Per Our Conversation	
Full Report		Recommendation	
Information		Signature	
Initial		Send On	
REMARKS			
<p>Please let me know if you wish to be represented at this meeting and, if so, by whom. Thanks.</p> <p><i>Yes - we should accept and will give name of representative later JRF.</i></p>			
From Mr. Franco's Office D1116			

MAIL ADDRESSED
TO THE
PRESIDENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP				Date JUL 23 1969	
Mr. Aldewereld	A1226		Mr. Knapp	A1230	
Mr. Alter	A513		Mr. Lejeune	A637	
Mr. Baum	C303		Mr. McNamara	A1230	
Mr. Benjenk	A637		Mr. Mendels	A1219	
Mr. Broches	A813		Mr. Nurick	A809	
Mr. Cargill	A600		Sir Denis Rickett	A1230	
Mr. Chadenet	C303		Mr. Ripman	D1029	
Mr. Chaufournier	F1236		Mr. Rotberg	A700	
Mr. Cheek	F1236		Mr. Stevenson	D532	
Mr. Wm. Clark	C413		Mr. Twining	D1032	
Mr. Cope	F1232		Mr. Votaw	A600	
Mr. Fowler	A1219		Mr. Wiese	A513	
<input checked="" type="checkbox"/> Mr. Demuth	C808 <i>A1128</i>		Mr. Williams	C502	
Mr. Diamond	C913		Mr. Wright	A509	
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221		<input checked="" type="checkbox"/> <i>Mr. Consolo</i>		
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	D527				



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/1.1/4109/20/1

17 JUL 1969

Dear Mr. McNamara,

The General Conference of Unesco, in resolution 1.121(b) adopted at its fifteenth session, authorized me "to organize, with the collaboration of the League of Arab States, a third regional conference of Ministers of Education and Ministers responsible for economic planning in the Arab States to consider the rôle of technical and vocational education in development".

In implementation of resolution 4.2.1 adopted by the Executive Board at its 82nd session, I have the honour to invite your Organization to be represented by an observer at the Third Regional Conference of Ministers of Education and Ministers responsible for economic planning in the Arab States, which at the kind invitation of the Government of Morocco, will be held at Marrakesh from 12 to 20 January 1970.

Please find attached the provisional agenda. An annotated agenda will be sent to you together with the principal working documents at least three months before the opening of the Conference.

If, as I hope, you accept this invitation, I should be grateful if you would kindly let me know in good time the name and titles of your observer.

Yours sincerely,

Encl.

Mr. R.S. McNAMARA
President
International Bank for
Reconstruction and Development
1818 H. Street, N.W.
Washington, D.C. 20433

U.S.A.

Malcolm S. Adiseshiah
Malcolm S. Adiseshiah
Acting Director-General

Adi: July 28

100-44822

united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture



place de Fontenoy, Paris-7^e

The Director-General

17 JUL 1969

reference DG/1.1/4109/20/1

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Yours sincerely,

Encl.

Malcolm S. Adiseshiah
Acting Director-General

Mr. R. S. McNAMARA
President
International Bank for
Reconstruction and Development
1818 H. Street, N.W.
Washington, D.C. 20433

1969 JUL 23 PM 1:24

U.S.A.

100-44822

Lias - UNESCO

TELEPHONE: 811337, 811126, 811022, 811548

CABLE: UNESCO, BANGKOK



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

REGIONAL OFFICE FOR EDUCATION IN ASIA
BUREAU REGIONAL POUR L'EDUCATION EN ASIE

P. O. BOX 1425
SANAM SUA PA
BANGKOK, THAILAND.

REF: 13.2.3/5429/69

15 July 1969

Files

Dear Sir,

By letter dated 4 July, Mr. C. Flexa-Rebeiro, Assistant Director-General for Education, extended an invitation to the International Bank for Reconstruction and Development to the Preparatory Meeting of Experts for the third Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia. I am sending herewith two copies each of the following papers prepared for the meeting:

- | | |
|------------------------------|-----------------------|
| 1. Agenda | ED/MINASIA/Prep/1 |
| 2. Annotations to the Agenda | ED/MINASIA/Prep/1-a |
| 3. Rules of Procedure | ED/MINASIA/Prep/2 |
| 4. General Information | ED/MINASIA/Prep/INF/1 |

*Arth Ballantine
7/23.*

Yours sincerely,

Raja Roy Singh
Raja Roy Singh
Director

President
International Bank for Reconstruction and Development
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

1969 JUL 24 10:31

100-14250

CABLE: UNESCO, BANGKOK

TELEPHONE: 811337, 811126, 811022, 811248

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture



REGIONAL OFFICE FOR EDUCATION IN ASIA
BUREAU REGIONAL POUR L'EDUCATION EN ASIE

P. O. BOX 1425
SARANAM SUA PA
BANGKOK, THAILAND

REF: 13.2.3/5429/69

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File

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Handwritten notes:
1/25
100-14250

- 1. Agenda
 - 2. Annotations to the Agenda
 - 3. Rules of Procedure
 - 4. General Information
- ED\MINASIA\Prep\1
ED\MINASIA\Prep\1-2
ED\MINASIA\Prep\2
ED\MINASIA\Prep\INF\1

Yours sincerely,

Signature of Raja Roy Singh
Raja Roy Singh
Director

President
International Bank for Reconstruction and Development
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

100-14250

Ref: DG/2.3/572/55


July 11, 1969

Dear Mr. Maheu:

On behalf of Mr. McNamara, I wish to acknowledge your letter of June 27, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to send an observer to the International Conference on the Practical and Scientific Results of the International Hydrological Decade and on International Co-operation in Hydrology to be held in Paris from October 6 to 14, 1969.

I am pleased to inform you that the Bank will be represented at this Conference by Mr. Phillip Kirpich of the Agriculture Projects Department. I should appreciate it if you would arrange for any further documentation relating to this Conference to be sent to Mr. Kirpich at this address. It would also be appreciated if copies of the reports presented to the Conference could also be sent to Mr. Harold R. Shipman, Water Supply Division, Public Utilities Department at this address.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

Mr. René Maheu
Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenay
Paris 7e, France

Cleared with and cc: Mr. Baum
cc: Messrs. Armstrong/Shipman
cc: Mr. Kirpich (with Agenda)
Central Files with incoming correspondence

EF:mmcd

REC 707 14 64 3:20

WFFCD

July 11, 1969


Ref: DO/S.2/272/22

Dear Mr. Mahan:

On behalf of Mr. Monemara, I wish to acknowledge your letter of June 27, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to send an observer to the International Conference on the Practical and Scientific Results of the International Hydrological Decade and on International Co-operation in Hydrology to be held in Paris from October 6 to 14, 1969.

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Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

Mr. René Mahan
Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenay
Paris 7e, France

Central files with incoming correspondence
cc: Mr. Kirpich (with Agenda)
cc: Messrs. Armstrong/Shipman
Cleared with and cc: Mr. Baum
1969 JUL 14 PM 3:50

ET:mmcd



UNESCO
 united nations educational, scientific and cultural organization
 organisation des nations unies pour l'éducation, la science et la culture

UNESCO
Op. Jules

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
 câbles : Unesco Paris
 télex : 27 602 Paris

référence : EDA/70/136

AUG 4 REC'D

- Ballantine
- Calika
- Burt
- Stewart
- Hultin*
-
- Div. Files
- Op. Files

10 JUL 1969

Dear Mr. Hultin,

I have pleasure in sending you herewith a copy of a paper entitled "Financement de l'investissement intellectuel" by Mr. Gabriel Ardant, Inspecteur général des finances and one of the participants, like yourself, at the Round Table of Bankers held in Rome from 11 to 13 February 1969.

You will see that the paper comprises a report on the Round Table made by Mr. Ardant to participants at a meeting organized by the French National Commission for Unesco in March, together with questions subsequently put to him by participants. I believe you will find Mr. Ardant's account of our meeting of great interest, especially his pertinent remarks as to methods of financing education in general, and literacy in particular, in the industrial and agricultural sectors.

Yours sincerely,

A. Deléon
 Director,
 Department of
 Out-of-School Education

Mr. Mats HULTIN
 Education Adviser
 Department of Education
 International Bank for Reconstruction
 and Development (IBRD)
 1818 H. Street, N.W.
 Washington D.C. 20433

U.S.A.

Ack. Aug. 11



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

référence : EDA\70\136
téléphone : 266-27.27
câbles : Unesco Paris
téléc : 27 602 Paris

AUG 4 RECD

09 JUL 1969

- Op. Files
- Div. Files
- Stewart*
- But*
- Carika*
- Balkan*

Dear Mr. Hultin,

Bankers held in Rome from 11 to 13 February 1969. One of the participants, like yourself, at the Round Table of Mr. Gabriel Ardan, Inspector général des finances and paper entitled "Financement de l'investissement intellectuel" I have pleasure in sending you herewith a copy of a

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A. Deléon
A. Deléon
Director,
Department of
Out-of-School Education

Mr. Mats HULTIN
Education Adviser
Department of Education
International Bank for Reconstruction
and Development (IBRD)
1818 H. Street, N.W.
Washington D.C. 20433

U.S.A.

Op. Files
UNESCO

Del. Deléon

Ref: EVD/4109/21/1

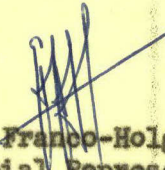
July 10, 1969

Dear Mr. Flexa-Ribeiro:

On behalf of Mr. McNamara, I wish to acknowledge your letter of July 4, 1969 and enclosure, and to thank you for inviting the Bank to be represented at the preparatory meeting of experts for a third regional conference of Ministers of Education and those responsible for economic planning in Asia to be held in Bangkok from September 9 to 16, 1969.

We very much hope to have a representative at the meeting but we are not yet in a position to say whether we will have someone available for that purpose. We will, therefore, communicate with you again in this respect at a later stage. In any event, we would appreciate your arranging for any further documentation relating to this meeting to be sent to Mr. Duncan S. Ballantine, Director, Education Projects Department, at this address.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

Mr. C. Flexa-Ribeiro
Assistant Director-General
for Education
United Nations Education, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Cleared with and cc: Mr. Ballantine

Central Files with incoming correspondence

EF:mmcd

Mr. D. S. Ballantine

July 8, 1969

G. Pennisi

International Education Year (IEY)

1. This is a short summary of the annexed documents on the International Education Year. The documents are composed of (a) a letter by Mr. Maheu to the Ministers of Education of Unesco member countries; (b) a copy of the resolution adopted by the Executive Council of Unesco, 82nd session, (May 1969); (c) suggestions of activities to be undertaken by the member countries during the IEY; (d) report on the projects to be undertaken by Unesco during the IEY; (e) a report on measures being prepared by UN organisms and agencies for the IEY.

2. Mr. Maheu's letter to the Ministers of Education and the suggestions of activities to be undertaken by the member countries during the IEY stress the importance of continuing education and of functional literacy. Then, the member countries are invited to prepare, discuss and adopt a declaration on educational policies to be undertaken in the next 20 years.

3. The projects Unesco will carry on during the IEY can be grouped under four headings: (a) studies (viz. international study on world educational situation; study of new concepts of higher education; studies of impact of education on development; study of new trends in integrated science teaching); (b) operational activities (viz. Ivory Coast educational system rationalization; Mekong Valley functional literacy; pilot projects for vocational education); (c) educational policy (viz. international conference of public education; world conference on agricultural education; third regional conference of Ministers of Education and Ministers of Planning of the Arab countries); (d) publications on several subjects.

4. In the Report on measures being prepared by UN organisms and agencies for the IEY, Unesco planned activities as well as actions by other organisms of the UN family are described with many details. However, apart from the above mentioned conferences, there is no major new initiatives. Its conclusions stress the idea that the IEY is to be the occasion to evaluate past efforts and to start new actions to be carried on during the Second Development Decade.

5. Unesco will publish a periodical bulletin on the initiatives prepared by its member countries for the IEY.

Attachment

GPennisi/ms

J.P.

ROUTING SLIP

Date

July 7, 1969

NAME

ROOM NO.

Mr. Ballantine

C313

Mr. James

To Handle

Note and File

Appropriate Disposition

Note and Return

Approval

Prepare Reply

Comment

Per Our Conversation

Full Report

Recommendation

Information

Signature

Initial

Send On

REMARKS

Please let me know if you would wish to be represented at this meeting and, if so, by whom.

Thanks.

Subject to the availability of suitable personnel we hope to be represented

J.S.B.

From

Ernesto Franco

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP			Date	
	Mr. Aldewereld	A1226	Mr. Knapp	A1230
	Mr. Alter	A513	Mr. Lejeune	A637
	Mr. Baum	C303	Mr. McNamara	A1230
	Mr. Benjenk	A637	Mr. Mendels	A1219
	Mr. Broches	A813	Mr. Nurick	A809
	Mr. Cargill	A600	Sir Denis Rickett	A1230
	Mr. Chadenet	C303	Mr. Ripman	DI029
	Mr. Chaufournier	F1236	Mr. Rotberg	A700
	Mr. Cheek	F1236	Mr. Stevenson	D532
	Mr. Wm. Clark	C413	Mr. Twining	DI032
	Mr. Cope	F1232	Mr. Votaw	A600
	Mr. Fowler	A1219	Mr. Wiese	A513
✓	Mr. Demuth	C808	Mr. Williams	C502
	Mr. Diamond	C913	Mr. Wright	A509
	Mr. El Emary	C502		
	Mr. Fontein	C602	✓ Mr. Franco	
	Mr. Friedman	A1221		
	Mr. Goodman	C602		
	Mr. Graves	C809		
	Mr. Hoffman	C808		
	Mr. Kamarck	D527		



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

Asia - UNESCO
x 2 - VN ECAFE

place de Fontenoy, Paris-7^e

telephone : 566-57.57
cables : Unesco Paris
télex : 27 602 Paris

reference : EDV/4109/21/1

4 July, 1969

Dear Mr. McNamara,

The General Conference of Unesco, at its fifteenth session, authorized the Director-General by Resolution 1.121 (a) to organize, with the collaboration of the United Nations Economic Commission for Asia and the Far East (ECAFE), a preparatory meeting of experts for a third regional conference of Ministers of Education and those responsible for economic planning in Asia, to be held in 1971-1972. A copy of the resolution in question is attached hereto.

The main theme of the conference will be the development and improvement of:

- a) quality of education
- b) Rural Education
- c) Science teaching

within the framework of Asian Plans for the Second Development Decade, and the purpose of the preparatory meeting is to develop guidelines for the agenda and the substance of the working papers to be prepared for the conference. A note of information on the background and terms of reference of the meeting is enclosed.

The preparatory meeting will take place at the Unesco Regional Office for Education in Asia, Bangkok, from 9 to 16 September 1969. I have the honour to invite your Organization to be represented at this meeting to whose work I believe it would make a valuable contribution.

I very much hope that you will find it possible, in view of the importance of the conference and of the theme chosen for discussion, to accept this invitation.

Yours sincerely,

Mr. R.S. McNamara,
President,
International Bank for
Reconstruction and Development,
1818 H Street N.W.
WASHINGTON D.C. 20433, USA

C. Flexa-Ribeiro,
Assistant Director-General for
Education

Ad: July 10

organisation des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization



place de Fontenoy, Paris-7e

référence : EDV/1709/S/1
téléphone : 266-2727
câbles : Unesco Paris
téléc : 27.602 Paris

1 July, 1969

Dear Mr. McNamara,

The General Conference of Unesco, at its fifteenth session, authorized the Director-General by Resolution I.151 (a) to organize, with the collaboration of the United Nations Economic Commission for Asia and the Far East (ECAFE), a preparatory meeting of experts for a third regional conference of Ministers of Education and those responsible for economic planning in Asia, to be held in 1971-1972. A copy of the resolution in question is attached hereto.

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Yours sincerely,

A. Flexa-Ribeiro,
Assistant Director-General for
Education

Mr. R. S. McNamara,
President,
International Bank for
Reconstruction and Development,
1818 H Street N.W.,
WASHINGTON D.C. 20433, USA

1969 JUL - 2 PM 9:01
RECEIVED
GENERAL SECRETARIAT

10 July 1969

RESOLUTION 1.121(a)

Adopted by the General Conference at its 15th Session

The Director-General is authorized to help Member States in the formulation of education policies and strategies to co-operate for the solution of problems of major importance to the development of education by organizing regional conferences of Ministers of Education and those responsible for economic planning, and, in particular, in 1969-1970 :

- to organize, with the collaboration of the United Nations Economic Commission for Asia and the Far East, a preparatory meeting of experts for a third regional conference of Ministers of Education and those responsible for economic planning in Asia to be held in 1971-1972.

THE BACKGROUND AND A NOTE OF INFORMATION ON TERMS OF REFERENCE
OF THE PREPARATORY MEETING OF EXPERTS

1. Regional meetings of Ministers, convened by Unesco in association with ECAFE, have over the last ten years evolved as forums where dominant issues in the development of education are discussed and decisions of policy taken to serve as guidelines for action at national, regional and international levels.

The first regional meeting of Ministers of Education of Member States in Asia was convened by Unesco at Tokyo in April 1962. It reviewed the progress of compulsory primary education in Asia in the light of the Karachi Plan/¹ for compulsory primary education which was formulated in 1960 by a meeting of the representatives of the governments in the region. The recommendations/² adopted by the Tokyo meeting emphasized the need for balanced educational development and the integration of long-term educational plans into overall national development plans.

The second regional conference was convened by Unesco, in association with ECAFE, at Bangkok in November 1965 and included both Ministers of Education and Ministers responsible for Economic Planning of Member States in Asia. It reviewed the implementation of the Karachi Plan, the decisions of the Tokyo Meeting and made recommendations on some major policy issues related to the overall development of education in the region/³. The conference examined and adopted the Asian Model of Educational Development/⁴ as a general framework within which each country would identify its needs and evolve a strategy of educational growth.

These regional ministerial conferences have taken place at a time of great stress and strain as well as of significant changes brought about by the rapid expansion of educational systems and the need for re-aligning the objects and methods of education more closely to economic and social goals.

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1. Unesco. The needs of Asia in primary education ; a plan for the provision of compulsory education in the region. Paris, 1961. (Educational Studies and Documents, No. 41).
 2. Meeting of Ministers of Education of Asian Member States participating in the Karachi Plan, Tokyo, 2-11 April 1962. Final Report. Bangkok; Unesco Regional Office for Education in Asia, 1962. (Unesco.ED/192).
 3. Conference of Ministers of Education and Ministers responsible for Economic Planning of Member States in Asia, Bangkok, 22-29 November 1965. Final Report, Paris, Unesco, 1966 (Unesco:ED/222).
 4. An Asian Model of Educational Development : perspectives for 1965-80. Paris, Unesco, 1966 (ED.66/D.33/A).

2. It is proposed that a third regional conference of Ministers of Education and those responsible for economic planning in Asia should be convened in 1971-1972, and should address itself to the following theme :

Development and improvement of

- a) quality of education
- b) Rural Education
- c) Science teaching

within the framework of Asian plans for the Second Development Decade.

3. As part of the preparation for this regional conference, the General Conference, at its fifteenth Session (Paris, 1968), authorized the Director-General "to organize, with the collaboration of the United Nations Economic Commission for Asia and the Far East, a preparatory meeting of experts" to be held in 1969.

4. In the light of the theme set for consideration by the Third Asian Regional Conference of Ministers, the meeting will tender its advice and recommendations on the preparatory measures that should be undertaken for the Conference and in particular :

- (i) elaborate upon the theme proposed for the consideration of the Conference, delineating the main segments, the major issues to be presented and the approach that should be adopted in presenting them;
- (ii) advise on the main working papers for the Conference and the method for their preparation;
- (iii) if it is found necessary to conduct preparatory studies or surveys, suggest the design of such studies and surveys and the method of carrying them out;
- (iv) make suggestions on the Agenda of the Conference.

5. The meeting will be attended by 8 to 10 experts drawn from the social, economic and educational fields of specialization and by representatives of United Nations Specialized Agencies.

UNESCO —

ED/WS/137

Paris, 1 July 1969
Original : English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

UNESCO/IBRD CO-OPERATIVE PROGRAMME

- Objectives, types of aid and procedures -

Information note for Unesco staff

INTRODUCTION

1. Since 1962 the International Bank for Reconstruction and Development (IBRD) and its affiliate, the International Development Association (IDA), have provided aid for educational development in the form of loans or credits to finance the construction and equipment of educational buildings. The amount of loans/credits made available by IBRD/IDA ¹⁾ through 30 April, 1969, totalled \$215.35 million for 29 education projects.
2. In 1964, the World Bank and Unesco decided to co-operate in the identification, preparation and evaluation of educational projects considered eligible for Bank financing. The division of responsibilities between the two Organizations is laid down in a "Memorandum of Understanding" ²⁾. In general, Unesco is responsible for the identification of projects and assists Member States in the preparation of loan requests. The Bank is responsible for evaluating the application for a loan submitted by Member States, and for the final decision as to whether a loan or credit will be granted.
3. Within the Bank educational project financing is handled by the Education Projects Department which is therefore responsible for operational relations of the Co-operative Programme. Within Unesco the operational responsibility for the Co-operative Programme lies with the Educational Financing Division of the Department of Planning and Financing of Education. The operations of this Division are jointly financed by the Bank and Unesco and are devoted exclusively to the Co-operative Programme. It is the normal channel of operational communication between the Bank and Unesco concerning the Co-operative Programme. The Division is an integral part of the Secretariat of Unesco. As such, it may request temporary services from other parts of the Secretariat. Its reports are Unesco reports.
4. The present note has been prepared to provide general information to Unesco Headquarters and field staff on the Co-operative Programme, its objectives, the type of assistance offered and the procedures applied in the preparation of projects. It is not a guide for project preparation. Furthermore, the information set out below is not binding on either Unesco or the Bank. Methods of work and procedures vary from country to country and may be changed as the programme develops.

(1) Hereinafter called "World Bank" or IBRD/IDA.

(2) The text of this Memorandum is included in the Unesco Manual, item 525, Appendix 5H.

A. OBJECTIVES

5. The Co-operative Programme is designed to assist governments in the development of their national systems of education, in the framework of overall development, and with special reference to economic growth. It should be noted that the Co-operative Programme is concerned, in the first instance, with systems of education as a whole. Although, in the end, particular parts of the system (general, agricultural, industrial, technical, commercial or teacher education) may be singled out as priority areas for development, the decision to assist such specific areas is made with reference to a study of the entire system of education.
6. Aid is provided by the IBRD/IDA to permit educational systems to contribute more effectively to economic development. This does not imply that the World Bank (or, for that matter, Unesco) regard other objectives as of lesser importance. The emphasis on the economic aspects of education is in conformity with the Bank's mandate to foster economic development through various means, including education, and it is in harmony with Unesco's Programme to promote education in the framework of overall development, including economic development.
7. It is also important to distinguish between priorities and needs. While it is relatively easy to show that certain types of education or training need to be strengthened or materially improved, it is obvious in many instances, particularly in the developing countries, that the sum total of needs by far exceeds the available resources. Consequently it is necessary to determine priorities. These would normally be indicated in the educational development plan, if such exists, or be determined with reference to the education policy of the government.
8. For the Co-operative Programme the implications of the economic approach are twofold. First, in selecting projects that may be considered for IBRD/IDA financing priorities are determined with reference to the requirements and absorptive capacity of the employment market and the constraints of financial and other resources. The probable need for particular kinds of graduates is usually estimated on the basis of manpower analyses, and in the light of other economic indicators such as projected shortages arising from concrete plans for industrial expansion. But whatever the method, there should be some assurance that World Bank financed projects help to increase the external productivity of the system of education.
9. The second implication concerns the internal efficiency of systems of education. It is of considerable importance that the limited resources available for education, both national resources and external aid, are put to good use. This applies to all parts of the system and not merely to those types of education assisted by IBRD/IDA. It would make no sense to provide external assistance for one part of a system, while existing resources are used in an uneconomical manner in other parts of the system.

10. It is clear from the foregoing that the Co-operative Programme is not merely a device to enable governments to obtain loans or credits from the World Bank. Financing is a means to an end. The purpose of the Co-operative Programme is to help Member States in the implementation of their plans to develop their national systems of education and, more specifically, to render these systems more productive and more efficient.

B. TYPES OF ASSISTANCE

11. The external aid which a government may obtain represents only a small fraction of the total resources required for the development and/or maintenance of a national system of education. These total resources include the following :

- (a) students with varying attitudes, aptitudes, skills and knowledge ;
- (b) study programmes designed for different types and levels of education ;
- (c) learning methods and teaching techniques for each subject of the curricula offered in the various types and levels of education of the system ;
- (d) teaching staff possessing a variety of qualifications and experience ;
- (e) staff required for the administration, planning, evaluation and improvement of the system of education ;
- (f) physical plant, including buildings, furniture, equipment, educational materials and supplies, learning aids.

All these "inputs" (resources) are necessary to produce a specified "output" (qualified graduates). Conversely, the quality and the size of the output are determined by the different categories of inputs listed above.

12. International aid, which provides additional inputs to national resources, is mainly of two types : technical assistance and capital aid. Technical assistance in the field of education is related to categories b), c), d) and e) listed in the preceding paragraph, and has been made available by Unesco since 1948 in various forms : training of teachers, expert advisers on curriculum reform and the development of new teaching methods, fellowships for the training of administrators, and so forth. The bulk of this type of assistance is financed at present by the UN Development Programme.

13. Capital aid is related to category f) of paragraph 11 above, namely, the provision of the physical plant required for education. Within the family of UN organizations, the World Bank is the only institution which provides this type of aid on a large scale. It is needed badly by most developing countries, where capital is scarce and an urgent need exists to expand facilities and to introduce improved methods of instruction.
14. The Bank's policy is to provide this aid in the form of loans or credits (and not, for example, through grants-in-aid). Loans for educational development are made by the IBRD. They bear interest (at present $6\frac{1}{2}$ per cent) and are repayable over a period of normally about 25 years, including a period of grace which is normally 5 - 10 years. Credits are made by the IDA. They are repayable over a period of 50 years, including a period of grace of 10 years. Credits are interest free, but a service charge is payable (at present $\frac{3}{4}$ of one per cent). In some cases, an IBRD loan and an IDA credit are accorded simultaneously. The decision whether assistance is provided as a loan or credit depends on the country's economic situation and not on the type of project e.g. education, power, roads, or agriculture.
15. Capital aid and technical assistance are often complementary, but this is not necessarily so. The real inter-relationship is between the various categories of inputs listed in paragraph 12 above. If one of these categories is insufficient in size or in quality, the output of the system may not come up to expectations. It is, therefore, necessary to consider all categories of inputs before deciding which of them need to be strengthened. The decision as to whether technical assistance or capital aid (or both) are needed depends mostly on the nature of the category concerned. This again points to the paramount importance of educational planning as a tool for development.
16. Financial aid provided by the Bank is exclusively related to well defined projects designed to meet urgent and important needs for educational development at a reasonable cost. A project might include, for example, the construction and equipment of a number of comprehensive secondary schools and higher teacher training centres, or the provision of physical plant to permit the introduction of a new curriculum and improved teaching methods, or a combination of these in different types of education and training. But assistance is always earmarked for specific institutions.

C. METHODS AND PROCEDURES

17. Any educational development project requires a considerable amount of preparatory work. To begin with, from the educational point of view, decisions have to be made regarding the type and level of education which has to be expanded or improved on a priority basis, its estimated enrolment, the supply of teachers and the curricula to be applied. Second, decisions have to be made concerning the planning of each school including its location, site,

the total number and the size of class rooms, laboratories, workshops and other special rooms in each building (to be determined on the basis of enrolment and curricula), the building materials to be used, and the cost of construction, equipment and furniture per school. Thirdly, the future recurrent (operating) cost generated by the construction of new institutions should be estimated in advance.

18. This preparatory work is necessary whether the source of financing is internal or external. Whether a government uses its own budgetary resources, or whether it borrows money to finance the construction of new schools makes no difference in this respect. No government can afford to embark on an educational development project without making the necessary decisions relating to priorities in the framework of overall objectives, and without detailed estimates of both the capital and the recurrent cost involved.

19. Many potential borrowers appear to have some difficulty in carrying out the preparatory work leading to the formulation of a project to be considered for Bank financing. This may be due, at least, in part, to a shortage of competent staff with experience in the planning, administration and economics of education. In addition, there is the problem of knowing in advance what kinds of data are required by the Bank to enable it to consider a loan or credit request. In view of these difficulties, assistance may be made available, free of charge, under the Co-operative Programme, in carrying out the necessary preparatory work. This service is normally provided by Unesco. It is made available at the request of a government which has decided, in principle, to apply for a Bank loan or credit, and in consultation with the Bank which considers the request in the context of its overall lending programme to the country concerned.

20. The assistance rendered in the preparatory work relating to an educational development project falls under two main heads, namely :

- (a) the identification of projects that may be considered for financing by the IBRD/IDA ;
- (b) the preparation of loan requests for submission to the IBRD/IDA.

21. In the practice of the Co-operative Programme project identification has come to mean a comprehensive and detailed study of an education system, of its internal efficiency and external productivity. The place of the system in the overall development context is also investigated so that both educational and economic criteria may be brought to bear in the determination of priority areas. The actual description of projects suitable for financing from external resources (Bank or others) thus comes last in a chain of reasoning which, though not rigorously deductive, in view of the frequent lack of quantitative data, does attempt to provide a rational basis for decision or choice. The report arising from such a study thus includes :

- (a) a brief description of the national system of education. This description should include, for each type and level of education, the various "inputs" used (enrolment, curricula, teaching methods, staff, administration, physical plant and equipment). It should also show the structural relations between the different parts of the system, and the organization of the system as a whole. Finally, it should provide data on the recurrent cost of education such as the breakdown of expenditure by level and type of education, and the unit cost per student ;
- (b) a statement of long-term objectives for development ;
- (c) an indication of priority areas for educational development. These priority areas are determined following an analysis of the productivity and the efficiency of the system. They concern types and levels of education, as well as the various categories of "inputs" used or required for the development of the system as a whole. In countries where there is a plan for educational development, these priority areas normally coincide with the objectives of the plan ;
- (d) within each priority area, an indication of the projects that may be considered for financing.

22. Project identification is usually carried out by a mission consisting of specialists in general, agricultural and technical education and an economist specialized in the financing of education and manpower studies. Project Identification Missions (PIM) visit a country for approximately four weeks to collect the necessary descriptive and statistical data and to obtain the views of those responsible for education. Normally, governments appoint one or more liaison officers to facilitate the various contacts to be made by the PIM which may include various Ministries (Education, Planning, Agriculture, Finance, Labour, etc.) as well as visits to educational institutions. In the light of the mission's findings, Unesco prepares a confidential report which is submitted to the Government for its consideration, as well as to the Bank. Although neither the Government nor the Bank is bound by its recommendations, the PIM Report normally provides a basis on which the Bank and Government agree on the content of an educational development project.

23. A Project Preparation Mission (PPM) may then be requested to assist in working out the details. It usually consists of 2 or 3 specialists in education, varying with the nature and the size of the project to be prepared, an economist and an architect specialized in school construction. The mission assists the government authorities concerned in the collection and presentation of the data required for each school building to be included in the project, and

in the justification of the request as a whole. For cases where no PIM Report or an equivalent descriptive and analytic study exists, the basic data on the system of education and priority areas for development should also be included in the request.

24. It should be emphasized that a request is the exclusive responsibility of the government (as distinct from a PIM Report which represents the views of the Unesco Secretariat). A Project Preparation Mission provides technical assistance in formulating a request ; in doing so, it may suggest certain norms or standards (pupil/teacher ratios, space per student, etc.) and advise on the inclusion or exclusion of specific project items. However, it is for the government to decide what will be included in the request, and it is the government that submits the request to the Bank. Accordingly, it is essential that the government should designate a number of senior officials to form a Working Party responsible for the formulation of the Request.

25. The Working Party should include at least one senior official who is in a position to facilitate contacts with the Ministry of Education, and other ministries concerned. Other members might be staff responsible for planning, general education, technical education, agricultural education, finance and statistical services, etc. They should be supported by an adequate number of clerical staff. This depends upon the organization of the Ministry and the nature of the request. The Working Party should be constituted well in advance of the arrival of the Project Preparation Mission, with a view to collecting the necessary descriptive and, in particular, statistical data. Guidelines for Project Preparation, a publication which provides an indication of the data required, will be made available upon request by Unesco.

26. Upon the receipt of the loan request, the Bank usually sends an Appraisal Mission, consisting of specialists in education, school construction, and the economics of education, to examine with the competent government authorities the purpose and the scope of the project. In the light of its findings, the Bank prepares an Appraisal Report, on the basis of which a decision is reached as to whether the project should be financed by IBRD/IDA and, if so, under what conditions. The negotiations between the Bank and the Government concerned normally lead to a Loan Agreement (or a Credit Agreement) stipulating the obligations of the Bank and of the borrowing country.

27. To sum up, the normal procedure for obtaining financial aid from IBRD/IDA for educational development comprises the following stages :

- (a) An expression of intent on the part of the Government to request aid, and a decision in principle by the Bank, in the light of its overall lending policy to the country concerned ;

- (b) the preparation of a Report containing an analytical description of the total system of education, the priority areas for development in accordance with plan objectives and, within each priority area, the number and type of institutions to be established. Under the Co-operative Programme, assistance is provided by a Unesco Project Identification Mission (PIM) ;
- (c) Agreement between the Government and the Bank on the content of the project to be prepared.;
- (d) The preparation of a detailed plan for each school showing the enrolment, catchment area, staff, curriculum, accommodation requirements, as well as cost estimates. Assistance may be made available by a Unesco Project Preparation Mission (PPM) ;
- (e) The preparation of an Appraisal Report by the World Bank ;
- (f) Negotiation between the Government and IBRD/IDA leading to a Loan Agreement or a Credit Agreement.

CONCLUSIONS

28. In conclusion, three points merit emphasis. The first is that decisions as to the type or form of education to be assisted are not made on an a priori basis, but in the light of a careful analysis of the total system of education and the role it is to play in overall national development. In principle, aid may be provided for the development of any kind of education and training, either in school or out-of-school within the limitations set out in paragraphs 6 to 9 above.

29. Second, it should perhaps be emphasized that the Bank will consider the financing of well defined projects - not programmes. The Bank is not a funding Agency, either directly or through Unesco. Financial aid provided by IBRD/IDA never takes the form of a budget subvention, but is always pinpointed to assist the development of specific institutions within priority areas. This explains the importance attached to the identification, preparation and appraisal of projects, which, although limited in scope, are likely to make an impact on the development of the national system of education.

30. The Co-operative Programme emphasizes what has been called the investment facet of education. In doing so it does of course facilitate reforms and innovations which, in their practical effect, not only improve the external productivity of an education system as measured by economic standards but also improve the chance for the individual to develop his own capacities and participate more fully in the life of his community.

Mr. Bernard Chadenet

June 30, 1969

O. H. Calika

Briefing for Visit to Unesco

In response to your memorandum of June 23, 1969 on the above, I suggest the following documents:

- (1) Unesco/Bank Aide-mémoire, dated December 2, 1964.
- (2) Memorandum of Understanding with Respect to Working Arrangements between the Unesco and the Bank/IDA.
- (3) Letter of July 19, 1968 from Mr. Maheu to Mr. McNamara.
- (4) Letter of August 19, 1968 from Mr. McNamara to Mr. Maheu.
- (5) Minutes of thirteenth periodic review meeting of the IBRD/Unesco Cooperative Program, Paris, January 7-8, 1969.
- (6) Draft of briefing on Unesco, for Mr. McNamara, dated January 30, 1969 (by O. H. Calika).
- (7) Final paper, "Briefing for Mr. McNamara on Unesco and Bank/Unesco Cooperative Program," dated February 3, 1969.
- (8) Loans and Credits Approved, as of April 30, 1969 - education.

Copies of these are attached. Please let us know if further information or documents are required.

Attachments

OH
OHCALIKa:ec

cc: Mr. Ballantine

ROUTING SLIP	Date July 1, 1969
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NAME	ROOM NO.
Mr. Ballantine	

To Handle		Note and File
Appropriate Disposition		Note and Return
Approval		Prepare Reply
Comment	X	Per Our Conversation
Full Report		Recommendation
Information		Signature
Initial		Send On

REMARKS

JUL 2 REC'D

- Ballantine
- Calika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

From

SEBoskey *EB*

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP				Date JUN 30 1969	
	Mr. Aldewereld	A1226		Mr. Knapp	A1230
	Mr. Alter	A513		Mr. Lejeune	A637
	Mr. Baum	C303		Mr. McNamara	A1230
	Mr. Benjenk	A637		Mr. Mendels	A1219
	Mr. Broches	A813		Mr. Nurick	A809
	Mr. Cargill	A600		Sir Denis Rickett	A1230
	Mr. Chadenet	C303		Mr. Ripman	D1029
	Mr. Chaufournier	F1236		Mr. Rotberg	A700
	Mr. Cheek	F1236		Mr. Stevenson	D532
	Mr. Wm. Clark	C413		Mr. Twining	D1032
	Mr. Cope	F1232		Mr. Votaw	A600
	Mr. Fowler	A1219		Mr. Wiese	A513
✓	Mr. Demuth	C808 <i>D1128</i>		Mr. Williams	C502
	Mr. Diamond	C913		Mr. Wright	A509
	Mr. El Emary	C502		✓ <i>Mrs. Bookery</i>	
	Mr. Fontein	C602			
	Mr. Friedman	A1221			
	Mr. Goodman	C602			
	Mr. Graves	C809			
	Mr. Hoffman	C808			
	Mr. Kamarck	D527			



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, 75 Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : CL/2035

Subject: Appointment of the Director of the Division
of Higher Education, Department of School
and Higher Education (D-1)

Sir,

I have the honour to inform you that the post of Director of the Division of Higher Education, Department of School and Higher Education, following the resignation of its incumbent, Mr. K. Rybnikov, will fall vacant.

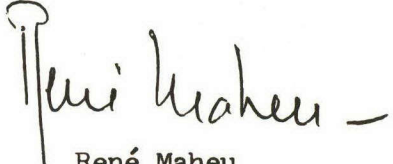
I should appreciate it if you would kindly send me the names of qualified persons whom I might consider as candidates for this post. A description of the duties and responsibilities and the qualifications required of the incumbent is attached (Annex I), together with a statement of the classification of Member States according to the criteria of geographical distribution of staff members (Annex II).

Any candidatures you may wish to present should be received before 27 September 1969. The submission of each candidature should contain the names of persons from whom references may be obtained and a detailed curriculum vitae, written in English or in French, including the following particulars: date and place of birth, present nationality, university education, present post and posts held during at least the past ten years, subjects of special competence, publications, knowledge of languages and, in particular, degree of ability to write, speak and understand English and French. I hope that among the candidates proposed there may be women as well as men.

