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Washington, D.C.


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The World Bank
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Washington DC 20433
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THIS FILE IS CLOSED AS OF August 31, 1970
FOR FURTHER CORRESPONDENCE PLEASE SEE Vol. IV

RECORDS MANAGEMENT SECTION



UNESCO
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
télex : 27 602 Paris

référence : EP 8050/1/3364

31 August 1970

Dear Duncan,

Thank you for your letter of 19 August announcing the visit of Mr. Warren Baum. I met him in Washington once or twice and am looking forward to seeing him in Paris on 17 and 18 September.

I note from your letter that the purpose of his visit is primarily to get acquainted with Unesco staff members who are directly or indirectly concerned with the Co-operative Programme. I am not, therefore, suggesting an agenda comprising specific administrative, organisational or policy matters (which in any case would be discussed during the Review Meeting the week after his visit) but rather a list of people he might want to meet.

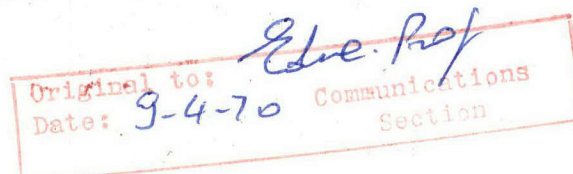
I think I already mentioned to you, over the telephone, that Mr. Adiseshiah will be pleased to see him. As you know Mr. Adiseshiah currently combines the functions of Deputy Director-General with that of Acting Assistant Director-General for the Education Sector. Further, as you suggest, I will arrange meetings with Bill Platt, Sylvain Lourié and Seth Spaulding.

I have one or two other suggestions. First, I think it would be useful if Mr. Baum could meet briefly with the Educational Financing Division staff to talk about the World Bank's overall policy. There is a feeling amongst some of our staff that IBRD is primarily a Bank and that lending policy is its primary objective rather than providing development aid to the countries that need it. A clear statement of the Bank's overall policy would, in my view, be very helpful.

There are one or two other persons he might like to meet if time permits. One is Mr. Hoggart, the new assistant Director-General for Social Sciences, Human Sciences and Culture. We have had practically no contacts with this Sector in the past but Mr. Hoggart takes a keen interest in our work. He once attended one of the meetings where we

.../

Mr. Duncan S. Ballantine
Director
Education Projects Department
I.B.R.D.
1818 H. Street, N.W.
Washington D.C. 20433
U.S.A.



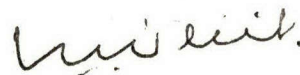
discussed a draft report and he said that he would be very happy if his staff could, from time to time, participate in our missions with a view to studying the sociological aspects of change and innovation. Incidentally, you might have read Mr. Hoggart's book "The Uses of Literacy".

The other person with whom we could potentially establish collaboration is the new Director of the Department of Mass Communications, Mr. Naesselund, who has interesting ideas about the use of radio, television, mini-cassettes and video-tapes for educational purposes. I think Hursit met him during his recent visit to Paris.

However, apart from the appointment with Mr. Adiseshiah, I am not making any definite arrangements for Warren Baum to meet these people until I hear from you further. I do not want to overload the schedule and I would rather let him decide for himself whom he wants to see.

With best regards,

Yours sincerely,



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



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/4.4/14DLc.

31 August 1970

Sir,

I have the honour to inform you that, pursuant to resolution 4.421(b) adopted by the General Conference of Unesco at its fifteenth session, I am convening a Meeting of Experts on the National Planning of Documentation and Library Services in Africa which will take place in Kampala, Uganda, from 7 to 15 December 1970. The working languages will be English and French. Simultaneous interpretation and working documents will be provided in these two languages.

I should be pleased if a representative of your Organization could attend this meeting as an observer. If, as I hope, you are in a position to accept this invitation, I should be grateful if you would kindly let me know as soon as possible the name of your representative.

Accept, Sir, the assurances of my highest consideration.

Malcolm S. Adiseshiah

Malcolm S. Adiseshiah,
Acting Director-General.

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

Ack - 9/23/70

U.S.V.
WASHINGTON, D.C. 20543
1818 H Street, N.W.
and Delegation IBBD
INTERNATIONAL BANK FOR RECONSTRUCTION
President
Mr. Robert S. McNamara

acting Director-General
Mr. Colin S. Clark

Mr. Clark

accept, etc, the assurances of my highest consideration.

Kindly let me know as soon as possible the name of your representative
position to accept this invitation. I should be glad to let you know
could attend this meeting as an observer. If, as I hope, you are in a
I should be pleased to have a representative of your organization

documents will be provided in these two languages.
will be English and French. Simultaneous interpretation and working
in English, French, from 1 to 12 December 1960. The working languages
of documentation and directly related in which work will take place
session. I am convening a meeting of experts on the national planning
of the (P) adopted by the General Conference of UNESCO at its fifteenth
I have the honor to inform you that pursuant to resolution

etc,

21 August 1960

Reference: DG/V.V./J.V.D.C.

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

U N E S C OMEETING OF EXPERTS ON THE NATIONAL
PLANNING OF DOCUMENTATION AND LIBRARY SERVICES
IN AFRICA

Kampala, 7-15 December 1970

A G E N D A

1. The present state of documentation and library services in Africa.
2. The rôle of documentation and library services in educational, social and economical development in Africa.
3. Library Development in relation to African Book Development Programme.
4. Planning of documentation and library services.
5. Personnel.
6. A long-term plan for documentation and library development in Africa.
7. Plan for Uganda.

DBA/2949/20/07/70

UNESCO



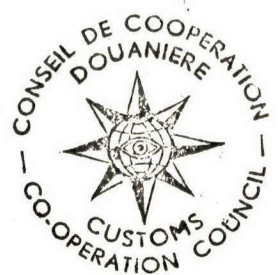
CONSEIL DE COOPÉRATION DOUANIÈRE CUSTOMS CO-OPERATION COUNCIL

Téléphone 48.80.90 - Cable Address : Cuscoopco - Brussels

B-1050 - Bruxelles 25th August 1970.
rue Washington, 40

L/70.1528
T1-062

The Secretary General of the Customs Co-operation Council presents his compliments and has the honour to enclose herewith three copies of the Customs Convention on the Temporary Importation of Pedagogic Material, drawn up by the Council in consultation with the United Nations Educational, Scientific and Cultural Organisation.



International Bank for
Reconstruction and Development,
Development Service Dept.,
1818 H. Street N.W.,
WASHINGTON 25 D.C.

U.S.A.

Original to: *Mr De... ufk*
Date: *8-27-70* Communications
Section

UNESCO-


August 24, 1970

Mr. J. C. Cairns
Acting Director
Department of Out-of-School Education
Unesco
Place de Fontenoy
Paris 7e, France

Dear Mr. Cairns:

This will acknowledge receipt of your letter dated August 14 enclosing the Report and Recommendations of the European Round Table on "Integration of Literacy Programmes in Economic Development Projects - The Contribution of Italian Enterprises". I have passed it on to Mr. Mats Hultin, our Education Adviser, who is at present away on mission, and we will be sending you our comments soon after his return to office.

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

/sfu

cc: Mr. Hultin (w/ incoming)

1981-03-05 5:54

cc: Mr. HURLEY (M\ INCOMING)

\air

Education Projects Department
Director
DANIEL S. WILKINSON

Sincerely yours,

My return to office
will on Monday and we will be sending you our comments soon after
if on to Mr. Mike Hurley, our Education Advisor, who is at present
Projects - The Construction of Human Resources. I have passed
large on "Investment of Human Resources in Economic Development
enclosing the report and recommendations of the European Council
This will acknowledge receipt of your letter dated August 17

Dear Mr. Carlson:

Best regards
Office of Personnel
Director
Department of Out-of-School Education
Acting Director
Mr. J. C. Carlson

August 5, 1980

Handwritten mark or signature

OFFICE MEMORANDUM

TO: Files

FROM: R. H. S. Fennell

SUBJECT: Telephone Conversation with Mr. W. Moller, Unesco

DATE: August 24, 1970

1. Morocco - Unesco have scheduled a preparation mission to commence on September 15 consisting of Aujame, Costa, Bolibaugh, Tencalla and Fuller (who was on Ghana PIM).
2. Congo (K) - Preparation mission scheduled for September 14 consisting of Kimmins, Botti, Ovadias and Wilson (who is with the Ontario Institute for Educational Research and worked in Malawi). Further details of Wilson's background are being mailed.
3. Ecuador - Mr. Moller will discuss with Mr. Lourie the implementation of technical assistance assignments under the Bank project and cable us next week.
4. Malaysia - If a Unesco RID is to take place in October to coincide with the Bank economic review mission, it would be necessary for one of the 4 missions scheduled for that month to be dropped from the current mission program. The Malaysian Government has requested Unesco separately to mount a country program mission in January. The details of this mission and its composition are not yet available.
5. Turkey - Ganeff will stand by from September 4 to join the appraisal mission to Turkey. Mr. Moller has written asking us to decide Mr. Ganeff's terms of reference since it was understood he would be required for about one week only in Turkey to appraise only part of the project. Mr. Ganeff himself feels not qualified to appraise all the machinery in some of the workshops proposed.
6. Chad - Mr. Magnen will join the appraisal mission in Chad about September 17 as previously agreed with Mr. Burt. We should confirm for how long we require his services in the field and in Washington.
7. Niger - Unesco wishes to know the Bank's decision on the composition of the project in order to be ready for a reconnaissance mission in September to be followed in October by preparation mission lead by Kimmins on his return from Congo (K).
8. Paraguay - Unesco would like confirmation on proposed date for reconnaissance mission since Mr. Carelli who will be on home leave in Argentina could go to Asuncion for a few days.

August 24, 1970

9. Thailand - For preparation mission, Unesco proposes Mr. Horton, formerly Chief Education Officer of the London County Council, as Consultant General Educator. If we do not have Mr. Horton's papers, Unesco will send C.V.
10. Review Meeting - Unesco will send proposed agenda in the next few days but would like to discuss technical assistance in Bank projects on Monday A.M., September 21 since Mr. Lourie will be in Paris only on that day during the week.
11. Personnel -
- (a) Romain - Mr. Moller will cable Romain's expected date of arrival in Washington; now 8/25.
 - (b) Taylor - He is an active candidate for EPAD but Unesco has no objection to our interviewing him;
 - (c) Salmon - Unesco are at present awaiting Government's approval of Salmon as project leader of a Special Fund project in Congo(K) and would prefer us not to pursue his candidacy with the Bank for this reason.

cc: Messrs. Ballantine, Calika (o/r), Burt, Stewart, Hultin

RHSFennell:mc

UNESCO



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
télex : 27 602 Paris

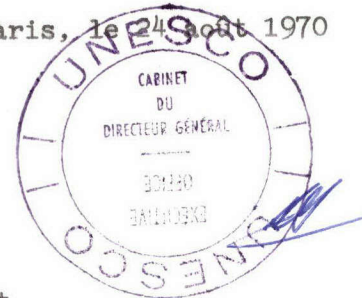
référence :

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 85^e session du Conseil exécutif, qui se tiendra à Paris du 21 septembre au 14 novembre 1970, et dont l'ordre du jour est joint en annexe (document 85 EX/1).

La première séance plénière aura lieu au Siège de l'Organisation, place de Fontenoy, le lundi 21 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 24 août 1970



✓
Monsieur le Président de la
Banque internationale pour la
reconstruction et le développement
1818 H Street, N.W.
Washington, D.C. 20433

ack - 9/16/70

Mark - d/11/50

Mémoires, D.C. 50422
1818 H Street, N.W.
Reconstruction et le développement
Banque internationale pour la
Monnaie, le Président de la



afin de nommer les représentants qui auront été désignés.
Le Directeur Général compétent en temps

Il neules (sauf IX).