Each candidature should also indicate the date on which the candidate could begin work in Unesco, for what length of time (two years or longer) he would be available and whether he would be able to obtain secondment or special leave of absence to take up his duties.

Please accept, Sir, the assurances of my highest consideration.

Enclosures:
2 Annexes


René Maheu
Director-General

ANNEX I

Title: Director
Post No.: EDS-323
Category and level: Director level (D-1)
Organizational location: Division of Higher Education
Department of School and Higher Education

Duties and responsibilities:

Under the authority of the Director of the Department of School and Higher Education, the incumbent will be responsible for ensuring that all the activities undertaken by the Secretariat in the field of higher education are co-ordinated, and for establishing channels of information and co-operation between the various departments operating in that field. He will participate in the planning, and direct the execution of Unesco's programme for the institutional development of higher education and the promotion of international co-operation in this field. These general assignments entail the following responsibilities:

- (1) establish the appropriate inter-departmental machinery for co-ordinating the Organization's total effort in the field of higher education;
- (2) direct and administer the Division of Higher Education;
- (3) participate in the planning of studies and research projects to be initiated or carried out by the Secretariat itself, or commissioned to outside organizations, bodies or experts, including the programme of studies on higher education sponsored jointly by Unesco and the International Association of Universities (IAU); serve as a member of the Steering Committee of this joint programme and ensure the technical servicing of studies and research projects undertaken within its framework;
- (4) participate in the planning of such normative action as Unesco may undertake in the field of higher education; plan and direct studies and inquiries required for the preparation of international instruments in this field;
- (5) plan international and regional activities and projects in regard to the institutional aspects of higher education, including the organization of international and regional conferences, seminars and workshops, and direct the technical preparation of such meetings;
- (6) assess requests from Member States, for assistance relating to higher education, within the framework of such programmes as the Expanded Programme of Technical Assistance and the Programme of Participation in the Activities of Member States; advise on the recruitment of experts and consultants in this respect, examine applications for fellowships and propose programmes of study for fellowship holders; assist in the briefing and servicing of experts, consultants and fellows, and analyse their respective reports;

- (7) develop and sustain contacts and co-operation with agencies and private foundations carrying out programmes of financial and technical assistance for the development of higher education at the national level, as well as in regional contexts;
- (8) maintain liaison and develop co-operation with governmental and non-governmental organizations working in the field of higher education; represent the Director-General at conferences and meetings of experts on higher education;
- (9) carry out such other duties as may be assigned to him.

Qualifications and experience required:

- (a) university degree;
- (b) senior academic attainment in higher education; administrative experience at the university level desirable;
- (c) comparative knowledge of problems relating to the organization, administration and development of higher education in various countries and regions; evidence of sustained contacts with university leaders of various countries and of participation in the work of national or international committees or commissions established for the study of problems of higher education; experience in the conduct of international activities highly desirable;
- (d) full command of English or French and good knowledge of the other language. Knowledge of Spanish an asset.

Salary and allowances:

Initial appointment will be at D-1 grade, with a gross salary equivalent to US \$21,960 per annum which, after deduction for the Unesco staff assessment, corresponds to a net salary equivalent to US \$16,074 per annum, payable mainly in French francs, plus the prescribed allowances. These emoluments are normally exempt from all direct taxation. Income tax on such remuneration, if levied, is reimbursed in accordance with the Staff Regulations and Rules.

Closing date: 27 September 1969.

ANNEX II

GEOGRAPHICAL DISTRIBUTION

<u>Representation above range</u>	<u>Representation within range</u>	<u>Representation below range</u>	<u>Nil</u>
Argentina	Afghanistan	Burma	Albania
Austria	Algeria	Cambodia	Barbados
Belgium	Australia	Central African Republic	Burundi
Chile	Bolivia	Chad	Congo (Democratic Republic of)
Dahomey	Brazil	China	El Salvador
France	Bulgaria	Colombia	Ethiopia
Greece	Byelorussian SSR	Congo (Brazzaville)	Guinea
India	Cameroon	Costa Rica	Honduras
Ireland	Canada	Cyprus	Ivory Coast
Jordan	Ceylon	Gabon	Kuwait
Lebanon	Cuba	Federal Republic of Germany	Lesotho
Morocco	Czechoslovakia	Guatemala	Libya
New Zealand	Denmark	Guyana	Malawi
Nigeria	Dominican Republic	Iceland	Malta
Pakistan	Ecuador	Italy	Mauritania
Panama	Finland	Jamaica	Mongolia
Peru	Ghana	Japan	Nicaragua
Spain	Haiti	Kenya	Paraguay
Switzerland	Hungary	Laos	Portugal
Syria	Indonesia	Liberia	Rwanda
Turkey	Iran	Luxembourg	Southern Yemen (People's Republic of)
United Arab Republic	Iraq	Malaysia	Tanzania (United Republic of)
United Kingdom	Israel	Netherlands	Uganda
Uruguay	Korea (Republic of)	Niger	Yemen
Yugoslavia	Madagascar	Poland	Zambia
	Mali	Saudi Arabia	
	Mauritius	Sierra Leone	
	Mexico	Singapore	
	Monaco	Somalia	
	Nepal	Sudan	
	Norway	Thailand	
	Philippines	Togo	
	Romania	Ukrainian SSR	
	Senegal	Union of Soviet Socialist Republics	
	Sweden	United States of America	
	Trinidad and Tobago	Upper Volta	
	Tunisia		
	Venezuela		



united nations educational, scientific and cultural organization
 organisation des nations unies pour l'éducation, la science et la culture

*W. van Vliet
 Paris - UNESCO*

place de Fontenoy, Paris-7^e

cc. Mr. Ballantine, IBRD

telephone : 566-57.57
 cables : Unesco Paris
 telex : 27 602 Paris

JUL 7 REC'D

COPIE

reference : EP 8050/17/2572

27 June 1969

- Ballantine
- Calika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

Dear Mr. Zymelman,

Thank you very much for your letter of 20 June and the data concerning Dr. Richard Robinson of M.I.T. attached to your letter.

As you suggested we shall contact Dr. Robinson directly.

Yours sincerely,

W. van Vliet
 Director
 Educational Financing Division
 Department of Planning and
 Financing of Education

Mr. Manuel Zymelman,
 Principal,
 Consultants on Education International,
 20 Hope St.,
 Newton,
 Mass. 02166,
 U.S.A.

1828 767-3 JUN 28 1969



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

Telephone : 266-2727
Cables : Unesco Paris
Telex : 21 602 Paris

Reference : EP 8050/17/2572

cc. Mr. Ballantine, IBRD

JUL 7 RECD

COPIE

27 June 1969

- Ballantine
- Colfax
- Hunt
- Stewart
-
-
- Div. Files
- Op. Files

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Thank you very much for your letter of 20 June and the data concerning Dr. Richard Robinson of M.I.T. attached to your letter.

As you suggested we shall contact Dr. Robinson directly.

Yours sincerely,

W. van Vliet
Director
Educational Planning Division
Department of Planning and
Financing of Education

Mr. Manuel Zymelman,
Principal,
Committee on Education International,
20 Hope St.,
Newton,
Mass. 02459,
U.S.A.

1969 JUL -3 AM 9:03

RECEIVED
GENERAL FILES



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

cc. Mr. Ballantine, IBRD

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

reference : EP 8050/17/2575

COPIE

30 June 1969

Dear Mr. Robinson,

We have been informed by Consultants on Education International that you would, in principle, be prepared to participate in a Unesco mission to Turkey to examine management training aspects of projects that might be considered for financing by the IBRD.

I regret to have to inform you that Unesco is unable to meet the conditions relating to this proposal. We normally offer \$1,400 per month plus expenses and the services required for missions of this sort do not, in my view, justify to exceed this amount up to a level anywhere near the terms you indicated. But we are grateful for the interest shown in our Co-operative Programme with the World Bank.

Yours sincerely,

W. van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education

Mr. Richard D. Robinson,
89 Ash Street,
Weston 93,
Massachusetts,
U.S.A.

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL FINANCE
CORPORATION

→ Central Files

July 10, 1969

TO: Mr. Franco

We would like for Mr. Kirpich of the Agriculture Department to attend the Conference mentioned in the attached letter. Also, we are interested in having copies of reports presented at the Conference sent to Mr. Shipman, Water Supply Division, Public Utilities Department. Thank you.

Warren C. Baum

cc: Messrs. Armstrong/Shipman

ROUTING SLIP		Date July 8, 1969	
NAME		ROOM NO.	
✓ Mr. Evans <i>McWey</i> / <i>Wagon</i> / <i>McGowan</i>			
Mr. Armstrong			
	To Handle		Note and File
	Appropriate Disposition		Note and Return
	Approval		Prepare Reply
	Comment		Per Our Conversation
	Full Report		Recommendation
	Information		Signature
	Initial		Send On
REMARKS The attached letter addressed to Mr. McNamara tells of a conference on water. Do you think that we should be represented and if so, by whom? Could you please let me know by close of business tomorrow, July 9, so that we may respond promptly.			
From H.W. Messenger <i>Ham</i>			

ROUTING SLIP	Date July 7, 1969
---------------------	---------------------------------

NAME	ROOM NO.
Mr. Baum	C303

To Handle	Note and File
Appropriate Disposition	Note and Return
Approval	Prepare Reply
Comment	Per Our Conversation
Full Report	Recommendation
Information	Signature
Initial	Send On

REMARKS

Please let me know if this meeting would be of interest to us and if you would wish to be represented.
Thanks.

From

Ernesto Franco

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP				Date JUL 3 1969	
	Mr. Aldewereld	A1226		Mr. Knapp	A1230
	Mr. Alter	A513		Mr. Lejeune	A637
	Mr. Baum	C303		Mr. McNamara	A1230
	Mr. Benjenk	A637		Mr. Mendels	A1219
	Mr. Broches	A813		Mr. Nurick	A809
	Mr. Cargill	A600		Sir Denis Rickett	A1230
	Mr. Chadenet	C303		Mr. Ripman	D1029
	Mr. Chaufournier	F1236		Mr. Rotberg	A700
	Mr. Cheek	F1236		Mr. Stevenson	D532
	Mr. Wm. Clark	C413		Mr. Twining	D1032
	Mr. Cope	F1232		Mr. Votaw	A600
	Mr. Fowler	A1219		Mr. Wiese	A513
	Mr. Demuth	C808	D 1128	Mr. Williams	C502
	Mr. Diamond	C913		Mr. Wright	A509
	Mr. El Emary	C502		<i>Mr. Franck</i>	
	Mr. Fontein	C602			
	Mr. Friedman	A1221			
	Mr. Goodman	C602			
	Mr. Graves	C809			
	Mr. Hoffman	C808			
	Mr. Kamarck	D527			



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/2.3/572/55

27 JUN 1969

**Subject : International Conference on the practical
and scientific results of the International
Hydrological Decade (IHD) and on International
co-operation in hydrology**

Dear Mr. McNamara,

Pursuant to decision 7.1 taken by the Executive Board at its 81st session, I have the honour to invite your Organization to send observers to the International Conference on the Practical and Scientific Results of the International Hydrological Decade and on International Co-operation in Hydrology which, in accordance with resolution 2.332 adopted by the General Conference at its fifteenth session, will be held at Unesco House, Paris, from 6 to 14 October 1969.

The Conference will be convened by Unesco and organized with the participation of the World Meteorological Organization.

Its purpose is to enable Member States to evaluate progress to date during the Decade, to propose the trends the programme should take during the second half, and to study the needs and possibilities of a longer-term hydrology programme.

The provisional agenda for the Conference is attached hereto. The working papers will be forwarded later.

./...

Mr. R.S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

U.S.A.

Act. July "



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

Place de Fontenay, Paris-7e

The Director-General

Reference: DG/2.3/522/55

27 JUN 1969

Subject: International Conference on the practical
and scientific results of the International
Hydrological Decade (IHD) and on International
co-operation in hydrology

Dear Mr. McNamara,

Pursuant to decision V.1 taken by the Executive Board
at its 81st session, I have the honour to invite your Organization
to send observers to the International Conference on the Practical
and Scientific Results of the International Hydrological Decade
and on International Co-operation in Hydrology which, in accordance
with resolution 2.332 adopted by the General Conference at its
fifteenth session, will be held at Unesco House, Paris, from 6 to
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programme should take during the second half, and to study the
needs and possibilities of a longer-term hydrology programme.

The provisional agenda for the Conference is attached
hereto. The working papers will be forwarded later.

...

Mr. R. S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

FORM 007-3 001 8:16

UNESCO

U.S.A.

To help them in making a critical evaluation of the results obtained through the International Hydrological Decade programme, delegates will receive:

- (a) a general report by the Secretariat, based on reports from Member States on their participation in the various Decade projects;
- (b) reports from international governmental and non-governmental organizations on their participation in implementing the programme of the Decade;
- (c) progress reports from the chairmen of the working groups and panels on research under the major aspects of the programme: world water balance, influence of man on the hydrological cycle, erosion and sedimentation, hydrological forecasting, planning and establishment of networks.

Suggestions from the Secretariat, Member States and the international organizations will be submitted to the Conference to help it in preparing recommendations regarding future trends in the programme, national and international, during the second half of the Decade, and regarding the priorities to be observed.


Lastly, in connexion with needs and possibilities under a longer-term programme, the Conference will be asked to examine a draft Declaration of Principles, stating the main objectives of permanent international co-operation in hydrology, and containing proposals regarding the forms it should take, with due regard to the water interests of the developing countries.

To facilitate its work, it is proposed to divide the Conference into two commissions, meeting simultaneously, one dealing with the future programme of the International Hydrological Decade (1970-1974), the other with the longer-term programme.

I cannot over-emphasize the importance of this Conference, which will deal with problems that very obviously affect economic development. If, as I sincerely hope, your Organization can be represented, I should be glad if you would let me know in due course the name of your observers.

Yours sincerely,

Encl.


René Maheu

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL HYDROLOGICAL DECADE

INTERNATIONAL CONFERENCE ON THE PRACTICAL AND SCIENTIFIC
RESULTS OF THE INTERNATIONAL HYDROLOGICAL DECADE AND ON
INTERNATIONAL CO-OPERATION IN HYDROLOGY

(Paris, 6-14 October 1969)

Provisional Agenda

1. OPENING OF THE CONFERENCE
2. ELECTION OF PRESIDENT
3. ADOPTION OF RULES OF PROCEDURE
4. ELECTION OF VICE-PRESIDENTS AND RAPPOREUR-GENERAL; ESTABLISHMENT OF COMMISSIONS AND ELECTION OF THEIR CHAIRMEN AND RAPPOREURS; ESTABLISHMENT OF STEERING COMMITTEE
5. ADOPTION OF AGENDA
6. REVIEW OF THE WORK ACCOMPLISHED DURING THE FIRST HALF OF THE DECADE
 - 6.1 Report of the International Hydrological Decade Secretariat on activities of Member States
 - 6.2 Critical evaluation of implementation of Decade activities
 - 6.3 Reports of international governmental and non-governmental organizations on their contributions to the Decade programme
 - 6.3.1 United Nations (UN)
 - 6.3.2 Food and Agriculture Organization of the United Nations (WHO)
 - 6.3.3 World Health Organization (WHO)
 - 6.3.4 World Meteorological Organization (WMO)
 - 6.3.5 International Atomic Energy Agency (IAEA)
 - 6.3.6 United Nations Educational, Scientific and Cultural Organization (UNESCO)
 - 6.3.7 International Council of Scientific Unions (ICSU)
 - 6.4 Key scientific reports
 - 6.4.1 World Water Balance
 - 6.4.2 Influence of Man
 - 6.4.3 River Channel Phenomena, Soil Erosion and Sediment Transport
 - 6.4.4 Hydrological Forecasting
 - 6.4.5 Network Planning and Design
7. PROPOSALS FOR FUTURE PROGRAMME OF THE INTERNATIONAL HYDROLOGICAL DECADE (1970-1974)
8. NEEDS AND POSSIBILITIES FOR A LONG-TERM PLAN OF ACTION IN THE FIELD OF HYDROLOGY
9. ADOPTION OF REPORT
10. CLOSE OF THE CONFERENCE



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

27 JUN 1969

reference : DG/2.3/572/55

**Subject : International Conference on the practical
and scientific results of the International
Hydrological Decade (IHD) and on International
co-operation in hydrology**

Dear Mr. McNamara,

Pursuant to decision 7.1 taken by the Executive Board at its 81st session, I have the honour to invite your Organization to send observers to the International Conference on the Practical and Scientific Results of the International Hydrological Decade and on International Co-operation in Hydrology which, in accordance with resolution 2.332 adopted by the General Conference at its fifteenth session, will be held at Unesco House, Paris, from 6 to 14 October 1969.

The Conference will be convened by Unesco and organized with the participation of the World Meteorological Organization.

Its purpose is to enable Member States to evaluate progress to date during the Decade, to propose the trends the programme should take during the second half, and to study the needs and possibilities of a longer-term hydrology programme.

The provisional agenda for the Conference is attached hereto. The working papers will be forwarded later.

./...

Mr. R.S. McNAMARA
President
International Development Association
1818 H Street, N.W.
Washington, D.C. 20433

U.S.A.

Ack: July 11

098 211

RECEIVED
AIRMAIL FILES

U.S.A.

Washington, D.C. 20033 JUL -3 AM 8:16
1818 H Street, N.W.
INTERNATIONAL DEVELOPMENT ASSOCIATION
President
Mr. R.S. MCNAMARA

....

reference. The working papers will be forwarded later.
The provisional agenda for the Conference is attached

needs and possibilities of a longer-term hydrology programme.
The programme should take during the second half, and to study the
progress to date during the decade, to propose the agenda the
its purpose is to enable member states to evaluate

with the participation of the World Meteorological Organization.
The Conference will be convened by UNESCO and organized

14 October 1969.
Fifteenth session, will be held at UNESCO House, Paris, from 9 to
with resolution 5.333 adopted by the General Conference at its
and on international co-operation in hydrology water, in accordance
and scientific results of the International Hydrological Decade
to send observers to the International Conference on the Practice
at its 81st session, I have the honour to invite your Organization
pursuant to decision 2.1 taken by the Executive Board

Dear Mr. McNamara,

co-operation in hydrology
hydrological decade (IHD) and on international
and scientific results of the International
subject : International Conference on the Practice

reference DC/S.3/213/22

21 JUL 1969

The Director-General

Bureau de Fontenay, Paris-16



organisation des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization

012345

To help them in making a critical evaluation of the results obtained through the International Hydrological Decade programme, delegates will receive:

- (a) a general report by the Secretariat, based on reports from Member States on their participation in the various Decade projects;
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- (c) progress reports from the chairmen of the working groups and panels on research under the major aspects of the programme: world water balance, influence of man on the hydrological cycle, erosion and sedimentation, hydrological forecasting, planning and establishment of networks.

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Lastly, in connexion with needs and possibilities under a longer-term programme, the Conference will be asked to examine a draft Declaration of Principles, stating the main objectives of permanent international co-operation in hydrology, and containing proposals regarding the forms it should take, with due regard to the water interests of the developing countries.

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I cannot over-emphasize the importance of this Conference, which will deal with problems that very obviously affect economic development. If, as I sincerely hope, your Organization can be represented, I should be glad if you would let me know in due course the name of your observers.

Yours sincerely,

Encl.



René Maheu

Ref: RIO/ORG/a.1375

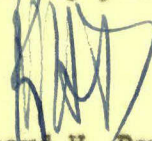
June 24, 1969

Dear Mr. Doo Kingue:

I am writing to acknowledge your letter of June 13, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the Inter-Agency Meeting in preparation for the International Education Year which is to be held in Geneva on July 2 and 3, 1969.

While we are interested in the main theme of the meeting, regarding adaptation of education and training to the developmental needs, particularly of rural areas, we feel that we would have little information to contribute in addition to that which Mr. Consolo transmitted to you in his letter of May 16, 1969, a copy of which is attached for ready reference. We regret to inform you, therefore, that the Bank will not be represented at this meeting.

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

Encl.

Mr. Michael Doo Kingue
Director
Bureau of Relations with International
Organizations and Programmes
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Cleared with and cc: Mr. Calika

Cleared with and cc: Mr. Lind

Central Files with incoming correspondence

RHD/MMcD

102370452 6115:51

100-44-10450

June 24, 1969

Ref: RIO/ORG/a.1272

Dear Mr. Doo Kiang:

I am writing to acknowledge your letter of June 13, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the Inter-Agency Meeting in preparation for the International Education Year which is to be held in Geneva on July 2 and 3, 1969.

While we are interested in the main theme of the meeting regarding adaptation of education and training to the developmental needs, particularly of rural areas, we feel that we would have little information to contribute in addition to that which Mr. Goncalo transmitted to you in his letter of May 16, 1969, a copy of which is attached for ready reference. We regret to inform you, therefore, that the Bank will not be represented at this meeting.

Sincerely yours,

Richard H. Demuth
Director

Development Services Department

Encl.

Mr. Michael Doo Kiang
Director
Bureau of Relations with International
Organizations and Programmes
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenay
Paris 7e, France

1969 JUN 25 PM 12:21

Central Files with incoming correspondence
Cleared with and cc: Mr. Lind
Cleared with and cc: Mr. Galika

RHD/MMC:D



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, 75 Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : PER/G.69/1764

20 June 1969.

Dear Mr. Woods,

Subject: General Service Salaries at Headquarters

...

I am enclosing herewith, for your information, a copy of Administrative Circular No. 499 concerning a special non-pensionable allowance to be paid to staff in the General Service category at Headquarters for November and December 1968. I believe that you will find the attached document to be self-explanatory, but should you require further details, please do not hesitate to get in touch with us.

Yours sincerely,

R. Bergeaud
Acting Director
Bureau of Personnel

Mr. G. D. Woods,
President,
International Bank for Reconstruction and Development,
1818 H Street, N.W.,
Washington 25, DC,
U.S.A.

Original to: Mr. Rijnma
Date: 6/26/69
Communications Section

Mr. E. Franco

June 20, 1969

O.H. Calika

International Education Year (IEY) - Inter-Agency Meeting,
July 2 & 3, 1969, Geneva

Mr. Michel Doo Kingue's letter of June 13, 1969 to Mr. Consolo on the above has been examined within the Information and Public Affairs and the Education Projects Departments. As you will see from his remarks on the routing slip attached, Mr. Lind does not wish his Department to be represented at the meeting.

As far as the Education Projects Department is concerned, I feel that we do not have much to say beyond what was said in Mr. Consolo's letter of May 16, 1969 to Mr. Doo Kingue regarding the Bank's "contribution" to the IEY. We would support the main theme of the meeting, proposed by Unesco, regarding adaptation of education and training to the developmental needs, particularly of rural areas; our education and training projects have been designed mainly to achieve this end. I suggest that the desirability of the proposed Bank representation at the IEY meeting should be considered on broader aspects, i.e. cooperation with Unesco and other UN agencies, etc., on which your Department is in a better position to form a judgment. If a Bank representative is deemed necessary, the European Office or possibly the Education Projects Department might be able to find a suitable person to attend the meeting as an observer.

I am returning attached the ACC document "Co-ordination/R.749" which you sent me earlier. Paras. 91-96 of this paper have no reference to the Bank/IDA.

Att.

ell
OHC:stf

cc: Messrs. Ballantine (o/r)
Lind

Ref: FF/106/46

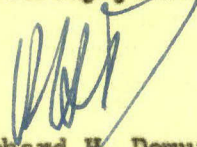
June 18, 1969

Dear Mr. Gjesdal:

On behalf of Mr. McNamara, I wish to acknowledge your letter of June 6, 1969 and enclosure, and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the meeting of experts on book development in Latin America to be held in Bogotá from September 9 to 15, 1969.

We appreciate your kind invitation but I regret to inform you that, owing to previous commitments at that time, it will not be possible for the Bank to be represented at this meeting. We should appreciate it, however, if you would arrange for any further documentation relating to this meeting, and the final report of it when it is issued, to be sent to Mr. O. Hursit Calika, Deputy Director, Education Projects Department, at this address.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

Mr. Tor Gjesdal
Assistant Director-General
in charge of Communication
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Cleared with Mr. Alter
Cleared with and cc: Mr. Calika

Central Files with incoming correspondence

:mmcd

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP				Date JUN 18 1969	
Mr. Aldewereld	A1226		Mr. Knapp	A1230	
Mr. Alter	A513		Mr. Lejeune	A637	
Mr. Baum	C303		Mr. McNamara	A1230	
Mr. Benjenk	A637		Mr. Mendels	A1219	
Mr. Broches	A813		Mr. Nurick	A809	
Mr. Cargill	A600		Sir Denis Rickett	A1230	
Mr. Chadenet	C303		Mr. Ripman	DI029	
Mr. Chaufournier	F1236		Mr. Rotberg	A700	
Mr. Cheek	F1236		Mr. Stevenson	D532	
Mr. Wm. Clark	C413		Mr. Twining	DI032	
Mr. Cope	F1232		Mr. Votaw	A600	
Mr. Fowler	A1219		Mr. Wiese	A513	
Mr. Demuth	C808	<i>1128</i>	Mr. Williams	C502	
Mr. Diamond	C913		Mr. Wright	A509	
Mr. El Emary	C502				
Mr. Fontein	C602		1116		
Mr. Friedman	A1221		<i>25 Files C 209</i>		
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	D527				

Note - You may be interested in reading Annex 3.

WHT

OFFICE MEMORANDUM

TO: FILES

DATE: June 13, 1969

FROM: Fritz Steuber

F.S.

SUBJECT: UNESCO - Executive Board - 82nd Session; Paris, April 28 - May 16, 1969

1. As was to be expected, this session, coming after the General Conference of November 1968, was mainly devoted to housekeeping matters. I attended only the opening session since I had to leave for Geneva shortly afterwards. Still, a number of small points are worth making:

- (a) In the Report of the Director General covering calendar year 1968 (attached), ten paragraphs (pages 33-34) are devoted to the Bank/UNESCO cooperative programme. Special reference is made to the exchange of letters between Mr. McNamara and Mr. Maheu regarding the possible enlargement of the scope of our educational lending (para. 97). The new policy memorandum now in preparation is also mentioned (para. 105).
- (b) In an oral statement regarding coordination, particularly regarding the preparation of DD II, Mr. Maheu, who had just returned from the ACC meeting in Rome, made some critical remarks. He also mentioned the Pearson Commission and referred to one of Mr. McNamara's statements in Rome (see annex 3).
- (c) International educational year. A brief paper (98 EX/5) outlines the preparations made so far (not much), and in paragraph 12 restates some of the basic approaches UNESCO has in mind.
- (d) Third International Conference of Ministers of Education and Ministers responsible for economic planning in the Arab states (82 EX/4). This conference is to be held probably in January 1970 in Marrakech. The Bank will be invited.
- (e) During a discussion in the special committee on the examination of the Director General's report for 1968, a number of remarks, some of them fairly critical, were made regarding the results of last year's Conference on Educational Planning and related subjects. Excerpts from this discussion appear in Annex 2. The Bank is referred to twice (paragraphs 7 and 12, which really belong together), mainly with regard to some of our apparently not readily understandable terminology (e.g. end-use supervision missions, project identification missions, etc.)

cc: Messrs. Demuth (2) ✓
 Ballantine (2)
 Karasz/Wishart

FS/mar

RECEIVED
GENERAL FILES

1969 JUN 18 PM 10:45

OFFICE MEMORANDUM

UNESCO EIGHTY-SECOND SESSION OF EXECUTIVE BOARD

LIST OF DOCUMENTS

- Invitations to the Third Regional Conference of Ministers of Education and Ministers responsible for Economic Planning in the Arab States 82 EX/4

- International Education Year - Progress Report by the Director-General on Preparation of the International Education Year 82 EX/5

- Report of the Director General on the Activities of the Organization in 1968

UNESCO EIGHTY-SECOND SESSION OF EXECUTIVE BOARD

Exerpts from discussion, in the special committee on the examination of the Director General's report for 1968, on educational planning and related activities

1. Most speakers expressed satisfaction with UNESCO's action in educational planning, which was viewed generally as being one of the Organization's most impressive successes. Nevertheless, some speakers doubted that educational planning was making as much headway as could be desired in Member States, despite the efforts of the Organization. It was noted that there was a lack of coordination between educational plans and their implementation. The view was expressed that, while planning and implementation were ultimately the responsibility of the Member States, national planning structures were often lacking and Member States were not devoting sufficient effort to the work. One speaker wondered whether the Secretariat had made successful efforts to give the programme a greater degree of sophistication corresponding to modern technical possibilities and resources. Others wondered what could be done to associate National Commissions and the competent ministries in this effort.
2. The International Conference on Educational Planning held in Paris in August 1968 did not, according to some speakers, bring forward any new ideas on planning and had remained too general in its content. One speaker suggested that its success lay rather in the fact that representatives from various ministries had been able to get together to review educational planning processes and mechanisms. Others wished to know to what extent the Conference had led to action for educational planning at the national level and had changed the attitudes of people connected with it. It was suggested that the Director-General request information from Member States on these points. Several speakers were also interested in having the Secretariat's own appraisal of the Conference and its results. One speaker drew attention to the fact that educational planning must aim not only at quantitative expansion in education but also at the improvement of curricula, methods and quality.
3. The importance of linking action in educational planning with International Education Year was emphasized by several members of the Committee.
4. Several speakers expressed their satisfaction with the International Institute for Educational Planning and its work. Some members were interested in finding out what IIEP was doing to improve and develop the methodology of educational planning in order that its level might correspond to present technical and scientific possibilities and thus respond to the real needs of Member States. Others inquired about the eventual utilization of fellows who had studied at the Institute. One member requested information on the extent to which the Institute had been able to find extra-budgetary support.

5. The general problem of the proper use of the services of fellows graduating from the regional centres was evoked by several speakers. It was felt that if, to date, the placing of fellows by their respective governments had not been very satisfactory, this was to a large extent due to the absence of national structures of educational planning. Problems connected with the establishment of the Centre in Chile were discussed. After mentioning the satisfactory operation of the Dakar Centre, one speaker requested further information about any particular problems it might have encountered.
6. Several members referred to problems of recruitment of personnel to fill key positions in Special Fund projects as an example of the difficulties encountered in fostering educational planning in the field. It was recognized that experts sometimes found it difficult to adapt themselves rapidly to the national spirit and conditions in which planning had to develop. The Secretariat was asked whether it was satisfied with the quantitative and qualitative results of work.
7. One speaker voiced his concern about the terminology used in the presentation of the section of the report relating to co-operation with the International Bank for Reconstruction and Development and the International Development Association (for example, end-use supervision missions). In his view, this terminology would be understood only by the experts dealing with this programme. Another speaker urged that further studies be carried out on the relationship between cost and quality in education.
8. The Assistant Director-General for Education, the Director of the International Institute for Educational Planning and the Director of the Department of Educational Planning and Financing replied to the comments and questions of members of the Committee. It was pointed out that during 1968 and, notably, after the International Conference on Educational Planning, considerable progress had been made in this field. Indeed, as a result of bringing together educationists and planners the Conference had succeeded in dissipating some of the traditional misunderstandings which existed between them and often slowed down the progress of planning. The Secretariat was satisfied with the results of the Conference, which had summed up ten years of experience. It had succeeded in concretizing the qualitative and quantitative problems of educational expansion and in making national officials conscious that planning was not a science but a technology to be applied to education. Furthermore, the practical effect of the Conference could be considered as good, since more than ten Member States had asked UNESCO for assistance in the preparation of national seminars on educational planning.
9. It was stated that the educational planner was in fact not an individual but rather a team of specialists in different fields, such as pedagogy, economics and sociology and that the planning team is a part of the general development plan of the country concerned. Experts in the field were endeavouring to ensure that this global approach was employed at the national level.
10. In 1968 IIEP had, in this connection, given short courses for UNESCO experts assigned to the field and organized seminars for half of the experts on assignments. It had also trained six young planning experts for

a period of nine months. The main task of the Institute, however, was the training of national planners who, upon completion of the course, would be reintegrated in key positions in their national administrations. In fact, 90% of the people finishing the course had found employment in such occupations.

11. Unfortunately, only 45% of the trainees terminating planning courses at the regional centres were engaged in employment corresponding to their training.

12. In replying to the queries raised about the terminology used in describing the Co-operative Programme with IBRD/IDA, it was explained that Project Identification Missions had as a task the determination of priority educational projects contributing to the socio-economic development of a country. When a loan or credit had been granted, end-use supervision missions might visit the recipient countries to ensure that the educational aims for which these loans and credits had been granted were met.

UNESCO EIGHTY-SECOND SESSION OF EXECUTIVE BOARD

Excerpts of oral remarks by Mr. Maheu on problems of coordination, particularly regarding the preparation of DD II

After having briefly referred to the U.N. Committee for Development Planning, the U.N. Preparatory Committee, the Sir Robert Jackson team, and the Pearson Commission, Mr. Maheu wondered whether these four bodies could reasonably be expected to see eye to eye on the future of development in general and of the Development Decade in particular. Some uneasiness could justifiably be felt on that score because of the multiplicity of problems and needs of developing countries, and the variety of organizations taking part in development aid and in the large number of authorities studying the question.

Secondly, the Director-General wished to inform the Board of the doubts he entertained about the work currently being done by the United Nations Secretariat and its Committee for Development Planning. The ACC had taken up the question, because the Secretary-General was to submit a report to the Economic and Social Council at its July session on the basis of the expert Committee's work.

In the first place, distinguished as that work admittedly was, too much emphasis was placed in it on quantity, at the expense of the quality of development. Its studies were primarily exercises in econometrics, and while econometrics was an essential science, it was nevertheless incomplete. The notion of development was much wider than that of economic growth, and there was no doubt whatever that it went beyond the purely quantitative aspect of such growth. The econometric approach thus appeared to run counter to the ideas on development laid down by UNESCO's General Conference and Executive Board. It should, moreover, be noted that his own misgivings on the subject had been shared by a number of his colleagues on the ACC.

In the second place, the Director-General had been much concerned to find that the social factors in development were being neglected, and to hear it said, for example, that employment, education and health were considered "unrelated factors". Such an attitude represented a serious regression in comparison with what he had thought to be the finally accepted view that development included social factors, and that those factors were actually decisive. The President of the International Bank himself, incidentally, had supported the views of the representatives of the so-called social agencies, such as ILO, WHO and UNESCO, in the ACC.

ROUTING SLIP	Date June 17, 1969
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NAME Mr. Calika	ROOM NO. C313
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JUN 17 REC'D

<input type="checkbox"/> DeLoach <input checked="" type="checkbox"/> Conrad <input type="checkbox"/> Bunt <input type="checkbox"/> Stewart <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Div. Files <input type="checkbox"/> Opp. Files	
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To Handle	Note and File
Appropriate Disposition	Note and Return
Approval	Prepare Reply
Comment	Per Our Conversation
Full Report	Recommendation
Information	Signature
Initial	Send On

REMARKS

As agreed I am sending you the invitation from Unesco for the meeting in Geneva on July 2 and 3 in connection with the International Education Year. I understand you will also be checking with Mr. Lind re this invitation. Please let me know what you decide. Thanks.

From
Ernesto Franco

Liaison - UN-UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

référence : RIO/ORG/a.1375

13 JUIN 1969

Maurice: This should go to Mr. Colina.

Cher Monsieur,

Conformément aux décisions prises à la 47^e session de l'ACC et suite à mon câble du 5 juin 1969, j'ai le plaisir de vous inviter à une rencontre Inter-Secrétariats sur la préparation de l'Année internationale de l'éducation (AIE), qui aura lieu les 2 et 3 juillet 1969 à Genève. Cette réunion se tiendra dans la salle C du Bureau International du Travail, 154, rue de Lausanne et débutera le 2 juillet à 10 h. du matin.

Vous voudrez bien trouver, ci-joint, le document de travail que nous vous proposons pour cette réunion. Le rapport à l'ECOSOC vous sera envoyé dès que possible.

Vous constaterez que nous entendons réserver cette réunion à des questions de programme, plutôt que d'information. Nous pensons en effet, que l'aspect "information" de l'AIE doit procéder de ce que nous déciderons ensemble les 2 et 3 juillet quant au programme, plutôt que l'inverse. En fait, le CCPI a déjà eu l'occasion de travailler sur la question et d'autre part, si nécessaire, nous pourrions toujours décider le moment venu d'une réunion de spécialistes de l'information à l'automne.

Je vous prie d'agréer, Cher Monsieur, l'assurance de mes sentiments très distingués.

Michel Doo Kingue
Michel Doo Kingue
Directeur

Bureau des relations avec les
organisations et programmes
internationaux

Monsieur Federico Consolo
Représentant spécial chargé de la liaison
avec les organisations des Nations Unies
Banque internationale pour la reconstruction
et le développement (BIRD)
1818 H Street, N.W.
Washington D.C. 20433
U.S.A.

Acte June 24.



place de Fontenoy, Paris-7^e

réf. : 266-2727
tél. : Unesco Paris
tél. : 27 602 Paris

telégramme : RIO/ORG/S.1375

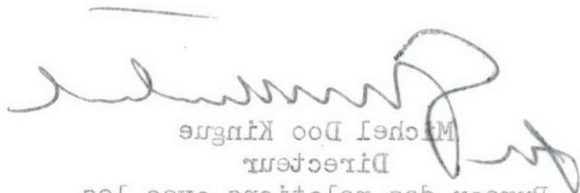
Cher Monsieur,

Conformément aux décisions prises à la 17^e session de l'ACC et suite à mon cable du 5 juin 1968, j'ai le plaisir de vous inviter à une rencontre Inter-Secrétaires sur la préparation de l'Année internationale de l'éducation (AIE), qui aura lieu les 2 et 3 juillet 1968 à Genève. Cette réunion se tiendra dans la salle C du Bureau International du Travail, 124, rue de Larosière et débutera le 2 juillet à 10 h. du matin.

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Je vous prie d'agréer, Cher Monsieur, l'assurance de mes sentiments très distingués.


Michel Doo Kinane
Directeur

Bureau des relations avec les
organisations et programmes
internationaux

Monsieur Federico Conzolo
Représentant spécial chargé de la liaison
avec les organisations des Nations Unies
Banque internationale pour le développement (BIRD)
et le développement (BIRD)
1818 H Street, N.W.
Washington D.C. 20433

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U.S.A.

13 JUN 1968

Monsieur: Michel Doo Kinane
à M. Conzolo

266-2727

10th June 68

RENCONTRE INTER-SECRETARIATS SUR LA PREPARATION
DE L'ANNEE INTERNATIONALE DE L'EDUCATION

Genève, 2-3 juillet 1969

Bureau international du travail
154, rue de Lausanne - Salle C

I. POLITIQUE GENERALE

A. Définition du programme concerté

- i) Les limites imposées par l'absence de ressources spécifiques pour l'AIE.
- ii) Examen du rapport à l'ECOSOC ; rôle de la sélection faite par chaque organisation parmi les projets de son programme pour 1970.

Remarque :

L'Unesco propose que les projets ainsi sélectionnés servent à la fois à inspirer les actions qu'entreprendront les Etats membres, et à faciliter l'évaluation ainsi que la présentation publique (★) des actions internationales entreprises à l'occasion de l'AIE.

- iii) Elaboration d'un projet inter-institutions.

L'Unesco voudrait faire à ce sujet une proposition fondée sur les considérations suivantes :

- la somme des projets figurant dans les sélections mentionnées au paragraphe ii) ci-dessus constitue une masse très riche et très diversifiée de projets qu'il serait illusoire de prétendre concerter entièrement ;
- tous ces projets auraient d'ailleurs été entrepris même s'il n'y avait pas eu d'AIE. Des critiques sont donc à prévoir quant à l'incapacité du système des Nations Unies à apporter à l'AIE une contribution originale et exceptionnelle.

.../...

(★) : A noter que plusieurs organisations n'ont pas encore fait connaître leur sélection de projets ; il serait souhaitable qu'elles la fournissent au plus tard pendant la réunion inter-sécrétariats.

L'Unesco suggère donc de dégager de cette somme de projets un "projet matrice" qui consisterait à étudier un thème présent dans les contributions de toutes les organisations. En première analyse il semble qu'on puisse retenir pour ce faire le thème de l'adaptation de l'enseignement et de la formation aux exigences du développement, en particulier dans les régions rurales. Si nécessaire, les organisations auront à fournir un effort supplémentaire afin de traiter le sujet de façon plus approfondie qu'il n'était originellement prévu. On aurait ainsi, avec le minimum de dépenses supplémentaires, un véritable projet concerté. Si ce principe est admis par la réunion, les modalités d'exécution pourront être examinées sous le point B ci-dessous de l'ordre du jour.

B. Accord sur un concept central commun

La délégation de l'Unesco exposera les motifs qui l'amènent à proposer que ce concept central commun soit celui d'éducation permanente et précisera la signification de ce choix dans le cadre de l'AIE.

II. MISE AU POINT D'UN PLAN DE TRAVAIL COMMUN

A. Achèvement de la mise en place d'un système de correspondance au niveau des services de programme

Remarque :

A ce jour plusieurs organisations ont fait connaître à l'Unesco un point de contact pour traiter les questions relatives à l'AIE, mais la plupart ont omis de désigner un correspondant.

B. Plan de travail pour le projet inter-institutions

- mesures à prendre pour assurer une concertation et une coordination véritables ;
- harmonisation des calendriers des organisations ;
- modalités administratives, financières et techniques à mettre en oeuvre en vue d'une publication des résultats du projet commun.

June 12, 1969

Dear Tor:

Jack Fobes was here last week, and tells me that you are likely to be away from Paris during the first half of next month. I am sorry to hear this, since I am going to be calling at Unesco, and would have liked very much to see you and to have the benefit of your advice.

Nevertheless, perhaps you can help me in absentia. We are doing a paper here on the question of whether the Bank should broaden its policies with respect to financing education. One puzzle for which no one seems to have found a key is the question of how to persuade governments in the developing countries to give a higher rating to the production of teaching materials, and especially of books. A related question is about the ways in which the production might get done: for example, nationally or regionally, in the public sector or in the private sector. I assume that there are some ideas in Unesco about this, and that perhaps some beginnings have been made in some instances.

Can you recommend someone for me to talk to? My present intention is to be in Paris on July 7, and I could keep an appointment at any time on that day.

Sincerely yours,

Harold Graves
Associate Director
Development Services Department

Mr. Tor Gjesdal
Assistant Director-General
in Charge of Communication
United Nations Educational, Scientific
and Cultural Organization
place de Fontenoy
75 Paris 7e
France

cc: Mr. Karasz and Mr. Christensen

Files - UNESCO
Files

INCOMING CABLE

DATE AND TIME OF CABLE: JUNE 12, 1969 1830
LOG NO.: WU 10 / 13
TO: INTBAFRAD
FROM: ORLY AEROGARE

ROUTING	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	PROJECTS - C 308
DECODED BY:	

TEXT:

FOR DEMUTH CHADENET
MAHEU WELCOMES DISCUSSION EITHER JULY 7 PARIS OR
JULY 8 GENEVA DEPENDING OTHER APPOINTMENT IN
PROCESS FOR JULY 7. WILL ADVISE

BALLANTINE

IR

COMMUNICATIONS
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INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INCOMING CABLE

DATE AND TIME
OF CABLE: JUNE 25, 1969
LOG NO.: WU 10 \ 13
TO: INTERWARD
FROM: ONLY AEROGAME
NOTE:

1830

ROUTING	
ACTION COPY: MR. DEMUTH	INFORMATION COPY: PROJECTS - 6 308
RECEIVED BY:	

FOR DEMUTH CHAIRMAN
 MAHOU WELCOMES DISCUSSION EITHER JULY 7 PARIS OR
 JULY 8 GENEVA DEPENDING OTHER APPOINTMENT IN
 PROCESS FOR JULY 7. WILL ADVISE
 BALTIMORE

IR

JUN 13 9 07 AM 1969
COMMUNICATIONS

TYPED

FOR INFORMATION REGARDING CABLES, PLEASE CALL THE COMMUNICATIONS UNIT EXT. 2021

ORIGINAL

JUN 12 1969



international institute for educational planning
institut international de planification de l'éducation

7, rue Eugène-Delacroix, Paris - 16^e

téléphone [REDACTED] 525.70.10
câbles : Eduplan Paris

Référence: IIEP/Prg./JH/69.155

10 June 1969

Dear Dr Hultin,

In the absence of Mr. P. H. Coombs, I would like to thank you for your letter of 6 June 1969 and for your acceptance to attend the meeting of expert consultants on cost analysis on 11-13 September.

You will shortly receive a few draft case studies for your comments.

Yours sincerely,

Jacques Hallak

Dr. Mats Hultin
Education Adviser
Education Projects Department
I.B.R.D.
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

*Vidi
JH*

RECEIVED
GENERAL FILES

1969 JUN 12 AM 11:01

[Handwritten signature]

1969
Department of Education
Office of International Education
Washington, D.C.
Dr. [Name]

Dear [Name]

[Handwritten signature]

Yours sincerely,

Dear [Name],
I am pleased to inform you that your application for a grant to support the activities of your organization in the field of international education has been approved. The grant will be for the amount of \$10,000 for the period of 12 months, starting on 10-1-69. I would like to meet with you to discuss the details of the grant and to answer any questions you may have. Please contact me at your earliest convenience.

Very truly yours,
[Name]

cc: [Name]

Enclosure: [Name]

cc: [Name]



International Institute for Educational Planning
Institut International de Planification de l'Éducation

June 12, 1969

*See - UN - UNESCO
orig and all subseq.
corresp. filed - J
See - UN - UNDP.*

Mr. Richard H. Demuth

June 9, 1969

Raymond J. Goodman *RJG*

UNESCO Proposal on Salary Supplements in Indonesia

As I understand Mr. Adiseshiah's proposal: (1) UNDP would negotiate with the Government a general salary increase across the board to give government workers a living or competitive wage which would be effective at some future time (he speaks of the end of the next Plan period): (2) as an interim measure, the UNDP and other UN Agencies giving technical assistance to Indonesia would provide funds to supplement the salaries of locals who are involved in their programs to bring them up now to the level eventually to be achieved by all government workers.

My reaction is that Indonesia is singularly a poor case to which to apply this idea. The government cash-salary-scale in Indonesia is ridiculously low but is supplemented by rice and other payments in kind so that the actual real earnings are very difficult to measure. Also, the Government is itself contemplating some substantial salary modifications and the situation is in a stage of transition. I don't see how the Government could commit itself now to action at a rather remote future time, and/or how UNDP could be expected to undertake such negotiations in any case.

The idea of paying UN "counterparts" a premium wage just because they are associated with some UN expert seems to me to be basically wrong and could only lead to all sorts of friction within the civil service. This is aside from the obviously almost impossible problem of identifying who these counterparts are. For example, could the Bank undertake to supplement the salaries of the many locals up to Widjojo who are working on a part time basis with the Bell Mission? In short, I think the proposal is impractical, inequitable and likely to disrupt the government salary structure besides getting the UN Agencies involved in an expense which would be very hard to even estimate in advance.

OJMcDiarmid/RJGoodman: ke:grk

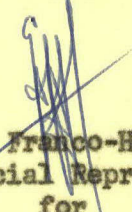
Li - UNESCO

June 9, 1969

Dear Mr. Doo Kingue:

I wish to acknowledge and thank you for your cable of June 5, informing us that Unesco is convening an Inter-Agency meeting on July 2 and 3 in Geneva in connection with the International Education Year. We look forward to receiving the invitation and the Agenda for the meeting.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

Mr. Michael Doo Kingue
Director
Bureau of Relations with International
Organizations and Programmes
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

cc: Mr. Galika (with copy of incoming cable)

Central Files with incoming cable

EF:mmcd

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JUN 11 1969

EE:shmsq

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GENERAL FILES

1969 JUN 10 AM 11:34

Сенатска Канцеларија за Информациони Служби

cc: Мр. Салтс (магн софл од Информациони Служби)

Биле Је' Џансе
Џансе де Конвенција
и од Службата од Вашингтон
Информациони Канцеларија, Вашингтон
од Вашингтона и од Вашингтона
Вилсон од Вашингтона магн Информациони
Служби
Мр. Милејс део Канцеларија

Информациони Канцеларија
за
Вашингтон Канцеларија
Вилсон од Вашингтона

Службата Јансе'

to research the situation and the agenda for the meeting.
with the International Education Dept. We look forward
agenda meeting on July 5 and 6 in Geneva in connection
of June 2, informing us that process is continuing in Inter-
I want to acknowledge and thank you for your service
Dear Mr. Deo Kanclarija:

June 8, 1969

COZANN



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

- 6 JUIN 1969

reference : FF/106/46

Subject: Meeting of experts on book development in Latin America

Dear Mr. McNamara,

I am pleased to invite you to send an observer to a meeting of experts on book development in Latin America that Unesco is convening at Bogota (Colombia) from 9 to 15 September 1969. I attach herewith an annotated agenda. Other documents will be sent to you in due course. The languages of the meeting will be English, French and Spanish.

The meeting is being held within the framework of Unesco's long-term programme to stimulate book production and distribution, particularly in the developing countries, as an integral part of national economic and social development plans. Previous regional meetings have discussed book development in Asia (1966) and Africa (1968). You will note that the Latin American meeting will consider questions regarding the flow of books to and from the region, the infrastructure of the publishing industry and the possible establishment of a regional centre for book production and distribution.

Should your organization wish to be represented at this meeting, at its own expense, I should be grateful to know by 31 July the name, title and address of the observer designated.

Yours sincerely,

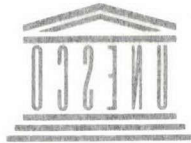
Tor Gjesdal
Assistant Director-General
in charge of Communication

Mr. Robert S. McNamara,
President,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.
Washington, D.C. 20433,
U.S.A.

UNESCO - 2 1111: 114

RECEIVED

Ack: June 18.



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenay, Paris-7^e

Telephone : 266-2727
Cables : Unesco Paris
Telex : 27 602 Paris

6 JUN 1969

Reference : FT/106/46

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Should your organization wish to be represented at this meeting, at its own expense, I should be grateful to know by 31 July the name, title and address of the observer designated.

Yours sincerely,

Tor Gjesdal
Assistant Director-General
in charge of Communication

Mr. Robert S. McNamara,
President,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.,
Washington, D.C. 20433, 1969 JUN -9 AM 11:44
U.S.A.

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18 June 1969

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING OF EXPERTS ON BOOK DEVELOPMENT IN LATIN AMERICA

(Bogota, 9-15 September 1969)

AGENDA

(Annotated)

1. Opening of the meeting.
2. Election of officers.
3. The present situation of books in Latin America

Experts might wish to report on the present problems of book production and distribution in their respective countries, as a basis for discussion of the succeeding points on the agenda.

4. Development of book distribution in Latin America
 - (i) National distribution
 - (ii) Regional distribution
 - (iii) The flow of books to and from the region

An assessment might be made of the pattern of book distribution, including the rôle of book stores, other sales outlets and libraries. Another topic for discussion under this item might be obstacles to the flow of books, such as high transport costs, customs duties and systems of payment. Under item (iii) an evaluation might be made of the distribution channels for books from outside the region. Attention might also be given to the expansion of exports of books from the region.

5. Development of national book production

This item would cover the development of educational publishing, on the one hand, and general publishing, on the other. The problem of building the infrastructure of publishing industries would include paper supply and printing equipment. Copyright, translation and encouragement of authorship would also be discussed.

6. Book promotion

This item might include discussion of: (a) development of the reading habit; (b) the rôle of the mass media; and (c) the function of bibliographies.

7. Training and research

The meeting might examine training programmes for: (a) publishers; (b) booksellers; (c) librarians; and (d) printers. It could then turn to research into book production, including graphic arts, and into managerial, editorial and distribution techniques.

8. A proposed regional book centre for Latin America

The Colombian Government, together with 11 other Latin American States, submitted a resolution to the fifteenth session of the General Conference which resulted in the convening of this meeting. In submitting the resolution, the Colombian Government proposed the establishment of a regional centre to promote book production and distribution in Latin America. The participants might discuss the proposal for such a centre.

9. Suggestions and conclusions of the meeting

10. Adoption of the report

Zino - UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 5, 1969** **2036**

LOG NO.: **WU 8/6**

TO: **INTBAFRAD**

FROM: **PARIS**

ROUTING	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
DECODED BY:	

TEXT:

**ACCORDANCE DECISION ACC MEETING ROME UNESCO CONVENING IEY
 INTER-AGENCY MEETING 2 AND 3 JULY ILO BUILDING ROOM C GENEVA
 LETTER INVITATION AGENDA BEING DESPATCHED NEXT WEEK**

DOCKINGUE UNESCO 7556

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COMMUNICATIONS
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COMMUNICATIONS

COMMUNICATIONS SECTION

THE FOLLOWING INFORMATION WAS RECEIVED FROM THE
INTERNAL SECURITY SECTION ON JUNE 5, 1969 AT 10:00 AM.
THE INFORMATION WAS RECEIVED FROM THE INTERNAL SECURITY SECTION

DEPT

FROM: [REDACTED]

TO: [REDACTED]

FOR INFO: [REDACTED]

GR. CATE: [REDACTED]
DATE AND TIME: [REDACTED]

RECORD BY:	[REDACTED]
CLASS:	[REDACTED]
EXTENSION:	[REDACTED]
ACTION DATE:	[REDACTED]
HOLLIS	

INTERNAL SECURITY

June 5, 1969

Mr. W. van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
place de Fontenoy
Paris 7e, France

Dear Mr. van Vliet:

In our discussions last week in Paris, Werner Moller asked for a breakdown list of Bank/IDA lending for education, indicating lending terms, etc., for each loan or credit. I am sending, attached, copies of our latest quarterly statements (as of March 31, 1969) on education projects, and we shall send you future copies as soon as they are available.

I am also sending, attached, a copy of my revised list of missions for the remainder of the calendar year 1969, on the basis of which we shall be receiving from you specific mission schedules. As you know, Duncan Ballantine will be in Paris next week and you will have a chance to review with him any outstanding points.

May I take this opportunity to thank you and Werner for the time you spared for me and for your kind hospitality. I look forward to seeing you both again before long.

With best regards,

Sincerely yours,

O. H. Calika
Deputy Director
Education Projects Department

Attachments


OHCalika:ec

*Li - UNESCO
Mr. Franco*

INCOMING CABLE

DATE AND TIME
OF CABLE: JUNE 5, 1969

2036

LOG NO.: WU 8/6

TO: INTBAFRAD

FROM: PARIS

ROUTING

ACTION COPY: MR. DEMUTH

INFORMATION
COPY:

DECODED BY:

TEXT:

ACCORDANCE DECISION ACC MEETING ROME UNESCO CONVENING IEY
INTER-AGENCY MEETING 2 AND 3 JULY ILO BUILDING ROOM C GENEVA
LETTER INVITATION AGENDA BEING DESPATCHED NEXT WEEK

DOCKINGUE UNESCO 7556

*Coord. / R-749 p. 19.-20. para 96.
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MPB

ack June 9, 1969



Li - UNESCO
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

Paris, 3 juin 1969

téléphone : 566-57.57, 705-97.49, 705-99.48
câbles : Unesco Paris
téléc : 27 602 Paris

référence : DBA/15/296/125

File

Subject: Second session of the International Advisory Committee
on Documentation, Libraries and Archives (IACOD)

Dear Mr. Consolo,

I am directed by the Director-General to acknowledge receipt of your letter of 9 May 1969. We will be pleased to welcome Mr. Marko Zlatich, Chief of Research Files, Records and Communications Division and we are sending him, under separate cover, a complete set of the working papers for the second session of IACOD.

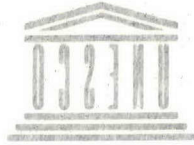
Yours sincerely,

Kazari

P. Lázár
Chief,
Division for the Promotion
of Research and International
Co-operation in Documentation

Mr. Federico Consolo
Special Representative for
United Nations Organisations
International Bank for Reconstruction and Development
1818 H Street N.W.
Washington, D.C. 20433
Etats Unis

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture



Paris, 3 June 1969

place de Fontenay, Paris-7^e

Telephone : 206-27.27, 702-97.49, 702-99.48
Cables : Unesco Paris
Telex : 27 602 Paris

Reference : DBA/IS/566/125

Subject: Second session of the International Advisory Committee
on Documentation, Libraries and Archives (IACOD)

Dear Mr. Gonzalo,

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Yours sincerely,

Kofas

P. Jászai
Chief,

Division for the Promotion
of Research and International
Co-operation in Documentation

Mr. Federico Gonzalo
Special Representative for
United Nations Organizations
International Bank for Reconstruction
and Development
1818 H Street N.W.
Washington, D.C. 20433
E-118
1969 JUN 15 PM 1:15

L - UNESCO

June 3, 1969

ltr dtd May 14, 1969

Dear Mr. Maheu:

Thank you for sending me the Final Report of the Round Table of Bankers, Economists and Financiers. The Report seems to me to confirm that it was a useful idea to bring this group together, and I am glad that it was possible for the Bank to be represented.

As you point out, several recommendations in the Report are of direct interest to the World Bank Group. They are now being considered in the course of a staff study currently being made of the Bank's activities in the field of education.

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
Director-General
United Nations Educational,
Scientific and Cultural Organization
Place de Fontenoy
Paris VII^e
France

Cleared with and cc: Mr. Ballantine

Handwritten initials

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1969 JUN - 4 11:55

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2 - 2000

June 3, 1969

Mr. Mahan
14/1/69

Dear Mr. Mahan:

Thank you for sending me the Final Report of the Round Table of Bankers, Economists and Financiers. The Report seems to me to confirm that it was a useful idea to bring this group together, and I am glad that it was possible for the Bank to be represented.

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(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Mahan
Director-General
United Nations Educational,
Scientific and Cultural Organization
Place de Fontenay
Paris VII^e
France

Cleared with and cc: Mr. Bellettine

1969 JUN -4 11:22

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GENERAL FILES

May 16, 1969

Mr. Michel Doo Kingue
Director
Bureau of Relations with International
Organizations and Programmes
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Dear Mr. Doo Kingue:

This is in response to your letter of April 1, concerning International Education Year. As you are aware, both the World Bank and its affiliate, the International Development Association, are directly engaged in the financing of educational projects in the developing countries. Another Bank affiliate, the International Finance Corporation, invests in private ventures, some of which are potentially relevant to education: for instance, enterprises for manufacturing paper or books. You no doubt are aware, too, that the nature of the activities of the Bank Group makes it difficult to program specific operations far in advance. Nevertheless, certain trends are apparent in educational financing by the Bank and IDA which might be considered to take on particular significance in the light of the International Education Year.

It is likely that the Bank and IDA will do more financing of education and training during International Education Year than at any previous time. This financing will continue to have as a main objective the introduction of new elements into the educational systems of individual developing countries. The Bank and IDA will go on helping to finance physical components of educational systems: construction, equipment and the like. But this financing will be offered to systems which are inaugurating significant improvement in the quality or content of education: for example, by improved training of teachers for both primary and post-primary levels of education, by the introduction of non-academic and practical subjects into secondary curricula, and by the spread of vocational and technical education, both at secondary levels and beyond.

Mr. Doo Kingue

- 2 -

May 16, 1969

The Bank and IDA also are devoting increasing attention to technical assistance, and are tending to offer more financing for the personnel needed to institute educational reforms and to assist during the early years in the life of a project. They, in addition, are prepared to enter new fields in cases where a high developmental return can be expected: for instance, by assisting in syllabus development, by helping to finance pilot projects employing modern educational technology, by assistance to selected kinds of research, and by helping to finance types of institution not financed before: e.g., institutions engaged in both training and research. The efforts, up to now, have been directed particularly at secondary and post-secondary levels of education and training, but now the Bank and IDA also will be prepared to finance projects in primary education that can show the way to significant innovations.

You know, of course, that the cooperative program between the Bank and Unesco is important for laying the basis for financing individual projects in developing countries. While this cooperation will not be a new element in our work, the Cooperative Program staff will be increased in number and will continue to be a significant feature of Bank/IDA operations during International Education Year.

Sincerely yours,

Federico Consolo
Special Representative
for
United Nations Organizations

Cleared with and cc: Mr. Ballantine
cc: Mr. Graves

Central Files with incoming correspondence

HGraves:mmcd
[Handwritten signature]

L - UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/1.2/70/136

14 May 1969

Dear Mr. McNamara,

I am sending you with this letter a copy of the Final Report of the Round Table of Bankers, Economists and Financiers which I convened in Rome from 11 to 13 February 1969, in accordance with a recommendation of the International Consultative Liaison Committee for Literacy and in cooperation with the Italian Interministerial Committee for Literacy and the Banco di Roma.

The Round Table discussed the economic aspects of functional literacy activities for adults and made a number of important recommendations regarding the modalities of financing literacy programmes, with particular reference to possible new resources, structures and methods. It was unanimous in recognizing the importance of functional literacy as a productive factor in economic development and accordingly paid particular attention to the steps which could be taken to encourage the inclusion of a functional literacy component in development projects.

I attach considerable importance to the recommendations made by this high-level Round Table and have circulated the Report to all Member States, as well as to certain business and financial institutions, with suggestions as to possible action on their part. At the same time, since a number of the recommendations relate to activities in which not only the specialized agencies but all members of the United Nations family are involved, there is room and need to include in our conferences and meetings, at all levels, discussion of the appropriate measures to be taken in this regard.

./...

Mr. R.S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

U.S.A.

RECEIVED 13 MAY 1969 8:21

acc June 3, 1969



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7e

The Director-General

Reference: DG/1.2/70/136

14 May 1969

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...

Mr. R. S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

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U.S.A.

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I would draw your particular attention to Recommendation XI, which proposes that "within the framework of the programme of the Second Development Decade, functional literacy should become a recognized dimension of development planning both as a social objective and as an efficient tool". I believe that consideration should be given to the possibility of incorporating functional literacy, wherever possible, as a built-in component of development projects which are initiated by members of the United Nations family and assisted by multilateral resources.

I should be grateful for your ideas and suggestions concerning the measures which could be taken in the light of the Recommendations of this Round Table of Bankers, Economists and Financiers.

Yours sincerely,



René Maheu -

René Maheu

1 enclosure

Distribution: limited

ED/BEFLIT/69/3
PARIS, 17 March 1969
Original: English-French

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MAY 19 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

ROUND TABLE OF BANKERS, ECONOMISTS
AND FINANCIERS ON LITERACY

Rome, 11-13 February 1969

FINAL REPORT

Introduction

1. The Round Table of Bankers, Economists and Financiers was convened in Rome from 11 to 13 February 1969 by the Director-General of Unesco, in accordance with a recommendation made by the International Consultative Liaison Committee for Literacy, which stated at its first session in June 1967, that: "A round-table meeting of economists, bankers and businessmen should be convened to examine the problems of long-term financing". At its second session, in September 1968, the Committee recommended that: "The Round Table of Bankers and Economists scheduled for February 1969 should discuss literacy as an economic investment, and advise on the ways in which literacy operations might be most appropriately financed, with particular attention to possible new resources, methods and procedures".
2. The Round Table was attended by seventeen participants in their personal capacity.⁽¹⁾ Mr. Guido Carli (Governor of the Banca d'Italia) was elected Chairman and Mr. A.R. Gale (United States of America) and D. K. Salim (Jordan) Vice-Presidents.
3. In his opening address (Annex I), the Director-General laid stress on the seriousness of the problem of world illiteracy, both from economic as well as social and human points of view, and referred to the need for the co-operation of business and financial circles in reducing illiteracy. Mr. Veronese spoke of the deep interest, particularly of the Italian Interministerial Working Group on Literacy, in systematically dealing with the problem of illiteracy and believed that the Round Table would be able to find solutions to the serious problems in regard to resources, methods and structures for financing functional literacy activities. Introducing the debate, Mr. Carli expressed his deep concern over the problem of illiteracy which is not being adequately solved at present owing to shortage of human and financial resources.
4. The meeting was unanimous in recognizing the economic and social importance of literacy and its rôle as a productive factor for development in industry, commerce and agriculture. It was felt that the huge total of illiterates represents a vast loss of human productive power, as well as an affront to human dignity. All participants agreed that, in spite of the progress made in recent years, more resources should be brought to bear on this problem both in the interest of economic and social development, as well as the building of a peaceful world community. However, it was felt that it is neither possible nor necessary to deal in the present meeting with all aspects of the programme, including strategy, means and methods, and the Round Table decided to remain within the precise scope of its terms of reference. Its attention was concentrated on the planning and financing of functional literacy programmes and on the aid which could be brought to literacy through action by bankers, businessmen and financiers.
5. The Round Table understood functional literacy as training centring around basic literacy programmes which will enable the individual to function efficiently and satisfactorily as a productive member of the community, industry

(1) Annex II list of participants

and other commercial or agricultural activities, and as a contributing member of society. It therefore accepted as a base of discussion the concept of functional literacy, introduced in the Unesco/UNDP assisted literacy projects and now implemented in various training schemes carried out by numerous enterprises in different parts of the world. In other words, the Round Table based its discussions on literacy programmes as linked to development objectives and projects which integrate literacy teaching with vocational training.

6. The Round Table felt that the question of functional literacy should be considered in relation to multipronged development schemes and specific kinds of enterprises in the industrial (large, medium or small scale), agricultural, construction and the tertiary sectors. These differences affect the identification, preparation, appraisal, financing and implementation of functional literacy activities.

7. RECOMMENDATION I

In the preparation of new development projects as in the reappraising of existing production activities, the importance of work-oriented literacy for short and long-term efficiency should always be considered. Thus, functional literacy training should appropriately constitute an integral part of the planning and implementation process.

Planning and financing of functional literacy

8. The Round Table emphasized that in a development programme involving industrial, commercial and agricultural workers, the inclusion of a functional literacy component should be systematically planned at the earliest stage, when a project is in the preparatory phase. The content of a functional literacy programme should be related to the objectives, nature of production, equipment and manpower structure of the activity concerned. Examples were given illustrating why industrial organizations often had to employ mostly literate workers and why this in many cases determined their choice of whether or not to launch enterprises in certain areas of developing countries. It was stressed that many big industrial enterprises were willing and ready to undertake training programmes including literacy as the necessity arises. However, the Round Table noted that functional literacy has so far been neglected in many agricultural projects, in small industry and in construction works, although the need for it, in such activities, is being increasingly realized.

9. The Round Table considered that the inclusion of a literacy component in development projects was frequently overlooked due to the lack of an adequate system for identifying and appraising the benefits of literacy. This, in turn, raised the question of means and methods of identifying, preparing and appraising projects for investment and for determining the main mechanisms by which bankers, financiers and businessmen could make suitable investments. The Round Table was of the view that greater attention should be given to ensure the identification of the literacy component at the planning stage, it being often advisable to train workers in advance of the plant coming into actual operation. Often the family unit rather than the individual worker was the productive unit.

10. The Round Table discussed the various ways of financing functional literacy within the framework of business, banking and finance. The first to be considered was the making of financial provision for literacy as a component of investment in development projects, either present or future. It was felt that this should not be difficult as a rule, as the cost of functional literacy per worker or even family is usually small in relation to total investment outlays necessary to create additional jobs or to improve agriculture by means of irrigation and other major works. The Round Table was of the opinion that the financing should be derived both from the individual resources of enterprises as well as from loans from national and international banks, preferably integrated in a loan serving the overall investment purposes. The distinction was made between loans from international and national development bodies and from commercial banks. In all cases the loan would have to be for an economic project, agricultural or industrial, in which literacy was a component rather than for a literacy programme. The former type of loan (i.e. from Development Banks) seemed more promising in view of the fact that commercial banks had criteria based on quantitative assessment of costs versus quantifiable benefits, whereas to many cases of literacy these criteria cannot be applied. More research should be undertaken on the returns on investments in literacy to support quantitative analysis.

11. The problem of financial resources, coming from enterprises or banks, led to the question how to ensure gains to productivity to be derived from literacy which confirmed the approach adopted by the Unesco/UNDP experimental programme of making literacy training an integral part of vocational training and development projects. It also led to the question of the degree of priority, and whether cost-benefit analysis was applicable to determine this both at the level of the firm or project, or the economy as a whole. It was considered useful to distinguish between the concepts of productivity, rate of return and cost-benefit analysis. The general feeling was that the evidence at the practical level for the necessity of literacy in efficient industrial enterprises was convincing, but it was not possible to discuss at the meeting the detailed, theoretical studies which had been made on this subject. Evidence already available would point to the possibility of reaping visible gains in productivity by means of functional literacy programmes. In other words, production goals could be reached with lesser investment and the economies thus achieved would more than cover the expenditure incurred by functional literacy programmes. It was, however, suggested that this matter should be followed up by further research, including the issue of a bibliography. The studies at the micro level for enterprises were considered more feasible and useful than those at the global or macro level.

12. As regards investment in literacy to attract future enterprises, the difficulties were realized of making whole areas of population fully educated through the formal educational system in advance of actual industrial prospects. In such cases, it might be best to concentrate initially upon literacy plus vocational training for youth and adult working population. The organization and financing of this preparatory work, indispensable very often to introduce development projects, should be done through action by the State, either separately through its institutions or in co-operation with employers, industrial or agricultural. It was felt that as the smaller employers were frequently unable to cope with literacy training on their own, this form of co-operation, of which a number of examples

already existed, should be extended; finance should be provided for the purpose from national governments or development banks, as well as contributions from employers, and perhaps from workers, considering literacy training as a fringe benefit in substitution of a portion of wages.

13. RECOMMENDATION II

Recognizing that illiteracy is not a marginal problem, the Round Table recommends that governmental planning authorities in countries where illiteracy prevails should incorporate in their development plans, leading to specific economic projects, a functional literacy component where this is important to the success of the project, or where the resulting economic and social returns are sufficiently high. Planners for economics and educational development should bear in mind that the benefits of functional literacy programmes are cumulative and the consideration of functional literacy programmes should become an obligatory dimension in development planning.

14 RECOMMENDATION III

The resources of modern enterprise, industrial and agricultural, as well as of banks, national, regional and international, of different types, and specialized credit agencies, should be brought to bear on training illiterate workers and farmers. Provision for financing the training involved should be part of the overall financing of the project. Thus, in projects which they are financing, development banks should see to it that the financing of functional literacy needs are taken care of. International banks and financial institutions should give serious consideration to making it a requirement that each development project has incorporated in its basic structure, where it is appropriate, the component of functional literacy, including programmes which might be called for prior to the actual launching of the project.

New resources

15. Apart from additional resources coming from enterprises and banks, fiscal measures were then suggested and the proposal was advanced that tax deductions should be allowed to firms in areas of heavy illiteracy which had functional literacy projects. This would, in effect, represent a kind of "taxe d'apprentissage" on the lines of the system in operation in certain countries. Reservations were expressed to systems of earmarked taxes, for whatever purpose, on the ground that they did not increase total fiscal resources, but it was felt that the fiscal avenue as a whole presented a valuable opening for aiding literacy training, the particular fiscal measure being adapted to the possibilities in each country. It was felt, in any event, that tax deduction was preferable as an instrument for influencing employers to train illiterate workers, as it prevented the funds raised by taxation for training being used for other purposes.

16. RECOMMENDATION IV

In its development and taxation policies and administrative practices, governments should consider the possibilities of using special means for the advancement of functional literacy activities, such as tax and other incentives to public and private enterprises and agencies which engage in approved literacy programmes. In particular, a fiscal incentive could be used to encourage enterprises to launch literacy schemes. Several variations on this theme are possible. One would be to exempt from the vocational training tax - imposed in some countries - those firms which train their workers and give them literacy instruction by methods accepted as valid. Another would be to deduct the expenses incurred for these purposes not from some specific tax but from general taxes. In any case, it is desirable to extend to functional literacy instruction the same relief provisions hitherto enjoyed by vocational training proper.

17. RECOMMENDATION V

National credit insurance agencies and, in general, public institutions having the purpose of subsidizing interest rates, should also admit, within the terms of reference of their activity, the financing of functional literacy.

18. RECOMMENDATION VI

The existing educational budget of developing countries should, whenever possible, be reapportioned between traditional and functional literacy programmes with a view to making the total educational expenditure more efficient.

Efficiency of functional literacy programmes

19. The Round Table drew attention to the weaknesses in efficiency of training programmes in many industries and of extension work in agriculture, as well as to the methods of increasing their efficiency by using new methods, modern media, new types of reading materials, etc.

20. Particular attention was drawn to the possibility of reducing the cost of agricultural extension work connected to literacy. It was suggested that the FAO might be asked to engage in suitable studies for this purpose with Unesco. Some also thought that, in order to encourage more attention to literacy in development planning, the international organizations concerned should have addressed to them a recommendation from the meeting to produce a confrontation between those responsible for planning and financing, on the one hand, and the needs for literacy, on the other.

21. The possibilities of using a proportion of adults made literate through functional literacy programmes especially in agricultural development projects, extension services and in other activities, as an alternative to recruiting only candidates with formal educational qualifications, should be encouraged, in order to provide incentives to farmers to attain functional literacy and in order to reduce the real cost of such activities.

22. RECOMMENDATION VII

All industries, especially small and middle scale industry, should aim at collaboration through institutions representing groups of employers or employees, such as co-operatives or trade unions, so that they can jointly provide training in work-oriented literacy, usually in co-operation with appropriate government authorities. Special loans should be organized to facilitate the initiation of functional literacy activities in small and middle scale industry, either directly to firms or through the above organizations.

23. RECOMMENDATION VIII

Particular attention should be paid to agricultural extension work since most illiterates live in rural areas; means should be found of integrating literacy training with agricultural extension activities and of reducing costs by using "animateurs" (voluntary agricultural extension workers) in extension work.

Follow-up action

24. RECOMMENDATION IX

The Round Table recommends that Unesco, in co-operation with other Specialized Agencies, should promote scientific research and studies on the several aspects of the problems discussed. In particular, the need was emphasized for studies of how countries could improve their methods and governmental procedures of identifying, appraising and planning functional literacy projects and financing linked with development projects, for surveys of tax and other incentives for promoting involvement in functional literacy programmes, cost analysis of related agricultural extension projects, and case studies showing differences in agricultural patterns before and after introduction of functional literacy.

25. RECOMMENDATION X

Convinced of the advantages of such meetings attended by bankers, economists and industrialists, and appreciative of the methods used for conducting discussions, the Round Table recommends that in future more of them be organized at international and regional levels and in different countries to clarify the several issues in this important area of development.

26. RECOMMENDATION XI

The Round Table suggests that the Director-General of Unesco inform governments of Member States, Specialized Agencies of the United Nations system, regional economic commissions and particularly ECOSOC, of these recommendations and make use of them to support the Unesco activities in the field of adult literacy. It recommends that, within the framework of the programme for the Second Development Decade, functional literacy should become a recognized dimension of development planning, both as a social objective and as an efficient tool.

ANNEX I

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Address by
Mr. René Maheu

Director-General of the
United Nations Educational,
Scientific and Cultural Organization

Opening the Round Table of
Bankers, Economists and Financiers
on Literacy

Rome, 11 February 1969

Gentlemen,

I am honoured today to open this Round Table of Bankers, Economists and Financiers on literacy problems. Allow me to thank you warmly for attending and for the goodwill implicit in your presence. Although your time is valuable, you have consented to come here for three days to examine problems which at first sight may appear to be far removed from your usual concerns.

Although the principle of the round table, which was deliberately chosen for this gathering, is that there shall be strict equality among all participants so that the discussions may be as spontaneous as possible, there are two persons to whom I would nevertheless express my special gratitude. I am referring to Mr. Guido Carli, Governor of the Bank of Italy, who was kind enough to contribute his eminent expertise to the preparations for your proceedings, and my friend Vittorino Veronese, President of the Banco di Roma, my distinguished predecessor as Director-General of Unesco, who, as a member of the International Consultative Liaison Committee for Literacy, conceived the idea of this round table in June 1967 and subsequently, as Chairman of the Italian Interministerial Working Group on Literacy, spared no effort to ensure that this meeting would be held under the most auspicious conditions. Finally, I wish to thank the Associazione Bancaria Italiana (Italian Banking Association) for the generous hospitality which it is offering us in this noble building.

I shall give a brief account of the questions you will be dealing with, but, first of all, I think it necessary to remove a doubt to which the very membership of your round table might give rise. To bring literacy to the masses throughout the world who can neither read nor write is, of course, a prodigious undertaking which would be inconceivable without the assurance of very substantial financial contributions. But, in inviting you to meet here, it was not my intention to appeal, either directly or indirectly, to the generosity of the agencies to which you belong and which, as a matter of fact, you do not strictly speaking represent, since you are here in a personal capacity.

My purpose is a different, and perhaps in the last resort, a more ambitious one, making greater demands on you. What I have in mind is that this meeting should offer you an opportunity, firstly, to become fully conscious of a problem which I unhesitatingly class among the gravest of our time, and secondly to give the international community the benefit of your experience and skill in economics and finance by making observations, suggestions and recommendations that could be taken up, in particular by Unesco, within the context of a world strategy in the struggle against illiteracy.