L'Organisation des Nations Unies pour la Culture, le 11 septembre 1950
La première séance plénière aura lieu au siège de

L'ordre du jour est joint en annexe (document 82 EX/1).
se tiendra à Paris du 11 septembre au 14 novembre 1950, et dont
à se faire représenter à la 82e session du Conseil exécutif, qui
reconstruction et le développement et à l'honneur de l'Institut
commissaire au Président de la Banque internationale pour la
Unies pour l'éducation, la science et la culture présente ses
Le Directeur Général de l'Organisation des Nations

référence :

telex : 23 002 Paris
cables : Unesco Paris
téléphone : 200-2323

place de Fontenoy, 12 Paris-1e



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

UNESCO

CONSEIL EXÉCUTIF

Quatre-vingt-cinquième Session

(Paris, 21 septembre - 14 novembre 1970)

85 EX/1

PARIS, le 10 août 1970
Original français

ORDRE DU JOUR PROVISOIRE
(Annoté)

POINT 1. ADOPTION DE L'ORDRE DU JOUR

2. APPROBATION DES PROCES-VERBAUX DE LA 84^e SESSION
(84 EX/SR.1-33)

3. METHODES DE TRAVAIL DE L'ORGANISATION

3.1 Rapports du Corps commun d'inspection des Nations Unies (85 EX/2)

(Note : En application de la décision prise par le Conseil exécutif (82 EX/Décisions, 5.4, paragraphe 5), le Directeur général soumet au Conseil exécutif, en y joignant des observations préliminaires, les rapports ci-après du Corps commun d'inspection :

(1) Observations sur les activités de l'Organisation des Nations Unies, pour l'éducation, la science et la culture en Colombie, par M. L.A. Scopes.

(2) Rapport sur les activités et opérations des Nations Unies au Népal, par M. C.S. Jha.)

Conformément à la demande du Président du Corps commun d'inspection, le Directeur général soumet également au Conseil, à toutes fins utiles, le rapport d'activités de cet organisme pour la période du 1er juillet 1969 au 30 juin 1970.

4. EXECUTION DU PROGRAMME

4.1 Education

4.1.1 Rapport du Comité du Conseil exécutif sur les conventions et recommandations dans le domaine de l'éducation (85 EX/3)

(Note : Le Conseil exécutif, lors de sa 82e session (82 EX/Dec. 4.2.4) a décidé de charger son Comité sur les conventions et recommandations dans le domaine de l'éducation d'examiner le rapport du Comité conjoint OIT/Unesco et de le lui présenter à sa 85e session, avec ses observations, le Conseil devant lui-même soumettre ce rapport, avec ses commentaires, à la Conférence générale, lors de sa seizième session.)

4.1.2 Coopération avec l'Office de secours et de travaux des Nations Unies (UNRWA) (85 EX/4)

(Note : Le Directeur général fait rapport au Conseil exécutif sur l'évolution de la situation depuis l'adoption par le Conseil, lors de sa 84e session, de sa décision 4.2.1, I.)

4.1.3 Fonds pour l'éducation destiné à favoriser dans les domaines du programme de l'Unesco l'amélioration qualitative et quantitative de l'éducation dans les pays en voie de développement (85 EX/5)

(Note : Conformément à la résolution 15 C/Res. 1.113 et à la décision adoptée par le Conseil exécutif à sa 83e session (83 EX/Dec. 4.2.2), le Directeur général fait rapport au Conseil sur les résultats des études et des consultations entreprises par le Secrétariat au sujet de la création éventuelle d'un fonds pour l'éducation, qui seront présentés à la Conférence générale dans le document 16 C/71.)

4.2 Sciences exactes et naturelles

4.2.1 Etude sur la création en Asie d'un mécanisme chargé d'examiner périodiquement, de stimuler et de faciliter la coopération des Etats membres représentés à la Conférence sur l'application de la science et de la technique au développement de l'Asie (1968) (85 EX/7)

(Note : Conformément à la résolution 15 C/Res. 2.411, le Directeur général fait rapport au Conseil exécutif sur les résultats de l'étude en question qui seront présentés à la Conférence générale dans le document 16 C/68.)

4.3 Sciences sociales, sciences humaines et culture

4.3.1 Rapport du Directeur général sur l'application au Cambodge de la Convention de La Haye pour la protection des biens culturels en cas de conflit armé (85 EX/9)

(Note : Le Conseil exécutif, lors de sa 84e session (83 EX/Dec. 4.3.3) a demandé au Directeur général de lui soumettre un nouveau rapport à ce sujet lors de la 85e session.)

4.3.2 Statuts du Comité scientifique international pour la rédaction et la publication de l'Histoire générale de l'Afrique (85 EX/10).

(Note : En application des résolutions de la Conférence générale 13 C/Res. 3.442 et 15 C/Res. 3.321 (d), et compte tenu des recommandations de la réunion d'experts tenue à Addis-Abéba en juin 1970, le Directeur général envisage de créer ce comité consultatif dont les statuts sont soumis à l'approbation du Conseil exécutif.)

4.4 Normes internationales et affaires juridiques

4.4.1 Commission de conciliation et de bons offices chargée de rechercher la solution des différends qui naîtraient entre Etats parties à la Convention concernant la lutte contre la discrimination dans le domaine de l'enseignement : (1) transmission à la Conférence générale de la liste des personnes présentées en vue de l'élection des membres de la Commission (soumission des nouvelles candidatures reçues depuis la 84e session) ; (2) frais de voyage et indemnités journalières de ses membres (85 EX/11)

(Note : Conformément à la décision adoptée par le Conseil exécutif à sa 84e session (84 EX/Dec. 4.4.2), le Directeur général soumet au Conseil les nouvelles candidatures qu'il a reçues en vue de l'élection des membres de la Commission dont il s'agit. Le Conseil exécutif est également invité, conformément à l'article 9 du Protocole, à fixer les conditions dans lesquelles des frais de voyage et des indemnités journalières seront accordés aux membres de la Commission.)

5. PROJET DE PROGRAMME ET DE BUDGET (1971-1972) ET ESQUISSE DE PLAN A LONG TERME (1971-1976)

5.1 Revision des prévisions budgétaires pour l'exercice 1971-1972 (85 EX/12)

(Note : Conformément à la décision adoptée par le Conseil exécutif, lors de sa 84e session (84 EX/Dec.5, Partie A, par.12), le Directeur général soumet au Conseil tout renseignement complémentaire pouvant avoir des incidences sur le plafond budgétaire pour l'exercice financier 1971-1972.)

5.2 Esquisse de plan à long terme portant sur trois exercices budgétaires (1971-1976) et observations du Conseil exécutif (16 C/4)

(Note : En application de la résolution 15 C/Res. 33.1, le Directeur général soumet au Conseil exécutif le document 16 C/4 afin que le Conseil puisse formuler à ce sujet des observations à l'intention de la Conférence générale.)

6. CONFERENCE GENERALE

6.1 Ordre du jour révisé de la seizième session de la Conférence générale (85 EX/6)

(Note : En vertu de l'Article 12 du Règlement intérieur de la Conférence générale, il incombe au Conseil exécutif de préparer l'ordre du jour révisé de la seizième session de la Conférence générale.)

6.2 Date et lieu de la dix-septième session de la Conférence générale (85 EX/8)

(Note : En vertu de l'Article 2 du Règlement intérieur de la Conférence générale, il incombe au Conseil de proposer à la Conférence générale le lieu où se tiendra sa dix-septième session. Selon l'usage, le Conseil formule également des recommandations à la Conférence générale quant aux dates de sa session suivante.)

6.3 Présentation des candidatures aux postes de président et de vice-présidents de la Conférence générale, ainsi qu'aux postes de présidents des commissions et comités

(Note : En vertu de l'Article 30, par. 1 du Règlement intérieur de la Conférence générale, le Conseil formule, en séance privée, des recommandations à la Conférence générale concernant les candidatures aux postes de président et aux quinze postes de vice-présidents de la Conférence générale. Selon l'usage établi, il procède de la même manière pour les postes de présidents des commissions et comités de la Conférence générale.)

6.4 Examen des demandes d'ONG de la catégorie C, tendant à se faire représenter par des observateurs à la seizième session de la Conférence générale (85 EX/13)

(Note : En vertu de l'Article IV, par. 13 de l'Acte constitutif et de l'Article IV.1 des Directives concernant les relations de l'Unesco avec les organisations internationales non gouvernementales, "La Conférence générale, votant à la majorité des deux tiers, pourra, sur recommandation du Conseil exécutif, inviter comme observateurs, [....] des représentants des organisations admises dans la catégorie C.)

- 6.5 Périodicité et forme des rapports généraux que les Etats membres doivent présenter conformément à l'article VIII de l'Acte constitutif et traitement de ces rapports (16 C/26)

(Note : Le Directeur général communique au Conseil exécutif le rapport qu'il soumet à la Conférence générale dans le document 16 C/26 au sujet de la périodicité et la forme des rapports généraux que les Etats membres doivent présenter conformément à l'article VIII de l'Acte constitutif et au sujet du traitement de ces rapports.)

7. RELATIONS AVEC LES ORGANISATIONS ET PROGRAMMES INTERNATIONAUX

- 7.1 Décisions récentes intéressant l'Unesco prises par les organisations du système des Nations Unies (85 EX/14)

(Note : Le Directeur général fait rapport au Conseil sur les décisions récentes intéressant l'Unesco prises par les organisations du système des Nations Unies depuis la 84e session du Conseil.)

- 7.2 Rapport du Directeur général à la suite de l'examen par le Conseil d'administration du PNUD et le Conseil économique et social de l'Etude de la capacité du système des Nations Unies pour le développement (85 EX/15)

(Note : Conformément à la décision adoptée par le Conseil exécutif lors de sa 84e session (84 EX/Dec. 7.4, par. 15), le Directeur général fait rapport au Conseil à la suite de l'examen par le Conseil d'administration du PNUD et par le Conseil économique et social, de l'Etude de la capacité du système des Nations Unies pour le développement.)

- 7.3 Mise en oeuvre de la résolution 2555 (XXIV) de l'Assemblée générale des Nations Unies sur l'application de la Déclaration sur l'octroi de l'indépendance aux pays et aux peuples coloniaux par les institutions spécialisées et les institutions internationales associées à l'Organisation des Nations Unies (85 EX/16)

(Note : Conformément à la décision adoptée par le Conseil exécutif lors de sa 84e session (84 EX/Dec. 7.8, par. 8 et 9), le Directeur général fait rapport au Conseil exécutif sur la mise en oeuvre de la dite décision.)

8. QUESTIONS ADMINISTRATIVES ET FINANCIERES

- 8.1 Fonds de roulement pour aider les Etats membres à acquérir le matériel éducatif et scientifique nécessaire au développement technologique (85 EX/17)

- (Note : En application de la résolution 15 C/Res.19, le Directeur général fait rapport à ce sujet à la Conférence générale (16 C/43), par l'intermédiaire du Conseil exécutif.)
- 8.2 Rapport du Commissaire aux comptes sur les comptes intérimaires de l'Unesco au 31 décembre 1969 (exercice biennal se terminant le 31 décembre 1970 (85 EX/18)
- (Note : Ce rapport, qui sera présenté à la Conférence générale dans le document 16 C/33, est soumis au Conseil exécutif conformément à l'Article 12.4 du Règlement financier.)
- 8.3 Rapport du Commissaire aux comptes sur la comptabilité de l'Unesco relative à l'élément Assistance technique du PNUD au 31 décembre 1969 (85 EX/19)
- (Note : Ce rapport, qui sera présenté à la Conférence générale dans le document 16 C/35, est soumis au Conseil exécutif conformément à l'Article 12.4 du Règlement financier.)
- 8.4 Rapport du Commissaire aux comptes sur la comptabilité de l'Unesco relative à l'élément Fonds spécial du PNUD au 31 décembre 1969 (85 EX/20)
- (Note : Ce rapport, qui sera présenté à la Conférence générale dans le document 16 C/37, est soumis au Conseil exécutif conformément à l'Article 12.4 du Règlement financier.)
- 8.5 Rapport du Directeur général sur le recouvrement des contributions (85 EX/21)
- (Note : Le Directeur général soumet un rapport au Conseil exécutif, comme il le fait généralement à la session du Conseil précédant une session de la Conférence générale, sur le recouvrement des contributions des Etats membres.)
- 8.6 Acceptations de dons, legs et subventions et rapport sur la création ou la clôture de fonds de dépôts, comptes de réserve et comptes spéciaux (85 EX/22)
- (Note : Le Directeur général fait rapport au Conseil exécutif, chaque fois qu'il y a lieu, sur cet ensemble de questions, en application des dispositions pertinentes du Règlement financier.)
- 8.7 Propositions de virements à l'intérieur du budget de l'exercice 1969-1970 (85 EX/23)
- (Note : Le Conseil exécutif, lors de sa 84e session (84 EX/Décisions, 8.2), a décidé de remettre à sa 85e session l'examen des propositions de virements, en particulier des virements de la réserve budgétaire et a invité le Directeur général à lui présenter des propositions révisées de virements à l'intérieur du budget de 1969-1970.)
- 8.8 Propositions du Directeur général au sujet de la méthode à suivre pour déterminer la rémunération du personnel du cadre de service et de bureau au Siège et recommandations du Conseil exécutif à ce sujet (85 EX/24)

(Note : Conformément à la résolution 15 C/Res. 21.3, par. 2, le Directeur général soumet au Conseil exécutif le rapport qu'il a préparé à ce sujet à l'intention de la Conférence générale (16 C/49) afin que le Conseil soit en mesure de formuler les recommandations qu'il adressera à cette dernière.)

8.9 Rapport sur la politique du personnel et observations du Conseil exécutif (85 EX/25)

(Note : Le Conseil exécutif, lors de sa 83^e session (83 EX/Décisions, 7.6, I et II), a prié le Directeur général de présenter à la Conférence générale, si possible lors de sa seizième session, des recommandations à ce sujet, avec les observations du Conseil exécutif. En application de cette décision, le Directeur général saisit le Conseil du rapport qu'il a préparé à l'intention de la Conférence générale (16 C/50).)

8.10 Répartition géographique des postes du Secrétariat (85 EX/26)

(Note : Conformément aux résolutions de la Conférence générale 14 C/Res. 29 et 15 C/Res. 20, le Directeur général soumet au Conseil exécutif le rapport qu'il a préparé à ce sujet à l'intention de la Conférence générale (16 C/46).)

8.11 Revision biennale du barème des redevances applicables au Siège (85 EX/27)

(Note : Conformément à l'Article 21 du Règlement sur l'usage et les conditions de location des bâtiments du Siège permanent, le Directeur général soumet à l'approbation du Conseil exécutif un ensemble de propositions en vue de la revision biennale du barème des redevances applicables au Siège. La précédente revision a eu lieu lors de la 79^e session du Conseil exécutif, en septembre 1968.)

EXECUTIVE BOARD

EX

Fifty-fifth Session

(Paris, 21 September - 14 November 1970)

85 EX/1

PARIS, 10 August 1970

Translated from the French

PROVISIONAL AGENDA

(Annotated)

- Item 1. ADOPTION OF THE AGENDA (85 EX/1)
2. APPROVAL OF THE SUMMARY RECORDS OF THE 84th SESSION
(84 EX/SR. 1-33)
3. METHODS OF WORK OF THE ORGANIZATION
- 3.1 Reports of the United Nations Joint Inspection Unit (85 EX/2)
- (Note: Pursuant to the decision taken by the Executive Board (82 EX/Decisions, 5.4, paragraph 5), the Director-General submits, with preliminary comments, the following reports received from the Joint Inspection Unit:
- (1) Observations of the work of the United Nations Educational, Scientific and Cultural Organization in Colombia. Report by Sir Leonard Scopes.
 - (2) A report on United Nations activities and operations in Nepal, by Mr. C.S. Jha.
- In accordance with the request by the Chairman of the Joint Inspection Unit the Director-General also submits to the Board, for any action required, the report on the activities of the Unit for the period 1 July 1969 to 30 June 1970.
4. EXECUTION OF THE PROGRAMME
- 4.1 Education

4.1.1 Report of the Executive Board Committee on Conventions and Recommendations in Education (85 EX/3)

(Note: The Executive Board, at its 82nd session (82 EX/Dec. 4.2.4) decided to charge its Committee on Conventions and Recommendations in Education with examining the report of the Joint ILO/Unesco Committee and presenting it, with comments, to the Board at its 85th session, the Board having to submit this report, with its own comments, to the General Conference at its sixteenth session.)

4.1.2 Co-operation with the United Nations Relief and Works Agency (UNRWA) (85 EX/4).

(Note: The Director-General reports to the Board on the changes that have occurred in the situation since adoption by the Board of decision 4.2.1,I, at its 84th session.)

4.1.3 Education Fund for promoting the qualitative and quantitative improvement of education in the developing countries (85 EX/5)

(Note: In accordance with resolution 15 C/Res. 1.113 and the decision adopted by the Executive Board at its 83rd session (83 EX/Dec. 4.2.2), the Director-General reports to the Board on the results of the Secretariat's studies and consultations concerning the possibility of setting up an Education Fund, which results will be presented to the General Conference in document 16 C/71)

4.2 Science

4.2.1 Study on the establishment in Asia of machinery to keep under regular review, stimulate and facilitate the co-operation of the Member States represented at the Conference on the Application of Science and Technology to the Development of Asia (1968) (85 EX/7)

(Note: In accordance with resolution 15 C/Res.2.411, the Director-General reports to the Executive Board on the results of this study, which will be presented to the General Conference in document 16 C/68.)

4.3 Social Sciences, Human Sciences and Culture

4.3.1 Report of the Director-General on the application to Cambodia of the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (85 EX/9)

(Note: The Executive Board, at its 84th session (84 EX/Dec.4.3.3), asked the Director-General to report again to the Board on this subject at its 85th session.)

4.3.2 Statute of the International Scientific Committee for the Drafting and Publication of the General History of Africa (85 EX/10).

(Note: In pursuance of General Conference resolutions 13 C/Res.3.442 and 15 C/Res.3.321 (d) and taking into account the recommendations of the meeting of experts held at Addis Ababa in June 1970, the Director-General contemplates setting up this advisory committee, whose statute is submitted to the Executive Board for approval.)

4.4 International Standards and Legal Affairs

4.4.1 Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States parties to the Convention against Discrimination in Education:

(1) transmission to the General Conference of the list of persons nominated for the purpose of the election of the members of the Commission (submission of further candidatures received since the 84th session);

(2) travel expenses and per diem of its members (85 EX/11).

(Note: In accordance with the decision taken by the Executive Board at its 84th session (84 EX/Dec.4.4.2), the Director-General submits to the Board any additional candidatures received for the election of the members of the Commission in question.) The Executive Board is also requested, in accordance with Article 7 of the Protocol, to determine the conditions for the granting of travel and per diem allowances to members of the Commission.)

5. DRAFT PROGRAMME AND BUDGET FOR 1971-1972 AND LONG-TERM OUTLINE PLAN 1971-1976.

5.1 Review of budgetary estimates for the financial period 1971-1972 (85 EX/12).

(Note: In accordance with the decision taken by the Executive Board at its 84th session (84 EX/Dec.5, Part A, paragraph 12), the Director-General submits to the Board any further information which may have repercussions on the budget ceiling for the financial period 1971-1972.)

5.2 Long-term outline plan covering three budgetary periods (1971-1976) and comments of the Executive Board (16 C/4)

(Note: In pursuance of resolution 15 C/Res.33.1, the Director-General submits document 16 C/4 to the Executive Board so that it can formulate comments thereon for the General Conference.)

6. GENERAL CONFERENCE
- 6.1 Revised agenda of the sixteenth session of the General Conference (85 EX/6).
(Note: By virtue of Rule 12 of the Rules of Procedure of the General Conference, it is for the Executive Board to prepare the revised agenda of the General Conference.)
- 6.2 Date and place of the seventeenth session of the General Conference (85 EX/8).
(Note: By virtue of Rule 2 of the Rules of Procedure of the General Conference, it devolves on the Board to propose to the General Conference the place of meeting for the seventeenth session. It is customary for the Board to make recommendations to the General Conference concerning the dates of the following session too.)
- 6.3 Submission of candidatures for the offices of President and Vice-Presidents of the General Conference and chairmen of commissions and committees.
(Note: By virtue of Rule 30, paragraph 1, of the Rules of Procedure of the General Conference, the Board, at a private meeting, makes recommendations to the General Conference concerning candidatures for the posts of President and of the fifteen Vice-Presidents of the General Conference. It has also become customary to do likewise for the offices of chairmen of commissions and committees of the General Conference.)
- 6.4 Examination of requests from NGOs in category C to be represented by observers at the sixteenth session of the General Conference (85 EX/13).
(Note: By virtue of Article IV, paragraph 13 of the Constitution and Article IV of the Directives concerning Unesco's Relations with International Non-Governmental Organizations, "the General Conference, on the recommendation of the Executive Board and by a two-thirds majority, may invite representatives of organizations admitted to category C as observers".)
- 6.5 Periodicity and form of the general reports which Member States must submit in accordance with Article VIII of the Constitution and treatment of those reports (16 C/26).
(Note: The Director-General communicates to the Executive Board the report which he submits to the General Conference in document 16 C/26 concerning the periodicity and form of the general reports which Member States must send in to the Organization in accordance with Article VIII of the Constitution and concerning the treatment of these reports.)

7. RELATIONS WITH INTERNATIONAL ORGANIZATIONS AND PROGRAMMES

7.1 Recent decisions of the organizations of the United Nations system of interest to Unesco (85 EX/14).

(Note: The Director-General reports to the Board on decisions of interest to Unesco taken by the organizations of the United Nations system since the 84th session of the Board.)

7.2 Report of the Director-General following the examination of the Study of the Capacity of the United Nations Development System by the UNDP Governing Council and the Economic and Social Council (85 EX/15).

(Note: In accordance with the decision taken by the Executive Board at its 84th session (84 EX/Dec.7.4, paragraph 15), the Director-General reports to the Board following the examination of the Study of the Capacity of the United Nations Development System by the UNDP Governing Council and the Economic and Social Council.)

7.3 Execution of resolution 2555 (XXIV) of the United Nations General Assembly on the implementation of the Declaration on the Granting of Independence to Colonial Countries and Peoples by the Specialized Agencies and the international institutions associated with the United Nations (85 EX/16).

(Note: In accordance with the decision adopted by the Executive Board at its 84th session (84 EX/Dec.7.8, paragraphs 8 and 9), the Director-General reports to the Board on the implementation of the said decision.)

8. ADMINISTRATIVE AND FINANCIAL QUESTIONS

8.1 Revolving Fund to assist Member States in acquiring educational and scientific material necessary for technological development (85 EX/17).