I spoke of being fully conscious of the problem, and that is really and primarily what all this is about. In your positions, you are obviously brought into direct contact with the affairs of the world, and you are not unaware of the existence of the scourge known as illiteracy. Your very presence here testifies to that, but I should like you to be able to grasp the full scope of this evil and the extent of its repercussions.

Let us first take its scope. According to the estimates available to me, and which will have to be checked against the results of the censuses to be conducted around 1970, the number of adults in the world today who can neither read nor write is over 750 million, a record figure in the history of mankind. For despite the often heroic sacrifices being made by the developing countries on behalf of education and the resulting increased school attendance rates, despite the growth of national incomes in recent years, despite the progress of technology in general and of technology in teaching in particular, and also despite the substantial but - unfortunately - decreasing contributions from external multilateral and bilateral sources, the efforts made cannot possibly keep pace with the population explosion. The result is that, while the illiteracy rate is declining little by little, the number of illiterate adults continues to rise in absolute terms.

Today, when national and international resources are being invested in substantial amounts all over the world and when almost all the Third World countries are setting themselves comparatively ambitious, but in fact imperative, economic and social goals, ignorance and its extreme case, illiteracy, most often prove to be the main obstacle to the satisfaction of the most elementary needs and, a fortiori, to development.

It would be wrong - it would be unfair - to say that nothing has been done to remedy this situation. At the national level, I referred just now to the prodigious, if not always effective, efforts that many of the most deprived countries are making on behalf of education in general and of adult literacy in particular. Many are the governments that have set up new institutions, expanded existing infrastructures, and provided additional funds to further this cause. Further, technical ministries responsible for industrial and agricultural development and economic planning agencies are coming more and more to acknowledge the primary importance of developing human resources, an undertaking of which adult literacy is a major factor. At the same time, managers of plants, farms, mines and business firms are beginning to realize that a minimum of knowledge enables their workers to improve the quantity and quality of their output.

In regard to measures taken at the international level, I do not intend here to review in detail the history of a line of action that for the last ten years or so (not more, unfortunately!) has been signalized by a series of decisions taken by the General Conference of Unesco, the United Nations General Assembly and the United Nations Economic and Social Council, as well as by a series of regional conferences held under Unesco's auspices in Bangkok, Abidjan, Buenos Aires, Caracas, Tripoli and Alexandria, as a result of which those responsible for educational policy in the Member States have decided to include adult literacy in their national plans for the general development of education. But chiefly I want to recall that Unesco can pride itself on having convened at Teheran, in September 1965, the World Congress of Ministers of Education on the Eradication of Illiteracy, which stands out as a landmark because it enabled the concept of "functional literacy" to be formulated, and that is something of particular importance for your forthcoming discussions.

What exactly is "functional literacy"? Well, it became clear that mass adult literacy campaigns were meeting with two major obstacles. Firstly, the very number of persons to be taught to read and write presupposed the use of human and financial resources that are extremely difficult, if not impossible, to mobilize under the present circumstances. Secondly, experiments conducted in this field have led to the conclusion that adult illiterates will not make the desired effort unless they have a strong enough motive. In other words, adults cannot reasonably be expected to respond to literacy work until they realize that it is in their interests to know how to read. And, at this level, it is above all a question of economic, or, more specifically, professional interests.

Consequently, Unesco, with financial support from the United Nations Development Programme (UNDP) and the technical co-operation of the International Labour Organisation (ILO), the Food and Agriculture Organization of the United Nations (FAO) and the World Health Organization (WHO), has launched functional literacy projects in which adult literacy is closely linked to development needs and objectives, i.e., projects in which literacy teaching is supplemented by technical, agricultural or industrial training. The Governing Board of the UNDP approved the first of these projects in 1966. Eleven have been approved to date in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria and Tanzania. Venezuela also belongs on the list, having launched a project of the same kind, but without calling on external sources to help finance it. Moreover, 42 countries so far have submitted requests for similar international aid for functional literacy projects. These figures will suffice to show the importance which countries faced with illiteracy problems attach to the work undertaken.

There is no getting away from the fact however, that although we are undoubtedly on the right track, we are still only at the beginning of a long, vast undertaking that cannot be carried out successfully unless the means employed are improved.

I shall not dwell on technical means, i.e. teaching methods, the choice of the language in which literacy is to be taught, and vocational training schemes. They are extremely important, to be sure, but this is not the place to discuss them. It is about other aspects of the problem that I should now like to talk to you.

To quote the actual wording used by the International Consultative Liaison Committee for Literacy in its recommendation defining your task, I should like to invite you to discuss "literacy as an economic investment" and to "advise on the ways in which literacy operations might be most appropriately financed, with particular attention to possible new resources, methods and procedures". We have deliberately refrained from drawing up any agenda, so as to leave you completely free in your examination of the enormous problem that has been placed before you. I shall not go into the details of the background information collected and analysed for you in the working paper prepared by the Secretariat. I shall merely touch on certain aspects on which you may wish to focus your attention.

For example, there is the fact - at first sight paradoxical - that illiteracy is increasing concurrently with investments. In my view, the causes of this

phenomenon are, on the one hand, an underestimation of the economic value of literacy or, more specifically, of its effects on productivity, and, on the other, a general lag of employment opportunities behind the rate of economic growth in the developing countries. But whatever its causes, this phenomenon is - and I do not hesitate to say so - disgraceful. And to help us reduce, if not to eliminate it, we should like you to tell us how, in your view, manpower literacy programmes can be made more responsive, and more visibly so, to the needs of firms. In particular, the methods whereby projects are identified and prepared should be subjected to closer scrutiny from this point of view, so as to enhance their economic effectiveness.

It would also be advisable to consider arrangements whereby loans and subsidies for economic development could include amounts for functional literacy work, so that funds intended for the training of a hitherto illiterate and under-skilled labour force would form an integral part of investments benefiting agricultural or industrial development undertakings and projects.

Your work, especially in this connexion, would of course be greatly facilitated, were I able to give you a scientific analysis of the economic returns from literacy work. But this is a domain that has not yet been adequately explored, and we shall, for instance, have to await the results of the systematic evaluation, for which plans have already been made, of the functional literacy pilot projects currently under way. Nevertheless, it is possible, here and now, to report that in many cases employers have found that the output of workers who have been taught to read and write is superior in quantity and quality to that of illiterates. Reciprocally, or rather conversely, a high percentage of illiteracy among workers or farm hands has repeatedly been found to hinder the modernization of working methods and the introduction of new machinery. More often than not it is impossible to compare the productivity of literate workers with that of illiterates, for the simple reason that largish firms generally hire illiterates only if they have no other choice. In short, many examples could be quoted of cases in which development projects have not been carried out satisfactorily because the labour force available was not literate, not duly adapted to the demands of technology. However imperfect they may still be, these indications are enough to make me hope that you will discuss ways of planning functional literacy projects in combination with development projects.

I should now like to take up another question, one which is central in economics and finance: the cost-benefit ratio. In the field of education, although this ratio is by no means the only or the decisive factor, its importance is becoming increasingly evident. Many scientific studies have been published on this subject in connexion with higher education. In the United States and Europe, if calculated on the same basis as for other forms of investment, the cost-benefit ratio in this sector apparently ranges from 12% to 14% per annum, which is higher than the normal rate of return on capital investment. Unfortunately, it is not so easy to compute the returns on primary and secondary education, and even less so on literacy teaching which, owing to its multi-purpose nature, may be likened to a passkey that opens the door to all further avenues of study and to participation in economic, social and political progress. You may gather from this how valuable any suggestions you could offer on ways of computing the cost-benefit

ratio in this field more accurately would be. From a practical standpoint, employers should be in a position to know, even in the absence of a fully satisfactory methodology, whether the savings accruing from a reduction in absenteeism, poor workmanship and damage to plant and equipment on the part of illiterate workers offset, or even - as I believe - exceed the cost of teaching those workers to read and write.

Recent experiments conducted in many countries, including Algeria, Brazil, France, India, Italy, Morocco, the United States and Yugoslavia, have yielded instructive results in this respect. In the framework of certain pilot projects executed with the aid or participation of Unesco, cases are beginning to emerge, notably in Algeria, Congo (Brazzaville), Mali and Morocco, of industrial firms which arrange for literacy courses to be given partly or entirely during working hours. By way of example, I should like to mention the results of an experiment conducted by a Brazilian firm - Campanhia Vale do Rio Doce - to assess the economic profitability of functional literacy teaching. The evaluations made in the course of the experiment showed that, though there had been no change in production, there had been a net increase in productivity, since the literacy instruction was given during working hours. The firm therefore decided to organize functional literacy instruction for every one of its 10,000 workers.

There is, lastly, an aspect which concerns your own fields of work even more closely. This is the determination of methods whereby literacy work, viewed as an economic factor in that it increases labour productivity, may be provided for in the financing of projects for economic development and the exploitation of natural resources. I will merely observe in this connexion that it would doubtless be desirable to consider introducing greater flexibility into banking practice, so that loans to agriculture and industry may be allowed to include funds for literacy teaching.

The last paragraph of the document distributed to you contains a series of questions designed to assist you in the formulation of your views on the problems submitted for your consideration. But I should not like you to think that the educators have asked you these questions with the intention of shifting some of their responsibilities on to your shoulders. Personally, I am definitely with those who consider that much remains to be done in the field of education, not only by traditional means, but also by innovations, be it in the planning, administration and technology of education or in the actual teaching, which is its essential part. But, whatever the improvements and reforms needed in education, it remains no less essential, if illiteracy is to be reduced, labour productivity increased and fresh impetus given to development, that additional resources and means of action be mobilized to reinforce those now available to the existing educational systems.

Such is the importance that attaches to your labours. It is my hope that they will lead to an approach that is at once imaginative and realistic in the study of a problem of such vital importance for the general advancement of mankind. And so I extend to you my heartfelt good wishes for the successful outcome of your deliberations.

ANNEX II/ANNEXE II

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

- Mr. Gabriel ARDANT Deputy Director of the
Department of Finance
N.V. Philips' Gloeilampenfabrieken
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Gouverneur de la Banca d'Italia
Vice-Président pour l'Italie du fonds
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Professor, University of Uppsala
Uppsala (Sweden)
- Mr. Alberto FERRARI
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- Mr. A. R. GALE
Président, Associazione Italiana
Palazzo Mattei (Alitalia)
Piazza del Gesù
Rome (Italie)
Vice-President - International
General Precision Equipment Corporation
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- Mr. Mats HULTIN
Professor,
Lund University
Lundagatan
Uppsala, Middlesex
(United Kingdom)
Education Adviser
Department of Education
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Special Representative in Europe of
the Inter-American Development Bank
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Paris 8e (France)
- Mr. Yawand Wossen MANGASHA
Vice-Gouverneur de la Banque Nationale
d'Éthiopie
Addis Ababa (Ethiopia)
- Mr. Mohammed MIR KHAN
Directeur général
Liaison Office of the UNDP
Palais des Nations
Geneva (Switzerland)

Mr. E. de la PARRA

ANNEXE II
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Eindhoven (Netherlands)

Mr. Pedro Eduardo REAL

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Amman (Jordan)

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Président, Associazione Bancaria
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49 Piazza del Gesù
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Mr. John VAIZEY

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Brunel University
Kingston Lane
Uxbridge, Middlesex
(United Kingdom)

Mr. Vittorino VERONESE

Président, Banco di Roma
Président du groupe interministériel
italien de travail pour l'alphabétisa-
tion
307 Via del Corso
Rome (Italie)

UNESCO SECRETARIAT/SECRETARIAT DE L'UNESCO

Mr. René Maheu

Directeur général

Mr. Acher Deleon

Directeur, Département de l'éducation
extrascolaire

Mr. H.M. Phillips

Consultant

Mr. H. Saksena

Département de l'éducation extrascolaire
Secrétaire de la réunion

Mr. P. Urlik

Chef de la Division des conférences
Bureau des conférences

May 13, 1969

Dr. A.B. Graham
UN Educational, Scientific
and Cultural Organization
Paris

Dear Dr. Graham:

You will probably be aware that the Bank has been developing a considerable interest in the question of population and economic development. In carrying forward this work we naturally wish to keep abreast of parallel interests in UNESCO. I understand that you and your staff are concerned with this subject, and I am writing to ask if it would be possible for me to call upon you during my next visit to Europe.

I hope to be in Paris in the week beginning the 11th of August and would like to suggest that I call upon you on Thursday, 14th of August. Would you please let me know if this is a suitable date for you.

Yours sincerely,



E. K. Hawkins
Acting Chief
Population Studies Division
Economics Department

EKHawkins/gah

cc: Mr. R. Demuth (through Mr. Stevenson)

1969 MAY 14 11 15 AM '69

RECEIVED
MAY 14 1969

May 9, 1969

Dear Mr. Maheu:

On behalf of Mr. McNamara, I wish to acknowledge your letter of April 18, 1969 and enclosure, and to thank you for having invited the International Bank for Reconstruction and Development to attend the Second Session of the International Advisory Committee on Documentation, Libraries and Archives to be held at Unesco Headquarters from August 19 to 22, 1969.

I am pleased to inform you that the Bank will be represented at this meeting by Mr. Marko Zlatich, Chief of Research Files, Records and Communications Division. I should appreciate your arranging for any further documentation relating to this meeting to be sent directly to Mr. Zlatich at this address.

Yours sincerely,

Federico Consolo
Special Representative
for
United Nations Organizations

Mr. René Maheu
Director-General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

cc: Mr. Twining
Mr. Zlatich (with Agenda)

Central Files with incoming correspondence

FC:mmcd

Lias - UN - UNESCO

MAY 8 1969



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : ED/8070/5.1

5 May 1969

Mr. Stewart
Mr. Kadleigh

op files

Dear Sergei,

You once recommended that I get a copy of "Building Design Evaluation : Costs in Use" by Mr. P.A. Stone. Can you please give me the name of the publisher so that I might place an order.

Yours sincerely,

A large, stylized handwritten signature in dark ink, appearing to read "John Beynon".

John Beynon
Educational Buildings Section,
Department of Planning and
Financing of Education

Mr. S. Kadleigh
IBRD
1818 H. Street N.W.,
Washington 25 D.C.
U.S.A.

1809 MAY -8 AM 2:38

RECEIVED
GENERAL FILES

1969 MAY - 8 AM 9:38

MAY 8 1969

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture



place de Fontenoy, Paris-7e

Telephone : 266-2727
Cables : Unesco Paris
Telex : 27 602 Paris

Reference : ED/8070/5.1

2 May 1969

*Mr. Brown
Mr. Goldberg*

of files

Dear Sir,

You once recommended that I get a copy of "Building Design Evaluation: Costs in Use" by Mr. P.A. Stone. Can you please give me the name of the publisher so that I might place an order.

Yours sincerely,

John Peyton
Department of Planning and
Educational Buildings Section,
Financing of Education

1969 MAY - 8 AM 9:38

RECEIVED
GENERAL FILES

U.S.A.
Washington 25 D.C.
1818 H. Street N.W.
IBRD
Mr. S. Kadleigh

May 2, 1969

Mr. W. L. Taylor
Educational Financing Division
Department of Planning and Financing
of Education
Unesco
Place de Fontenoy,
Paris 7e, France

Dear Bill:

Thank you for your comments of April 25, 1969
addressed to Kees, about the summary report of our
meetings in Washington.

He will certainly incorporate them into the
final report on his return from Zambia, at the end of
this month.

Yours sincerely,

Francis J. Lethem
Education Projects Department

FJL:lm

April 30, 1969

United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Gentlemen:

Re: Your Letter Dated April 24, 1969
BOG/8/34/18.033

In reply to your captioned letter, we wish to advise you that our check in the amount of \$232.16 represents payment of your invoice No. BOC/GA.68/1207, dated December 19, 1968.

Thank you for your kind attention.

Sincerely yours,

A handwritten signature in black ink, consisting of a large, stylized initial 'B' followed by a flourish.

Authorized Signature

JAnderson:rtd



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

MAY 2 REC'D

place de Fontenoy, Paris-7^e

téléphone : 566-57.57, 705-97.49, 705-99.48
câbles : Unesco Paris
téléc : 27 602 Paris

référence : EDA/70/136

- Bullantine
- Calika
- Burt
- Stewart
- Hultin
-
- Div. Files
- Op. Files

29 AVR. 1969

Dear Mr. Hultin,

I have pleasure in sending you herewith an analysis of the conclusions of the Round Table of Bankers, Economists and Financiers on Literacy at which you participated last February. This analysis was done by Mr. H.M. Phillips, consultant to the Department of Out-of-school Education, and whom you met in Rome during the meeting.

I very much hope that this document will be useful to you and that you will find it interesting.

Yours sincerely,

J.C. Cairns
Acting-Director
Department of Out-of-school
Education

Mr. Mats HULTIN
Education Adviser
Department of Education
International Bank for Reconstruction
and Development (IBRD)
1818 H. Street N.W.
Washington D.C. 20433 (USA)

RECEIVED
GENERAL FILES

RECEIVED
GENERAL FILES
COMMUNICATIONS
1969 MAY -2 PM 1:38
International Bank for Reconstruction
Development of Finance
Development Bank
Mr. J. Edgar Hoover

Director
Department of State
Washington, D.C.

[Handwritten signature]

Dear Sir:

I am writing you to inform you that the Department of State has received information from the Soviet Union regarding the activities of the International Bank for Reconstruction and Development in the field of economic development in the Soviet Union. The information received indicates that the Bank is engaged in a program of technical assistance and training for Soviet officials in the field of economic development. This program is being carried out in cooperation with the Soviet Ministry of Economic Affairs. The Department of State is interested in the results of this program and would like to receive a report on the progress of the program at an early date. Please advise the Department of State of the results of this program as soon as possible.

- Mr. Tolson
- Mr. DeLoach
- Mr. Mohr
- Mr. Bishop
- Mr. Casper
- Mr. Callahan
- Mr. Conrad
- Mr. Felt
- Mr. Gale
- Mr. Rosen
- Mr. Sullivan
- Mr. Tavel
- Mr. Trotter
- Tele. Room
- Miss Holmes
- Miss Gandy

28 MAY 1969

Mr. Tolson
Mr. DeLoach
Mr. Mohr
Mr. Bishop
Mr. Casper
Mr. Callahan
Mr. Conrad
Mr. Felt
Mr. Gale
Mr. Rosen
Mr. Sullivan
Mr. Tavel
Mr. Trotter
Tele. Room
Miss Holmes
Miss Gandy

MAY 2 1969



Organization for Economic Cooperation and Development
Paris, France

Your ref.: EDA/70/136

April 28, 1969

Mr. C. Flexa Ribeiro
Assistant Director-General
for Education
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7^e, France

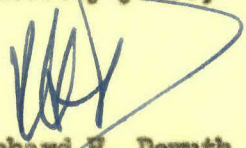
Dear Mr. Flexa Ribeiro:

Apr. 21

Thank you for sending Mr. McNamara the Final Report of the Round Table of Bankers, Economists and Financiers on Literacy, and for your letter concerning it. Mr. McNamara is away from the Bank at the moment, but he is keenly interested in the question of functional literacy; he was glad that the Bank could be represented at the Round Table, and I know that he will appreciate having these documents.

Several recommendations in the Report, of course, are relevant to the Bank. We will be careful to take them into account in the course of a staff study we are now making of the Bank's activities in the field of education.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

HGraves:tf

cc: Mr. Hultin *w/Report*



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

APR 29 REC'D

place de Fontenoy, Paris-7^e

telephone : 566-57.57
cables : Unesco Paris
telex : 27 602 Paris

reference : ED 8058/1/2743

- Ecclantine
- ~~Calka~~
- Burt
- Stewart
- ~~van Dijk~~
- ~~van Dijk~~
- Div. Files
- Op. Files

25 April 1969

Dear Kees,

Many thanks for your letter and the copies of the summary report relating to the April 3 day of our meeting in Washington.

I have read your draft carefully and re-read the whole report. Let me say right away that I think it is a very accurate and succinct survey of our discussion. I am in full agreement with it, provided the amendments we suggested in Washington are incorporated in the final draft.

Might I suggest that on page 5, para. 4, the term "fighting the battle", be deleted and replaced with some such phrase as "carried out our work". I feel it is less emotive that way.

I should be most grateful if you could send me the final report as soon as it is ready, since we would like to distribute it to our colleagues in EFD, who have all shown considerable interest in the content of our joint meeting and are naturally interested in its outcome.

...

I attach on a separate sheet Boris Kluchnikov's comments.

With best wishes and kind regards, I am,

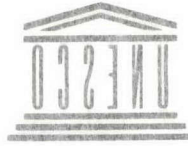
Yours sincerely,

W.L. Taylor (Phil)

W.L. Taylor
Educational Financing Division
Department of Planning and Financing
of Education

8058 6W 1:20

Mr. C.P. van Dijk,
Education Projects Dept., room 315,
I.B.R.D.,
1818 H Street N.W.,
Washington D.C. 20433,
U.S.A.



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

APR 29 REC'D

place de Fontenay, Paris-7^e

Telephone : 266-2727
Cable : Unesco Paris
Telex : 27 602 Paris

reference : EFD 8028/1/2743

22 April 1969

- Bolivian
- Bolivia
- Bur
- Stewart
- W. Taylor*
- Div. Files
- Op. Files

Dear Kees,

Many thanks for your letter and the copies of the summary report relating to the April 3 day of our meeting in Washington.

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I attach on a separate sheet Boris Kluchnikov's comments.

With best wishes and kind regards, I am,

Yours sincerely,

W. Taylor (file)

W. I. Taylor
Educational Financing Division
Department of Planning and Financing
of Education


1969 APR 28 PM 4:50

COMMUNICATIONS
DIVISION

Mr. C. P. van Dijk,
Education Projects Dept., room 215,
I. B. R. D.,
1818 H Street N.W.,
Washington D.C. 20433,
U.S.A.

COMMENTS ON DRAFT REPORT

1. The Unesco/IIEP meeting of experts to take place from 1-10 October. From 1-3 October, it will be with Unesco. The item suggested is "Practical Cases of the Introduction of Innovations in Education and New Management Techniques." From 4-10 October, the meeting will be with IIEP - item: "Educational Financing and Costs in Developing Countries."
2. Page 3, last paragraph: Suggest the deletion of reference to more teachers and to smaller classes. Reason: many educators are attacking the point that smaller classes produce a better quality of education, as well as the idea that pupils having more contact hours show a better performance. This is taken as an invitation to the rethinking of the conventional learning process.
3. Page 5, para. 2, line 3: Suggest the deletion of the reference to "the level of teachers' salaries", since this is a very ticklish problem and is normally unrealistic to manipulate.
4. Page 6, para. 2, first line: Insert "and Unesco" after "Bank".
5. Same paragraph: Suggest deletion of "Education Projects Department".
6. Page 7: Suggest that it begin in the following manner: "For the time being, neither the Education Projects Department nor EP.F can pretend to conduct a comprehensive and profound research programme on educational financing. Their role is limited to the organisation and coordination of studies of some practical issues directly related to operational activities." The rest of the paragraph to stand.
7. Page 7, item 6: Suggest a re-wording along these lines: "The mobilisation of additional domestic and external resources for education."


B. Kluchnikov
24.4.69

INCOMING MAIL ROUTING SLIP			Date APR 28 1969	
Mr. Bart	A642		Mr. Powell	C911
Mr. Brakel	B603		Projects Dept.	
Mr. Burney	C522		Mr. Reamy	B704
Mr. Consolo	C802		Mr. Reitter	A544
Mr. de la Renaudiere	C514		Mr. D. Richardson	C607
E. D. I.			Secretary's Dept.	
Mr. Frost	A540		Mr. Sekse	C922
Mr. Garcia Rayneri	C1011		Mr. Skillings	A521
Mr. Gibbs	B611		Mr. Springuel	A649
Mr. Gustafson	C911		Statistics Div.	G1065
Mr. Halbe	C613		Mr. Tolley	C519
Mr. Hartwich	C615		Travel Office	C201
Mr. Hornstein	C508		Treasurer's Dept.	B702
Mr. Horsley	C608		<i>Mr. F. Halgauer</i>	
Mr. Husain	A538		<i>C803</i>	
Information Dept.	C422			
Internal Auditor	A236		<i>Files</i>	
Mr. Kirk	A623			
Mr. Kraske	A611			
Mr. Kruithof	C613			
Legal Dept.				
Mr. McIvor	C719			
Mr. Melmoth	B608			
Mr. Michaels	B221			
Mr. Mirza	C622			
Mr. Nelson	A502			
Off. Services Div.				
Mr. Paijmans	C513			
Personnel Div.	A224			
Mr. Pollan	C915			



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : RIO/PRG/L/2597

22 April 1969

Dear Mr. Franco-Holguin,

On behalf of the Director-General I wish to acknowledge your letters of 8 and 10 April concerning the Bank's representation at the 82nd session of Unesco's Executive Board.

So far as documentation is concerned, you may be aware that the Bank automatically receives, through our addressograph system, all documents for the Executive Board, but they are addressed simply to the International Bank for Reconstruction and Development and not personally to Mr. Ballantine. I hope the present arrangements will meet the requirements of the Bank's headquarters. Mr. Steuber will of course receive all documents for the session.

Yours sincerely

Michel Doo-Kingué
Director

Bureau of Relations with International
Organizations and Programmes

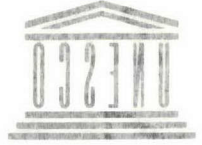
Mr. E. Franco-Holguin,
Deputy Special Representative for
United Nations Organizations,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.,
Washington, D.C. 20433,
U.S.A.

12 19 82 88 58

COMMUNICATIONS
RECEIVED

44-44-UNESCO

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture



place de Fontenoy, Paris-7e

Telephone : 266-2727
Cables : Unesco Paris
Telex : 27 602 Paris

Reference : BIO/PRA/2597

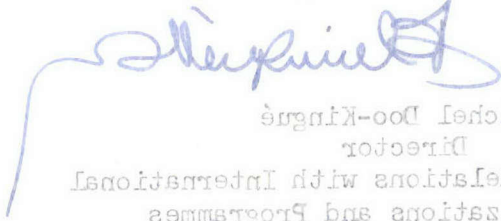
22 April 1969

Dear Mr. Franco-Holguin,

On behalf of the Director-General I wish to acknowledge your letters of 8 and 10 April concerning the Bank's representation at the 82nd session of Unesco's Executive Board.

So far as documentation is concerned, you may be aware that the Bank automatically receives, through our addressograph system, all documents for the Executive Board, but they are addressed simply to the International Bank for Reconstruction and Development and not personally to Mr. Ballantine. I hope the present arrangements will meet the requirements of the Bank's headquarters. Mr. Steiner will of course receive all documents for the session.

Yours sincerely,


Michel Doo-Kingre
Director
Bureau of Relations with International
Organizations and Programmes

Mr. E. Franco-Holguin,
Deputy Special Representative for
United Nations Organizations,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.,
Washington, D.C. 20433,
U.S.A.

1969 APR 28 PM 3:15

RECEIVED
GENERAL FILES
COMMUNICATIONS

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP				Date	
				SEP 23 1969	
Mr. Aldewereld	A1226		Mr. Knapp	A1230	
Mr. Alter	A513		Mr. Lejeune	A637	
Mr. Baum	C303		Mr. McNamara	A1230	
Mr. Benjenk	A637		Mr. Mendels	A1219	
Mr. Broches	A813		Mr. Nurick	A809	
Mr. Cargill	A600		Sir Denis Rickett	A1230	
Mr. Chadenet	C303		Mr. Ripman	D1029	
Mr. Chaufournier	F1236		Mr. Rotberg	A700	
Mr. Cheek	F1236		Mr. Stevenson	D532	
Mr. Wm. Clark	C413		Mr. Twining	D1032	
Mr. Cope	F1232		Mr. Votaw	A600	
Mr. Fowler	A1219		Mr. Wiese	A513	
✓ Mr. Demuth <i>D 1128</i>	C808		Mr. Williams	C502	
Mr. Diamond	C913		Mr. Wright	A509	
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	D527				

Stiles



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

INTERNATIONAL HYDROLOGICAL DECADE

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

référence SCE/HYD/574/4/15.497

21 April 1969

Dear Sir,

We are planning to include in future issues of the list of National Committees the telex number or cable address, and if possible the telephone number of every National Committee.

It would be appreciated if this information is communicated to the Secretariat as soon as possible.

Yours faithfully,

A handwritten signature in dark ink, appearing to read "José A. da Costa".

José A. da Costa
Secretary,
Co-ordinating Council, IHD

To: All National Committees for the International Hydrological Decade



PLACE DE FONTENOY
PARIS 7^E

International Bank for Reconstruction
& Development,
1818 H Street, N.W.,
Washington, D.C. 20433,
ETATS UNIS

XR-F-609

E

IMPRIMÉS

PEACE through
la PAIX par la **SCIENCE**

17. 9. 69

75-PARIS 41



REF. NO. E6-04-04

ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP

Date **APR 23 1969**

Mr. Aldewereld	A1226	Mr. McNamara	A1230
Mr. Alter	A513	Mr. Nurick	A809
Mr. Baum	C303	Mr. Ripman	C1203
Mr. Benjenk	A637	Mr. Stevenson	A800
Mr. Broches	A813	Mr. Twining	C1203
Mr. Cargill	A600	Mr. Votaw	A600
Mr. Chadenet	C303	Mr. Wiese	A513
Mr. Chaufournier	F1236	Mr. Williams	C502
Mr. Cheek	F1236	Mr. Wright	A509
Mr. Cope	F1232		
Mr. Demuth	C808	<i>Mr. Graves</i>	
Mr. Diamond	C913		
Mr. El Emary	C502		
Mr. Fontein	C602		
Mr. Friedman	A1221		
Mr. Goodman	C602		
Mr. Graves	C809		
Mr. Hoffman	C808		
Mr. Kamarck	A800		
Mr. Knapp	A1230		
Mr. Lejeune	A637		

Would you write an acknowledgment, please?



united nations educational, scientific and cultural organization
 organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
 câbles : Unesco Paris
 télex : 27 602 Paris

référence : EDA/70/136

21 AVR. 1969

Dear Mr. McNamara,

I have pleasure in sending you, under separate cover, a copy of the Final Report of the Round Table of Bankers, Economists and Financiers on Literacy which was held in Rome from 11 to 13 February 1969.

You will see from the Report that the Round Table was unanimous in recognizing the importance of functional literacy as a productive factor in economic and social development. The group arrived at certain conclusions and recommendations as to the measures to be taken in order to disseminate among financial and insutrial milieux, as well as among those responsible for development planning, an understanding of the importance of this educational investment and of developing a literacy component as an integral part of projects aimed at economic and social development.

To this end, we intend to circulate the Report to various financial and business institutions, as well as to Member States and various United Nations Agencies, in order to enlist their help in the implementation of the recommendations.

I will, of course, keep you informed on the outcome of this follow-up action, but in the meantime would be glad to have your comments, if any, on the Final Report and particularly on the Recommendations.

I regret that you were unable to participate in the deliberations of the Round Table, but I look forward to your future collaboration in this vital field of literacy activities, and will keep you informed of the outcome of the action taken by us.

Yours sincerely,

Mr. Robert S. McNAMARA
 President
 International Bank for Reconstruction
 and Development
 1818 H. Street, N.W.
 Washington, D.C. 20433

U.S.A.

C. Flexa Ribeiro
 Assistant Director-General
 for Education

Ack: Apr 28.

477. 461 28

U.S.A.

Washington, D.C. 20533
1818 N. Street, N.W.
and Development
International Bank for Reconstruction
President
Mr. Robert S. McNamara

for Education
Assistant Director-General
C. Elexis Birello

RECEIVED
COMMUNICATIONS
1969 APR 23 PM 3:35

[Handwritten signature]

Yours sincerely,

My dear

and will keep you informed of the outcome of the action taken
within cooperation in this area field of interdisciplinarity,
concerns of the World Bank, but I look forward to your
I regret that you were unable to participate in the

the recommendations.

Your comments, if any, on the final report and particularly on
this follow-up action, but in the meantime would be glad to have
I will, of course, keep you informed on the outcome of

their help in the implementation of the recommendations.

States and various United Nations agencies, in order to ensure
various financial and business institutions, as well as to Member
to this end, we intend to circulate the report to

development.

an integral part of projects aimed at economic and social
educational investment and of developing a disciplinary component as
development planning, in underscoring of the importance of this
and financial matters, as well as among those responsible for
the measures to be taken in order to disseminate among financial
groups and certain conclusions and recommendations as to
as a productive factor in economic and social development. The
importance in recognizing the importance of functional interdisci-
You will see from the report that the World Bank was

from 11 to 13 February 1969.

Economists and financiers on interdisciplinarity was held in Rome
a copy of the final report of the World Bank of Bankers.

I have pleasure in sending you, under separate cover,

Dear Mr. McNamara,

EDV\10\13E

telex: 21 005 Paris
cable: UNESCO Paris
telephone: 200-2121

Place de Fontenay, Paris-16

21 AVR 1969



organisation des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization

U.S.A. - UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

APR 24 1969

Liason - VN - UNESCO

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : EDA/70/136

21 AVR. 1969

Dear Mr. Hultin,

I have pleasure in sending you, under separate cover, a copy of the Final Report of the Round Table of Bankers, Economists and Financiers on Literacy in which you participated from 11 to 13 February 1969 in Rome.

I do feel that the Round Table's recommendations and conclusions will be of the greatest importance in creating an understanding of functional literacy as a factor of economic and social development among those responsible for the planning and financing of development projects, as well as among bankers and businessmen on a wider scale.

To this end, we intend to circulate the Report to various financial and business institutions, as well as to Member States and different U.N. agencies, in order to enlist their help in the implementation of your recommendations. With the Report we shall be writing to make specific suggestions as to the possible measures that can be taken to encourage the inclusion of a functional literacy component as an integral part of projects and investment for which they are responsible.

I will, of course, keep you informed of the outcome of this follow-up action.

./...

Mr. Mats HULTIN
Education Adviser
Department of Education
International Bank for Reconstruction
and Development (IBRD)
1818 H. Street N.W.
Washington, D.C. 20433

U.S.A.

U.S.A.

Washington, D.C. 20543
1818 N. Street N.W.
and Development (IBRD)
International Bank for Reconstruction
Department of Education
Education Adviser
Mr. Mats HULLIN

COMMUNICATIONS
APR 24 AM 9:11

....

this follow-up action.

I will, of course, keep you informed of the outcome of
for which they are responsible.
Integral component as an integral part of projects and investment
that can be taken to encourage the financing of a functional
be willing to make specific suggestions as to the possible measures
implementation of your recommendations. With the report we shall
and different U.N. agencies, in order to enlist their help in the
financial and business institutions, as well as to member states
to this end, we intend to circulate the report to various

and businessmen on a wider scale.
and financing of development projects, as well as among bankers
and social development among those responsible for the financing
understanding of functional integral as a factor of economic
conclusions will be of the greatest importance in creating an
I do feel that the World Bank's recommendations and

flow it to 13 February 1968 in Rome.
Economists and financiers on integral in which you participated
a copy of the final report of the World Bank of Bankers.
I have pleasure in sending you, under separate cover,

Dear Mr. Hullin,

reference: EDVA/10/130

EDVA 10 130

telex: 31 003 Paris
cable: Unesco Paris
telephone: 200-2121

Place de Fontenay, Paris-7e



organisation des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization

EDVA 10 130
APR 24 1968

In the meantime, I should like to remind you that several participants of the Round Table expressed their willingness to organize in their respective countries conferences or small meetings in order to draw the attention of interested circles to the recommendations. I am pleased to inform you that the first meeting of this nature was organized by the French National Commission for Unesco, where Mr. G. Ardant introduced the subject. I should be grateful to be informed about similar initiatives, if any, undertaken by other participants.

I should like once again to thank you for your valuable contribution to the deliberations of the Round Table and look forward to your continued collaboration in the future.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Flexa Ribeiro', with a long horizontal flourish extending to the right.

C. Flexa Ribeiro
Assistant Director-General
for Education

Leasing - Special Agent UN
UNESCO.
plus. BK

April 18, 1969

Dear Mr. Maheu:

I have just received the volume entitled "Birth-right of Man," which you were kind enough to send me. The volume contains a very interesting selection of texts and is a most appropriate means of commemorating the twentieth anniversary of the Universal Declaration of Human Rights.

My many thanks to you for your thoughtfulness in sending me this volume.

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu, Director-General
United Nations Educational,
Scientific and Cultural Organization
Place de Fontenoy
Paris VII^e, France

RHD:tf
April 15, 1969

ROUTING SLIP		Date May 7, 1969	
NAME		ROOM NO.	
Mr. Franco-Holguin		C803	
To Handle		Note and File	
Appropriate Disposition		Note and Return	
Approval		Prepare Reply	
Comment		Per Our Conversation	
Full Report		Recommendation	
Information		Signature	
Initial		Send On	
REMARKS			
<p>We would like to suggest that</p> <p>Mr. Marko Zlatich, Chief of Research Files, Records and Communications Division, represent the Bank at this meeting.</p>			
From			
J. E. Twining, Jr.			

Liaison - UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : **DG/4.4/15/296/2446**

hm

178 Aug 1969

Dear Mr. McNamara,

I have the honour to inform you that, pursuant to Resolution 4.411 adopted by the General Conference at its fifteenth session, I propose to convene the second session of the International Advisory Committee on Documentation, Libraries and Archives at Unesco Headquarters from 19 to 22 August 1969. A copy of the Provisional Agenda is enclosed for your information.

I have pleasure in inviting your Organization to send a representative to attend the session as an observer. If, as I hope, you can do so, I should be grateful if you would let me know as soon as possible the name of the person designated.

Yours sincerely,

1 enclosure

René Maheu

René Maheu

*sent to
Zlatich for*

Mr. Robert S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H Street N.W.
Washington D.C. 20433

U.S.A.

25:8 MA 42 8:52

COMMUNICATIONS
SECTION
MAY 1969

arr May 9, 1969

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GENERAL FILES
COMMUNICATIONS

U.S.A.

1969 APR 24 AM 8:25

Washington D.C. 20543
1818 H Street N.W.
and Development
International Bank for Reconstruction
President
Mr. Robert S. McNamara

Gene Maron

John Maron

1 ENCLOSURE

Yours sincerely,

designated.
would let me know as soon as possible the name of the person
it is as I hope you can do so, I should be grateful if you
send a representative to attend the session as an observer.

I have pleasure in inviting your organization to

for your information.