(Note: In pursuance of resolution 15 C/Res.19, the Director-General reports on this matter to the General Conference (16 C/43), through the Executive Board.)

8.2 Auditor's report on the interim accounts of Unesco as at 31 December 1969 (financial period ending 31 December 1970) (85 EX/18).

(Note: This report, which will be presented to the General Conference in document 16 C/33, is submitted to the Executive Board in accordance with Article 12.4 of the Financial Regulations.)

- 8.3 Auditor's report on the accounts of Unesco relating to the Technical Assistance component of UNDP, as at 31 December 1969 (85 EX/19).
(Note: This report, which will be presented to the General Conference in document 16 C/35, is submitted to the Executive Board in accordance with Article 12.4 of the Financial Regulations.)
- 8.4 Auditor's report on the accounts of Unesco relating to the Special Fund Component of UNDP, as 31 December 1969 (85 EX/20).
(Note: This report, which will be presented to the General Conference in document 16 C/37, is submitted to the Executive Board in accordance with Article 12.4 of the Financial Regulations.)
- 8.5 Director-General's report on the collection of contributions (85 EX/21).
(Note: The Director-General submits a report to the Executive Board on the collection of contributions from Member States, as he usually does at the Board session preceding a session of the General Conference.)
- 8.6 Acceptance of gifts, bequests and subventions and report on the opening or closing of trust funds, reserve and special accounts (85 EX/22).
(Note: The Director-General reports to the Executive Board on all these matters whenever it is necessary, in accordance with the relevant provisions in the Financial Regulations.)
- 8.7 Proposed transfers within the 1969-1970 budget (85 EX/23).
(Note: The Executive Board, at its 84th session (84 EX/Decision 8.2) decided to postpone to its 85th session consideration of the proposed transfers, particularly from the Appropriation Reserve, and invited the Director-General to submit revised proposals for transfers within the 1969-1970 budget.)
- 8.8 Proposals of the Director-General concerning the method to be followed in establishing General Service staff salaries at Headquarters and relevant recommendations of the Executive Board (85 EX/24).
(Note: In accordance with resolution 15 C/Res.21.3, paragraph 2, the Director-General submits to the Executive Board the report which he prepared on this matter for the General Conference (16 C/49) so that the Board may be in a position to make recommendations to the Conference .)

8.9 Report on staff policy and comments of the Executive Board (85 EX/25).

(Note: The Executive Board, at its 83rd session (83 EX/Decision 7.6, I and II), requested the Director-General to present to the General Conference, if possible at its sixteenth session, recommendations in this connexion with the comments of the Executive Board. Following this decision, the Director-General tables with the Board the report which he has prepared for the General Conference (16 C/50).)

8.10 Geographical distribution of posts in the Secretariat (85 EX/26).

(Note: In accordance with General Conference resolutions 14 C/Res.29 and 15 C/Res.20, the Director-General submits to the Executive Board the report which he has prepared for the General Conference in this connexion (16 C/46).

8.11 Biennial revision of the scale of rentals applicable at Headquarters (85 EX/27).

(Note: In accordance with Regulation 21 of the Regulations on Utilization and Terms for Letting of the Headquarters Premises, the Director-General submits to the Executive Board for approval a set of proposals for the biennial revision of the scale of rentals applicable at Headquarters. The preceding revision took place at the 79th session of the Executive Board, in September 1968.

UNESCO —

August 21, 1970


Mr. W. Moller
Deputy Director
Educational Financing Division
Unesco
Place de Fontenoy
75 Paris - 7e, France

Dear Werner:

This will confirm my telephone conversation with you today asking for 50 more copies of the Unesco Compendium. We usually give a copy to every new staff member to read and at the present time we have none left from the ones you sent us earlier. We would appreciate receiving them as soon as possible by air freight.

Yours sincerely,

R. H. S. Fennell
Administrative Officer
Education Projects Department


RHSFennell:mc



organisation des nations unies
pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

Avec les compliments
du Département de la planification
et du financement de l'éducation



united nations educational,
scientific and cultural organization

place de Fontenoy, Paris-7^e

With the compliments of
the Department of Planning
and Financing of Education



cc: IBRD for information.

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
téléc : 27 602 Paris

référence : ED 8051/2/3352

le 21 août 1970

Monsieur le Ministre,

A la suite des missions de reconnaissance qui se sont rendues dans votre pays aux mois de décembre 1969 et d'avril 1970, j'ai appris que votre Gouvernement a décidé de présenter à la Banque mondiale une requête pour le financement d'un projet d'investissement dans les domaines de l'enseignement technique et pédagogique, et que vous souhaiteriez recevoir l'aide de l'Unesco pour préparer cette requête. Il m'est agréable de vous faire connaître qu'en accord avec la Banque mondiale, le Directeur général a donné son agrément à l'envoi d'une mission de l'Unesco à cet effet. Cette mission comprendrait des spécialistes dans les domaines éducatifs mentionnés ci-dessus ainsi qu'un économiste et un architecte spécialisé dans la construction scolaire. La durée de la mission serait d'environ trois semaines.

Cette mission recevra mandat d'aider les autorités gouvernementales à rassembler et à présenter les renseignements relatifs à chacun des bâtiments scolaires à inclure dans le projet ainsi que les arguments justificatifs de la requête. Les renseignements qu'il est souhaitable de faire figurer dans la requête sont énumérés dans le "Guide pour les missions de préparation de projets" dont je joins une copie à la présente lettre. En vue d'accélérer la rédaction de la requête il serait vivement souhaitable que les quatre premiers chapitres du "Guide" soient rédigés sous forme de projets avant l'arrivée de la mission.

En ce qui concerne l'extension des écoles existantes incluses dans le projet, il serait également nécessaire de pouvoir disposer de renseignements détaillés concernant les bâtiments actuels.

Monsieur le Ministre de l'Education nationale,
KINSHASA (République démocratique du Congo)

AUG 27 REC'D

- ~~_____~~
- Congo
- Eurt
- Stewart
- _____
- _____
- Div. Files
- Op. Files

J'aimerais cependant souligner le fait que la requête demeure la responsabilité exclusive de votre Gouvernement. La mission de préparation de projets envisagée apportera son aide technique pour la rédaction de la requête et ce faisant sera en mesure de suggérer l'utilisation de certaines normes, par exemple en ce qui concerne les ratios élèves/enseignants ou la surface moyenne à prévoir par étudiant; elle pourra également donner son avis sur l'inclusion ou l'exclusion de tels ou tels établissements dans le projet. Cependant c'est bien entendu à votre Gouvernement qu'il appartient de décider du contenu de la requête, et c'est lui qui adressera cette requête à la Banque mondiale.

Il est donc essentiel que votre Gouvernement puisse désigner un certain nombre de hauts fonctionnaires afin de constituer un Groupe de Travail chargé de la rédaction de la requête. L'expérience a montré qu'il est souhaitable que ces personnes puissent, pendant le séjour de la mission, consacrer tout leur temps à la préparation de la requête.

Il serait avantageux que le Groupe de Travail comprenne au moins un fonctionnaire chargé spécialement de faciliter les contacts avec le Ministère de l'Education et avec les autres Ministères concernés. Les autres membres du Groupe pourraient être des responsables du Plan, de l'Enseignement général, de l'Enseignement technique, de l'Enseignement agricole, des Finances, des Services statistiques et de la Construction scolaire.

Qu'il me soit permis également d'attirer votre attention sur la nécessité de disposer d'un nombre suffisant de secrétaires dactylographes et de bureaux afin que le Groupe de Travail et la mission puissent accomplir leur travail en temps utile. Plus précisément, l'expérience a montré que quatre secrétaires, sachant parfaitement dactylographier en français, sont nécessaires pour la frappe des projets et des stencils définitifs.

La mission devra visiter un certain nombre d'établissements d'enseignement ainsi que les terrains choisis pour la construction des nouvelles écoles, à la fois dans la capitale et dans d'autres régions du pays; elle devra à cet effet disposer de moyens de transport. Pour être plus précis, les missions de préparation de projets ont normalement besoin d'au moins deux véhicules à plein temps pour leurs déplacements dans la capitale et aux environs. Je serais très reconnaissant si votre Gouvernement pouvait les mettre à la disposition de la mission.

Je pense que mi-septembre serait la meilleure période pour le commencement de la mission et je vous serais reconnaissant de bien vouloir me communiquer l'accord éventuel de votre Gouvernement sur ces propositions. Le Directeur du Département de la planification et du financement de l'éducation vous écrira prochainement pour vous donner des détails supplémentaires sur l'organisation de cette mission, en particulier le nom des participants et les dates prévues pour leur arrivée.

.../..

Enfin, je crois utile de préciser que l'envoi de cette mission n'engage en aucune façon la Banque mondiale à financer tout ou partie des projets qui seront ainsi préparés.

Je vous prie d'agréer, Monsieur le Ministre, les assurances de ma très haute considération.

Pour le Sous-Directeur général
pour l'éducation

William J. Platt
Directeur
Département de la planification
et du financement de l'éducation

UNESCO

August 17, 1970

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

Dear Mr. Maheu:

On behalf of Mr. McNamara, let me thank you for your invitation for the Bank to be represented at the sixteenth session of the General Conference of Unesco. Our representative will be Mr. Arthur Karasz, the Director of the Bank's European Office, and he will be assisted by members of the Office staff whose names he will furnish you in the near future. In the meantime, he would appreciate receiving copies of the documents for the Conference as they become available.

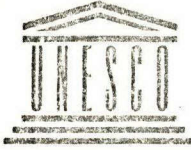
Sincerely yours,

Harold Graves
Associate Director
Development Services Department

Cleared with and copy to: Mr. Karasz (European Office)
cc: Mr. Ballantine

HGraves:da

Handwritten initials



UNESCO 8/17/70

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
télex : 27 602 Paris

référence : STS/Q/701

Subject: Annual Survey of Manpower and Expenditure for
Research and Experimental Development, 1969

Sir,

... Please find attached the Unesco Questionnaire STS/Q/701. This represents the first comprehensive effort by Unesco to collect world-wide statistics of resources devoted to research and experimental development, on a regular and recurring basis.

Over the past two decades there has developed a pressing and ever-growing need for statistics on science and technology, particularly in the area of research and experimental development. At the national level, planners have felt the need for comprehensive information on the availability of, and requirement for human and financial resources devoted to scientific and technological activities in general, and research and experimental development in particular. At the international and national level, science policy makers have the need to compare the size and structure of national scientific and technological efforts, as well as to study the aggregates.

At a meeting of the Joint Unesco/Economic Commission for Europe Working Group on Statistics of Science and Technology, held in Geneva, 2-6 June 1969, Article 23 of the final report stated "The Working Group proposed that the possibility of preparing two versions of the questionnaire should be considered: a concise questionnaire with a limited number of the most important indicators, for which all countries would be expected to be able to provide the data, and a larger and more comprehensive questionnaire, the completion of which would be optional".

The first stage is the Annual Survey of Manpower and Expenditure for Research and Experimental Development (questionnaire enclosed). It is to be distributed to the Member States for completion during the first half of each year. The data requested in this survey represent the minimum basic and essential indicators which all countries should be able to provide, and which would satisfy the minimum needs of planners in Member States, as well as those of all international bodies interested in the field of science.

The content and definitions were established on the basis of the experience gained so far by Unesco, other international organizations and by individual Member States in the collection of science statistics. The questionnaire was the subject of a review by a representative panel of experts in science statistics assembled by Unesco in November 1969. In order to maintain the highest level of continuity, year to year changes in the annual questionnaire will be kept to an absolute minimum.

The second or supplemental stage of this inquiry will be the Special Survey of Manpower and Expenditure for Research and Experimental Development. This questionnaire will be distributed to the Member States for completion during the first half of every second year, along with the Annual Survey questionnaire starting in 1971. The information requested in the supplement will vary from year to year. The Office of Statistics of Unesco would be grateful for any suggestions you would care to make for subjects of biennial special studies.

It would be appreciated if the enclosed completed questionnaire could be returned accompanied by a narrative statement which provides background information which could help us better understand the quality and reliability of the data. Useful topics would relate to special problems in collecting these data, the sources of the data, methods of estimation, future plans for surveys and special studies, the designation of responsibility for providing Unesco with science statistics, etc. Additionally, we would be pleased to have your comments on any subject of the Annual Survey you feel would be helpful for the international science data collection effort.

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



K. G. Brodin

Director

Office of Statistics
Communication Sector

Enclosure: 3 copies of
Questionnaire No. STS/Q/701

DECLASSIFIED

MAY 22 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

OFFICE OF STATISTICS

Fourth Meeting of Experts on
Methodology of Science Statistics

(Paris, 21 - 23 September 1970)

Biennial survey of scientific and
technological activities, 1969

- Section A : Scientific and technical manpower
- Section B : Research and experimental development activities
- Section C : National objectives of R & D
- Section D : Scientific and technical education and
training activities

- Appendix : Definitions

Biennial survey of scientific and
technological activities, 1969

Section A : Scientific and Technical Manpower

Total stock and number of economically active
scientists, engineers and technicians by field
of specialization or training

Field of specialization

	<u>Scientists and engineers</u>
1. Total stock.	-----
a) Exact and natural sciences	-----
b) Engineering and technology	-----
c) Medical sciences.	-----
d) Agriculture	-----
e) Social sciences	-----
2. Number economically active .	-----
a) Exact and natural sciences	-----
b) Engineering and technology	-----
c) Medical sciences.	-----
d) Agriculture	-----
e) Social sciences	-----
	<u>Technicians</u>
3. Total stock.	-----
4. Number economically active .	-----

Biennial survey of scientific and
technological activities, 1969

Section B : Research and Experimental Development Activities

Table 1. Total personnel engaged in R & D by sector of performance and category of personnel

Sector of performance	Scientists and engineers (FTE)	Technicians	Other
A. Productive enterprise sector			
1. Agric., forestry, hunting, fish.	-----	-----	-----
2. Extracting industries	-----	-----	-----
3. Manufacturing industries	-----	-----	-----
4. Construction	-----	-----	-----
5. Transport and communication	-----	-----	-----
6. Other	-----	-----	-----
TOTAL.	-----	-----	-----
of which: Enterprise level.	-----	-----	-----
Branch level.	-----	-----	-----
B. Higher education sector			
1. Exact and natural sciences.	-----	-----	-----
2. Engineering and technology.	-----	-----	-----
3. Medical sciences	-----	-----	-----
4. Agriculture	-----	-----	-----
5. Social sciences	-----	-----	-----
TOTAL.	-----	-----	-----
C. General government sector			
1. Exact and natural sciences, engineering and technology	-----	-----	-----
2. Medical sciences	-----	-----	-----
3. Agriculture	-----	-----	-----
4. Social sciences	-----	-----	-----
TOTAL.	-----	-----	-----
D. TOTAL (A + B + C).	-----	-----	-----

Biennial survey of scientific and
technological activities, 1969

Section B : (continued)

Table 2. Scientists and engineers engaged in R & D
by sector of performance, FT, PT and FTE

Sector of performance	FT	PT	FTE	of which sc. & eng. with higher academic degree
A. Productive enterprise sector	-----	-----	-----	-----
B. Higher education sector	-----	-----	-----	-----
C. General government sector	-----	-----	-----	-----
D. TOTAL (A + B + C)	-----	-----	-----	-----

Table 3. Scientists and engineers engaged in R & D
by sector of performance and field of
specialization or training

Sector of performance	Exact and natural sciences	Engineering and technology	Medical sciences	Agriculture	Social sciences
Same stub as in Table B. 2					

Biennial survey of scientific and
technological activities, 1969

Section B : (continued)

Table 4. Number of research units by number of scientists and engineers engaged in R & D in these units

Sector of performance	No. of units with ... scientists and engineers engaged in R&D				
	less than 10	10 - 24	25 - 99	100 - 499	500 and more
Same stub as in Table B.1 excluding Higher education sector					

Table 5. Total intra-mural expenditure for the performance of R & D by sector of performance

Sector of performance	Total intra-mural expenditure for R&D
Same stub as in Table B.1	

Biennial survey of scientific and
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Section B : (continued)

Table 6. Intra-mural expenditure for the performance of R & D
by sector of performance and type of cost

Sector of performance	Total expenditure	Current expenditure			Capital expenditure	
		Total	Labour costs	Other current costs	Total	of which government funds
Same stub as in Table B.2						

Table 7. Intra-mural expenditure for the performance of R & D
by sector of performance and source of funds

Sector of performance	Total expenditure	Government funds	Special funds	Productive enterprise funds	Funds from abroad	Other funds
Same stub as in Table B.2						

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technological activities, 1969

Section B : (continued)

Table 8. Current intra-mural expenditure for the performance of R & D by sector of performance and type of R & D activity

Sector of performance	Current expenditure	Fundamental research	Applied research	Experimental development
Same stub as in Table B.1				

Table 9. Extra-mural expenditure for the performance of R & D abroad by sector of performance

Sector of performance	Total extra-mural expenditure for the performance of R & D <u>abroad</u>	of which expenditure	
		for the performance of R & D under bi- or multi-lateral arrangements <u>1/</u>	for the performance of R & D by international governmental organizations <u>2/</u>
Same stub as in Table B.2			

1/ Excluding R & D expenditure spent by those facilities which are located abroad but which are used to undertake an integral part of the national R & D programme such as ships, vehicles, aircraft and space satellites operated by domestic organizations and testing grounds or facilities which may be leased or acquired abroad. Expenditure of these facilities are included in intra-mural expenditure.

2/ Including expenditure for international organizations located in the country.

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Section B : (continued)

Table 10. Government funds for the performance of R & D on behalf of other countries

Total of expenditure	Total for R & D on behalf of other countries	Distribution by major areas				
		Agriculture	Medicine	Education	Industry	Other
1. Funds for R & D executed in the following countries: Country not specified TOTAL. . . .						
2. Funds for R & D executed on the national territory on behalf of the following countries: Country not specified TOTAL						

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Section C : National objectives of R & D

This subject was discussed by the participants of the third meeting of experts, in Paris, in November 1969. For that exercise the Secretariat had prepared an experimental list of possible objectives. Although the experts agreed in principal on the usefulness of a breakdown of R & D expenditures by broad national objectives, they found that the list prepared by Unesco would have had to undergo substantial revision before it could be introduced in a survey. In fact, there was even the question of whether or not a preestablished list of objectives was practicable in an international enquiry. An alternative proposal would have allowed the countries to determine for themselves the breakdown of R & D expenditure according to national objectives as they defined them. This latter proposal should be seriously considered by the present expert meeting.

However, recent experience of the European Communities (EEC) in analyzing public finance of R & D by objectives in its six Member countries (see attached extract), suggests that a pre-established and standardized classification may be feasible. A slightly modified version of this experimental classification has already been incorporated in the most recent OECD questionnaire on R & D efforts.

It must be noted with caution that the EEC as well as OECD deal with a relatively homogeneous group of Member countries, unlike Unesco. However, it would appear useful to investigate how the classification, used by these two organizations, might be adapted to the specific requirements of Unesco. This would contribute to the desirable unification of classification and avoid duplication of efforts, often criticized by numerous Member countries.

A copy of the detailed nomenclature developed by the EEC which consists of 12 main positions and numerous sub-titles is attached for your study. For analytical purposes the EEC has combined the 12 main positions in five major categories as follows (the right column shows the slightly modified grouping as proposed by OECD):

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technological activities, 1969

Section C : (continued)

Major areas (EEC)		National objectives of R & D (CECD)	
O. <u>Defence</u>	Defence (Nuclear; space; other)	A. <u>Defence</u>	Nuclear - Space - Other defence Total
I. <u>Advanced technologies</u>	Nuclear (civil); Space exploration and exploitation (civil); promotion of information and automatization	B. <u>Major Civil Programmes</u>	Civil Nuclear Civil space Computer science Total
II. <u>Social purposes</u>	Exploration and exploitation of the Earth; protection and promotion of health; improvement of the human environment; promotion of research in the social sciences and the humanities	C. <u>Improvement of Economic Capabilities</u>	Agriculture Manufacturing industry Infrastructure and services Total
III. <u>Agricultural and industrial purposes</u>	Promotion of agricultural productivity and technology; promotion of industrial productivity and technology	D. <u>Health and Welfare</u>	Health Pollution Other welfare Total
IV. <u>General promotion of knowledge</u>	General promotion of knowledge (outside and inside the institutions of higher education)	E. <u>Other and non-oriented</u>	Developing countries Other objectives Advancement of science Social sciences N.E.S. Total

In reviewing these two similar classifications, in view of their possible adaptation for Unesco purposes, particular attention should be paid to an eventual regrouping of the category "defence". It would also be necessary to discuss whether national objectives of R & D should be further distributed by sectors of performance.

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Section D : Scientific and technical education
and training (E & T) activities

E & T activities at the third and second levels

Type of data	Total E & T	E & T at the third level	E & T at the second level
A. Personnel engaged in E & T activities: Total of which: Scientists and engineers Technicians Other			
B. Expenditure for E & T activities Total of which: Current Capital			
C. Source of funds Total of which: Government funds. . Productive enterprise funds Foreign funds Other (specify)			

Second level

APPENDIX

Definitions of Concepts Used
in this Survey

A to I
Annex

DEFINITION A: Type of Personnel

(1) Scientist and engineer

This group includes any person who has received scientific or technical training in the exact and natural sciences, engineering, agricultural, medical and social sciences as specified below:

- (i) Completed education at the third level leading to an academic degree
- (ii) Completed third level non-university education (or training) which does not lead to an academic degree but is nationally recognized as qualifying for a professional career. It is necessary for each country to establish criteria for distinguishing between scientists and engineers as defined on this basis and technicians who have received formal training.
- (iii) Training and professional experience which is nationally recognized (e.g. membership in professional societies, professional certificate or licence) as being equivalent to the formal education indicated in (i) and (ii).

(2) Technician

This group includes any person who has received specialized vocational or technical training in any branch of knowledge or technology as specified below:

- (i) One to two years' training beyond completed education at the second level or three to four years' training beyond the first cycle of secondary education, whether or not leading to a degree or diploma.
- (ii) On-the-job training and professional experience which is nationally recognized as being equivalent to the level of education indicated in (i). If the number of persons who qualify as technicians under this definition (ii) represents more than 10 % of the total number of technicians, their number or percentage should be shown in a footnote.

Laboratory assistants who meet the requirements (2) (i) and (ii) are also classed as technicians.

(3) Other personnel

The residual group includes skilled workers, such as machinists, sheet metal workers and other trade workers, operatives etc., as well as unskilled workers; all clerical, administrative and other supporting personnel such as secretarial, security, janitorial and maintenance personnel engaged in general "house-keeping" activities.

DEFINITION B: Total Stock of Scientists, Engineers and Technicians

Total number of scientists, engineers and technicians as described in Definition A(1) and (2) without regard to age, economic activity or any other characteristic.