As under 1968, a copy of the provisional agenda is enclosed
titles and describes its UNESCO Headquarters from 18 to
of the International Advisory Committee on Documentation,
fifteenth session, I propose to convene the second session
Resolution 4.41 adopted by the General Conference at its

I have the honor to inform you that, pursuant to

Dear Mr. McNamara,

reference: DC\4\12\300\3478

The Director-General

Place de Fontenay, Paris-7e



organisation des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization

Handwritten notes at the bottom right of the page.

Li - Unesco

Mr. E. Franco-Holguin

April 17, 1969

O.H. Calika

The Bank response to Mr. Michel Doo Kingue's letter of April 1, 1969, to Mr. Console on the International Education Year

In Mr. Ballantine's absence, I am listing below a number of points which you might consider in drafting of the Bank's response to Mr. Kingue's letter.

If desired, the following trends in the Bank/IDA activities, while not restricted to any particular year, might be mentioned within the context of increased emphasis on education by Bank/IDA during the International Education Year (1970):

- (a) Steady increase in the number of education projects under consideration by the Bank/IDA for their financial assistance.
- (b) Broadening of the Bank/IDA criteria for financing education, which now permits consideration of a wider range of educational institutions.
- (c) Particular attention being given to innovative schemes and programs which could increase the efficiency of educational systems and up-grade the quality of education.
- (d) Increased financing of technical assistance for implementing educational reforms and for providing teachers and fellowships during the early years of Bank/IDA assisted projects.

JJS:OHC:vct *cel*

cc: Mr. Demuth
Mr. Ballantine (c/r)

April 11, 1969

Dear Miss Peltonen:

Mr. McNamara has asked me to thank you for your thoughtful letter of February 12 and the copies of the Finnish edition of the National Commission's book. -sent to R.F.

He is pleased to learn of its success.

With best wishes,

Sincerely,

David C. Fulton
Chief, Public Affairs

Miss Esa Peltonen
Coordinator, Nordic Campaign
for Tanzania Literacy
c/o Finnish National Commission
for Unesco
Korkeavuorenkatu 21
Helsinki, Finland



DCF:lmt

Ref: RIO/ORG/a.1141

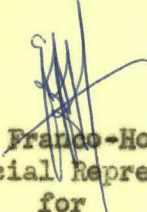
April 10, 1969

Dear Sir:

Further to my letter of April 8, 1969, I wish to inform you that, although for the reason already stated it will not be possible for the Bank to be represented throughout the meeting of the 82nd session of the Executive Council, representatives from our European Office will hope to attend from time to time. In particular, Mr. Fritz Steuber will look forward to attending certain sessions.

I would be appreciated if, in addition to sending documentation direct to Mr. Duncan S. Ballantine, a copy of the documentation could also be sent to Mr. Steuber at our European Office, 4 Avenue d'Iéna, Paris 16e, France.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

The Director General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

cc: Mr. Ballantine
Mr. Steuber - Paris

EF:mmcd

Li - UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

APRIL 10, 1969

432PM

LOG NO.:

ITT TELEX/10

TO:

INTBAFRAD

FROM:

PARIS

ROUTING

ACTION COPY: MR. WISHART

INFORMATION
COPY:

DECODED BY:

TEXT:

534 FOR WISHART

RE FRANCO'S LETTER TO UNESCO APRIL 8 REGARDING REPRESENTATION
EXECUTIVE COUNCIL. YOU WILL REMEMBER MY NOTE TO YOU SAYING
THAT ALTHOUGH OUR INTEREST IN SESSION ONLY MARGINAL WE SHOULD
STILL BE OFFICIALLY REPRESENTED. COULD FRANCO'S LETTER BE AMENDED
ACCORDINGLY? REGARDS

STEUBER

FCA

COMMUNICATIONS
APR 10 10 38 AM 1969

TYPED

APR 10 10 39 AM 1969
COMMUNICATIONS

207

CARRIER

COMMUNICATIONS SERVICE

THIS MESSAGE IS BEING TRANSMITTED BY THE
COMMUNICATIONS SERVICE UNIT OF THE
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COMMUNICATIONS SERVICE UNIT OF THE

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DATE AND TIME

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DECODED BY:	
DATE:	
TIME:	
LOCATION:	WEST
COMMUNICATIONS	

INCOMING SERVICE

Ref: RIO/ORG/a.1141


April 8, 1969

Dear Sir:

On behalf of the President I am writing to acknowledge your note verbale of March 26, 1969 and enclosure, and to thank you for having invited the International Bank for Reconstruction and Development to be represented at the 82nd session of the Executive Council to be held in Paris from April 28 to May 16, 1969.

We appreciate your kind invitation but I regret to inform you that, owing to the pressure of previous commitments, it will not be possible for the Bank to be represented at this meeting. I should appreciate it, however, if you would arrange for any documentation relating to this session to be sent to Mr. Duncan S. Ballantine, Director, Education Projects Department, at this address.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

The Director General
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy
Paris 7e, France

Cleared with and cc: Mr. Ballantine
Mr. Wishart - Paris
Central Files with incoming correspondence

EF:mmcd

L-UNESCO

Form No. 27
(7-61)
INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: INTBAFRAD
(PARIS)

DATE: APRIL 4, 1969

CLASS OF SERVICE: Telex

COUNTRY: FRANCE

WNT

TEXT:
Cable No.: 422

FOR WISHART REYRCAB 516 BALLANTINE AGREES NO NEED COVER
UNESCO APRIL 28 MAY 16 BUT WOULD APPRECIATE RECEIVING
DOCUMENTATION STOP WILL AWAIT YRREPLY RE UNCTAD MAY 5 TO 16

FRANCO

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

NAME Ernesto Franco-Holguin

DEPT. Development Services

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

CLEARANCES AND COPY DISTRIBUTION:

cc: Mr. Ballantine

EF:ch

For Use by Archives Division

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: _____

COMMUNICATIONS
УЛБ И СОЗЫНГА
RECEIVED

[Handwritten signatures]

(IMPROVING THE QUALITY OF LIFE FOR ALL)

ORIGINATOR (SEE COPY)

Checked for Release:

J *W*

RECEIVED

RECEIVED

For Use by Archives Division

SIGNATURE

(SIGNATURE OF INDIVIDUAL AUTHORIZED TO ANSWER)

EE:CP

DATE

APR 4 1969

APR 4 2 07 PM 1969

NAME

COMMUNICATIONS

CC: Mr. [illegible]

MESSAGE AUTHORIZED BY

STAFFINGS AND COPY DISTRIBUTION:

NOT TO BE REPRODUCED

REVISION

DOCUMENTATION STOP MUST SMALL DIRECTLY BE DISCUSS WITH 2 TO 10
ADDRESS VISIT 30 MAY TO BAL MOUTH VERNICIALE RESEARCHING
FOR MICHUEL BEXHCVB 210 BVTYVILINE VCHUES NO NEED COASE

Copy No
TEXT

133

COPYING

REVISION

(BY)

REVISION
CLASS OF

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TO

IMPROVED

DATE

APR 11 1969

ONGOING MIKE

ASSOCIATION

INTERNATIONAL DEVELOPMENT

RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL BANK FOR

CONSTRUCTION

INTERNATIONAL FINANCE

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE MEMORANDUM

TO: Mr. D. S. Ballantine

DATE: April 3, 1969

M

FROM: Mats Hultin

SUBJECT: FRANCE - Discussions with Unesco, Paris, on Production of Teaching Materials and on Mass Media, February 11

ITALY - Participation in Unesco Round Table Conference in Rome on Functional Literacy, February 12-13

COLOMBIA - Participation in Conference in Bogota on Higher Education in the American Republics, February 23-28, 1969

Full Report

FRANCE

1. On my return from appraisal mission in Kenya I spent February 11, 1969, with Unesco in Paris to gather information on ongoing Unesco projects in the production of teaching materials. I also discussed new teaching technology particularly with reference to the use of mass media.

2. I discussed teaching materials with Messrs. Foecke, Maybury, Joel, Swarbrick and Mrs. Haggis and received a list of ongoing Unesco projects with names and addresses of staff responsible for the projects. A factory for production of simple science equipment is being set up in Ceylon. In Burma, Philippines, India and Korea repair centers have been established. Ford Foundation has set up a center for science instruments in Pakistan. A science teaching and equipment center is being discussed in Israel. A supply center for biology equipment exists in Ghana as part of a curriculum development center. The best Unesco science equipment center is said to be the one in Sao Paulo in Brazil. All centers have, however, several weaknesses. The cooperation between curricula development centers and equipment production units is not always satisfactory. A proper market analysis has seldom been done and it has often been impossible to transfer the pilot project into full scale industrial production and achieve efficient marketing of the products. Few centers have had any influence outside their national boundaries. Further comprehensive studies of the situation are necessary and forthcoming appraisal missions should assess the need and feasibility of a local production of textbooks and teaching materials and stimulate a discussion on this issue among government officials and in private business. For the time being, the equipment center in Brazil appears to be the one which is worthwhile further investigation as a possible Bank project item.

3. I met William Farr, Pierre Navoux and H. Cassirer of Unesco's Department for Mass Communication and reported on the proposed teacher training activities of the Kenya Institute of Mass Communication and discussed in general terms (a) the adult education project in Dakar, (b) Tunisia radio literacy teaching, (c) and use of mass media in India, Brazil, Togo, Zambia, Congo Brazzaville, Senegal (agriculture extension work) and Gabon.

ITALY

4. I participated February 12 to 13 in a round table conference for bankers, economists and financiers that was organized in Rome by Unesco. The purpose of the meeting was to discuss the modalities of financing functional literacy activities with particular attention to possible new resources, methods and structures. Some twenty people including Unesco representatives participated in the meeting. Mr. Rene Maheu, Director-General of Unesco, addressed the meeting twice.

5. Some background information on literacy had been prepared for the conference showing that although the world literacy rate is rising slowly, the number of illiterates is increasing and is assumed to be 810 million in 1970. Most of the illiterates are in the subsistence sector of the economy but the fact that they are without literacy is a serious obstacle to the creation of new markets and modern forms of production in the developing areas. Available evidence indicates that apart from some exceptional circumstances a literacy rate around 90% is necessary to help attain per capita income over \$500. Cause and effects are not demonstrable at the macro economic level with present analytical techniques but it can be shown that literate workers in individual enterprises have greater labor productivity and better earning than illiterate workers on similar jobs. Investment in literacy teaching will thus generate an overall increase in GDP. Selected and work-oriented literacy programs appear economically justified but are also supported pedagogically in that learning and retention rates are higher in these kinds of programs. If such selected and work oriented literacy programs would be preferred to general literacy programs, the question rises how to select, organize and finance such programs. The basic principle would be to link them with economic development projects in industry and agriculture and the teaching would be based on the actual training needs for the project and the programs' implementation would be phased to the deadlines of the project. The background paper also discussed means and resources for financing literacy program and the role banks and other financing organizations could play in this area by including a literacy program as a regular component of any development project. It was also said that governments could do more by inserting in the government machinery elements that would facilitate the pursuit of literacy projects. So far the Unesco background paper.

6. It was agreed during the conference that literacy was of economic and social importance and played an important role as a productive factor for development in industry, commerce and agriculture. More resources should be brought to bear on this problem and literacy programs should be linked to development projects integrating literacy teaching with professional training. But I had to object (as also the representative of the Inter-American Development Bank) when this was interpreted in such a way that work oriented literacy should always be a component in the preparation of development projects in countries where illiteracy is prevalent and apply not only to new but also to existing projects employing illiterate staff. It was also difficult to agree on a sweeping statement that functional literacy was at present overlooked or even neglected in development projects and that international banks should give serious consideration to making it a

requirement that each development project has incorporated in its basic structure that of functional literacy and that they in justified cases should consider the financing of specific functional literacy programs.

7. The discussions made it clear to the participants of the conference that functional literacy programs in connection with development projects might in some cases be a faster way to economic progress than hitherto applied, traditional education and training programs within existing formal school system. The conference also agreed that educational budgets in developing countries should more than hitherto has been the case include literacy programs as an integral part in their development plans. Recommendations of the conference will be issued to the Bank in due time.

COLOMBIA

8. I participated February 23 through February 28, 1969, in a conference on higher education in America that was held in Bogota and organized by the Council on Higher Education for the American Republics (CHEAR). Thirty-six university presidents and representatives from international organizations and foundations took part in the meeting. Among the participants was Mr. Clifford Hardin, new U.S. Secretary of Agriculture.

9. The four main issues of the agenda were (a) agriculture, (b) students and the university, (c) continuing education, and (d) medical education.

10. The first point dealing with the universities' role in agriculture education and research offered no news to the Bank. The points that were emphasized during the discussions are regarded as fairly self evident within the Education Projects Department; students at a faculty of agriculture should be trained in a way that they can be useful in farming and farming industry after graduation; there should be a close cooperation between the universities and the extension organizations (such as ICA in Colombia).

11. "Students and the university" raised a considerable interest and two days were devoted to the subject and the discussion covered almost every aspect of students rebellions and their causes. Understandably none of the participants supported riots and violence but there was a consensus that the students in many cases might have reasons for their rebellions. Several university presidents were frank in admitting faults and deficiencies in existing systems for higher education. At the end of the discussions, I was requested by the Chairman, Rev. Hesburgh of the University of Notre Dame to make a statement on Swedish experiences.

12. The most interesting part of the discussion on medical education centered around the shortage of paramedical personnel in Latin America. It was said that there were 2 to 4 doctors on each nurse in some countries. It is obvious that the training of paramedical personnel is an urgent need that should be met if the Bank would go into the field of health education and training.

April 3, 1969

13. A session was devoted to continuing education which is defined as education and training of adults. Education is a continuing lifelong process for the individual and institutes of higher learning should contribute to this process through a wide program of upgrading and retraining courses offered during and between semesters and as day or evening activities. Continuing education has existed for many years in some fields but it is new as a general concept and as something the universities should offer also to adults not meeting the formal requirements for traditional university studies. A Bank appraisal of a university project should in my opinion include an investigation of existing and projected continuing education activities.

MHultin/sp

cc: Messrs. Chadenet, Baum, Lipkowitz, Piccagli, Rovani, Calika, Burt,
Stewart, Naleppa.
Miss Maher, Op. Files, Dept. Files.

ROUTING SLIP

Date

5/5/69

NAME

ROOM NO.

~~Mr. D. H. Calika~~

C313

~~Mr. Ballantine~~

Mr. J. Smith

To Handle

Note and File

Appropriate Disposition

Note and Return

Approval

Prepare Reply

Comment

Per Our Conversation

Full Report

Recommendation

Information

Signature

Initial

Send On

REMARKS

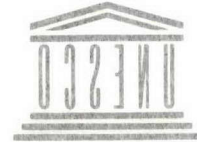
Attached is a draft letter prepared by Mr. Graves in connection with UNESCO's letter of April 1, 69 on the International Education year. Please let me know if you agree.

~~Signature~~

Agree
JEB

From

United Nations Educational, Scientific and Cultural Organization
 Organisation des Nations Unies pour l'éducation, la science et la culture



2 - 14320

APR 8 REC'D

place de Fontenoy, Paris-7^e

références : 266-2727
 câbles : Unesco Paris
 télex : 27 602 Paris

RIO\ORG\A.1136

-1 AVR 1969

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- R. S.
- Coll.
- Boffertine

Dear Mr. Gonsolo,

At the recent meeting of the ACC Sub-Committee on Human Resources, Education and Training (New York, 10-14 March 1969) it was decided that each member would inform Unesco of specific programmes and projects which could be integrated into the framework of the International Education Year.

I take this opportunity to transmit to you a copy of the ILY paper submitted by Unesco at the aforementioned meeting with the request that precise information on your programme(s) and projects which you would like to have included in our progress report to the 47th session of the Economic and Social Council be sent to me by the end of April 1969.

Also, it would greatly facilitate our co-ordination efforts on the Year if you could inform us of a focal point (of a programme character) within your Secretariat to which we may address future correspondence.

I thank you in advance for your consideration of these matters and look forward to hearing from you in the near future.

Yours sincerely,

Michel Doo Kinare
 Director
 Bureau of Relations with International
 Organizations and Programmes

WASHINGTON, D.C. SOA
 1818 H Street, N.W.
 and Development Communications
 International Bank for Reconstruction
 United Nations Organizations
 Special Representative for
 Mr. F. Gonsolo

Recd 16/1/69

APR 10 1969

10-14 March 1969

ADMINISTRATIVE COMMITTEE ON CO-ORDINATION
SUB-COMMITTEE ON HUMAN RESOURCES, EDUCATION AND TRAINING

INTERNATIONAL EDUCATION YEAR

(Paper submitted by UNESCO)

1. The General Assembly in December 1968 adopted resolution 2412, which designated 1970 as International Education Year, and took note of the corresponding resolutions adopted in November by the General Conference of Unesco at its fifteenth session.
2. Since the beginning of 1969 the Unesco Secretariat has addressed itself to the functions which these resolutions place upon it. Within existing budget and staff limits, a special unit of four professional staff members has been set up to handle IEY preparations. The Director-General sent out a first communication to Member States to inform them of the General Conference and General Assembly decisions and to ask Governments to draw up plans of action for the International Education Year.
3. Close co-operation between Unesco and ILO Secretariats is essential because of the fact that the International Education Year is to deal with education and training in the broadest sense. Inter-Secretariat working parties have met monthly.
4. At the CCPI meeting in February in Washington, the public information offices of all the Agencies examined a paper on the International Education Year presented by Unesco, and drew up a report which the Sub-Committee on Human Resources, Education and Training is now being informed of.
5. The purpose of the present paper is to sketch in outline the component items of a programme which the United Nations system could develop jointly during the International Education Year. Discussion of the paper should, it is suggested, be directed to two ends :
 - (a) filling in the outline, so that a more comprehensive view of the programme might go forward to ACC ;
 - (b) deriving some general conclusions, particularly as regards the problems that are foreseen, so that the ACC might take the necessary policy decisions.

.../...

Nature of each Agency's participation in International Education Year

6. From the enabling resolutions it is clear that the entire United Nations system has a common stake in the International Education Year : the goal being to foster national action in the education and training field so as to produce a new dynamic approach to the development of human resources at the outset of the Second Development Decade. Our common role is to support, assist, promote national activities which will "mobilize energies and inspire initiatives in education and training", and without which there can be little hope of development.

7. For the Agencies of the United Nations system, the programme for the International Education Year should not be merely one added project, of greater or less importance, but rather an occasion to give sharper focus to education and training over the entire range of our programmes. Unesco and ILO, for example, deal so largely with education and training that the question becomes one of deciding in what respect activities foreseen for International Education Year will differ at all from what is done in 1968 and 1969. And so, too, mutatis mutandis, for other Agencies. The objective should be, surely, to make use of existing programmes and projects, as decided by the respective governing bodies, and to re-orientate some of them to the common goal. This view implies that Secretariats will be highly selective in their choice of items which are to be treated as being "in the International Education Year programme", and that use will be made of available resources and modes of action. The criteria that should be applied in making such selection are : utility to countries in shaping national programmes for the International Education Year ; the innovatory nature of the project and its potential in opening up new approaches for the future ; the extent to which co-ordinated efforts by several Agencies produce economy or added effectiveness in the project in question.

Component items

8. Since national action constitutes both basis and goal for the international programme, it is necessary to examine the series of steps which could make up a desirable national programme for International Education Year. These steps appear to be, successively :

- (a) taking stock of the education and training system ;
- (b) undertaking projects designed to explore new approaches to the solution of major problems ;
- (c) involving the public in the discussion and understanding of main issues, so as to obtain support for increased effort in education and training ;
- (d) adopting and applying new policies.

In other words, a national programme for International Education Year could range over : reflection ; experimentation ; discussion and public support ; change.

9. The full range of this process could scarcely be achieved in any country in a single year ; nor will all Member States need to start such

a process from scratch, for most of them already have some of these activities in progress. However, the analysis may usefully serve the Agencies as a classification device for examining what programme items could be treated as part of the international programme for International Education Year.

Studies and stock-taking

10. Two aspects may be distinguished here : assisting countries in the process of assessing their education and training systems ; and making valid international generalizations on parts or the whole of these systems.

11. The former aspect will involve, to some extent, Unesco's programme in educational planning. The question remains - what existing programmes in other Agencies provide Member States with assistance for making assessments of their systems of education and training ? ILO's work on the World Employment Plan (notably in Latin America and Asia) and FAO's programme in agricultural education may be of importance here.

12. In the second aspect, that of making international generalizations, it may be noted that the Unesco programme for 1969-70 foresees a survey of educational conditions in the world. This should be completed for the sixteenth session of Unesco's General Conference in October 1970. Possibly other surveys, of a sectoral nature, could be incorporated into the final document. The following items and suggestions may well be discussed :

- (a) surveys foreseen by the United Nations Secretariat ;
- (b) ILO's World Employment Plan and the FAO-UNESCO series of regional surveys on Agricultural Education ;
- (c) surveys conducted by Unesco around the themes of equality of access to education and of education for international understanding ;
- (d) a survey which Unesco is prepared to make in 1969 - of the educational and training facilities offered by the United Nations system as a whole ;
- (e) other ideas.

Operations

13. The intention here will be to promote and support activities of an innovatory (or pilot scheme) nature, whether national or international.

14. The major element in a concerted programme will be the approach taken by IBRD, UNDP, UNICEF and WFP. All four have indicated their readiness to increase support for education and training projects. But this implies also the definition of new types of project and fields of action, so that in a sense there is a challenge to ILO, UNESCO, FAO, WHO to think through the means of concerted action to reach the International Education Year goal. The following ideas have already been mooted :

- (a) funding of research and development projects in education and training (as is already done for natural resources) - to cover adequate study of needs and potential - and to lead on to the setting up of institutes of educational technology.

- (b) support for novel forms of higher education institution (total health education centre, rural development centre) combining multi-disciplinary training with research.
- (c) support for pilot projects, limited experimentally to particular zones but taking up the total education and training aspects of development.
- (d) a new emphasis on evaluation, by providing sufficient funds at the outset of a project for contracts with universities or professional bodies to carry out evaluation.

15. From the Unesco regular programme, in particular, support for the International Education Year may come from pilot projects which are due to start in 1970 in these areas.

- (a) equal access of girls and women to education - a Member State in Asia ;
- (b) rural education and development - a Member State in Africa ;
- (c) integrated project of youth activities.

16. Several other Agencies - notably UPU - have proposed to develop fresh training programmes. Could these perhaps be further explored, and even programmed on a joint basis between two or more Agencies together ?

Public Information

17. A first contact between the public information services of the Agencies (CCPI, Washington meeting, February 1969) has shown considerable interest and many possibilities of action. The report of CCPI will be before the Sub-Committee, and need not be resumed here.

18. For discussion purposes, three main lines of enquiry may be proposed :

- (a) how can Agency work, often in the technical field, be better used to provide material for national mass media bodies ?
- (b) is it possible to devise a concerted programme of topic-centred pamphlets ("the teachers' UN") which by dealing with educational themes (the sea around us, food, clothing and shelter, weather and climate, etc) could do a great deal to teach about the UN system ?
- (c) how can the International Education Year be brought to the fore at occasions (governing body meetings, days, stamp issues, etc.) organized by the individual Agencies ?

Policy making

19. The real goal of International Education Year will be to bring about changes in policies and practices in respect of education and training. There is room, at the international level, to earmark a few of the major conferences which might be regarded as forming part of the International Education Year programme.

20. The proposals so far are :

- (a) FAO-World Conference on Agricultural Education - summer 1970
- (b) Unesco-International Conference on Public Education - July 1970 - with theme "Improving the efficiency of educational systems".

But this list needs some expansion.

21. Finally, the Unesco General Conference in 1970 will be presented with the survey referred to earlier ; and it will in turn make a report which will be communicated to the General Assembly.

Outstanding problems

22. Two questions in particular need to be examined by the Sub-Committee : the improvement of inter-Agency contacts for the purposes of International Education Year ; and the problem of funds.

23. As indicated, Unesco has set up a special unit to deal with International Education Year matters and to ensure co-ordination within the Secretariat. It will be possible for Unesco to develop various simple means of communication, such as an inter-Agency newsletter and a bulletin for wider diffusion to Member States and NGO's. The views of all Agencies are needed. Would it be possible for Agencies to fix a focal point (of a programme character) within their own Secretariats, to facilitate communication ?

24. In respect of funds, the essential idea of the International Education Year is that international organizations should re-orientate some of their existing activities. No supplementary credits should be sought from Member States. Nevertheless, the very development of an international programme to aid Member States take fresh initiatives - in assessment, in experimentation and in policy making - will certainly result in an increased demand from Member States for international assistance. And unless such new demands have a reasonable chance of being met - during 1970 or shortly thereafter - the International Education Year Programme will defeat itself. This question needs to be discussed by the Sub-Committee and by ACC.

APR 2 1969

FORM No. 75
(2-60)INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENTINTERNATIONAL FINANCE
CORPORATIONINTERNATIONAL DEVELOPMENT
ASSOCIATION

ROUTING SLIP

Date

April 2, 1969

NAME

ROOM NO.

~~Mr. Ballantine~~

C313

Mr. Franco-Holguin

To Handle

Note and File

Appropriate Disposition

Note and Return

Approval

Prepare Reply

Comment

Per Our Conversation

Full Report

Recommendation

Information

Signature

Initial

Send On

REMARKS

Do you wish someone from your department to attend this meeting or should we ask the Paris Office to attend. Please let me know at your earliest convenience. Thanks.

I suggest this be covered as necessary by Paris office
5-63

From

E. Franco-Holguin - C803

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP				Date MAR 31 1969	
Mr. Aldewereld	A1226		Mr. McNamara	A1230	
Mr. Alter	A513		Mr. Nurick	A809	
Mr. Baum	C303		Mr. Ripman	C1203	
Mr. Benjenk	A637		Mr. Stevenson	A800	
Mr. Broches	A813		Mr. Twining	C1203	
Mr. Cargill	A600		Mr. Votaw	A600	
Mr. Chadenet	C303		Mr. Wiese	A513	
Mr. Chaufournier	F1236		Mr. Williams	C502	
Mr. Cheek	F1236		Mr. Wright	A509	
Mr. Cope	F1232				
Mr. Demuth	C808		<i>[Signature]</i>		
Mr. Diamond	C913				
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	A800				
Mr. Knapp	A1230				
Mr. Lejeune	A637				



4N/LI-UNESCO
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organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

référence : **RIO/ORG/a.1141**

Le Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture présente ses compliments au Président de la Banque internationale pour la reconstruction et le développement et a l'honneur de l'inviter à se faire représenter à la 82^{ème} session du Conseil exécutif, qui se tiendra à Paris du lundi 28 avril au vendredi 16 mai 1969 et dont l'ordre du jour provisoire est joint en annexe (82 EX/1).

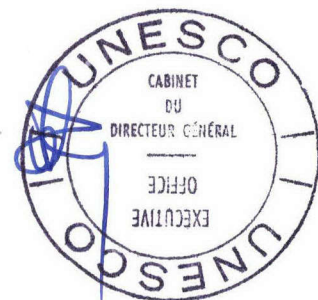
La première séance plénière aura lieu au Siège de l'Organisation, place de Fontenoy, le lundi 28 avril à 11 heures (salle IX).

Le Directeur général souhaiterait connaître en temps utile le nom du ou des représentants qui auront été désignés.

Paris, le 26 mars 1969

Monsieur Robert McNamara
Président
Banque internationale pour la
reconstruction et le développement
(BIRD)
1818 H Street, N.W.
Washington D.C., 20433

U.S.A.



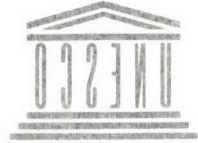
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United Nations Educational, Scientific and Cultural Organization
Organisation des Nations unies pour l'éducation, la science et la culture



place de Fontenoy, Paris-7^e

telephone : 266-2727
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telex : 27 602 Paris

référence : RIO\ORG\2.1141

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Monseigneur Robert McNamara
Président
Banque internationale pour la
reconstruction et le développement
(BIRD)
1818 H Street, N.W.
Washington D.C., 20433

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CONSEIL EXÉCUTIF

EX

Quatre-vingt-deuxième Session
(Paris, 28 avril - 16 mai 1969)

82 EX/1

PARIS, le 14 mars 1969

ORDRE DU JOUR PROVISOIRE (Annôté)

- POINT 1. ADOPTION DE L'ORDRE DU JOUR (82 EX/1)
2. APPROBATION DES PROCES-VERBAUX DES 80e ET 81e SESSIONS
(80 EX/SR. 1-6 et 81 EX/SR. 1-4)
3. METHODES DE TRAVAIL DE L'ORGANISATION
- 3.1 Mandat du Comité spécial du Conseil exécutif : Recommandations
 du Comité concernant le mandat qui pourrait lui être confié par
 le Conseil exécutif (82 EX/2)

 (Note : Le Comité spécial, créé par le Conseil lors de sa 81e
 session (81 EX/Décisions, 6 (I)), soumet au Conseil, con-
 formément au paragraphe 4 de ladite décision, des recom-
 mandations concernant le mandat qui pourrait lui être
 confié pour la période biennale 1969-1970).
4. EXECUTION DU PROGRAMME
- 4.1 Rapport du Directeur général sur l'activité de l'Organisation
- 4.1.1 Rapport imprimé pour 1968

 (Note : Ce rapport est établi conformément à l'article VI.3 (b) de
 l'Acte constitutif)

- 4.1.2 Rapport du Comité spécial relatif à son étude du Rapport du Directeur général sur l'activité de l'Organisation (Rapport imprimé pour 1968) (82 EX/3).

(Note : En application de la résolution 15 C/Res. 33.3 (a) de la Conférence générale, le Comité spécial présente au Conseil son rapport sur l'étude dont le Conseil l'a chargé à ce sujet).

4.2 Education

- 4.2.1 Invitations à la Troisième Conférence régionale des ministres de l'éducation et des ministres chargés de la planification économique dans les Etats arabes (82 EX/4).

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et des résolutions 15 C/Res. 1.121 (b) et 15 C/Res. 6 de la Conférence générale, le Directeur général soumet au Conseil des propositions concernant les invitations à cette Conférence).

- 4.2.2 Année internationale de l'éducation : Rapport du Directeur général (82 EX/5).

(Note : En application de la résolution 15 C/Res. 1.11 de la Conférence générale, le Directeur général soumet au Conseil exécutif un rapport sur les mesures prises, depuis la quinzième session de la Conférence générale, pour la mise en oeuvre d'un programme pour l'Année internationale de l'éducation (1970)).

- 4.2.3 Règlement général du Prix Mohammad Reza Pahlavi destiné à récompenser un travail méritoire dans le domaine de l'alphabétisation (82 EX/6).

(Note : Conformément à la décision adoptée par le Conseil exécutif lors de sa 76e session (76 EX/Décisions, 4.2.4), le Directeur général présente à l'approbation du Conseil exécutif un projet de règlement révisé à la lumière de l'expérience des deux dernières années).

- 4.2.4 Mise en oeuvre de la Recommandation concernant la condition du personnel enseignant (82 EX/7).

(Note : Le Directeur général informe le Conseil exécutif des progrès réalisés dans la mise en oeuvre de la recommandation concernant le personnel enseignant, conformément à la résolution 14 C/Res. 1.311 de la Conférence générale et aux décisions prises par le Conseil lors de ses 77e et 78e sessions (77 EX/Décisions, 4.2.5 et 78 EX/Décisions, 4.2.1). Il invite le Conseil à désigner les organes de l'Unesco qui seront chargés d'examiner le rapport du Comité conjoint OIT/Unesco d'experts sur l'application de cette recommandation).

4.2.5. Coopération avec l'Office de secours et de travaux des Nations Unies (UNRWA) (82 EX/8).

(Note : En exécution de la décision adoptée par le Conseil lors de sa 81^e session (81 EX/Décisions, 8.1 (5)), le Directeur général soumet au Conseil exécutif un nouveau rapport sur cette question).

4.3 Sciences exactes et naturelles

4.3.1 Invitations à la Conférence des ministres des Etats membres européens chargés de la politique scientifique (82 EX/9).

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et de la résolution 15 C/Res. 2.111 (a), de la Conférence générale, le Directeur général soumet au Conseil des propositions concernant les invitations à cette Conférence).

4.3.2 Mesures à prendre en vue d'assurer la participation adéquate des organisations intéressées du système des Nations Unies au soutien des travaux de la Commission océanographique intergouvernementale (82 EX/10).

(Note : En application de la résolution 15 C/Res. 2.343, le Directeur général soumet au Conseil exécutif un rapport et des propositions établis à la lumière des discussions qui ont eu lieu lors de la XXIII^e session de l'Assemblée générale des Nations Unies et de la 9^e réunion du Bureau et du Conseil consultatif de la Commission océanographique intergouvernementale).

4.3.3 Projet d'accord entre l'Agence internationale de l'énergie atomique et l'Unesco concernant le fonctionnement du Centre international de physique théorique de Trieste sous leur direction commune (82 EX/11).

(Note : En application de la résolution 15 C/Res. 2.161 (ii) de la Conférence générale, le Directeur général soumet au Conseil exécutif, pour approbation, ce projet d'accord).

4.4 Sciences sociales, sciences humaines et culture

4.4.1 Invitations à la Conférence intergouvernementale sur les aspects institutionnels, administratifs et financiers des politiques culturelles (82 EX/12).

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et de la résolution 15 C/Res. 3.331 (c) de la Conférence générale, le Directeur général consulte le Conseil exécutif sur les critères à adopter en vue de l'établissement de la liste des pays à inviter afin d'être en mesure de lui soumettre des propositions concernant les invitations à cette Conférence).

- 4.4.2 Rapport du Directeur général sur la coopération de l'Unesco avec les autorités italiennes pour la sauvegarde de Venise (82 EX/25).

(Note : Le Directeur général informe le Conseil exécutif des mesures prises par les autorités italiennes en accord avec l'Unesco concernant la sauvegarde de Venise).

4.5 Information

- 4.5.1 Invitations à la Réunion d'experts gouvernementaux sur les arrangements internationaux dans le domaine des communications spatiales (82 EX/13).

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et de la résolution 15 C/Res. 4.141 (c) de la Conférence générale, le Directeur général soumet au Conseil des propositions concernant les invitations à cette Conférence).

5. RELATIONS AVEC LES ORGANISATIONS INTERNATIONALES

- 5.1 Célébration du 50e anniversaire de l'Organisation internationale du travail.

(Note : le Conseil exécutif, en s'associant à la célébration du 50e anniversaire de l'Organisation internationale du travail, désirera sans doute procéder à un examen d'ensemble de la coopération fructueuse qui s'est instaurée entre les deux organisations).

- 5.2 Décisions récentes intéressant l'Unesco prises par les organisations du système des Nations Unies (82 EX/14).

(Note : Le Directeur général informe le Conseil exécutif des décisions intéressant l'Unesco, prises par les organisations du système des Nations Unies depuis la 80e session du Conseil exécutif).

- 5.3 Coopération avec le Programme des Nations Unies pour le développement (82 EX/15).

(Note : En application de la résolution 15 C/Res. 5.512 (2), le Directeur général informe le Conseil de l'état d'exécution des projets en cours, ainsi que des nouveaux projets approuvés par le PNUD depuis la 79e session du Conseil).

- 5.4 Rapports du Corps commun d'inspection des Nations Unies (82 EX/16).

(Note : Conformément à la procédure pour l'examen des rapports des inspecteurs sur laquelle le Comité du programme et de la coordination et le Comité administratif de coordination se sont mis d'accord lors de leur réunion mixte, et qui a ensuite été approuvée par le Conseil économique et social et par l'Assemblée générale des Nations Unies, le Directeur général présente au Conseil exécutif ces rapports avec ses propres observations).

- 5.5 Propositions du Directeur général concernant la forme et le contenu du Rapport sexennal du Conseil exécutif à la Conférence générale sur les organisations non gouvernementales des catégories A et B (82 EX/17).

(Note : Faisant suite aux recommandations formulées par le Conseil exécutif, à sa 67e session, lors de l'examen du rapport du Comité ad hoc chargé d'examiner les fonctions et les responsabilités respectives des organes de l'Unesco (67 EX/Décisions, 3.) le Directeur général consulte le Conseil exécutif sur le contenu, la forme et le volume du rapport sexennal).

- 5.6 Classement des organisations internationales non gouvernementales (82 EX/18) ;
Rapport du Comité du Conseil exécutif sur les organisations non gouvernementales (82 EX/19).

(Note : En application de la décision adoptée lors de sa 61e session (61 EX/Décisions, 15.2 (II)), le Conseil examine à sa session de printemps le classement des ONG en catégories A et B. Le Directeur général fait part au Conseil des décisions qu'il a prises au sujet du classement en catégorie C de certaines organisations. Le Comité du Conseil sur les organisations non gouvernementales, créé lors de la 81e session (81 EX/Décisions, 6.III), présente son rapport au Conseil).

- 5.7 Mandat du Comité du Conseil exécutif sur les organisations non gouvernementales : recommandations du Comité concernant le mandat qui pourrait lui être confié à l'avenir par le Conseil exécutif (82 EX/20).

(Note : Conformément à la décision adoptée lors de la 81e session (81 EX/Décisions, 6.III), ce Comité présente au Conseil des recommandations concernant le mandat qui pourrait lui être confié par le Conseil exécutif en 1969-1970).

6. QUESTIONS ADMINISTRATIVES ET FINANCIERES

- 6.1 Acceptations de dons, legs et subventions et rapport sur la création de fonds de dépôt, comptes de réserves et comptes spéciaux (82 EX/21).

(Note : Conformément à la résolution portant ouverture de crédits pour 1969-1970 (15 C/Res. 7.1 (e)), et à l'article IX, paragraphe 3, de l'Acte constitutif, le Directeur général soumet au Conseil des propositions concernant l'acceptation de dons, legs et subventions, ainsi qu'un rapport sur la création de fonds de dépôts, comptes de réserve et comptes spéciaux).

- 6.2 Virements opérés à l'intérieur du budget de 1967-1968 à la fin de 1968 : Rapport du Directeur général (82 EX/22).

(Note : Le Directeur général soumet au Conseil les virements opérés à la fin de 1968 à l'intérieur du budget de 1967-1968, conformément aux dispositions de la résolution portant ouverture de crédits (14 C/Res. 6 (c) et (d)), et à la décision adoptée lors de la 80e session du Conseil exécutif (80 EX/Décisions, 7.2 (3))).

- 6.3 Mesures prises en application de décisions de la Conférence générale concernant la rémunération du personnel et incidences budgétaires (82 EX/23).