DEFINITION C: Number of Economically Active Scientists, Engineers and Technicians

This group includes all scientists, engineers and technicians as specified in Definition A (1) and (2) who are engaged in, or actively seeking work in, some branch of the economy at the time of reference. For scientists and engineers include only those persons who are employed at the professional level; that is, one which normally requires a third level education or equivalent.

DEFINITION D: Research and Experimental Development (R & D)

In general R & D is defined as any creative systematic activity undertaken to increase the stock of scientific and technical knowledge and to devise new applications.

It should exclude scientific education, scientific and technical information, general purpose data collection, routine testing, standardization and other technological activities related to production or use of established products or processes, as well as large scale mineral and petroleum prospecting for exploitable deposits and not essentially for basic geological knowledge. In the social sciences include activities of a research nature related to the solution of economic or social problems, but exclude routine activities such as censuses, market studies, etc. In the medical sciences exclude intensive medical care.

The criterion for distinguishing R & D from non-R & D activities is the presence or absence of an appreciable element of novelty or innovation.

(1) Fundamental research

Any activity directed towards the increase of scientific knowledge or discovery of new fields of investigation, without any specific practical objective.

(2) Applied research

Any activity directed towards the increase of scientific knowledge but with a specific practical aim in view.

(3) Experimental development

Systematic use of the results of fundamental and applied research and of empirical knowledge directed towards the introduction of new materials, products, devices, processes and methods, or the improvement of existing ones, including the development of prototypes and pilot plants.

DEFINITION E: Sectors of Performance

The sectors of performance identify those areas of the economy in which R & D work is performed. The term "sector of performance" distinguishes the execution or performance of R & D activities, from their financing (sources of funds: see Definition I). Three sectors of performance have been established for the purpose of this survey and defined, to the fullest extent possible, in accordance with the sector definitions of the United Nations "System of National Accounts" (SNA) and the "System of Material Product Balances" (MPS) as used by socialist countries:

(1) Productive enterprise sector

This sector includes both domestic and foreign-owned industrial and trading establishments located in the country, which produce and distribute goods and services for sale, and organizations directly serving them, whatever their form of ownership, private, non-profit, or government. It includes government monopolies and nationalized industries, particularly public utilities, transport undertakings, post offices, communications and broadcasting, and all other government establishments which function as productive enterprises. Also included are governmental or non-governmental organizations and private non-profit institutions mainly or exclusively serving productive enterprises. In socialist countries R & D institutes of branch ministries are to be classified in this sector.

Due to the different structure of the productive enterprise sector in countries with different socio-economic systems and in order to facilitate comparisons, it is suggested that the R & D effort be measured on the following two "levels":

- (a) Enterprise level: To include all domestic and foreign enterprises as defined above but to exclude all branch level research associations, etc. (see definition below).
- (b) Branch level: To include all research associations, non-profit and other research institutes, and design organizations which are serving a specific 2 or 3-digit group of the economy, even if they are partly or wholly financed by the State Budget or, in the case of East European countries, by the Technical and Economic Progress Fund (see definition I 3).

The following may serve as an additional criterion for the inclusion or exclusion of servicing organizations and institutions in the Productive enterprise sector:

In so far as governmental institutes and organizations or individual departments of institutes and organizations are mainly or exclusively serving a specific 2 or 3-digit branch of the Productive enterprise sector (defined in terms of the International Standard Industrial Classification of all Economic Activities, ISIC) they should be classified with this sector. All other such institutes or organizations serving a wide group of industries or having a very general and broad field of research or scientific activity serving the community as a whole should be classified with the General government sector.

DEFINITION E: (continued)

Particular difficulties may arise in classifying organizations such as industrial, transport and agricultural R & D institutes which are mostly set up and financed by government and serving both specific 2 or 3-digit branches of the economy and the community as a whole. Where the activities of such institutes cannot be assigned properly to the sectors concerned it is advisable to classify them entirely with the General government sector.

(2) Higher education sector

This sector comprises all institutions of higher education at the third level which require, as a minimum condition of admission, the successful completion of education at the second level, or evidence of the attainment of an equivalent level of knowledge, i.e., all universities, colleges of technology, etc., whatever their source of finance, or their legal or economic status. It also includes experimental stations, clinics, and research institutes operating under the direct control of institutions of higher education, administered by or associated with them. Please exclude national research councils which are classified in the General government sector.

(3) General government sector

Since the two sectors described above already include selected major government activities, the General government sector therefore comprises a residual of government R & D activities. These are often important in volume and relevance.

This sector should include all bodies, departments and establishments of government - central, state or provincial, district or county, municipal, town or village- which serve the community as a whole, and engage in a wide range of usual government services such as administration, defence and regulation of public order, health, cultural, recreational and other social services and promotion of economic growth and welfare and technological development. It includes laboratories of national research councils as well as academies of science, professional scientific organizations, state museums, scientific societies and other non-profit organizations which primarily serve government, even though they are not formally part of government. Excluded are institutions of higher education, as well as government monopolies and nationalized industries which function as productive enterprises and government services and organizations which serve enterprises of a specific 2 or 3-digit group of the economy. These belong to the Productive enterprise sector, or the Higher education sector, as defined in E(1) and E (2).

DEFINITION E: (continued)

Note: The System of National Accounts includes another sector which comprises the "Producers of private non-profit services to households". Consequently the OECD system of R & D statistics which largely follows the sector-breakdown of the SNA, also provides for this additional sector, entitled "Private non-profit sector". Since this sector can scarcely be distinguished in either the socialist or in developing countries, it seems more appropriate for the purposes of this survey to group the institutes of this sector with the three other sectors which they may serve. The Private non-profit sector is in any case very small and it is sometimes difficult to classify institutions because of their hybrid character. In borderline cases, such institutes should be classified in the General government sector.

Definition E: (continued)

Groupings Required Under OECD and CMEA Systems to Construct
Unesco Classification of R & D by Sectors of Performance

Conversions required for countries following the OECD system	Conversions required for countries following the CMEA system
<p><u>General Note:</u> The OECD sector classification is mainly derived from the SMA. The basic difference is that it identifies Higher education as a separate sector. OECD sector definitions are largely compatible with the proposed Unesco definitions.</p>	<p><u>General Note:</u> The CMEA scheme does not suggest a breakdown by sectors but, following the MPS, a breakdown by activities within the sphere of material production and the non-material sphere. These activities can relatively easily be rearranged by sectors.</p>
<p><u>A. Productive enterprise sector</u></p> <p>1. Include all private non-profit organizations mainly serving enterprises and classified in the OECD system in the Private non-profit sector.</p> <p>2. Include all government establishments or institutes serving a specific 2- or 3- digit branch of industry and classified in the General government sector.</p>	<p><u>A. Productive enterprise sector</u></p> <p>All independent and non-independent R & D units active in one of the following branches of the national economy:</p> <ul style="list-style-type: none"> - industry (manufacturing) - construction - agriculture - forestry - transport - communication - distributive trades - other activities in the sphere of material production. <p>This sector includes in particular the independent research institutes of the branch ministries.</p>
<p><u>B. Higher education sector</u></p> <p>Include all private non-profit organizations mainly serving institutions of higher education and classified in the Private non-profit sector.</p>	<p><u>B. Higher education sector</u></p> <p>Institutions of Higher education (Universities and "vuzy").</p>
<p><u>C. General government sector</u></p> <p>1. Exclude all government establishments or institutes serving a specific 2- or 3-digit branch of industry (see item 2 under Productive enterprise sector).</p> <p>2. Include all private non-profit organizations mainly serving the government and classified in the Private non-profit sector plus all other private non-profit institutes which cannot be classified elsewhere.</p>	<p><u>C. General government sector</u></p> <ul style="list-style-type: none"> - Academies of science - Education, culture and art (in so far as not included in Higher education sector) - Health services, social security, sport - Other government activities in the non-material sphere.
<p>(Private non-profit sector): This sector does not exist in the Unesco scheme. Reclassify all institutes as appropriate into one of the 3 other sectors which they mainly serve.</p>	<p>(The Private non-profit sector does not exist in the MPS).</p>

DEFINITION F: Full- and Part-time Personnel and Full-time equivalent

The following classifications are required in order to distinguish personnel entirely engaged in R & D activities, from those who divide their working time between R & D and other activities, and to arrive at an estimate of the volume of time devoted to R&D activities.

(1) Personnel working full-time (FT)

This includes all persons who devote all of their working time exclusively to R & D activities, including administration of R & D. The minimum working time which would be considered as full-time, e.g. 40 hours a week, will vary from one country to another.

(2) Personnel working part-time (PT)

This category includes all persons who divide their working time between R& D and other activities.

(3) Full-time equivalent (FTE)

This is an estimate of the amount of time devoted to R & D activities by the personnel in Groups F (1) and (2) above. It includes all persons working full-time on R & D activities plus the proportion of working time devoted to R & D by part-time personnel. Following is a simple example of the calculation of full-time equivalent: Four scientists, one full-time, and each of the remaining three devoting one-third of his working time to R & D activities would be the equivalent of two full-time scientists. Practical difficulties in assessing the proportion of part-time work suggest that in those cases, where more than 90 per cent of the total man-hours of an individual for a year are involved in R & D activities, he should be classified as working full-time on R & D. Similarly, no provision should be made for those individuals who devote less than 10 per cent to R & D activities. Consequently, persons classified as part-time workers would thus be those individuals who devote approximately 10 to 90 per cent of their time to R & D activities.

DEFINITION G: Field of Specialization or Training

(1) Exact and natural sciences

Include astronomy, bacteriology, biochemistry, biology, botany, chemistry, entomology, geology, geophysics, mathematics, meteorology, mineralogy, physics, zoology and related subjects.

(2) Engineering and technology

This category includes engineering proper, such as chemical, civil, electrical and mechanical engineering and specializations thereunder; applied sciences such as geodesy, industrial chemistry, and the like; specialized technologies or interdisciplinary fields such as industrial engineering, metallurgy, mining, naval architecture, systems engineering, textiles and related subjects.

(3) Medical sciences

Comprises anatomy, dentistry, medicine, midwifery, nursing, optometry, osteopathy, pharmacy, physiotherapy, public health and related subjects.

DEFINITION G: (continued)

(4) Agriculture

Covers agronomy, dairying, fisheries, food processing, forestry and forest products, horticulture, rural science, veterinary medicine and related subjects.

(5) Social sciences

Please include banking, commerce, diplomacy, economics, ethnology, geography, home economics, international relations, journalism, political science, psychology, public administration, social welfare, sociology, statistics and similar subjects. If subject fields other than those enumerated are included, please specify. Exclude humanities and fine arts.

DEFINITION H: R & D Expenditure

In order to cover the full costs of R & D activities and to avoid double-counting, the measurement of expenditure should include all intramural current operating costs including overheads and intramural capital expenditure as defined below:

(1) Current expenditure

This includes wages and salaries and all related elements of labour, including such "fringe benefits" as bonuses, holiday pay, contributions to pension funds, payroll taxes, etc. Also included are all expendable supplies and minor equipment and other supporting costs including share of overheads, for example: rent, maintenance and repair of buildings, replacement of office furniture, water, gas, electricity, administrative expenses, etc. Major items of equipment should be included in the category of capital expenditure. Current expenditure should be separated into:

- (i) Total labour costs
- (ii) Other current costs

(2) Capital expenditure

Includes actual expenditure or investment in land, buildings and major equipment (during the year of reference). Actual expenditure should be shown if possible. If this is not possible, the prorata share of common facilities should be given. Any depreciation, e.g. on major instruments, equipment and buildings, should be excluded.