(Note : En application des résolutions 15 C/Res. 21.1 et 15 C/Res. 21.2, le Directeur général fait rapport au Conseil sur les mesures prises à ce sujet et sur leurs incidences budgétaires).

- 6.4 Modifications au Règlement sur l'usage et les conditions de location des bâtiments du Siège permanent (82 EX/24).

(Note : Conformément aux dispositions de l'article 24 du Règlement sur l'usage et les conditions de location des bâtiments du Siège permanent, le Directeur général soumet au Conseil le texte des amendements à apporter aux dispositions de ce Règlement, pour étendre son application aux nouvelles installations du Siège).

- 6.5 Consultation au sujet de nominations à des postes du Secrétariat (en séance privée).

7. QUESTIONS DIVERSES

- 7.1 Dates de la 83e session du Conseil exécutif et des réunions d'organes subsidiaires en 1969.

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP

Date **APR 14 1969**

Mr. Aldewereld	A1226	Mr. McNamara	A1230
Mr. Alter	A513	Mr. Nurick	A809
Mr. Baum	C303	Mr. Ripman	C1203
Mr. Benjenk	A637	Mr. Stevenson	A800
Mr. Broches	A813	Mr. Twining	C1203
Mr. Cargill	A600	Mr. Votaw	A600
Mr. Chadenet	C303	Mr. Wiese	A513
Mr. Chaufournier	F1236	Mr. Williams	C502
Mr. Cheek	F1236	Mr. Wright	A509
Mr. Cope	F1232		
Mr. Demuth	C808		
Mr. Diamond	C913		
Mr. El Emary	C502		
Mr. Fontein	C602		
Mr. Friedman	A1221		
Mr. Goodman	C602		
Mr. Graves	C809		
Mr. Hoffman	C808		
Mr. Kamarck	A800		
Mr. Knapp	A1230		
Mr. Lejeune	A637		

*Book referred to in letter addressed
Mr. McNamara & received in the Bank,
March 24th.*

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP				Date MAR 24 1969	
Mr. Aldewereld	A1226		Mr. McNamara	A1230	
Mr. Alter	A513		Mr. Nurick	A809	
Mr. Baum	C303		Mr. Ripman	C1203	
Mr. Benjenk	A637		Mr. Stevenson	A800	
Mr. Broches	A813		Mr. Twining	C1203	
Mr. Cargill	A600		Mr. Votaw	A600	
Mr. Chadenet	C303		Mr. Wiese	A513	
Mr. Chaufournier	F1236		Mr. Williams	C502	
Mr. Cheek	F1236		Mr. Wright	A509	
Mr. Cope	F1232				
Mr. Demuth	C808				
Mr. Diamond	C913				
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	A800				
Mr. Knapp	A1230				
Mr. Lejeune	A637				

*Documents
not yet rec'd.*

UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : ODG/DG/3144

19 March 1969

Dear Mr. McNamara,

I have great pleasure in sending you a copy
of the selection of texts published by Unesco under
the title Birthright of Man to commemorate the twentieth
anniversary of the Universal Declaration of Human Rights.

With kindest regards,

Yours sincerely,

René Maheu
René Maheu

7 Encl. Annexes sous pli séparé

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.

100000037 6/11/69

COMMUNICATIONS
SECTION

Arch Apr 18



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

Reference: ODC/DG/3144

19 March 1969

Dear Mr. McNamara,

I have great pleasure in sending you a copy of the selection of texts published by Unesco under the title Birthing of Man to commemorate the twentieth anniversary of the Universal Declaration of Human Rights.

With kindest regards,

Yours sincerely,

Hené Mahier
Hené Mahier

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.

1969 MAR 24 PM 4:24

COMMUNICATIONS
GENERAL SERVICES
RECEIVED

Handwritten notes

MAN ESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

MARCH 19, 1969

613PM

LOG NO.:

RCA TELEX/19

TO:

INTBAFRAD

FROM:

PARIS

ROUTING

ACTION COPY:

MR. DEMUTH

INFORMATION
COPY:

DECODED BY:

TEXT:

441 FOR DEMUTH

FIRST YOUR PROGRAM PARIS AS FOLLOWS 11AM FOBES (HE WANTS YOU TO KNOW THAT MAHEU WILL BE ACCOMPANIED IN GENEVA BY MISS MCKITTERICK WHO IS AWARE OF DEVELOPMENTS IN TECHNICAL ASSISTANCE IN ECUADOR. YOU MIGHT WISH DISCUSS THIS MATTER WITH HER AND MAYBE MENTION IT TO MAHEU). 1.15 PM HAVE INVITED PARSONS FOR LUNCH. 5.30 PM PROBABLY VISIT TO REYRE. HAVE TOLD SHALL ACCOMPANY YOU

SECOND CALLED LONDON SHALL HOPEFULLY RECEIVE ANSWERS YOUR MEETINGS MARCH 27 TOMORROW

THIRD RE FAO WORKING PARTY MEETING MARCH 26 THRU 28 INTENDED ARRIVE ROME FOR WEEKEND FOR MEETINGS WITH CARLI ETC IF NEEDED CAN ADVANCE DEPARTURE THERE TO MARCH 27 AND ATTEND AT LEAST LAST DAY WORKING PARTY PLEASE CABLE

REGARDS

KARASZ

MPB

INCOMING CABLE

DATE AND TIME OF CABLE:
LOG NO.:
TO:
FROM:
TEXT:

MARCH 19, 1969
NY TEL# 1234
LONDON
PARIS

GLJPH

ROUTING

ACTION COPY: MR. DEWITT
INFORMATION COPY:
DECODED BY:

ALL FOR DEWITT

FIRST
YOUR PROGRAM PARIS AS FOLLOWS (HE WANTS YOU TO KNOW
THAT MAHDI WILL BE ACCOMPANIED IN GENOVA BY MISS WOLFFENBERG
WHO IS MAIN OF DEVELOPMENTS IN TECHNICAL ASSISTANCE IN BORDON.
YOU MIGHT WISH DISCUSS THIS MATTER WITH HER AND MAHDI MENTION
IT TO MAHDI). I AM HAVE INVITED PARSONS FOR LUNCH, 5.30 PM
PROBABLY WISH TO REVIEW. HAVE TOLD SHALL ACCOMPANY YOU
SECOND
CALLED LONDON SHALL HOPEFULLY RECEIVE ANSWERS YOUR QUESTIONS
MARCH 27 TOMORROW
THIRD
HE WAS WORKING PARTY MEETING MARCH 26 THEN 28 INVITED ARRIVE
WAS FOR MEETING FOR MEETING WITH GALT ETC IF HEARD GALT
ADVANCE DEPARTURE THREE TO MARCH 27 AND ATTEND AT LEAST LAST
DAY WORKING PARTY PLEASE CABLE

REGARDS

KARSK

COMMUNICATIONS
GENERAL FILES

MAR 19 - 12 26 PM 1969

NY

February 28, 1969

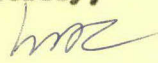
Dear Tor:

We certainly are anxious to play a part in creating awareness of the role of education and training in the development process and that is why I sincerely welcomed the decision to designate 1970 as "International Education Year", despite general reservations as to the effectiveness of special days, years and decades. As you know, the Bank and the International Development Association are placing increasing emphasis on educational development and Mr. McNamara announced last September that lending for education will be tripled over the next five years.

Our increased attention to education will of course be reflected in public statements by the World Bank President, senior officials of the Bank and the activities of my Department. Although I am not in a position to give you now specific details, I can assure you that the objectives of the International Education Year will come through in various outputs. As an example, I wish to tell you that one of our Vice Presidents, Mr. Mohamed Shoib, is addressing the 4th Annual Regional Conference of the World Conference of the Teaching Profession in Indonesia at the end of April. He will speak on "Educational Development Assistance in Asia; Philosophy and Policies" and we hope to make further use of his address. We also intend to stress education in our publications, such as Finance and Development, Loans at Work and our Annual Report.

I hope this general expression of support for the International Education Year will be of some use to you at this stage. I shall make sure that you are being kept informed of more specific projects and activities that will be coming up in 1970.

Sincerely,



William Clark
Director
Information & Public Affairs

Mr. Tor Gjesdal
Assistant Director-General
in charge of Communication

UNESCO
Place de Fontenoy
Paris 7e

LJL/ag

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP

Date

FEB 24 1969

Mr. Aldewereld	A1226	Mr. McNamara	A1230
Mr. Alter	A513	Mr. Nurick	A809
Mr. Baum	C303	Mr. Ripman	C1203
Mr. Benjenk	A637	Mr. Stevenson	A800
Mr. Broches	A813	Mr. Twining	C1203
Mr. Cargill	A600	Mr. Votaw	A600
Mr. Chadenet	C303	Mr. Wiese	A513
Mr. Chaufournier	F1236	Mr. Williams	C502
Mr. Cheek	F1236	Mr. Wright	A509
Mr. Cope	F1232		
Mr. Demuth	C808		
Mr. Diamond	C913		
Mr. El Emary	C502		
Mr. Fontein	C602		
Mr. Friedman	A1221		
Mr. Goodman	C602		
Mr. Graves	C809		
Mr. Hoffman	C808		
Mr. Kamarck	A800		
Mr. Knapp	A1230		
Mr. Lejeune	A637		



unESCO
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

référence : **RIO/ORG/a.813**

20 FEV. 1969

Dear Sir,

I am instructed by the Director-General to transmit to you, under separate cover, in English and French, the Programme and Budget of Unesco for 1969-1970 as approved by the General Conference at its Fifteenth Session (15 October-20 November 1968).

Yours sincerely,

A handwritten signature in blue ink, appearing to read "G. McKitterick".

**G. McKitterick
Acting Director**

**Bureau of Relations with International
Organizations and Programmes**

**The President
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433**

U.S.A.

cc: The Director
European Office

Embassy Office
cc: The Director

U.S.A.

Washington, D.C. 20533
1818 H Street, N.W.
and Development
International Bank for Reconstruction
The President

ORGANIZATIONS AND PROGRAMMES
BUREAU OF RELATIONS WITH INTERNATIONAL
ACTING DIRECTOR
G. MCKITTELS

Yours sincerely,

30 November 1988

the General Conference at its Fifteenth Session (12 October-
Programme and Budget of UNESCO for 1988-1990 as approved by
to you, under separate cover, in English and French, the

I am instructed by the Director-General to transmit

Best etc,

50 NOV 1988

reference: BIO/OBG/S.813

telex: 31 005 Paris
cables: Unesco Paris
telephone: 200-2121

Place de Fontenay, Paris-7e



organisation des nations unies pour l'éducation, la science et la culture
united nations educational, scientific and cultural organization

1073 100

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: DAIFUKU

DATE: FEBRUARY 18, 1969 ^{19-9.0.}

UNESCO

CLASS OF
SERVICE: NLT

COUNTRY:

PARIS

WNT

FRANCE

TEXT:

Cable No.:

PLEASED TO ACCEPT LUNCH INVITATION TUESDAY FEBRUARY 25

DAVIS

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

NAME R. Sadove

DEPT. Tourism Projects

SIGNATURE *Robert Sadove*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

HDavidDavis:jbl

CLEARANCES AND COPY DISTRIBUTION:

For Use By General Files and Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

UN ESCO

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE MEMORANDUM

TO: Mr. D. S. Ballantine

DATE: February 18, 1969

FROM: Mats Hultin *MH*

SUBJECT: KENYA - Second Education Project Appraisal Mission
PARIS - Meeting with Unesco
ROME - Round Table Meeting on Functional Literacy
Back-to-Office Report

KENYA

1. I was in Kenya during January 7 - February 8, 1969, to lead the appraisal of a second IDA education project.
2. The appraised project would include:
 - (a) The construction of (i) a new faculty of agriculture at the Nairobi University College, (ii) a new agricultural institute, and (iii) four new farmer training centers;
 - (b) The expansion and improvement of (i) two agricultural institutes and two farmer training centers, (ii) about seven technical institutions, (iii) about thirteen primary teacher training colleges, and (iv) an institute of mass communication;
 - (c) The construction of facilities to accommodate about sixty upper secondary streams in existing general secondary schools;
 - (d) Provision of technical assistance, mainly for curriculum development and project implementation.
3. The mission recommends a survey of lower secondary education, a strengthening of the educational administration, increased emphasis on business education and better use of existing facilities in teacher training colleges, senior secondary schools and agricultural education institutions as well as exploration of other cost reducing measures.
4. Kenya's new Five Year Plan as well as the manpower survey that was promised for January 20 are not yet available. Some information on the use of existing student hostels is also lacking. For the time being, the lack of the foregoing data should not delay the processing of the project within the Bank, although the size of some project items may depend on manpower data. The Kenya government is aware that the final processing of the project requires access to above-mentioned information.
5. The mission feels that particular attention should be given to the administrative aspects regarding the implementation of the project.

PARIS

6. I was in Paris on February 11 and discussed with Unesco production of teaching materials. Interesting Unesco pilot projects exist in Ceylon and Brazil. Pakistan might be a possibility for the first Bank project in teaching materials production.

ROME

7. As instructed, I was in Rome during February 12 and 13, participating in a Unesco round table conference on functional literacy. The participants supported international financing of literacy programs to an extent which would go beyond the limits of existing Bank policy, which I briefly explained.

MHultin/sp
Bank/IDA

cc: Messrs. Chadenet, Baum, Lipkowitz, Piccagli, Rovani, Lind, Calika, Burt, Stewart, Naleppa, Tolley (3), Myhrer, Thint, Byron, Koulourianos, van der Wal, Marvin.
Op. Files (3), Div. Files (3).

February 14, 1969

Mr. Fritz Steuber
IBRD European Office
4, Avenue d'Iéna
Paris 16e, France

Dear Fritz:


Thank you for your summary of the 15th Session of the Unesco General Conference, the attached annexes, and the OECD report entitled "Budgeting, Programme Analysis and Cost-Effectiveness in Educational Planning" which were of interest to our staff. As you mentioned that additional copies of the OECD report might be available, we would appreciate your ordering and forwarding six copies to us at your convenience.

With best regards,

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department



J. Stewart/ms
sel

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP			Date	
	Mr. Aldewereld	A1226	Mr. McNamara	A1230
	Mr. Alter	A513	Mr. Nurick	A809
	Mr. Baum	C303	Mr. Ripman	C1203
	Mr. Benjenk	A637	Mr. Stevenson	A800
	Mr. Broches	A813	Mr. Twining	C1203
	Mr. Cargill	A600	Mr. Votaw	A600
	Mr. Chadenet	C303	Mr. Wiese	A513
	Mr. Chaufournier	F1236	Mr. Williams	C502
	Mr. Cheek	F1236	Mr. Wright	A509
	Mr. Cope	F1232		
	Mr. Demuth	C808	<i>Information Department</i>	
	Mr. Diamond	C913		
	Mr. El Emary	C502		
	Mr. Fontein	C602		
	Mr. Friedman	A1221		
	Mr. Goodman	C602		
	Mr. Graves	C809		
	Mr. Hoffman	C808		
	Mr. Kamarck	A800		
	Mr. Knapp	A1230		
	Mr. Lejeune	A637		

*Mr. Fulton:
Checks in order*

52516

FINUNESCO

No. 17

Helsinki, February 12th, 1969

Dear Sir,

We are enclosing two copies of the booklet "Maaailma tänään" (World today) published in December 1968 by the Otava Publishers in cooperation with the Finnish National Commission for Unesco. The Finnish impression followed the same - under the title "Världen i dag" - in Sweden. The Finnish edition, as well as the Swedish one, is contributing to the Joint Nordic Campaign for Tanzania Literacy. One third of the sales price will be rendered to the Literacy Campaign funds.

Thanks to the generous sponsorship by a bank, some 9.000 copies will be distributed free to schools as well as adult education and youth associations in Finland.

Yours sincerely,

Esa Peltonen

Esa Peltonen
Coordinator,
Nordic Campaign for Tanzania
Literacy
c/o Finnish National Commission
for Unesco

Mr. Robert McNamara
President of the International Bank
for Reconstruction and Development
1818 H., St., N.W.
Washington D.C. 20433
USA

1969 FEB 11 10 08:05

Arch Apr 11

asata

FINUNESCO

Helsinki, February 1969

Letter 1969

As the Commission has received the letter from the Finnish Ministry of Education and the Finnish National Commission for UNESCO, it has decided to accept the proposal for a joint project with the Finnish Ministry of Education and the Finnish National Commission for UNESCO. The project will be carried out in the form of a study on the development of the Finnish language in the field of education. The study will be carried out in the form of a study on the development of the Finnish language in the field of education. The study will be carried out in the form of a study on the development of the Finnish language in the field of education.

I am sincerely,

[Signature]

Director
 Finnish National Commission for UNESCO
 Korkeavuorokatu 27
 Helsinki

RECEIVED
 GENERAL FILES
 COMMUNICATIONS
 1969 APR -7 AM 8:02

UNESCO

Form No. 27
(6-68)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: VANVLIET

DATE: FEBRUARY 10, 1969

UNESCO

CLASS OF

SERVICE: *LT Telex*

PARIS

WWI

COUNTRY: (FRANCE)

TEXT:

Cable No.:

URGENT PLEASE CONFIRM WHETHER HULTIN RECEIVED MY CABLE REGARDING
ROME CONFERENCE AND REQUEST HE TELEPHONE ME

BALLANTINE

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

CLEARANCES AND COPY DISTRIBUTION:

NAME D.S. Ballantine

DEPT. Education Projects

SIGNATURE *D.S. Ballantine*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)
DSB:sfu

For Use By General Files and Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: VANILLEZ
UNESCO
PARIS
COUNTRY: (FRANCE)
TEXT
Cable No.:

DATE: FEBRUARY 10, 1969
CLASS OF SERVICE: IT-Telex

WLF

URGENT PLEASE CONFIRM WHETHER HULTIN RECEIVED MY CABLE REGARDING
ROME CONFERENCE AND REQUEST RE TELEPHONE ME

BALANTINE

NOT TO BE TRANSMITTED

CLEARANCES AND COPY DISTRIBUTION:

GENERAL FILES
COMMUNICATIONS

FEB 10 4 00 PM 1969

MESSAGE AUTHORIZED BY:

GENERAL FILES
COMMUNICATIONS

FEB 10 4 09 PM 1969

[Handwritten Signature]

(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

RECEIVED

RECEIVED

For Use by General Files and Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Section 5 Guide for preparing form)

Checked for Dispatch

UNESCO

Form No. 27
(6-68)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: MATS HULTIN
HOTEL CALIFORNIA
PARIS

DATE: FEBRUARY 7, 1969

CLASS OF
SERVICE: LT

COUNTRY: (FRANCE)

W 27

TEXT:
Cable No.: 5

MCNAMARA REQUESTS BANK BE REPRESENTED AT ROUNDTABLE CONFERENCE ON
LITERACY HOSTED BY ASSOCIAZIONE BANCARIA ITALIANA AT PALAZZO ALTIERE
IN ROME FEBRUARY ELEVEN TO THIRTEEN STOP PLEASE ARRANGE TO ATTEND
AS OBSERVER REPEAT OBSERVER AS FIRST PRIORITY AND RETURN WASHINGTON
SOONEST THEREAFTER STOP REQUEST NECESSARY CONFERENCE DOCUMENTATION
THROUGH VANVLIET STOP TELEPHONE ME MONDAY FOR BRIEFING

BALLANTINE

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

CLEARANCES AND COPY DISTRIBUTION:

NAME D.S. Ballantine

DEPT. Education Projects

SIGNATURE *D.S. Ballantine*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)
DSB:sfu

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ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *ha*

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: MATE HURTIN
HOTEL CALIFORNIA
PARIS
COUNTRY: (FRANCE)
TEXT:
Cable No.: 2

DATE: FEBRUARY 7, 1969
CLASS OF SERVICE: IT

WMI

MONMARA REQUESTS BANK BE REPRESENTED AT ROUNDABLE CONFERENCE ON
LITERACY HOSTED BY ASSOCIATION BANCAIA ITALIANA AT PALAZZO ALTIERE
IN ROME FEBRUARY ELEVEN TO THIRTEEN STOP PLEASE ARRANGE TO ATTEND
AS OBSERVER REPEAT OBSERVER AS FIRST PRIORITY AND RETURN WASHINGTON
SOONEST THEREAFTER STOP REQUEST NECESSARY CONFERENCE DOCUMENTATION
THROUGH AVAILLET STOP TELEPHONE ME MONDAY FOR BRIEFING

BALANTINE

NOT TO BE TRANSMITTED

CLEARANCES AND COPY DISTRIBUTION

MESSAGE AUTHORIZED BY:

NAME: D.S. Balantine
DEPT: Education Projects
COMMUNICATIONS GENERAL LINES

FEB 7 6 13 PM 1969

SIGNATURE: (SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REB:arl STEVENSON

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

For Use by General Files and Communications Section

Checked for Dispatch:

OUTGOING WIRE

TO: VANVLIET

DATE: FEBRUARY 7, 1969

UNESCO

CLASS OF
SERVICE: LT

PARIS

COUNTRY: (FRANCE)

WNT

TEXT:

Cable No.:

PRIMO APPRECIATE ANY ASSISTANCE POSSIBLE REGARDING LATEST EDUCATIONAL
 DATA AS REQUESTED BY MISTER MCNAMARA STOP LETHEM WILL EXPLAIN STOP
SECUNDO
 ^ APPRECIATE YOU CONFIRM HULTIN RECEIPT MY CABLE REQUESTING HE ATTEND
 ROME LITERACY CONFERENCE FEBRUARY ELEVEN TO THIRTEEN AS TOP PRIORITY
 AND TELEPHONE ME MONDAY STOP ASSUME CONFERENCE PAPERS AVAILABLE PARIS

BALLANTINE

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

CLEARANCES AND COPY DISTRIBUTION:

NAME D.S. Ballantine

DEPT. Education Projects

SIGNATURE *D.S. Ballantine*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

DSB:sfu

For Use By General Files and Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: AMVLIBRT
 UHESGO
 PARIS
 COUNTRY: (FRANCE)
 TEXT:
 Cable No.:

DATE: FEBRUARY 7, 1969
 CLASS OF SERVICE: IT

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 DATA AS REQUESTED BY MISTER MONAMARA STOP LETHEM WILL EXPLAIN STOP
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 ROME LIBRARY CONFERENCE FEBRUARY ELEVEN TO THIRTEEN AS TOP PRIORITY
 AND TELEPHONE ME MONDAY STOP ASSUME CONFERENCE PAPERS AVAILABLE PARIS

BALANTINE

NOT TO BE TRANSMITTED

CLEARANCES AND COPY DISTRIBUTION

MESSAGE AUTHORIZED BY:

NAME: D.S. Balantine
 DEPT: Education
 SIGNATURE: *[Signature]*
 (SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

FEB 7 6 13 PM 1969

DISPATCHED
DDB:atm

ORIGINAL (File Copy)

(IMPORTANT: See Secretariat Guide for preparing form)

For Use By General Files and Communications Section

Checked for Dispatch:

CROSS REFERENCE SHEET

COMMUNICATION: Letter

DATED: February 4, 1969

TO: Mr. Karasz

FROM: Mrs. S. Boskey

FILED UNDER: LIAISON- OECD/DAC

SUMMARY: Re: Enclosing copies of briefings on UNESCO and DAC. to be given to Mr. McNamara.

February 3, 1969

Briefing for Mr. McNamara on
Unesco and Bank/Unesco Cooperative Program

Unesco

1. The United Nations Educational, Scientific and Cultural Organization (Unesco), like the institutions of the Bank Group, is a specialized agency of the United Nations. It was established in 1946 and now has 125 members, which include the USSR and Eastern European countries. Its constitution directs it to promote collaboration among nations through education, science and culture. It has given priority in its operations to education and science, to which it assigns about two-thirds of its resources.

2. Unesco functions through a General Conference, an Executive Board and a Secretariat. The General Conference is comparable to the Boards of Governors of the Bank Group in that each member State has a representative on it. However, as in the U.N. itself, the voting power is on a one-State-one-vote basis. The Conference meets every two years for a period of several months to formulate general policy and approve Unesco's program and budget for the next biennium. It elects Unesco's Director-General upon the nomination of the Executive Board. The Executive Board, which is roughly comparable to our Executive Directors, has 34 members who serve for four years. The Board meets twice a year for sessions lasting from 3-4 weeks. The Board is responsible for reviewing Unesco's program and budget before they are submitted to the Conference and for overseeing execution of the program. The Secretariat, which administers the program, is headed by the Director-General, elected for a six-year term. The incumbent, Rene Maheu, has been Director-General since 1961 and is serving his second term. Malcolm Adiseshah, an Indian, is Maheu's Deputy, and there are six Assistant Director-Generals, one for each of the fields of Unesco activity -- education; natural sciences; social sciences, human sciences and culture; communication; administration; and international norms and legal affairs. Unesco currently has 2,200 professional staff members (1,600 of whom are stationed in the field, assigned to carry out Unesco or UNDP-financed programs or stationed at one of Unesco's eight major field offices); in addition, there are 1,400 "general service" employees.

3. In education, Unesco gives special attention to promoting universal literacy. It has sponsored and provides a major portion of the funds for the International Institute of Educational Planning, for which, as you know, the Bank has made grants. Unesco itself gives

assistance to African, Asian and Latin American countries for improvement of teacher training and curriculum adaptation and for development of new teaching techniques, including audio-visual aids. In the field of natural sciences, Unesco is concerned with the application of science and technology to development. It has under way programs for collection of international hydrological data, cooperation in seismological and earthquake engineering and oceanographic research. Activities in other fields of interest to the Bank include the educational use of various information media and assistance to African States in teacher recruitment.

4. Funds for Unesco's regular budget are contributed by its members. The major contributors are the U.S., currently with 30%; the USSR with just over 14%; Germany with almost 7%; the U.K. with 6.78%; and France with 5.72%. Unesco also administers UNDP funds, both from the Special Fund and Technical Assistance components. The budget for the 1969-70 biennium amounts to \$134.9 million, of which \$75.3 million represents government contributions, \$40 million represents financing by the UNDP/Special Fund, and \$19.6 million represents financing by UNDP/Technical Assistance. Members have sometimes supplemented their regular contributions with special grants, and other international agencies and programs (e.g., Unicef, and the World Food Program) help to finance some Unesco programs.

5. Unesco has entered into a cooperative agreement with the Inter-American Development Bank, similar to the agreement with the IERD, and is negotiating arrangements with the African and Asian Development Banks.

Bank/Unesco Cooperative Program

6. The Bank/Unesco Cooperative Program has been in operation since April 1964. The Bank's purpose in establishing the program was to bring into play the experience and resources of Unesco in a field in which the Bank had had no experience prior to 1962. The program has, as its principal terms of reference, (a) the identification and preparation of education projects which fall within Unesco's responsibility and are suitable for Bank Group financing, and (b) the evaluation of educational performance in schools constructed under Bank financing. Missions for these purposes are generally conducted under Unesco's responsibility. In addition, the agreement provides that, on request, Unesco is to assist in Bank appraisal and economic missions and to arrange for technical assistance for the implementation of Bank-financed projects. Assistance to member governments in educational planning is reserved to Unesco and is not a part of the Cooperative Program, although in practice project identification has to deal with planning questions. The Bank and Unesco agree from time to time on a ceiling for expenditures under the cooperative program; under the current formula (in effect since January 1, 1967) these are shared 75% by the Bank and 25% by Unesco. In practice, ceiling figures are agreed for two-year periods, since Unesco has a biennial budget.

7. Unesco's work under the program is carried out by the Educational Financing Division, one of two divisions under the Department of Planning and Financing of Education (see Organization Chart attached). This division began with a staff of 12 professionals, subsequently increased to 18, and is currently being increased to its authorized maximum of 23. The Bank is consulted regarding individual appointments to the program. As a result of a review made in December 1968 of the workload foreseen in the Bank's Five-Year Plan, it is now proposed to increase the division's strength to 29 professionals. This last increase will require an additional allocation of approximately \$100,000 by Unesco over and above the \$492,000 already approved by the Unesco General Conference for 1969-1970. Mr. Maheu has indicated his willingness to meet these costs and to consider a further increase during 1969 if this should prove necessary for the implementation of the program.

(attached to original)

8. Expenditures thus far for the Cooperative Program have been:

<u>Bank Fiscal Year</u>	<u>Unesco</u>	<u>Bank</u>	<u>Total</u>
1964	25,000	42,041	67,041
1965	180,915	196,243	377,158
1966	149,488	178,595	328,083
1967	189,635	319,921	509,556
1968	134,808	416,429	551,237
1969 (est.)	157,000	491,000	648,000

9. As shown by the table below, Unesco's work has been principally project identification and preparation, together with occasional assistance by individuals in Bank appraisal and economic missions. Since very few of the Bank-financed schools are yet fully constructed and in operation, there has been only one mission to evaluate educational performance (Tunisia), but it is expected that this work will increase as more projects are completed. As yet the Bank has not called upon Unesco to arrange technical assistance for implementation of Bank projects.

No. of Missions in which Unesco Participated under the
Cooperative Program from Jan. 1, 1964 to Nov. 30, 1968

	<u>Total</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>
Appraisal missions	11	2	2	3	3	1
Economic survey missions	12	2	5	2	3	-
Preparation missions	28	3	6	6	6	7
Identification missions	20	3	3	6	2	6
Reconnaissance missions	31	1	9	5	8	8
End-use supervision missions	1	-	-	-	-	1
Total	103	11	25	22	22	23

10. The Cooperative Program covers certain areas of interest common to Unesco and the Bank. However, each institution has many other concerns and these tend sometimes to undermine the mutuality of interest. For example, as noted above, Unesco is concerned with the promotion of science and culture as well as education. Although Mr. Maheu is very keen to relate Unesco's work more fully to economic development, established habits and traditions within Unesco make it difficult to accomplish this quickly. In Unesco policy, education is regarded as a good in itself whereas the Bank tends to regard it as an instrument for economic development. For Unesco as a whole, the "consumer" aspect of education is as valid a justification as the investment aspect. For the Bank it is not. Unesco's function, moreover, is in considerable part promotional and it is therefore not always conscious of financial and other constraints on actual development. The Educational Financing Division in Unesco has absorbed Bank viewpoints very successfully, but understanding of the Cooperative Program has not yet penetrated sufficiently into the rest of the house.

11. Unesco's own programs are very diverse in relation to its budget. Unesco's assistance is therefore widely dispersed in small efforts of limited impact. The consequence is an approach to projects very different from the Bank's, where the effort is more massive and concentrated and the impact in a given place is greater.

12. Unesco's Educational Financing Division, like the Bank's Education Projects Department, is made up of architects, economists and educators of various types. Between the educators of the two institutions there are no significant differences in philosophy or viewpoint as to educational policy. Periodic workshops are held by the architects to develop common standards for school construction. The same procedure, though less advanced, is being followed by the economists.

13. In the operation of the program, project preparation has thus far been the most successful. This is a technical job, and the Unesco team has by and large developed a fair degree of efficiency. Project identification has been more difficult, for several reasons. First, identification of projects with clear priorities assumes a base of planning which seldom exists. As a result, the Unesco identification mission is often forced to make a sector study which is neither wholly adequate as a planning exercise nor sufficiently precise and well grounded in its identification of projects. Second, Unesco is always under pressure from the government to include a maximum number of projects, with the result that the report of an identification mission is still likely to be a "shopping list", with priorities not sharply defined. Third, until recently the identification reports have lacked a time dimension, and projects have not been organized sufficiently into a phased development strategy. Fourth, because of bureaucratic and other delays it has taken 4-9 months to complete identification reports, with the result that both the Bank and borrowers are frustrated and the initial momentum, particularly within the country, is lost. These problems have been discussed at length with the Unesco team and there is reason to hope for improvement, except in the matter of delay in reports. We have urged that Unesco submit a quick summary of findings but except in one or two cases Unesco has been reluctant to take up this suggestion.

14. Another problem is the quality of personnel. Although it was agreed that selection of staff for the Educational Financing Division would be based upon qualifications only, and would not be subject to Unesco's geographical quotas, and although to outward appearance this agreement is adhered to, the habits and practices of normal Unesco recruiting intrude in subtle ways upon the Cooperative Program. For example, the appointment of an outstanding French agricultural educator has been seriously delayed because the French quota is full. Weeding out of Unesco substandard personnel is extremely difficult except at the two or three-year intervals when appointments are renewed; even then it is not easy. Performance should be much more rigorously scrutinized before appointments are renewed, and firmer decisions are necessary. Unesco is currently making regular appointments only after a six-month trial as consultant. This may reduce the number of mistakes.

15. As suggested above, the Cooperative Program has not yet brought as close a relationship between the two institutions as it might have. The Director of the Educational Financing Division, Mr. Van Vliet, is making serious efforts to bridge the gap between his division and the rest of Unesco, and to acquaint Unesco more fully with the objectives and nature of the Cooperative Program and the Bank's educational financing. We hope that greater use can be made of Unesco's field personnel and that more Unesco headquarters staff can be borrowed for specific assignments in the program. Improved budgetary procedures for this purpose were worked out during Mr. Ballantine's last visit to Unesco; this should increase the willingness of department heads to make their staff available. If so, we should be able to tap resources of talent and experience in Unesco hitherto not deployed for the Cooperative Program.

16. The relationship between the Bank and Unesco as a whole should become more significant as a result of last summer's exchange of letters between you and Mr. Maheu (a copy of which is attached for reference). Two points in that exchange were of particular significance. First, the Bank changed its criterion for project selection from the concept of pre-established areas of eligibility and non-eligibility to the more flexible principle of assessing the needs and priorities of a particular country for economic development. Second, it was recognized that greater emphasis needs to be given to innovation and reform and that this will require larger provision for technical assistance within Bank loans and credits.

(July 19, 1968
Aug. 19, 1968
see attached
original)

17. The Bank's initial educational financing was cautious and limited. The heavy concentration of Bank financing upon physical facilities is reflected in the attached analysis of loans and credits, which shows that less than 3% of the funds provided has been for personnel or technical assistance (see attached table, "Loans and Credits Approved"). However, we expect the proportion to increase. The more flexible criteria and the greater emphasis upon qualitative improvement requiring technical assistance could have a significant effect upon Bank/Unesco cooperation. Unesco has already indicated its interest in the expanded possibilities for technical assistance. Even though the Bank hopes to intensify its cooperation with bilateral and private agencies which have hitherto absorbed a large part of the technical assistance related to our projects, we must anticipate an increasing amount of technical assistance work for which Unesco might be a candidate. However, the strength and capabilities of the Unesco establishment for assignments of this kind vary considerably from department to department, so each case will have to be dealt with ad hoc for a time at least. Moreover, the quality of Unesco field teams,


made up generally of consultants or short-term appointees, for the implementation of Unesco/UNDP projects is generally considered one of the weaker and less reliable parts of the Unesco system. Some project teams are excellent; others are far below a standard acceptable to the Bank.

18. The Bank/Unesco agreement reserves to the Bank the right to turn to other agencies, both public and private, for work which would normally be Unesco's responsibility under the Cooperative Program. Moreover, the agreement provides that Unesco will assist in project implementation "in cases agreed with the Bank". The expanded interest in educational development, and the revolution in educational technology which is part of it, have attracted the attention of many reputable commercial firms now offering services in this field. Increasingly these firms, together with the established bilateral and private agencies, will offer a substantial capability to which the Bank and its borrowers can turn. While taking a positive attitude toward Unesco's role in technical assistance, we should not neglect these other possibilities and should maintain clearly the option provided under the Cooperative Agreement.

19. The Cooperative Agreement between the Bank and FAO assigns a role to FAO in agricultural education falling within FAO's responsibility. Unfortunately, the division of responsibility in this area between Unesco and FAO has never been satisfactorily defined. It has been the subject of long and bitter controversy, mainly as concerns UNDP projects and budget support. This has adversely affected the operation of the Cooperative Programs.

20. In May 1968, an agreement was reached between Mr. Boerma and Mr. Maheu, to which Mr. Morse of ILO was also a party, recognizing Unesco's primary interest in education and FAO's in agriculture, and providing procedures for consultation and cooperation to replace the former purely jurisdictional arrangement. Whether this new system will work remains to be seen. Since FAO sees agricultural manpower and training requirements in relation to the agricultural sector itself, its role is important in bringing into the Bank's activity types of, and perspectives on, agricultural training which frequently escape the notice of Unesco. FAO ought therefore to have a larger role, in cooperation with Unesco if possible, if not, then in direct relation with the Bank. (For similar reasons we have arranged the secondment of an ILO expert to the Bank for one year to assist us in vocational training.)

21. The Bank/Unesco Cooperative Program is on the whole working satisfactorily. From the beginning, our relations with Unesco have been marked by cordiality and good will and we have found that in spirit at least the Educational Financing Division offered us a very full measure of cooperation. During the five years of the program, basic principles have been established and agreed. The Unesco team increasingly understands and reflects the Bank's approach. If we have gained less from Unesco, this may change with the greater emphasis on qualitative aspects referred to above. Unresolved or continuing problems are the delay in completing Unesco reports, quality of personnel and the Unesco/FAO relationship.


OHCalika/DSBallantine/RHDemuth:tsb

cc: Mr. Ballantine
Mr. Karasz

EDUCATION DIVISION
Loans and Credits Approved
(As of January 30, 1969)

<u>Loans/Credits approved</u> (million US\$)		<u>Signed</u>
Tunisia I	5.0	Sept. 17/62
Tanzania	4.6	Dec. 19/63
Pakistan I	13.0	March 25/64
Philippines	6.0	Oct. 28/64
Afghanistan	3.5	Nov. 23/64
Nigeria	20.0	March 1/65
Chile	2.75	Oct. 6/65
Morocco	11.0	Oct. 11/65
Ethiopia	7.2	Feb. 16/66
Pakistan II	13.0	June 17/66
Thailand	6.0	Oct. 19/66
Kenya	7.0	August 19/66
Jamaica	9.5	Sept. 30/66
Tunisia II	13.0	Sept. 16/66
Uganda	10.0	Apr. 21/67
Malawi	6.3	May 4/67
Madagascar	4.8	Aug. 23/67
Nicaragua	4.0	Apr. 10/68
Gabon	1.8	June 7/68
Sudan	8.5	June 24/68
Ecuador	5.1	June 27/68
Colombia	7.6	July 31, 1968
Chad	1.8	Aug. 29/68
Trinidad	9.4	Oct. 16/68
Guatemala	6.3	Dec. 16/68
Guyana	5.8	Jan. 31/69
	<u>192.95</u>	

By Educational Levels

	(million US\$)	(Percentage)
Secondary	127.94	66.3
Post-secondary	28.13	14.6
University	21.77	11.3
Vocational Training	15.11	7.8
	<u>192.95</u>	<u>100.0</u>

By Curricula:

General	93.37	48.4
Technical	43.83	22.7
Agricultural	31.99	16.6
Commercial	6.30	3.3
Teacher Training	17.46	9.0
	<u>192.95</u>	<u>100.0</u>

By Outlay:

Construction	132.67	68.8
Equipment	54.97	28.5
Personnel	5.31	2.7
	<u>192.95</u>	<u>100.0</u>

UNESCO

February 3, 1969

Mr. W. van Vliet
Director
Educational Financing Division
Unesco
Place de Fontenoy
Paris 7e, France

Dear Van:

In response to your letter of January 24 regarding the meetings in Hamburg of the Unesco Institute of Education, I do not think we would be able to make any of our staff members available for these meetings. I trust you will send us a copy of the report by your own staff member of the meetings he attends.