Notes: It must be emphasized that the costs of R & D activities should be calculated only on the basis of intramural expenditure for R & D. Figures on the distribution of extramural expenditure are not requested. A clear distinction must be made between these to avoid double-counting. Intramural expenditure refers to funds used for the performance of R & D within a particular organization or sector of the economy, regardless of the source. Extramural expenditure refers to payments made for the performance of R & D outside a particular organization or sector of performance. Such payments can take the form of contracts or donations and they can be made in cash or kind (e.g., equipment made available to the performer). The extramural expenditure of the financing organization will appear as intramural expenditure in the performing organization which receives the funds.

DEFINITION G : (continued)

Notes: (continued)

The total national expenditure for R & D is defined for the purpose of this survey as the total expenditure for R & D within the national territory of a particular country. This concept comprises current and capital expenditures for R & D undertaken in any facilities within the country, excluding those used by international organizations located in the country; it does, however, include those facilities located abroad, which are used to undertake an integral part of the national R & D programme, such as ships, vehicles, aircraft and space satellites operated by domestic organizations and testing grounds or facilities which may be leased or acquired abroad.

DEFINITION I: Source of Funds

The sources of finance for intramural expenditure on R & D should be recorded and classified as follows:

(1) Government funds

This includes all funds originating from the ordinary or extraordinary budget or from extra-budgetary sources of both the central government and the state and local governments such as provincial, district or county, municipal, town or village. It also includes the funds originating from those intermediary public and private organizations which are set up by government and whose financial means are exclusively provided by government.

(2) Productive enterprise funds

This includes all those funds allocated to R & D by establishments as defined in Definition E (1) which originate from the economic activities of these establishments. That is, the R & D funds are available from the production of goods and services for sale on the market.

(3) Special funds

This category of source of funds has been particularly retained in order to provide for the structure of finance of R & D in East European countries. As far as these countries are concerned special funds include, above all, the financial means originating from the "Technical and Economic Progress Fund" (TEPF) and from similar funds.

(Explanatory note: the financial means of the "TEPF" are usually raised by a levy on industrial turnover whilst they are disbursed by the various ministries responsible for industry).

(4) Foreign funds

This category includes all funds received from abroad for R & D performed inside the reporting country by establishments, departments, and institutions which are included in the sectors of performance as defined in this questionnaire. It would cover funds received from international organizations (whether located inside or outside the country), foreign governments, and private funds from abroad, including funds from parent or affiliated organizations or companies abroad.

DEFINITION I: (continued)

(5) Other funds

Includes all funds which cannot be classified in one of the preceding categories, such as endowments or gifts. As far as possible these should be specified. This category also includes own funds of institutions of higher education whereas own funds of productive enterprises would be classified under productive enterprise funds.

Notes: Please exclude from this survey all funds used by international governmental or non-governmental organizations which are located in the country (see also note to Definition H).

Where R & D funds pass through several organizations the final performer should indicate, to the extent possible, the original source of its R & D funds. This is particularly relevant in the following two cases:

- (a) Sub-contracts: Enterprises frequently sub-contract government financed R & D projects to other firms. In this case the firm which executes the sub-contract should report the funds allocated to this project as government funds.
- (b) Intermediary organizations: Where intermediary organizations finance R & D with non "earmarked" funds which originate from two or more sources (productive enterprises, government, private grants or donations, abroad, etc.) it is suggested to pro rate these funds among the various performers, by source.

DEFINITION J: Scientific and Technical Education and Training (E & T)

Following existing Unesco practice in the branch of educational statistics E & T is defined as any:

- vocational education and training at the second level which aims at preparing pupils directly for a trade or occupation, practical, technical and scientific. Excluded is teacher training, which aims at preparing the pupils directly for teaching;
- education and training at the third level, including education and training at institutes and organization administered by a university for training purposes on behalf of other Organizations. Exclude education of teachers at non-university institutions and education of pre-primary and primary school teachers.

Note: E & T should only include education provided by private and public schools defined as follows:

- (i) A public school is a school operated by a public authority, (national, federal, state or provincial, or local), whatever the origin of its financial resources.
- (ii) A private school is a school not operated by a public authority, whether or not it receives financial support from such authorities. Private schools may be defined as aided or non-aided, respectively, according as they derive or do not derive financial support from public authorities.

It thus excludes the teaching and training activities of firms.

DEFINITION K: Statistical Unit

In principle the unit of observation and classification used in the Productive enterprise sector should be the establishment. In the case of industries of government the unit may be a government department, an establishment or a similar unit which is to be included in this sector according to its main activity. In order to delineate establishments, it will be necessary to divide up incorporated enterprises and to segregate the activities of government bodies and private non-profit institutions which are to be classed as industries, from their other activities. The cost structure of and the employment in overhead services should be pro rated among the establishments which are part of an incorporated enterprise.

The statistical unit used in the General government sector should be a major organizational body, separately functioning or separately identifiable within a government department or instrumentality. Such a unit may be a division, a laboratory or institute, a bureau, a central office, etc.

DEFINITION L: National objectives of R & D (to be defined by the meeting of experts)

DEFINITION M: Industries used in the questionnaire in reference to I.S.I.C. (corresponding to I-digit divisions of I.S.I.C.)

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WBG ARCHIVES

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE
FOR RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

(a) Country

(b) Name and address of the organization(s) completing the questionnaire :
.....
.....

(c) Name and address of the organization co-ordinating the replies to this questionnaire (if more than one organization is involved in the completion):
.....
.....

Please mail one completed copy of this questionnaire to :

Division of Statistics on Science and Technology
Office of Statistics
Unesco
Place de Fontenoy
Paris-7^e

by:

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

General Information

As stated in the letter which transmitted this questionnaire, the Annual Survey of Manpower and Expenditure for Research and Experimental Development (R & D) results from the recommendations for "a concise questionnaire with a limited number of the most important indicators, for which all countries would be expected to be able to provide the data,.." as specified in Article 23 of the Final Report of the Joint Unesco/Economic Commission for Europe Working Group on Statistics of Science and Technology, held in Geneva 2-6 June, 1969. It is intended that this questionnaire will be distributed to the Member States during the first half of each year. Changes from year to year will be kept to an absolute minimum in order to maintain continuity.

Since Member States are expected to be able to provide all of the data called for in this Annual Survey, the questionnaire has been confined to the essential aspects of R & D. It contains eight questions, the first four dealing with manpower and the remaining items relating to expenditures for research and experimental development.

The tables are self-explanatory except for the definitions of the various concepts involved. These definitions appear in the Appendix at the back of this questionnaire and should be followed as specified in order to maintain international comparability. It is recognized however, that data already available in a particular country may not conform exactly to these definitions. Nevertheless, in the interest of having the most complete response possible, please provide these data, explaining differences in a footnote or attachment. In cases where the data are based on a national survey, please *attach a specimen copy of the questionnaire(s)* and definitions used,

Correspondingly, where complete detailed information is unavailable, please provide partial data or estimates to the fullest extent possible, again using footnotes and attachments to elaborate, clarify and explain. In order to help evaluate the reliability of the data, it would be useful to know how the data were estimated, the source of the data, etc.

All information should relate to the year 1969. Where data for any particular subject are not available for that year, use the most recent information available and show the year of reference. Additionally, please indicate the calendar or fiscal year used for the expenditure data.

For calculating expenditure, please be certain to avoid double-counting by restricting these counts to *intra-mural* expenditure only. This is explained more fully in Definition H of the Appendix.

Please use the following standard symbols, as required:

Data not available	...
Quantity nil or negligible	-
Estimated or provisional data	*

For purposes of identification, please complete Items (a), (b), and (c) on the cover page of this questionnaire.

All questions relating to the completion of this questionnaire should be addressed to: Division of Statistics on Science and Technology, Office of Statistics, Unesco, Place de Fontenoy, Paris (7^e)- France. Please return only one completed copy of this questionnaire to this address before 1 July, 1970. The remaining two copies are for your records or files.

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

**Table 1. Total stock and number of economically active scientists,
engineers and technicians**

	Scientists and engineers (i)	Technicians (ii)
a. Total stock	_____	_____
b. Women	_____	_____
c. Number economically active	_____	_____
d. Women	_____	_____

Year of reference : _____

For definitions of the concepts used in this Table, please refer to Appendix as indicated:

- Scientists and engineers - Definition A (1)
- Technicians - Definition A (2)
- Total stock - Definition B
- Economically active - Definition C

Explain, if necessary :

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

Table 2. Personnel engaged in research and experimental development,
by type and field of specialization or training

	Full-time (i)	Part-time (ii)	Full-time equivalent (iii)
a. TOTAL ¹	_____	_____	_____
b. SCIENTISTS AND ENGINEERS ²	_____	_____	_____
c. Exact and natural sciences	_____	_____	_____
d. Engineering and technology	_____	_____	_____
e. Medical sciences	_____	_____	_____
f. Agriculture	_____	_____	_____
g. Social sciences	_____	_____	_____
h. Other (please specify)	_____	_____	_____
i. Engaged in the administration of R&D	_____	_____	_____
j. Women	_____	_____	_____
k. TECHNICIANS ³	XXX	XXX	_____
l. Women	XXX	XXX	_____
m. OTHER PERSONNEL ³	XXX	XXX	_____

Year of reference : _____

- 1) The sum of items b, k and m must equal item a.
- 2) The sum of items c through h must equal item b.
- 3) Information is required only for column (iii); normally this should equal the total number of persons in this category.

For definitions of the concepts used in this Table, please refer to Appendix as indicated :

- Scientists and engineers - Definition A (1)
- Technicians - Definition A (2)
- Other personnel - Definition A (3)
- Research and experimental development - Definition D
- Field of specialization or training - Definition G
- Full-time, part-time or full-time equivalent - Definitions F (1), F (2), and F (3)

Explain if necessary :

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

**Table 3. Personnel engaged in research and experimental development,
by sector of performance, in full-time equivalent**

	Full-time equivalent		
	Scientists and engineers (i)	Technicians (ii)	Other personnel (iii)
a. TOTAL ¹	_____	_____	_____
b. Productive enterprise sector	_____	_____	_____
c. Higher education sector	_____	_____	_____
d. General government sector	_____	_____	_____

Year of reference : _____

1) The sum of items b, c, and d must equal item a.

For definitions of the concepts used in this Table, please refer to Appendix as indicated :

- Scientists and engineers - Definition A (1)
- Technicians - Definition A (2)
- Other personnel - Definition A (3)
- Research and experimental development - Definition D
- Sector of performance - Definition E
- Full-time equivalent - Definition F (3)

Explain, if necessary :

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

Table 4. Historical trend in personnel engaged in research and experimental development, in full-time equivalent

Year of reference	Full-time equivalent	
	Total personnel engaged in R & D (i)	Scientists and engineers engaged in R & D (ii)
19	_____	_____
19	_____	_____
19	_____	_____
19	_____	_____
19	_____	_____

For definitions of the concepts used in this Table, please refer to Appendix as indicated:

- Research and experimental development - Definition D
- Type of personnel - Definition A
- Full-time equivalent - Definition F (3)

Note: *Please show data for the five most recent years available. If there are differences in comparability and concepts from year to year, please explain on an attached sheet.*

Explain, if necessary:

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

**Table 5. Total expenditure for research and experimental development,
by type of cost and sector of performance**

	Productive enterprise sector (i)	Higher education sector (ii)	General government sector (iii)
a. TOTAL EXPENDITURE ¹	_____	_____	_____
b. CURRENT EXPENDITURE ²	_____	_____	_____
c. Labour costs	_____	_____	_____
d. Other current costs	_____	_____	_____
e. CAPITAL EXPENDITURE	_____	_____	_____

National currency Monetary unit

Year of reference : Calendar year, or
Fiscal year beginning

1) The sum of items b plus e must equal item a.
2) The sum of items c plus d must equal item b.