Yours sincerely,



Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

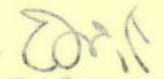
February 3, 1959

Mr. W. van Vliet
Director
Educational Planning Division
Unesco
Place de Fontenay
Paris 7e, France

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Duncan S. Ballantine
Director
Education Projects Department

DBB:atv

FEB 4 11 11 AM '59

UNESCO



UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

ORGANISATION DES NATIONS UNIES
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

NEW YORK OFFICE BUREAU DE NEW YORK

JAN 30 REC'D

29 January 1969

- Ballantine
- Coille
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

Dear Duncan,

add
Oct. 24/68

Further to our telephone conversation of this morning, I am sending you herewith a copy of Mr. Maheu's "installation" speech on the occasion of his re-election as Director-General of UNESCO.

I am also sending you a copy of the UNESCO/UNDP agreed guidelines for programme activities, which was signed by Messrs. Maheu and Hoffman last April.

As regards the resources of assistance for "technical co-operation activities", the following table gives you the round figures for 1967/1968 :

Regular (Participation Programme) Budget	\$ 2 million
UNDP/TA Component	\$18 "
UNDP/SF Component	\$38 "
Other extra-budgetary resources	\$20 "

78

Total for 1969/1970 : \$78 million

Sincerely yours,

 Alfonso de Silva,
 Director

Mr. Duncan Ballantine,
 Director,
 Education Projects Department,
 IBRD,
 1818 H Street, NW,
 Washington, D.C.

UNESCO



ORGANISATION DES NATIONS UNIES
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

NEW YORK OFFICE BUREAU DE NEW YORK

JAN 30 RECV

29 January 1969

- Mr. Ballantine
- Mr. Collier
- Mr. But
- Mr. Stewart
-
-
- Div. Files
- Op. Files

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Sincerely yours,


Alfonso de Stivay
Director

Mr. Duncan Ballantine,
Director,
Education Projects Department,
IBRD,
1818 H Street, NW,
Washington, D.C.

General Conference

fifteenth session

General information

Conferencia general

décimoquinta reunión

Información general

Conférence générale

quinzième session

Information générale

Генеральная конференция

пятнадцатая сессия

Общие информационные документы

U N E S C O

INF

15 October - 20 November 1968

15 C/INF.7

PARIS, 24 October 1968

Translated from the French

SPEECH BY MR. RENE MAHEU

ON THE OCCASION OF HIS FORMAL INSTALLATION

AS DIRECTOR-GENERAL OF UNESCO

21 October 1968

Mr. President,

Ladies and Gentlemen,

Six years ago, on my election by the General Conference to the office of Director-General, I solemnly pledged myself to the total service of the Organization.

I was fully alive to the grandeur and exalting nature of that service; and I also knew that it would be a time of trial. To render oneself unreservedly open to the universe of man is to inherit all the riches of the world and of history; but it also means toiling ceaselessly, exhaustingly, to transcend the self. To be oneself in order to keep hold of reality, and at the same time to be more than oneself in order to achieve truth, is indeed a magnificent adventure - but a most exacting discipline!

In point of fact, the past few years have been the richest, the most intense and the most significant of my life. And as they come to an end my thanks go out to all those who have helped me to live them.

Those thanks go first of all to the States you represent, Ladies and Gentlemen, States whose trust, after elevating me to this high office, has constantly sustained me in the fulfilment of my responsibilities. I have always felt myself supported by that trust, as by a tide that has steadily swelled with the passage of time; and in the very demands of your governments, as in the mute appeals of your peoples, I have drawn upon reserves of energy that far exceeded my own isolated strength.

In the course of my travels, I have everywhere found the most encouraging evidence of a most generous understanding. I cannot tell you how much I have been helped through the visits I have had occasion to pay to so many countries, in understanding the practical significance which each one of them - for each is a person - attaches to its participation in the Organization. Those visits have given me abundant food for thought; they have been a continual source of inspiration to me in my efforts to involve our joint action ever more deeply with the diversity of your individual situations.

But it is doubtless in the unfailing backing I have had from the Executive Board, the organ which represents your collective will in the intervals between sessions of the General Conference, that I have benefited from your most effective support, viewing the Organization as a whole. The smooth and orderly running of the Organization depends manifestly upon the relations that exist between the Executive Board and the Director-General. For my part I have always felt that they should consist in close co-operation, harmoniously combining the Director-General's initiative and executive functions with the Board's supervision and guidance.

The co-operation which has been maintained over the last few years has met all my wishes and I should like to express my respectful gratitude to the Board, as represented by its successive Chairmen - Dr. Clarence Beeby, Mr. Rodolfo Baron Castro, Mr. Mohammed El Fasi and Dr. Atilio Dell'Oro Maini, all sure and prudent guides - for the confidence and assistance with which it has honoured me, culminating as it did with the vote taken at Siena.

Lastly you will, I am sure, allow me to say a word to my colleagues on the Secretariat - to those listening to me now and those, far more numerous, who are not in this hall but busily at work in these buildings or out in the wide world, all of whom I associate in my thoughts even as they are associated in one and the same service - to tell them how grateful and proud I am to have been and to remain at their head. I have demanded much of them and shall certainly demand still more. But I bear witness to the fact that they have always responded with loyalty and devotion, because - of this I am sure - they realize that the demands I make are an indication at once of my own exalted conception of our common mission and of the high esteem in which I hold them. In the cause we serve, not to be exacting would be to show them disregard.

Of all the things I have been able to achieve, or at least to attempt, few give me as much personal satisfaction as the gradual improvement in the Secretariat's performance. I am not referring only to its efficiency and output, although these are matters of daily concern to me; I am thinking especially of its increasingly acute awareness of the dignity of international civil service, and, its increasingly scrupulous compliance with the obligations which that service imposes. In the confused times in which we live, when international co-operation is so often ignored, repudiated and even ridiculed, international civil servants have a major task, which is not only to prove by their professional activity that the methods of international co-operation can yield results, but to bear witness by their personal conduct to the reality of the spirit that imbues it.

May I be allowed to mention at least one name, that of my chief helper, the Deputy Director-General, Malcolm Adiseshiah, who throughout these six years has worked most fruitfully and in perfect harmony at my side, setting an example of the broadest competence and of unstinted dedication. Through him, may I reiterate the expression of my gratitude to all the members of the Secretariat, at Headquarters or elsewhere.

Now a new stage lies ahead of me.

I confess that it was only after long reflection that I resolved, a year ago, to contemplate this possibility, for "uneasy lies the head that wears a crown". The decisive consideration was my awareness of the gravity of the problems and of the scale of the tasks at present facing Unesco.

I know well enough that the work will never be finished. To think that one can achieve anything great is the sin of pride, and I have enough experience not to surrender to the vanity of believing myself indispensable. Men leave behind them only the traces of what they have attempted to do, counting themselves only too happy if what they have left inspires in their successors a desire to pursue the same efforts. And no organization gives one a greater sense of one's shortcomings and inadequacies than Unesco, whose mission seems to me more and more to be one aspect of the endless quest of Man.

There are, however, times in history, as in personal life, when continuity of effort is particularly called for, and there is ground to think that such is the present case with Unesco.

I had occasion last week to tell you what I thought of the state of the Organization. I told you that I thought it was, on the whole, in good and healthy shape, regarding it only as an instrument and looking only at how it was functioning; but that the state of the world around it, in relation to which it is being increasingly required to define its position, gave cause for concern and was in certain respects distinctly unfavourable to the success of our undertakings.

Of the four great crises of the modern world which I enumerated, the problem of the reform of education and that of youth - linked both with the first and with that of the reform of society - are exhilarating challenges; but on the other hand the crisis in aid to development and the even greater and more fundamental crisis in the theory and practice of human rights can only be defined in negative terms, as depressing to the spirit as they are damaging to action.

Even these are only aspects or manifestations of a deeper evil. We are, in fact, under whatever régime we may be living, witnessing a general decline in the understanding of the problems of men viewed within the universal category of Man, and in the will to solve those problems by the methods and in accordance with the ethics of objective international co-operation. It is this decline, which is becoming more marked every year, which is so serious.

We must not acquiesce in this situation; for this reason, international agencies and all those who serve in them must redouble their determination and fortitude. Whilst remaining clearly aware of the dangers which threaten and of the difficulties which arise, we must not let ourselves be discouraged. We must make no compromise on the principles and ideals which are our reasons for existing, but at the same time we must rival the most hard-headed realists in the effectiveness of our work. Above all, we must tirelessly remind governments, always harassed by the exigencies of the moment, public opinion, so quick to be drawn away by amusements, and lastly young people, who all too often seek in vain a human cause to which to devote themselves, that so long as millions and hundreds of millions remain hungry, illiterate, oppressed and alienated, all the great deeds and discoveries remain to be achieved.

One day no doubt the nations will realize that it is the very organization of the world itself which needs to be reordered, its machinery and its rules revised. I think that day is not far off, for the deterioration of which I have just spoken, which generates local conflicts and a permanent, general state of tension suspending over our heads the apocalyptic menace of a conflagration involving terrifying risks, cannot continue indefinitely. It is my ardent hope that this reorganization will take place before it is too late and that, for the first time, a state of peace can be conceived and instituted before and not after war, and for the very purpose of avoiding that war. Then, of course, when new destinies are being worked out, no boldness, no generosity will be too great, and Unesco's duty will place it in the vanguard of the movement.

But until that day, to which I ardently look forward, arrives, I recognize that in present circumstances, particular importance must attach to continuity; and I understand how, in order to ensure that continuity, a will that has been tempered, with a long experience behind it, can be a useful asset.

Such were the considerations that led me to the decision to remain at your service, should you so desire, for a second term.

Though a certain hesitancy may have persisted, until quite recently, for personal reasons, how could I possibly do otherwise than yield before such a massive display of unity as was shown first by the Executive Board, in its proposal, and then by the General Conference, in its sovereign decision to confer upon me so signal an honour?

I am most keenly conscious of that honour, which bears my life onward to its fulfilment, and thank you with all the gratitude of a heart wholly devoted to the cause that brings you together. At the same time I accept it with modesty, for the satisfaction that this expression of your united will gives me is keener and deeper still than any feelings of personal pride. More than any other organization, Unesco needs your common agreement and survives only because of it. This common agreement, as I have often said before, and wish to say again here at this moment, is at all times more important than the object or occasion which has brought it about.

Mr. President,

Ladies and Gentlemen,

I have spoken about continuity. You all know me well enough to be sure that for me, continuity is not going to mean immobility.

It follows that the major tasks which I mentioned last week, and to which I wish to ask you to devote yourselves, are of such a kind as to call for the maximum enterprising spirit: I mean the eradication of illiteracy, the reform of education, the implantation and acclimatization of science and, of course, cultural renovation, which is the other aspect of the selfsame spiritual revolution affecting society - were there ever more imposing, more vital tasks to hand?

Mere illusions, some may perhaps say. Illusions they are indeed, if we measure those vast aims which concern the whole of mankind against the insignificant span of six years of a man's life. Nevertheless, I stand prepared to devote the reality of my next six years of life to the service of those great dreams.

In 1862, Lamartine, in a critique of Les Misérables, which had just come out said, referring to Victor Hugo, who was then sixty years of age, that he was "full of hope and noble illusions"; and remembering, perhaps with sadness, his own life and the great days of 1848 and the bitter disillusionment which followed, he called those illusions the "strong man's mirage of second youth".

Such great names must assuredly warn anyone tempted to apply these comments to himself to cautious humility. Nevertheless, I think I can say that I understand well enough the double implication of praise and warning.

Ladies and gentlemen, may your confidence, your understanding, your support follow and sustain me to the end. May they unceasingly give me that one never-failing source of strength, which is hope, to enable me to fulfil the only

Cecilia Meireles: To go on giving life even unto death (Ir dando a vida até morrer).

Mr. President,

Before this General Conference which has elected me, I stand ready to renew my oath.

2 April 1968

UNESCO/UNDP agreed guidelines for Programme Activities

Having in mind the fact that the initiation of projects in the UNDP financed programme is primarily the responsibility of the requesting governments, the Director-General of Unesco and the Administrator of the United Nations Development Programme have agreed to the following guidelines in order to ensure that there is agreement between their secretariats at each of the principal stages in the planning and preparation of projects particularly in relation to the Special Fund Sector, from their identification to their submission to the Governing Council of UNDP for final approval.

These guidelines are drawn up with a view to ensuring that projects approved by the Governing Council shall adequately reflect the essential relationship between the needs and priorities of Member States in the general context of their development, on the one hand, in those areas which fall within the competence of Unesco, on the other.

In agreeing to common guidelines for future action for both Secretariats, the Administrator of the United Nations Development Programme and the Director-General of Unesco recognize that there should be flexibility at all times, with regard to changing needs within the developing countries as well as to external factors which may have a bearing on the level of priority accorded to any particular project at a given moment.

It is in particular stressed that any initiative, negotiation, or mission undertaken by either secretariat must have the prior agreement of the other although both need not necessarily participate directly in the action involved. Such agreement shall apply in the field as well as at the Headquarters level.

... 2

RIO/783/0404

This prior agreement at each stage of project preparation implies a spirit of full reciprocal understanding and true partnership. Unesco will take full account of the point of view of UNDP which has responsibility for managing the resources of the programme as a whole. UNDP for its part, will not contest the technical views or advice of Unesco - although it has the right, should the need arise, to ask for further explanations - and will not, without the concurrence of Unesco, take measures which would result either in changing the nature or general structure of a project or in assigning responsibility for it to another participating organization.

As noted at the beginning of this statement, the principle underlying these guidelines does not, in any way, affect the right of Member States to request assistance in the areas of their choice, and in the forms that they consider suitable, nor does it affect the duty of the Secretariats of the international organizations to take action upon such requests.

/s/ René Maheu
3 April 1968

Paul G. Hoffman
3 April 1968

January 28, 1969

Dear Fred:

This is just a note to acknowledge your letter of January 22 and enclosures.

I have spoken to Dick who tells me that he has informed Alfonso de Silva that, regretfully, the Bank will not be represented at the Round-Table on Literacy to be held in Rome from February 11 to 13, 1969.

I am enclosing two reports to files which I have prepared on the UNDP discussions on the capacity study and the Capital Development Fund respectively.

With kind regards,

Yours sincerely,

Encls.

Lewis Perinbam

Mr. Federico Consolo
C/o Hotel des Bergues
Geneva, Switzerland





UNESCO
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

téléphone : 566-57.57, 705-97.49, 705-99.48
câbles : Unesco Paris
télex : 27 602 Paris

référence : EP 8050/1/2677

JAN 27 REC'D

- Ballantine
- Cahika
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

24 January 1969

Dear Duncan,

Herewith please find a copy of a list of meetings to be held by the Unesco Institute of Education in Hamburg during 1969-1970. As far as the Educational Financing Division is concerned, I have informed the Institute that we would be interested in the following subjects: Deprivation and Disadvantage in Developing Countries; Programmed Courses and Correspondence Courses for Developing Countries; Educational Theory and Practices in a Changing Society. If operations permit, I intend to send a staff member to one or more of these meetings.

At the same time, I thought that you might wish one of your own staff to participate in one or several meetings to be organized by the Hamburg Institute. In that case, I should be glad to obtain further information on the subject list.

With best wishes,

Yours sincerely,

W. van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education

Mr. Duncan S. Ballantine,
Director,
Education Projects Department,
I.B.R.D.,
1818 H. Street, N.W.,
Washington D.C. 20433,
U.S.A.



JAN 27 1957

Bureau de l'Unesco, Paris-7e

UNESCO, rue de la Seine, Paris-7e
Téléphone: 55 37 50

- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]
- Mr. [Name]

UNESCO, Paris-7e

1957

UNESCO, Paris-7e

...
 I have the honor to acknowledge the receipt of your letter of the 15th of January 1957, in which you inform me that you are interested in the subject of the International Year of Education for Developing Countries. I am pleased to hear that you are interested in this subject and I am sure that you will find the information contained in the enclosed brochure of interest to you. I am sure that you will find the information contained in the enclosed brochure of interest to you. I am sure that you will find the information contained in the enclosed brochure of interest to you.

At the same time, I thought that you might wish to be kept advised of any developments in the field of the International Year of Education for Developing Countries. I am sure that you will find the information contained in the enclosed brochure of interest to you. I am sure that you will find the information contained in the enclosed brochure of interest to you.

With best wishes,

Yours sincerely,

W. von Vitzthum

W. von Vitzthum
 Director
 Bureau de l'Unesco, Paris-7e
 Department of Planning and
 Statistics

Mr. [Name], [Address]
 [City], [Country]
 [Phone Number]
 U.S.A.

U N E S C O

EDV/Memo. 68.328

31 December 1968

To : Directors EDA, EDS, EP
Directors, Divisions in EDV

cc : Directors, Bangkok
Santiago
UNRWA
Hamburg

From : Director, EDV

Subject : Hamburg Institute Meetings

...

Attached is a note from Dr. Kobayashi giving his schedule for 1969 and 1970.

To explain the code, "St.C" means a "Steering Committee" of 4 or 5 people; and "Full Meeting" an expert group of a dozen or more. The term "SOLEP" refers to a training seminar (in French, for 1970) for young educational research workers.

The purpose in circulating the list is to get your advice on these points:

- (a) do you wish to have HQ staff members attend any of the meetings (please state also whether or not your budget can meet costs)?
- (b) are there any field staff in your projects who could profitably be brought in (again, please show whether the project budget could be used)?
- (c) do you know of any leading specialists in the subject area of particular meetings who could be contacted by Hamburg (give addresses if possible)?

I should be grateful for any replies you may make.



L.R. Fernig

UNESCO

13 December 1968

To : Mr. L. Fernig
Director, EDV

From : T. Kobayashi,
Director, Unesco Hamburg Institute

Subject : Meetings to be held by Unesco Institute
for Education in 1969 and 1970

The following is a list of the meetings to be held by the Unesco Institute for Education in 1969 and 1970. I should be very pleased if, for our great benefit, you would send to each of the meetings an appropriate staff member of the Unesco Secretariat and senior personnel in the related field projects.

T. Kobayashi

UNESCO INSTITUTE FOR EDUCATION

Meetings for 1969 and 1970

<u>Date</u>	<u>Title of the Meeting</u>	<u>Nature of Meeting</u>
20 - 23 Jan. 1969	Education of Teachers	Full Meeting
19 - 21 May 1969	French SOLEP	St. C.
9 - 13 June 1969	Trends of University Reform in the Federal Republic of Germany	Full Meeting
21 - 23 Sept. 1969	Deprivation and Disadvantage in Developing Countries	St. C.
29 Sept. - 1 Oct. 69	Programmed Courses and Correspondence Courses for Developing Countries	St. C.
1 - 2 Dec. 1969	Pre-School Education in the Federal Republic of Germany	St. C.
indefinite 1969	Teaching the Mother Tongue	St. C.
indefinite 1969	Seminars for Directors of Research Institutes and Professors of Education	Full Meeting
indefinite 1970	Educational Theory and Practices in a Changing Society	St. C.
1970	Teaching the Mother Tongue	Full Meeting
1970	Teaching of Foreign or Second Language	St. C.
1970	Deprivation and Disadvantage in Developing Countries	Full Meeting
1970	Programmed Courses and Correspondence Courses for Developing Countries	Full Meeting
1970	Promotion of Functional Literacy in Developing Countries	St. C.
1970	Pre-School Education in the Federal Republic of Germany	Full Meeting
1970	French SOLEP	Full Meeting



Hôtel des Bergues

GENÈVE

TÉLÉPHONE: (022) 31 50 50 · TÉLÉGR.: BERGUESHOTEL · TÉLEX: 23 383

Jan 22

Dear Lewis, Excellent Trip - and good
with - end in Ulan - Asante (phonetic) whom
you may know has been ~~subjected~~ President of
the TD Board - These documents were sent
to me by Dick - Arthur Karasz, to whom I
spoke on Dick's behalf, told me he could not
attend this meeting and said he would inform
Dick directly - I spoke with him on Friday Jan 17 -
Dick should have informed Alfonso da Silva
in New York that nobody from the Branch - except
to its regret - can attend - will you please
recheck - then make a short note to files &
send everything off. If Dick has not talked to
Alfonso, please see that he does -

Ever yours



Tom

am. Jan 28/69

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL FINANCE
CORPORATION

Jan. 14

Dear Dick - UNESCO

enclosed exchange of letters
between Masha & Mich Amara
+ list of attendance.

UNESCO would very much
appreciate having a "senior
member of the Bk staff" attend -
but it is as you surmised - if the
Bk can send someone, UNESCO
will gladly write again -

When you have decided on
what the Bk will do, would you
please phone Alfonso da Silva
at the UN ext. 2783 - he will
then see that the "necessary" is done -

Thank you
to all.

Fred

SPECIAL DELIVERY

Mr. Graham
Rat



INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT
WASHINGTON, D. C. 20433, U.S.A.

OFFICE OF THE PRESIDENT

October 14, 1968

22/x

O. D. 7.	
No.	<i>68-13862</i>
Date	<i>18/10</i>
Distrib:	<i>M7.</i>

Dear Mr. Maheu:

While literacy programs is a subject which interests me deeply, and the prospect of participating in your Round-Table next February is a very appealing one, I regret to say that prior commitments will prevent me from accepting your kind invitation.

I am grateful for your invitation and sorry that I must decline.

Sincerely,

Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
Director-General
United Nations Educational,
Scientific and
Cultural Organization
Place de Fontenoy
Paris 7^e, France

→ O.D.G.
c. R.C.
ED

big
cc
SUR/EDA
Mr Viron

18OCT1968-006873

ED/11833

78 OCT 1978

J/W/A

DG/112/70/133

Sir,

Following a recommendation of the International Consultative Liaison Committee which advises me on literacy programmes, I intend to convene a Round-Table of eminent bankers, economists and businessmen, to seek their advice on the modalities of financing such programmes, with particular reference to possible new resources, structures and methods.

With the agreement of the Government of Italy and in cooperation with the Italian Interministerial Committee for Literacy and the Banco di Roma, the Round-Table will be held in Rome on 11, 12 and 13 February next. The Associazione Bancaria italiana has kindly offered premises for the meeting in its head office, the Palazzo Altieri.

The nature of the Round-Table is such that its deliberations and conclusions will be private unless decided otherwise by the participants; you will be invited in a purely personal capacity. Travel and related expenses of participants will be met from the funds at Unesco's disposal.

I now have the honour to invite you to attend the Round-Table on the dates and under the conditions outlined above. I cannot emphasize too strongly the importance which I attach to this meeting, and a fortiori to those crippling economic and social ills arising from illiteracy, to the alleviation of which I confidently expect your deliberations will make a significant contribution.

./...

Mr. Robert S. McNAMARA
President
International Bank for Reconstruction
and Development
1818 H. Street, N.W.
Washington, D.C. 20433

U.S.A.

If, as I sincerely hope, your reply is favourable, further documentation and information on the Round-Table will be sent to you in due course.

Yours sincerely,

René Mahou

organized by UNESCO

Round-Table of Bankers, Economists and Financiers

Rome, 11-13 February 1969

Acceptances received as of 13 January:

1. Gale, Vice-President, International General Precision Equipment Corporation, U.S.A.
2. Philips, President, Governing Board, Philips Gloeilampfabrieken, Netherlands
3. Vittorino Veronese, President, Banco di Roma
4. Guido Carli, Governor, Banca d'Italia
5. Stefano Siglienti, President, Associazione Bancaria Italiana
6. Pedro Eduardo Real, Presidente, Banco Central Argentina
7. Louis Camu, President, Banque Bruxelles
8. Khalil Salim, Governor, Central Bank Jordania
9. Sune Carlson, Director, Institute of Business Management, Uppsala
10. Jacques Rueff, Academie Française
11. I. Sachs, Professor of Economy, John Vaizey Brunel University, U.K.
12. Pasquale Saraceno, Professor of Industrial Trade Technique, John Vaizey Brunel University, U.K.
13. Rodrigo Llorente, IADB Representative in Europe

probably also Rame Grebisch

Senior Rep of RB

II SARACENO - also major planner for Cassa del Mezzo giorno

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP				Date	
	Mr. Aldewereld	A1226		Mr. McNamara	A1230
	Mr. Alter	A513		Mr. Nurick	A809
	Mr. Baum	C303		Mr. Ripman	C1203
	Mr. Benjenk	A637		Mr. Stevenson	A800
	Mr. Broches	A813		Mr. Twining	C1203
	Mr. Cargill	A600		Mr. Votaw	A600
	Mr. Chadenet	C303		Mr. Wiese	A513
	Mr. Chaufournier	F1236		Mr. Williams	C502
	Mr. Cheek	F1236		Mr. Wright	A509
	Mr. Cope	F1232			
	Mr. Demuth	C808			
	Mr. Diamond	C913			
	Mr. El Emary	C502			
	Mr. Fontein	C602			
	Mr. Friedman	A1221			
	Mr. Goodman	C602			
	Mr. Graves	C809			
	Mr. Hoffman	C808			
	Mr. Kamarck	A800			
	Mr. Knapp	A1230			
	Mr. Lejeune	A637			

MAY 19 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

ROUND TABLE OF BANKERS, ECONOMISTS AND FINANCIERS ON LITERACY

(Rome, 11-13 February 1969)

Purpose of Meeting

1. Following a recommendation made to the Director-General of Unesco by the International Consultative Liaison Committee for Literacy, a small group of bankers, economists and industrialists are being invited to attend a Round Table on Literacy. Its purpose is to discuss the modalities of financing functional literacy activities, with particular attention to possible new resources, methods and structures.

The problem of illiteracy

2. Although the world literacy rate is rising slowly, the number of illiterates is increasing. In 1950, the number of adult illiterates was estimated at 700 million, and the illiteracy rate at 44.3%. The corresponding figures for 1960 are 740 million and 39.3% respectively. Assuming that the 1950-1960 illiteracy reduction rate is maintained, then the number of adult illiterates in 1970 will be of the order of 810 million, with a corresponding illiteracy rate of 34.8%. This overall picture reflects the fact that population growth, through high fertility and low mortality rates, has outstripped the capacity of education systems to cope with past lags and new intakes.

3. Despite the great expansion of audio-visual media, reading and writing remain man's principal durable means of communication for economic and social as well as individual purposes. Laws, factory codes, voting bulletins and instructions for working a machine or utilizing fertilizers are contained in written material and are not replaceable, though their use can be aided, by the passing word or image. Adults who cannot read and write cannot participate fully in modern society and technical progress. It is true that most of them are in the subsistence sector or are not employed on modern jobs, but the fact that they are without literacy is a serious obstacle to the creation and expansion of new markets and modern forms of production in the developing areas.

4. Human resources have, of course, to be activated not only by education and training but by capital and business organization and people rarely retain literacy unless they use it in their daily environment. At the same time, the creation of a developmental environment, of opportunities for profitable capital investment, and of new forms of industrial or agricultural organizations is itself dependent on the human factors at work in the labour force and the surrounding society. This applies not only at the technical and élite level but also at that of the primary labour force. It is this aspect of illiteracy, although there are many other individual and moral aspects of the problem, to which the

Group's attention is directed. Does the world have to experience this massive illiteracy in the decades ahead? Or are there sound and profitable economic and financial initiatives which can be taken now, to wear the problem down step by step to reasonable proportions and ultimately to elimination? Are there areas where productivity is clearly restricted by illiteracy and where the up-grading of illiterate workers can put existing capital and knowledge to better use? How can such areas be identified and such programmes organized and financed?

5. In recent years, the United Nations and Unesco, together with a number of Member States, have made efforts in favour of a selective approach relating literacy to development needs and possibilities. This policy has been followed in the Experimental World Literacy Programme, in which Unesco is now engaged in co-operation with a number of its Member States and with other Organizations of the United Nations family. The Programme itself is described in the Unesco document "The position as regards Functional Literacy Pilot Projects" (attached).

Literacy and productivity: selective work-oriented projects

6. Available evidence⁽¹⁾ indicates that apart from exceptional circumstances such as high oil endowment, a literacy rate around 90% is necessary to help attain per capita incomes over \$500. While cause and effects is not demonstrable at the macro-economic level with present analytical techniques, it can be shown that literate workers in individual enterprises have greater labour productivity and better earnings than illiterate workers on similar jobs. Further, rates of absenteeism through sickness or lack of work motivation are higher among illiterates, and consumption patterns and living modes tend to advance with literacy. The experience of foremen is that machinery is much better handled and damage and accident rates reduced when the instructions and basic principles of the machines are understood by the operator. Literate workers are also likely to be able to perform more adequately in any participating rôle which may be assigned to them in the day-to-day management and control of operations. It may be added here that for many years the emphasis on the rôle and importance of cadres was such (in many circles it still is) that the separate but complementary training of lower-level industrial and agricultural workers was ignored. The truth is that both are equally necessary: the efficiency of the one depends to a large extent on that of the other. Illiterate, untrained workers lead to the over-burdening of higher staff, whereas when properly trained it is possible to re-distribute tasks among the various categories and even to revise the entire organization of an enterprise, if only by appointing nationals to take the place of expensive foreigners.

7. The selective and work-oriented approach to literacy, although arguable on purely economic grounds alone, is also supported pedagogically in that learning and retention rates are higher in this kind of programme. But on the basic economic point the figures for individual earnings of literate and illiterate workers suggest that investment in literacy teaching will generate an overall increase of gross national production and bring consequential benefits to individual enterprises and workers. The first detailed, scientific survey of the effectiveness of a school education at the primary level (mainly the three R's) was carried out by the Soviet economist, Strumilin, in 1923. This study, which remains methodologically valid, shows that literate workers have significantly higher productivity than illiterate workers.

(1) M.J. Bowman and C.A. Anderson, in Readings in the Economics of Education, Unesco, 1968, page 115.

8. Research on the components of economic growth carried out in a number of countries indicates that a large proportion of economic growth - as much in some cases as between a third and a half - depends on a residual factor governed by the human element. This residual factor includes science, organizational improvement, etc., but depends largely on education. In the United States of America, the proportion contributed by education to the rate of economic growth has been estimated at 23%(1). Since literacy is the basis of education, and the starting point for all other types of education, it is necessary, when considering the economic returns on literacy, to add a substantial premium for the passport it offers to further study and employment as well as its immediate addition to the worker's productivity. From a national standpoint new pools of ability are opened which might otherwise be lost.

9. This leads to the question how first to select and then to organize and finance literacy projects which have such beneficial economic effects. The basic principles would seem to be first that the project should be linked with an ongoing, or clearly viable, potential, economic development project, such as industrial or agricultural enterprises, private or public, or development plans for irrigation, land reform, or hydroelectricity, etc., and second that the literacy be functional and work-oriented, and combined with training schemes.

10. The selection of literacy programmes as part of development projects normally means, from a training standpoint, first that functional literacy teaching will be based upon the actual training needs for the project; second, that the training programme will be timed to fit in with the deadlines of the project: whatever it is - setting up an iron and steel plant, an oil refinery or any other production unit - the literacy programmes will be governed by the time-table of manpower requirements.

The organization and financing of literacy programmes as part of economic investment

11. The organization of literacy projects once selected poses a number of questions. Is it best for the initial personnel to be trained during the building of a plant; or is it expedient to follow the more usual procedure of putting off this training until the plant goes into operation? By the second method, the running-in period is used for training, eliminating the need for producing a mock set-up for the purpose, and costs can be slightly reduced accordingly. On the other hand, the training of personnel beforehand, while the factory is being built, promises a considerable saving of time.

12. Another question is how to space out the various phases of the literacy training itself as part of the overall training. Functional literacy teaching can be dispensed at all stages, and not only before or immediately after the plant is put into operation: during the running-in period, when the staff has gradually to be expended as the normal operating level is attained, and also later, when production expands and new staff is taken on. The criteria, to be applied for determining which solution is the most rational vary with the enterprise. The basic economic yardstick is cost benefit or pay-off rather than gross yield. The question has to be asked how long will elapse before the

(1) E.F. Denison, in Readings of the Economics of Education, Unesco, 1968, page 328.

sum invested in a functional literacy programme will begin to "pay off". The "pay-off" period varies from firm to firm, but it seems, from calculations made in various firms in Africa⁽¹⁾ that, when functional literacy courses are organized before works are set up, the effects begin to be evident within 20 months.

13. If it is true that these investments pay off within a short period, this points to firms financing them from their working capital funds and current operating expenses. In this way the financing of literacy can be spread out over the normal procedures for financing industrial and agricultural enterprises. There are, in fact, two possibilities: the first, which does not seem at present to be happening except in a few cases, that the enterprise includes literacy training in its capital investment or recurrent cost of training programmes; the second, that funds be specifically earmarked to finance functional literacy programmes. The views of the group are sought on these possibilities.

14. The foregoing refers to the case of individual firms and projects and is based on functional literacy designed to cater for the actual needs of industrial or agricultural enterprises, and on the proposition that the costs of the functional literacy programmes can be considered part of costs of production. Financial and organizational measures can, however, take on a public or semi-public form, especially in the developing countries, where government initiative plays an important rôle in development plans. At present such measures are very few and limited in respect of adult education and literacy and the meeting may well wish to discuss their possible extension. Voluntary and co-operative sources are also to be considered.

Possibility of new means and resources for financing literacy programmes:
a list of questions

15. The possible sources from which functional literacy activities might be financed in relation with economic investment would in an average developing country include:

- (a) Government Departments (Finance Ministry, Education Department, Departments of Agriculture, and Industry, etc.);
- (b) National development corporations;
- (c) Central banks;
- (d) Banks, enterprises, factories, business;
- (e) Employees associations for training purposes;
- (f) Trade unions (training programmes and national trade union funds);
- (g) Public utilities: railways, rural electrification boards, etc.);
- (h) Provincial and local government authorities;

(1) Eurequip (La Société Européenne d'Équipement et de Conseil), unpublished studies on enterprises in Algeria, Mauritania and Morocco.

- (i) Co-operatives;
 - (j) Voluntary organizations engaged in economic welfare work.
16. The possibilities of foreign aid in this field seem largely unexploited. Most foreign aid goes to second level, technical and university education and hardly any to literacy. A number of bilateral programmes are, however, being asked to reconsider their positions on adult training as part of their overall overseas investment programmes.
17. Another aspect meriting attention is whether some new element might be inserted into the government machinery to facilitate the selection and pursuit of literacy projects linked to economic development.
18. Firms investing overseas are indicating the need for measures to improve the education of the primary labour force in areas of potential economic development in order to raise the productivity of foreign investment and attract additional capital.
19. The foregoing considerations lead to the following questions:
- (a) What are the views of the Group on the long-term problem of the growth of illiteracy, with reference, inter alia, to its implications for economic activity, market development, productivity?
 - (b) What are the requirements for and methods of inclusion of functional literacy in educational or training categories eligible for loans and credits?
 - (c) What are the modalities of financing literacy components in enterprises, or in specific development projects (e.g. working capital funds and current operating expenses)?
 - (d) Considered purely as an economic problem, how does one deal with the problems arising from illiteracy? What kinds of programmes could be envisaged? How can they be linked with development plans, programmes and projects?
 - (e) What organizational means are required in both government and private business and among financial agencies to enable the inclusion of programmes of literacy in the original investment costs of production and operational expenses of projects?
 - (f) What are the various sources from which financial resources can be mobilized for the purpose?
 - (g) What additional initiatives in the form of
 - (i) survey and documentation
 - (ii) information
 - (iii) pilot projects and experimental programmes financed by the above sources
 could usefully be considered?

General Conference
fifteenth session
Conferencia general
décimoquinta reunión

Conférence générale
quinzième session
Генеральная конференция
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U N E S C O
15 C

15 October-20 November 1968

15 C/52
PARIS, 12 September 1968
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Item 21.3 of the Provisional Agenda

THE POSITION AS REGARDS FUNCTIONAL LITERACY PILOT PROJECTS

SUMMARY

The basic aim of the Experimental World Literacy Programme is to shed light on the nature of the interrelationship between literacy and development and study its significance. At present the programme includes ten functional literacy pilot projects (Algeria, Ecuador, Ethiopia, Guinea, Iran, Madagascar, Mali, Sudan, Tanzania, Venezuela), as well as literacy programmes associated with agricultural development projects (Chile, India, Syria), while small-scale, short-term experiments are being carried out in seven countries (Algeria, Brazil, India, Jamaica, Nigeria, Tunisia, Venezuela).

Each project or sub-project represents an operational unit which corresponds to a development programme or to a sphere of economic activity in which literacy teaching may be related to practical problems, with the aim of overcoming certain obstacles to development.

The present document describes and compares the position reached in these experimental projects eighteen months after operations were begun. A general appraisal of the first results obtained shows that the situation is satisfactory in some respects, but not in all (para. 7). A short summary of the structure and organization of the pilot projects (para. 10-13) is followed by a description of the efforts that have been made to evolve and try out new methods of functional literacy work (para. 14-20). The use of audio-visual methods in the functional literacy programmes is also described (para. 21-23), and attention is drawn to the importance and significance of the evaluation of the Experimental Programme, which makes it possible to assess scientifically the changes brought about by literacy, and which should facilitate the comparison and co-ordination of the results obtained (para. 24-26). Research programmes already in progress or planned are designed to shed light on certain educational, sociological, economic or technical aspects of the implementation of pilot projects (para. 27-29).

The Experimental Programme then, is seen to be a complex enterprise based on international co-operation, and requiring for its implementation the concerted action of numerous national and international organizations and institutions (para. 30-34).

I. INTRODUCTION

1. The General Conference, by its resolution 1.442, adopted at its fourteenth session, invited the Director-General to assist intensive pilot projects undertaken within the framework of the World Experimental Literacy Programme, "by making maximum use of these projects in testing new approaches, methods and materials, and by undertaking an evaluation of these projects on a comparative basis". This decision was the outcome of a period of protracted research, reflection and comparison of facts, the landmarks in which were the resolutions adopted by the United Nations General Assembly in 1961⁽¹⁾, 1963⁽²⁾ and 1965⁽³⁾, the resolution adopted by the General Conference of Unesco in 1964⁽⁴⁾ and the recommendations concerning the eradication of illiteracy made by the World Congress of Ministers of Education at its meeting held in Teheran in 1965⁽⁵⁾. The decision revealed a new awareness of the rôle of literacy work in the technical advancement of workers and farmers and, on a broader scale, of the importance for development of using human resources to the full. It also bore witness to the determination that international co-operation in the struggle against illiteracy must take the form of practical action.
2. The Experimental Programme is based on the hypothesis that there is a fundamental parallel, or even a cause-and-effect relationship, between poverty and a low level of education. Its main object is to clarify the nature of the relationship between literacy and development, assess its importance and study its significance.
3. The projects included in this programme were chosen as a result of advisory missions organized by Unesco at the request of interested Member States. By 31 July 1968, fifty-two Member States had expressed their intention to participate in the Experimental Programme: Afghanistan, Algeria, Bolivia, Brazil, Cameroon, the Republic of the Congo, the Democratic Republic of the Congo, Costa Rica, the Dominican Republic, El Salvador, Ecuador, Ethiopia, Gabon, Ghana, Guatemala, Guinea, Haiti, Honduras, India, Iran, Iraq, Kenya, Laos, Liberia, Libya, the Malagasy Republic, Malawi, Malaysia, Mali, Mauritania, Mauritius, Nepal, Niger, Nigeria, Pakistan, Panama, Paraguay, Peru, Philippines, Senegal, Sierra Leone, Somalia, Sudan, Syria, Tanzania, Togo, Tunisia, Turkey, United Arab Republic, Venezuela, Viet-Nam, Zambia. (The 34 countries whose names are underlined are those to which Unesco has already sent a mission for the planning of literacy programmes).
4. Although they are identical in conception and evaluation, the different experimental projects in progress may be classed in four distinct categories:
 - (a) Nationally financed projects: Venezuela (May 1968);⁽⁶⁾
 - (b) Projects receiving aid from UNDP: Algeria (3 January 1967), Ecuador (13 April 1967), Ethiopia (31 July 1968), Guinea (not signed), Iran (24 January 1967), Madagascar (preliminary operations), Mali (11 February 1967), Sudan (not signed), Tanzania (8 September 1967);
 - (c) Experiments in which literacy is an element in the implementation of development projects, the main responsibility for which lies with another Specialized Agency: Chile, India, Syria, (agricultural development projects carried out with the assistance of FAO);
 - (d) Small, short-term projects (micro experiments), designed to study a specific problem (literacy teaching methods, experiments with teaching aids, the use of audio-visual media, etc.); Algeria, Brazil, India, Jamaica, Nigeria, Tunisia and Venezuela.

(1) Resolution 1677 (XVI)

(2) Resolution 1937 (XVIII)

(3) Resolution 2043 (XX)

(4) Resolution 1.271

(5) The final report of the Congress is contained in document UNESCO/ED/217.

(6) The date indicated beside each country is that on which the Plan of Operation was signed.

5. The following table gives the principal figures:

Table 1: Figures for Experimental Programme

Project	Total Cost of project (in \$)	International Contribution (in \$)	Number of adults to be made literate
Algeria	4,160,676	1,076,200	100,000
Ecuador	2,896,250	1,050,300	32,900
Ethiopia	3,577,950	1,369,850	100,000
Guinea	2,447,400	1,127,900	78,500
Iran	2,890,346	1,212,900	100,000
Mali	4,247,112	1,067,100	110,000
Sudan	1,198,925	471,000	80,000
Tanzania	6,411,231	1,065,800	250,000
Venezuela	11,000,000	-	250,000
Total	38,829,890	8,441,050	1,037,400

6. Half way through the Programme's second year of execution it was decided that a comparative statement of progress in the various projects should be prepared, and that a provisional assessment of the first results obtained, the methods used to secure them and the difficulties encountered in the initial phase of their application should be attempted. This is the object of the present document.

II. OVERALL APPRAISAL

7. Although it is difficult at this juncture to make an overall appraisal of the first results obtained in the execution of the Experimental Programme, and although the circumstances in which the different projects are organized and the means used are far from being identical or even comparable, a number of good points and weaknesses may be singled out:

Good points

- (a) The establishment of new structures (administrative, technical or educational), the opening of experimental classes, the preparation of teaching aids adapted to the requirements of functional literacy;
- (b) The interdisciplinary approach based on constant co-operation between teachers, administrators and planners, social science specialists, information technicians and those responsible for vocational training;
- (c) The introduction of new educational methods and in particular the integration and synchro-nization of instruction in reading, writing and arithmetic with vocational training and elementary science and technology;
- (d) The care taken to make a systematic evaluation of the results obtained and of the methods used in order to reach the given objectives;
- (e) Increased co-operation between Unesco and the different Specialized Agencies or intergovernmental organizations (in particular, FAO, WFP, ILO, WHO and UNIDO);
- (f) The improvements already brought about in the execution of national literacy campaigns and programmes through the influence or imitation of experimental projects.

Weaknesses

- (a) The frequent changes in the economic or social situation of the countries concerned (affecting for example investment priorities, the aims of agrarian reform, employment policies, etc.), which of necessity have repercussions on the pilot projects, sometimes leading to considerable modification of their objectives and the circumstances in which they are executed (which confirms, moreover, that literacy is indeed an important factor in development);
- (b) The relatively long time needed for the planning and organization of functional literacy operations, which may be considered as the price to be paid for adaptation;
- (c) Insufficient and often over-formalized co-operation between the ministries, services and bodies participating in the execution of the projects;
- (d) Inhibiting restrictions due to the over-rigid organization of certain national educational services;
- (e) The difficulties encountered by some countries in finding enough properly qualified national staff.

III. LITERACY AND DEVELOPMENT

8. The Experimental Programme is based on the principle that every literacy operation should be integrated into development projects. Every pilot project includes two or three sub-projects, each of which forms an operational unit corresponding to a development programme or to a sphere of economic activity in which literacy teaching may be taught in relation to practical problems, with the aim of overcoming certain specific obstacles to development.

9. The diversity of the hypotheses, situations and problems with which the Experimental Programme is now concerned can be seen from Table 2 below, which shows, in a necessarily succinct form, how literacy work is related to a particular set of socio-economic objectives in each project now in progress. The increasing number of functional literacy projects ought gradually to produce "greater diversity in the nature of projects and in the way in which they are carried out, so that a varied range of experience may be available at the conclusion of the Experimental Programme", ⁽¹⁾ and the nature of the interrelationship between literacy and development in different social and cultural systems and at different levels of economic growth may be studied in greater depth.

Table 2: Literacy and development

<u>Aims of development</u>	<u>Projects</u>	<u>Sub-projects</u>
1. <u>Reorganization of socio-economic structures</u>		
Agrarian reform	Chile Ecuador	Milagro; Pesillo
Promotion of active participation in community life, in towns and country areas	Madagascar Guinea	Farangana
Improvement of self-management	Algeria	Alger-Sahel Oran-Arzew
Development of co-operatives	Tanzania Ecuador	Milagro
Development of local craft co-operatives	Iran	Isfahan
Agricultural settlement	Ecuador Ethiopia	Milagro Wollama
Settling of nomadic populations	Sudan	Khashm-al-Girba
Improvement of work qualifications and integration of workers into enterprises	Mali Brazil Sudan	Bamako Valley of the Rio Doce Khartoum

(1) See UNESCO ED/229 (Recommendation 5); 15 C/5 (paragraph 418)

	<u>Projects</u>	<u>Sub-projects</u>
2. <u>Modernization of the primary sector</u>		
Irrigation projects	Iran Mali Algeria Syria Sudan	Dezful Ségou Bon Namoussa Valley of the Ghab Khashm-al-Girba
Development of export products	Tanzania Ethiopia Mali Nigeria	Marma, Gourma, Wollama Ségou Ibadan
Increase in food production	India	
Transformation of subsistence economy into market economy	Ecuador	Pesillo
Integrated regional development	Ethiopia	Chillalo
Modernization and mechanization of agricultural techniques	Venezuela and all projects in rural areas	
Agricultural extension work and training of farmers	Ethiopia India Mali	Ségou
3. <u>Development of the secondary sector</u>		
Setting up of small industries for the processing of farm products	Iran	Isfahan
Modernization of craft techniques	Iran Ecuador	Isfahan Cuenca
Modernization of traditional industries	Iran	Isfahan
Setting up of new industries based on advanced technology	Iran Algeria	Reeze Arzew; Annaba

IV. ORGANIZATIONAL STRUCTURES AND METHODS

10. The table below indicates the national administrative bodies responsible for carrying out the principal projects in progress:

Table 3: Administrative structures

Algeria	Ministry of Education: National Literacy Centre
Brazil	The Rio Doce Valley Development Company
Ecuador	Ministry of Education, Department of Adult Education
Guinea	Ministry of Social Affairs: National Commission for Literacy Work
Iran	Ministry of Education
Mali	Ministry of Education: Department of Basic Education
India	Ministry of Agriculture, Ministry of Education, Ministry of Information and Broadcasting
Madagascar	Central Office for the promotion of active participation in community life, in towns and country areas

Tanzania	Ministry of Local Government and Rural Development
Syria	Ministry of Cultural Affairs
Sudan	Ministry of Education - National Consultative Committee on Adult Education
Ethiopia	Ministry of Education - National Consultative Council on Adult Education
Venezuela	Ministry of Education: Department of Adult Education

It will be seen that in seven cases out of thirteen it is a body coming under the Ministry of Education (generally the service responsible for adult education) that directs and supervises the pilot projects. This body usually enjoys a certain amount of administrative and financial autonomy, but this is often theoretical rather than practical, and in the majority of cases appears to be unable to meet the demands of projects the administration of which creates problems very different from those of the institutions normally controlled by Ministries of Education. The structure of the executive bodies usually includes a section for the production of teaching equipment, a vocational training section, an audio-visual aids section and an evaluation unit. Decentralized offices for each sub-project are usually provided.

11. In five countries⁽¹⁾, the body responsible for running the national campaign also controls the pilot project. Responsibilities are not always clearly delimited, even where there are certain services in charge of the campaign and others to direct the pilot project. In this sort of situation it is possible to make full use of the experience acquired during the preparation and organization of national literacy programmes and to take advantage of the extensive administrative and technical infrastructure already in existence. Sometimes, however, a situation of this kind may impair the experimental nature of the project, as those responsible may be tempted to seek a compromise between old and new methods, thereby achieving only superficial efficiency. In some cases, the national campaign seems to have too great an influence on the pilot project; in others, on the contrary, those conducting the campaign are tempted to be over-hasty in adopting for general use organizational or teaching methods employed in the pilot project before these have been sufficiently tested.

12. Experimental projects are complex operations which require the assistance of specialists in various fields and the co-operation of numerous Ministries, enterprises and institutions. The plan of operation for each project therefore provides for the setting-up of one or sometimes two interministerial advisory committees, the meetings of which are attended by the resident representatives of UNDP and the principal technical advisers, although they are not entitled to vote. The meetings are presided over, either by the national director of the project, or by a person not directly connected with it, depending on the circumstances. It appears, however, that the meetings of these committees have so far been too infrequent and the discussions too formal. Moreover, in certain projects there has been some difficulty in making contact with the social and occupational groups concerned, either because the group doubts the usefulness of literacy work and the advancement of workers, or because the national body responsible for executing the project is using unsuitable methods. In fact, however great the progress made and however efficient the methods used, if co-operation is regarded as primarily an attitude of mind it must be admitted that in most countries much remains to be done before national resources and energy are really mobilized in the cause of literacy.

13. During the first year, the only classes organized were purely experimental ones, the object being to test out, on small groups of adults, the validity of teaching methods and the efficiency of the techniques used in training instructors, and to enable new teaching equipment to be perfected and adapted to suit a variety of situations. These experimental classes were attended by about 9,000 illiterate people under various projects, as follows:

Table 4

<u>Country</u>	<u>Number of adults</u>
Algeria	2,230
Ecuador	3,604
Iran	2,611
Mali	400

(1) Algeria, Ecuador, Guinea, Iran, Mali

These figures can be expected to increase considerably in the next few months, as new classes are organized. In most cases, functional literacy classes or workshops are organized at the people's place of work. Sometimes however, they are held in schools, because the place of work is in a remote area or the premises are unsuitable, and, in certain cases, because some teachers are reluctant to work away from the school. The classes are mostly held after working hours. In some projects, time spent in literacy work is regarded as working time, and the worker is paid in full. Sometimes, a company agrees to pay half of the time spent on literacy work. It is too early yet to assess the rate of wastage; in general, the rate of absenteeism appears to be much lower in functional literacy classes than in traditional classes.

V. METHODOLOGY OF FUNCTIONAL LITERACY TEACHING

14. The development and perfection of new methods in functional literacy is the vulnerable point in the Experimental Programme. However, because of the varied nature of the experiments in progress, which is the consequence and manifestation of the adaptation of literacy work to the different conditions found in different situations, it is difficult to make a comparative study of the work already done in this field. Moreover, the International Advisory Committee for Out-of-School Education has recommended that a guide to teaching methods in functional literacy be prepared, which would give an account of the different experiments being carried out at present.

15. It was thought preferable to group together a number of problems, trends and principles which form the nucleus or the basis for the elaboration of functional literacy methods, rather than to describe the work done in this field in the different projects. Firstly, these methods are based on the principles of active teaching and consequently on the participation of the adults. The basis of this form of teaching, therefore, is exchange, intercommunication and the ability of the illiterate person to examine his problems for himself and acquire the knowledge which will help him to solve them; it is not merely a matter of imparting information. (The most interesting experiments in this aspect of the work have been carried out during the projects undertaken in Iran and Chile.)

16. Secondly, in all the projects, the programmes are designed so that the training provided is "made to order", adapted to specific social and occupational situations. (In Mali for example, where the programme is specially phased, to suit each company or group of companies or a particular agricultural zone.)

17. Thirdly, attention must be drawn to the comprehensive nature of the training methods being tested. In almost all cases, the teaching process is designed to combine literacy teaching with the raising of working standards and the general development of the personality. The subject-matter is mostly determined by specialists in vocational training. (In Algeria for example, where the work is based on the unit of study method, the various parts of the course - drawing, arithmetic, language, reading, writing, social and economic instruction and technical training - have been grouped around a central socio-vocational nucleus.)

18. The importance of relating literacy on the one hand with vocational training and agricultural extension work on the other must be stressed; the problems involved in doing so were examined in detail at a seminar organized in April 1968 in collaboration with the International Centre for Advanced Technical and Vocational Training in Turin, with the participation of about twenty experts in vocational training or agricultural extension work working in the pilot projects and officials from the Specialized Agencies concerned (Unesco, ILO, FAO).

19. The preparation of new teaching aids reflects the readiness to try out new methods which characterizes the Experimental Programme. A wide range of teaching material has already been perfected for use in pilot projects, whereas in national campaigns, as a rule, a single literacy textbook is used. (In Mali, for instance, a variety of teaching material - cards, reading sheets, coloured pictures, small models, slides, illustrations and posters - has been prepared, as well as instructions for the group-leaders as to how to use the material.)

20. The personnel participating in functional literacy work in any capacity - whether as instructors, monitors, group leaders or literacy teachers - are usually people with a knowledge of a trade, and are recruited, often on a voluntary basis, from among foremen in industry, agricultural supervisors or educated workers. Nevertheless, teachers (primary school teachers and adult education instructors) also play an important part in these projects.

VI. USE OF AUDIO-VISUAL MEDIA

21. Audio-visual media are an important factor in change and development. For this reason, they have a part to play in the execution of a programme that is itself progressive in outlook. They have different characteristics, some of which seem particularly well adapted to the needs of the underdeveloped countries. Some give large-scale diffusion of information; others offer long-distance diffusion; some can be used by staff with little specialized knowledge; others are inexpensive. They cannot all, however, be used at the same time; a choice must be made. (In Algeria, activities for the study, preparation and production of audio-visual media have been directed primarily towards the cinema and secondarily towards photography; in Mali, too, the cinema plays an important part in literacy work, while in Iran it is chiefly the radio that is used, broadcasts for illiterate people being co-ordinated with those concerning agricultural and social development in the Dezful region.)

22. It is still too early to draw any conclusion from the experiments carried out or planned in the different projects. Much remains uncertain about the use of audio-visual media; the essential point is to integrate them into a coherent educational system and not simply to use them side by side with traditional teaching aids.

23. At its first meeting (Paris, March 1968) the International Advisory Committee for Out-of-School Education recommended the following measures: making a study of the problems involved in integrating the use of audio-visual media in functional literacy programmes; defining the conditions for utilizing these media from the stage at which teaching methods and materials are planned and elaborated; and preparing a critical inventory of literacy experiments in which audio-visual media are used, taking into account the technical opportunities offered by micro experiments in certain teaching methods, with a view to assessing their educational worth.

VII. EVALUATION

24. The experimental nature of the pilot projects makes evaluation both important and necessary. In some ways, evaluation is the justification of the Programme. It enables the changes brought about by literacy work to be scientifically assessed, and is the only way of making the projects comparable and facilitating the collation and co-ordination of the results, so that, at the end of the experimental stage, certain general conclusions of international interest may be reached.

25. In all the projects begun in 1966 and 1967 (Algeria, Ecuador, Iran, Mali, Tanzania), the "basic studies" have been completed or are nearing completion. The recommendations formulated by a group of experts who met in Paris in January 1966 have been taken into account in preparing these studies, and are incorporated in a provisional guide for the evaluation of experimental literacy projects.⁽¹⁾ Apart from the sectors in which pilot projects have been undertaken, arrangements had to be made for control zones or control groups of people selected at random, in similar social and economic circumstances to the groups covered by the pilot project, but not exposed to the effects of the experimental variable factor of literacy teaching. Some governments were reluctant to allow certain trades or development zones to be excluded from the project.

26. Moreover, the evaluation units have prepared a number of special studies (on subjects such as the social and economic conditions prevalent in the self-governing regions of Algeria, the motivations of illiterate workers in rural areas, the standard of living of illiterate people in Ecuador, problems concerning basic structures and production organization and the effects of these upon literacy work). The object of these studies is to facilitate the preparation of syllabuses, the analysis of situations and the integration of the project with the everyday life of the social and occupational groups involved.

VIII. PROBLEMS OF RESEARCH

27. The execution of functional literacy programmes adapted to a variety of situations gives rise to many educational, economic, sociological and technical problems. For this reason, the International Consultative Liaison Committee for Literacy has recommended that "research should

(1) A definitive version of this guide is being prepared with the co-operation of the UNDP and the Specialized Agencies concerned.

be conducted concurrently with the programme". Efforts have been made in this direction, and research in four different spheres has been undertaken or is planned, as follows:

(a) Research on the economic effects of literacy work

The studies in progress refer to the following subjects:

- (i) The influence of functional literacy work on the output of workers in the phosphate mines (Morocco);
- (ii) The effects of functional literacy work on the productivity and psychological integration of workers in two industries (petroleum, flour-milling) in Algeria;
- (iii) The influence of traditional literacy teaching on the productivity of workers in India (in collaboration with the University of Bombay).

(b) Research on the retention of literacy teaching

Two research projects are in progress in this field, one in Tunisia, carried out in collaboration with a research group from the University of Harvard and dealing with a small number of workers who have attended literacy classes for adults; the other, carried out in collaboration with the University of Kuala Lumpur, concerns three ethnic groups (Malayans, Chinese, Indians), working in industrial firms in Malaysia.

(c) Research on the use of information media

Three studies are in progress in this field:

- (i) The first, in Jamaica, aims at comparing the effectiveness of literacy programmes broadcast by radio with that of televised programmes;
- (ii) A second study, undertaken in Uganda, aims at studying the rôle of provincial newspapers in the follow-up period;
- (iii) CREFAL is carrying out another experiment aimed at studying the efficiency of radio-vision (the use of radio combined with the projection of slides) in literacy work.

(d) Research into teaching methods

Certain studies or micro experiments being carried out should make it possible to test various literacy teaching methods or teaching aids (in Brazil, Tunisia and Venezuela).

28. A working party of five experts met in Paris from 8-12 July 1968, in order to study the orientation to be given to research programmes in functional literacy work. Priorities were established, and the principal suggestions and recommendations formulated by the working party will be passed on to the national research institutions and other bodies concerned.

Linguistic problems

29. The importance of the contribution made by linguists to the Experimental Programme must also be stressed. Many literacy programmes are in fact carried out in several languages: Algeria (two languages); Mali (two languages); Guinea (four languages), while in other countries only one language is used (Ecuador, Tanzania, Venezuela). Linguistic problems are particularly difficult to solve in countries where the cultural tradition is entirely or principally oral. In collaboration with the Department of Culture, a work programme has been drawn up for this field, with the object of encouraging the compilation of simple grammars, especially in certain African languages, and the preparation of glossaries and dictionaries. The International Advisory Committee for Out-of-School Education has recognized the importance of the linguistic problems involved in the implementation of literacy programmes and of scientific and technical acculturation in languages other than the mother tongue; at its first session, the Committee made a number of recommendations with a view to solving these problems.

IX. THE EXPERIMENTAL PROGRAMME - AN EXAMPLE OF CO-OPERATION

30. It will be seen that the Experimental Programme is a complex undertaking involving international co-operation, the execution of which requires the concerted action of numerous organizations and national and international institutions. Within Unesco, the following bodies are consulted on the execution of the Experimental Programme:

- (a) The International Advisory Committee for Out-of-School Education. This Committee has a Sub-Committee on Literacy which draws up recommendations on the conditions of organization and the methods used to develop the Experimental Programme;
- (b) The International Consultative Liaison Committee for Literacy, which advised the Director-General on the co-ordination of measures taken by the Member States and the non-governmental organizations to mobilize public opinion and arouse public interest with a view to strengthening world solidarity in favour of literacy;
- (c) The Permanent Panel of Evaluation Experts, which studies problems concerning the comparative evaluation of experimental projects.

31. Non-governmental organizations also take a very active part in this great international co-operation movement. A working party was set up in 1966 at the Conference of Non-Governmental Organizations in consultative relations with Unesco. It was mainly due to the efforts of this working party that two seminars were organized for the leaders of non-governmental organizations concerned with literacy work - one for English-speaking East African countries, at Mwanza, in December 1966, and the other for Latin America, at Bogota, in April 1968.

32. Similarly, the Specialized Agencies concerned are very closely associated with the preparation of the Experimental Programme. Inter-agency meetings are held annually in order to examine problems of common interest concerning the conception, planning and evaluation of pilot projects. Agreements have been concluded with ILO and FAO, under which experts in industrial training and in agricultural extension who are working in functional literacy projects will in future be responsible to both these Organizations. Conversely, in accordance with resolution 1128 (XLI) adopted by the Economic and Social Council, the United Nations, the Specialized Agencies and regional economic commissions have been asked to include in the projects within their competence (rural development, industrial development, training of manpower) literacy programmes for which Unesco would be responsible. The World Food Program also assists in the organization of many national literacy campaigns and a number of pilot projects.

33. To facilitate the execution of the projects, seminars and refresher courses are organized regularly for international experts and national specialists in functional literacy; in particular, meetings of this kind were held in Oristano (Italy) in December 1966, at the invitation of the Italian Government, in Paris in May-June 1967, with the participation of the French Government, and in Turin, in April 1968, in collaboration with the International Centre for Advanced Technical and Vocational Training.

34. Lastly, the Secretariat is assisted by a number of regional and sub-regional institutions and centres which can be expected to take more responsibility in the future, as the expansion of the Programme brings progressive decentralization. Examples are:

- (i) the two Regional Centres for Education and Community Development (CREFAL and ASFEC), which, in accordance with the decision of the Executive Board at its 77th session, are being converted into regional centres of functional literacy in rural areas;
- (ii) the African Institute of Adult Education in Ibadan, the East African Literacy Centre in Nairobi, the Venezuelan Institute of Adult Education, and the International Literacy Methods Centre, set up in Teheran by agreement with the Iranian Government, which is due to begin work in the near future.

X. CONCLUSION

35. Three main points emerge from the above observations:

- (a) The Experimental Programme must not be considered as a complex of independent and unrelated projects. Rather, it is a coherent set of interdependent and co-ordinated efforts, experiments that interlock one with the other, the results of which should be co-ordinated progressively, as they become available, and not merely be recorded one after the other.
- (b) The illiteracy of workers, which is the cause and explanation of their lack of technical ability and their low output, appears more and more clearly to be a basic factor in underdevelopment. Seen from this angle, functional literacy work is a real instrument of development, for its object is to educate and train workers, improve their standard of knowledge, and prepare them for a new way of life that is complex and rapidly changing.
- (c) Finally, functional literacy work is a means of broadening the personality and transforming the relationship between man and his surroundings; it attains its full value only when integrated into a continuous process aimed at raising the level of culture and technology; functional literacy work, therefore, is an essential factor in life-long education.

January 16, 1969

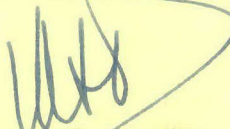
Your ref.: EDA/70/136

Mr. A. Deleon, Director
Department of Out-of-School Education
United Nations Educational, Scientific
and Cultural Organization
place de Fontenoy
Paris 7^e, France

Dear Mr. Deleon:

Mr. McNamara has asked me to acknowledge receipt of your letter of January 10, 1969, and to thank you for your courtesy in sending him a copy of the working paper prepared for the Round-Table of Bankers, Economists and Businessmen on Literacy, to be held in Rome February 11-13.

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

tf

JAN 21 1969

FORM No. 75
(2-60)

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INTERNATIONAL DEVELOPMENT
ASSOCIATION

ROUTING SLIP	Date January 21, 1969
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NAME	ROOM NO.
1. Mr. Ballantine (o/n)	
2. Central Files	

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<input type="checkbox"/>	Appropriate Disposition	<input type="checkbox"/>	Note and Return
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<input type="checkbox"/>	Full Report	<input type="checkbox"/>	Recommendation
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<input type="checkbox"/>	Initial	<input type="checkbox"/>	Send On

REMARKS

From


 S. Boskey

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

ROUTING SLIP

Date 14.1.69

TO -	Name	Room No.
1	Mr. Richard H. Demuth	
2		
3		
4		

FOR -			
<input type="checkbox"/>	Action	<input type="checkbox"/>	Initialing
<input type="checkbox"/>	Approval	<input type="checkbox"/>	Preparing Reply
<input type="checkbox"/>	Comment	<input type="checkbox"/>	Previous Papers
<input type="checkbox"/>	Filing	<input type="checkbox"/>	Noting and Returning
<input type="checkbox"/>	Full Report	<input type="checkbox"/>	Recommendation
<input type="checkbox"/>	Information	<input type="checkbox"/>	Signature

REMARKS

FROM -

Fritz Steuber
European Office

OFFICE MEMORANDUM

TO : FILES

DATE : January 13, 1969

FROM : Fritz Steuber

SUBJECT : UNESCO - Meeting of Experts on the Role of Science and Technology in Economic Development - Paris, December 11-18, 1968

1. I became aware of this meeting of experts only the day before it started. The subject is of course of some interest to us. I was also attracted by a number of well-known names appearing on the list of participants, amongst others E. Denison, H. de l'Estoile, Paul A. Samuelson, E.A.G. Robinson, etc. It turned out that Denison and Robinson did not actually attend. Samuelson was elected chairman of the meeting. It was materially impossible for me to attend for more than two afternoons, due to other obligations. In any event, I think that some of the papers submitted to the meeting and attached to this memorandum, are of interest, especially the paper by l'Estoile and his discussion of selective innovation strategy, "cost preference evaluation", etc. Following are some admittedly impressionistic conclusions which I derived from the few hours I attended the deliberations.
2. First of all, a clear distinction between scientific and technological research was drawn; this was not always the case at the OECD Development Center meeting (December 18-20) on science and technology. It was pointed out that technological innovation, not science, was historically the principal source of growth in the 19th century, and that this was most strikingly demonstrated in the cases of the United States and Japan. It might therefore be quite questionable for most LDC's to undertake a scientific effort in the hope that this effort will significantly contribute to economic growth.
3. In most LDC's there is an absence of effective demand for science, due to a variety of causes, but perhaps most importantly to the lack of a national concept of, and the institutional structures for, scientific advancement. Most scientists in the LDC's are foreign-oriented, in the sense that research undertaken by them is not geared to national needs (which needs can in most cases not be expected to be, or should not be, formulated by the scientists themselves), but to those of the international scientific community. It is the recognition and applause of this community that most scientists in the LDC's are seeking. It was noted that international tension and war might prove a powerful stimulant for a national scientific effort. This is certainly true for Israel and for India during the conflict with China.
4. There already seems to exist an effective and efficient division of labor in science among the developed countries, and it is difficult to see where room is left for the LDC's to get into new areas where significant contributions might be made.
5. The critical size of any scientific research effort; it is considerable in most fields, and therefore precludes most LDC's from making any real contribution to scientific advance. The only possible hope would seem to be a conscious policy of specialization, which has succeeded in some of

To: FILES

January 13, 1969
page 2

the small European countries such as the Netherlands (electronics) or Switzerland (pharmaceuticals).

6. For a variety of reasons, then, the overwhelming majority of LDC's cannot and should not expect any contribution to growth from scientific research. Most LDC's should therefore concentrate on technological innovation. Here the critical effort needed may often be small, and the pay-off both sizeable and more or less immediate. Special attention should be given to the improvement and wider application of "low-level technology", especially in agriculture and infrastructure.

7. Finally, some participants urged the LDC's to have a close look at the technological potential of foreign companies, to make sure that their research capacity and efforts is in tune with the LDC's needs and goals.

cc: Messrs. Lipkowitz (with documents)
Demuth

FS/mar

LIST OF DOCUMENTS

SHC/CS/224/5	Choice of Criteria for a Research and Development Strategy	by: H. de l'Estoile
SHC/CS/224/6	Various approaches to the problem of the integration of scientific and economic plans into general planning	by: Dr. G.D. Szakasits
SHC/CS/224/7	Scientific and Technical Strategy at the National and Major Enterprise Level	by: James Brian Quinn
SHC/CS/224/9	Problems and Methods of Financing Scientific and Technical Research	by: Mieczyslaw Marlewicz
SHC/CS/224/11	Selection of Articles on Economic Problems of Science and Technology	by: Edward F. Denison
SHC/CS/224/12	Document submitted by the Secretariat (including Annex 1: List of participants)	
(No symbol)	Working document by J.C. Gerritsen	

UNESCO



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

telephone : 566-57.57
cables : Unesco Paris
telex : 27 602 Paris

reference : PER/G.69/1580

10 January 1969

Dear Sir,

I wish to inform you that, in accordance with Resolution 21.2 adopted by the General Conference of Unesco at its 15th session, a new salary scale for General Service Staff in Paris will be introduced as at 1 January 1969.

... You will find attached, for your information, one copy of the new salary scale.

Yours sincerely,

Gérard Bolla
Director
Bureau of Personnel

President,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.
Washington 25,
U.S.A.

Original to: *M. Rajman*
Date: *3/17/69* Communications
Section

INCOMING MAIL ROUTING SLIP				Date	
Mr. Aldewereld	A1226		Mr. McNamara	A1230	
Mr. Alter	A513		Mr. Nurick	A809	
Mr. Baum	C303		Mr. Ripman	C1203	
Mr. Benjenk	A637		Mr. Stevenson	A800	
Mr. Broches	A813		Mr. Twining	C1203	
Mr. Cargill	A600		Mr. Votaw	A600	
Mr. Chadenet	C303		Mr. Wiese	A513	
Mr. Chaufournier	F1236		Mr. Williams	C502	
Mr. Cheek	F1236		Mr. Wright	A509	
Mr. Cope	F1232				
Mr. Demuth	C808		<p>JAN 15 1969 Edw. P. ... Dept Files Op. files C-209</p>		
Mr. Diamond	C913				
Mr. El Emary	C502				
Mr. Fontein	C602				
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	C809				
Mr. Hoffman	C808				
Mr. Kamarck	A800				
Mr. Knapp	A1230				
Mr. Lejeune	A637				

*Mr. Calika: should this go in our
Library or in Research files?*

JAN 22 9 47 AM '69

RESEARCH
FILES

68-1-100

UNESCO

Headquarters:
Washington, D.C., U. S. A.



INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Cable Address - INTBAFRAD PARIS

INTERNATIONAL DEVELOPMENT ASSOCIATION

Cable Address - INDEVAS PARIS



EUROPEAN OFFICE:

4, AVENUE D'ÉNA, PARIS (16^e) - FRANCE

Telephone - 553-2510

January 10, 1969

Dear Dick:

... Please find attached two documents concerning UNESCO which I suggest should be put in some reference file; I do not really expect anybody to read them.

- (a) Executive Board, 81st Session (November 21-22, 1968) - Resolutions and Decisions.

I did not attend this session since it was devoted exclusively to housekeeping affairs such as elections, (See items 3 through 6), finances, etc.

- (b) 15th Session of General Conference - Resolutions.

I refer to my memorandum dated December 2, 1968 concerning the Session. The present volume of resolutions is in French; the final document, including the English version will be published during the first quarter of 1969. The principal resolutions of interest to the Bank are:

- (i) Educational Planning, Administration and Financing, including the Cooperative Program (pages 28 through 31);
- (ii) Support of education projects by World Food Programme (page 95);
- (iii) General Policy Statement (pages 111 ff.);
- (iv) Long-term Program (pages 127 ff.).

With best regards.

Yours sincerely,

Fritz Steuber
Fritz Steuber

JAN 22 9 47 AM '69
RESEARCH
FILES

*attachments
in R.F. bc*

Mr. Richard H. Demuth
Director
Development Services Department
International Bank for
Reconstruction and Development
Washington, D.C., 20433

Washington, D.C., 50133
 Reconstruction and Development
 International Bank for
 Development Services Department
 Director
 Mr. William H. Demuth

1989 JAN 14 AM 9:31

Eliza Zelenber

Louisa Zelenber

M. Demuth
 1/14/89
 11:30 AM
 1/14/89
 11:30 AM
 1/14/89
 11:30 AM

My dear Reginald:

- (i) Long-term program (pages 15-16).
- (ii) General Policy Statement (pages 17-18):
- (iii) Subpart of education projects of World Food Programme (page 19) and the Cooperative Program (pages 20 through 21):
- (iv) Educational Planning, Administration and Financing, including of IDB. The principal resolutions of interest to the Bank are: including the English version will be distributed during the first quarter. The present volume of resolutions is in French; the first document I refer to my memorandum dated December 5, 1988 concerning the session.

(p) 12th Session of General Conference - Resolutions.

finances, etc.
 housekeeping affairs such as elections (see items 2 through 6).
 I do not attend this session since it was devoted exclusively to
 and decisions.

(q) Executive Board's 81st Session (November 21-25, 1988) - Resolutions

read them.
 should be put in some reference file. I do not really expect anybody to
 please find attached two documents concerning UNESCO which I suggest

Dear Dick:

January 10, 1989

Telephone - 223-2210

4' AVENUE DENIA' BUKIS (102) - BRANCO
 ENCOBENI OFFICE:

СРП' УПР'ОМ - ИНДЕЛАС БУКИС

INTERNATIONAL DEVELOPMENT ASSOCIATION

СРП' УПР'ОМ - ИНДЕЛАС БУКИС

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT



Washington, D.C. U.S.A.
 Нью-Йорк:

528709



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

telephone : 566-57.57
cables : Unesco Paris
telex : 27 602 Paris

référence : EDA/70/136

10 JAN. 1969

Sir,

I have the honour to refer to your letter of 14 October 1968 to the Director General by which you informed him that you would not be able to attend the Round-Table of Bankers, Economists and Businessmen on Literacy to take place in Rome on 11, 12 and 13 February 1969.

Deeply regretting your absence at this meeting, may I call your attention to the working paper prepared for this occasion, which you will find enclosed herewith.

Yours sincerely,

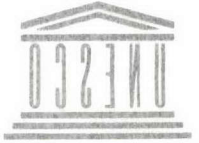
*Sent to
Mr. Consoletti
in Geneva*

A. Deleon
Director

Department of Out-of-School Education

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H. Street, N.W.
Washington, D.C. 20433

acc Jan 16/69



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

telephone : 566-5757
cables : Unesco Paris
telex : 27 602 Paris

reference : EDA/70/136

10 JAN 1969

Sir,

I have the honour to refer to your letter of 14 October 1968 to the Director General by which you informed him that you would not be able to attend the Round-Table of Bankers, Economists and Businessmen on literacy to take place in Rome on 11, 12 and 13 February 1969.

Deeply regretting your absence at this meeting, may I call your attention to the working paper prepared for this occasion, which you will find enclosed herewith.

Yours sincerely,

Handwritten signature: A. Delson
Handwritten note: Sent to Mr. General

A. Delson
Director
Department of Out-of-School Education

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H. Street, N.W.
Washington, D.C. 20433

RECEIVED 14 JAN 21 1969

Handwritten note: see Jan 12/69

UNESCO

Yellow
copy

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CONFIDENTIAL

WBG ARCHIVES

January 7, 1969

Ref: PER/R/C/68/3038

Subject: Mr. S. Thiruvenkatachari

Dear Miss Baltazzi:

Thank you for your kind enquiry of December 30, 1968 regarding Mr. Thiruvenkatachari.

Mr. Thiruvenkatachari was a class fellow of mine in the Honors School of the Annamalai University during the years 1930-35. He did History and Politics and took a first. Thereafter he took a degree in education from the Madras Teachers' College. He was a senior master at one of the largest high schools in Madras for a number of years before he became Principal of one of the most reputable institutions in South India.

I last saw Mr. Thiruvenkatachari when he visited this country on a fellowship. My contact with him in the years I have been away from India has been limited but I have heard of him more frequently. From my personal knowledge as well as from what I have heard others say of him, Mr. Thiruvenkatachari is an outstanding educator combining academic brilliance with great administrative experience. Teaching was his first love and he has dedicated his life to it. He has also written extensively on South Indian history and on the ancient Sanskrit classics.

Mr. Thiruvenkatachari is a dynamic person with great enthusiasm for work. Articulate in speech, clear in his ideas and easy to get along with, he would be a useful member on any team. Although a vegetarian and a tee-totaller, he is a ready mixer with social graces; his integrity and the force of his personality are his endearing virtues.

I heartily endorse his candidature for the post in Afghanistan under your auspices.

Yours faithfully,



S.R.N. Badri Rao

Miss L. Baltazzi, Chief
Recruitment Division
Bureau of Personnel
place de Fontenoy
Paris-7^e, France