For definitions of the concepts used in this Table, please refer to Appendix as indicated:
Research and experimental development - Definition D
Expenditure - Definition H
Sectors of performance - Definition E

Note: *In order to avoid "double-counting", please include only intramural expenditure in this Table
(See Note to Definition H).*

Explain, if necessary:

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

Table 6. Current expenditure, by type of research and experimental
development activity

a. TOTAL ¹	_____
b. Fundamental research	_____
c. Applied research	_____
d. Experimental development	_____

National currency Monetary unit

Year of reference: Calendar year....., or
Fiscal year beginning

1) The sum of items b, c and d must equal item a.

For definitions of the concepts used in this Table, please refer to Appendix as indicated:

Current expenditure - Definition H (1)
Type of R & D activity - Definition D

Note: In order to avoid "double-counting", please include only intramural expenditure in this Table.

Explain, if necessary:

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

**Table 7. Total expenditure for the performance of research and
experimental development, by source of fund**

	Total expenditure for R & D (i)	Current expenditure for R & D (ii)
a. TOTAL ¹	_____	_____
b. Government funds	_____	_____
c. Special funds	_____	_____
d. Productive enterprise funds	_____	_____
e. Foreign funds	_____	_____
f. Other funds	_____	_____

National currency Monetary unit

Year of reference : Calendar year, or
Fiscal year beginning

1) The sum of items b through f must equal item a for each column.

For definitions of the concepts used in this Table, please refer to Appendix as indicated:

- Research and experimental development - Definition D
- Expenditure - Definition H
- Source of funds - Definition I

Note: In order to avoid "double-counting", please include only intramural expenditure in this Table.

Explain, if necessary:

ANNUAL SURVEY OF MANPOWER AND EXPENDITURE FOR
RESEARCH AND EXPERIMENTAL DEVELOPMENT, 1969

**Table 8. Historical trend in total expenditure for research and
experimental development**

Year of reference	Total expenditure (i)	Current expenditure (ii)	Capital expenditure (iii)
19	_____	_____	_____
19	_____	_____	_____
19	_____	_____	_____
19	_____	_____	_____
19	_____	_____	_____

National currency Monetary unit

Year of reference: Calendar year, or
Fiscal year beginning

For definitions of the concepts used in this Table, please refer to Appendix as indicated:
Research and experimental development - Definition D
Expenditure for R & D - Definition H

Notes: *In order to avoid "double-counting", please include only intramural expenditure in this Table.*

Please show data for the five most recent years available. If there are differences in comparability and concepts from year to year, please explain below.

Explain, if necessary:

APPENDIX

DEFINITIONS OF CONCEPTS USED IN THIS SURVEY

DEFINITION A: TYPE OF PERSONNEL

(1) *Scientist and engineer*

This group includes any person who has received scientific or technical training in the exact and natural sciences, engineering, agricultural, medical and social sciences as specified below:

- (i) Completed education at the third level leading to an academic degree.
- (ii) Completed third level non-university education (or training) which does not lead to an academic degree but is nationally recognized as qualifying for a professional career. It is necessary for each country to establish criteria for distinguishing between scientists and engineers as defined on this basis and technicians who have received formal training.
- (iii) Training and professional experience which is nationally recognized (e.g. membership in professional societies, professional certificate or licence) as being equivalent to the formal education indicated in (i) and (ii).

(2) *Technician*

This group includes any person who has received specialized vocational or technical training in any branch of knowledge or technology as specified below:

- (i) One to two years' training beyond completed education at the second level or three to four years' training beyond the first cycle of secondary education, whether or not leading to a degree or diploma.
- (ii) On-the-job training and professional experience which is nationally recognized as being equivalent to the level of education indicated in (i). If the number of persons who qualify as technicians under this definition (ii) represents more than 10% of the total number of technicians, their number or percentage should be shown in a footnote.

Laboratory assistants who meet the requirements (2) (i) and (ii) are also classed as technicians.

(3) *Other personnel*

The residual group includes skilled workers, such as machinists, sheet metal workers and other trade workers, operatives etc., as well as unskilled workers; all clerical, administrative and other supporting personnel such as secretarial, security, janitorial and maintenance personnel engaged in general «house-keeping» activities.

DEFINITION B: TOTAL STOCK OF SCIENTISTS, ENGINEERS AND TECHNICIANS

Total number of scientists, engineers and technicians as described in Definition A (1) and (2) without regard to age, economic activity or any other characteristic.

DEFINITION C: NUMBER OF ECONOMICALLY ACTIVE SCIENTISTS, ENGINEERS AND TECHNICIANS

This group includes all scientists, engineers and technicians as specified in Definition A (1) and (2) who are engaged in, or actively seeking work in, some branch of the economy at the time of reference. For scientists and engineers include only those persons who are employed at the *professional level*; that is, one which normally requires a third level education or equivalent.

APPENDIX

DEFINITION D : RESEARCH AND EXPERIMENTAL DEVELOPMENT (R & D)

In general R & D is defined as any creative systematic activity undertaken to increase the stock of scientific and technical knowledge and to devise new applications.

It should exclude scientific education, scientific and technical information, general purpose data collection, routine testing, standardization and other technological activities related to production or use of established products or processes, as well as large scale mineral and petroleum prospecting for exploitable deposits and not essentially for basic geological knowledge. In the social sciences include activities of a research nature related to the solution of economic or social problems, but exclude routine activities such as censuses, market studies, etc. In the medical sciences exclude intensive medical care.

The criterion for distinguishing R & D from non-R & D activities is the presence or absence of an appreciable element of novelty or innovation.

(1) Fundamental research

Any activity directed towards the increase of scientific knowledge or discovery of new fields of investigation, without any specific practical objective.

(2) Applied research

Any activity directed towards the increase of scientific knowledge but with a specific practical aim in view.

(3) Experimental development

Systematic use of the results of fundamental and applied research and of empirical knowledge directed towards the introduction of new materials, products, devices, processes and methods, or the improvement of existing ones, including the development of prototypes and pilot plants.

DEFINITION E : SECTORS OF PERFORMANCE

The sectors of performance identify those areas of the economy in which R & D work is performed. The term "sector of performance" distinguishes the execution or performance of R & D activities, from their financing (sources of funds: see Definition I). Three sectors of performance have been established for the purpose of this survey and defined, to the fullest extent possible, in accordance with the sector definitions of the United Nations "System of National Accounts" (SNA) and the "System of Material Product Balances" (MPS) as used by socialist countries:

(1) Productive enterprise sector

This sector includes both domestic and foreign-owned industrial and trading establishments located in the country, which produce and distribute goods and services for sale, and organizations directly serving them, whatever their form of ownership, private, non-profit, or government. It includes government monopolies and nationalized industries, particularly public utilities, transport undertakings, post offices, communications and broadcasting, and all other government establishments which function as productive enterprises. Also included are governmental or non-governmental organizations and private non-profit institutions mainly or exclusively serving productive enterprises. In socialist countries R & D institutes of branch ministries are to be classified in this sector.

The following may serve as an additional criterion for the inclusion or exclusion of servicing organizations and institutions in the Productive Enterprise Sector:

In so far as governmental institutes and organizations or individual departments of institutes and organizations are mainly or exclusively serving a specific 2 or 3-digit branch of the Productive Enterprise Sector (defined in terms of the International Standard Industrial Classification of all Economic Activities, ISIC) they should be classified with this sector. All other such institutes or organizations serving a wide group of industries or having a very general and broad field of research or scientific activity serving the community as a whole should be classified with the General government sector.

APPENDIX

DEFINITION E : (continued)

Particular difficulties may arise in classifying organizations such as industrial, transport and agricultural R & D institutes which are mostly set up and financed by government and serving both specific 2 or 3-digit branches of the economy and the community as a whole. Where the activities of such institutes cannot be assigned properly to the sectors concerned it is advisable to classify them entirely with the General government sector.

(2) *Higher education sector*

This sector comprises all institutions of higher education at the third level which require, as a minimum condition of admission, the successful completion of education at the second level, or evidence of the attainment of an equivalent level of knowledge, i.e., all universities, colleges of technology, etc., whatever their source of finance, or their legal or economic status. It also includes experimental stations, clinics, and research institutes operating under the direct control of institutions of higher education, administered by or associated with them. Please exclude national research councils which are classified in the General government sector.

(3) *General government sector*

Since the two sectors described above already include selected major government activities, the General government sector therefore comprises a residual of government R & D activities. These are often important in volume and relevance.

This sector should include all bodies, departments and establishments of government - central, state or provincial, district or county, municipal, town or village - which serve the community as a whole, and engage in a wide range of usual government services such as administration, defence and regulation of public order, health, cultural, recreational and other social services and promotion of economic growth and welfare and technological development. It includes laboratories of national research councils as well as academies of science, professional scientific organizations, state museums, scientific societies and other non-profit organizations which primarily serve government, even though they are not formally part of government. Excluded are institutions of higher education, as well as government monopolies and nationalized industries which function as productive enterprises and government services and organizations which serve enterprises of a specific 2 or 3-digit group of the economy. These belong to the Productive enterprise sector, or the Higher education sector, as defined in E (1) and E (2).

Note: *The System of National Accounts includes another sector which comprises the "Producers of private non-profit services to households". Consequently the OECD system of R & D statistics which largely follows the sector-breakdown of the SNA, also provides for this additional sector, entitled "Private non-profit sector". Since this sector can scarcely be distinguished in either the socialist or in developing countries, it seems more appropriate for the purposes of this survey to group the institutes of this sector with the three other sectors which they may serve. The Private non-profit sector is in any case very small and it is sometimes difficult to classify institutions because of their hybrid character. In borderline cases, such institutes should be classified in the General government sector.*

APPENDIX

DEFINITION E : (continued)

GROUPINGS REQUIRED UNDER OECD AND CMEA SYSTEMS TO CONSTRUCT
UNESCO CLASSIFICATION OF R & D BY SECTORS OF PERFORMANCE

Conversions required for countries following the OECD system	Conversions required for countries following the CMEA system
<p><i>General Note</i> : The OECD sector classification is mainly derived from the SNA. The basic difference is that it identifies Higher education as a separate sector. OECD sector definitions are largely compatible with the proposed Unesco definitions.</p>	<p><i>General Note</i> : The CMEA scheme does not suggest a breakdown by sectors but, following the MPS, a breakdown by activities within the sphere of material production and the non-material sphere. These activities can relatively easily be rearranged by sectors.</p>
<p>A. Productive enterprise sector</p> <p>1. include all private non-profit organizations mainly serving enterprises and classified in the OECD system in the Private non-profit sector.</p> <p>2. Include all government establishments or institutes serving a specific 2 - or 3 - digit branch of industry and classified in the General Government sector.</p>	<p>A. Productive enterprise sector</p> <p>All independent and non-independent R & D units active in one of the following branches of the national economy :</p> <ul style="list-style-type: none"> - industry (manufacturing) - construction - agriculture - forestry - transport - communications - distributive trades - other activities in the sphere of material production. <p>This sector includes in particular the independent research institutes of the branch ministries.</p>
<p>B. Higher education sector</p> <p>Include all private non-profit organizations mainly serving institutions of higher education and classified in the Private non-profit sector.</p>	<p>B. Higher education sector</p> <p>Institutions of Higher education (Universities and " vuzy ").</p>
<p>C. General government sector</p> <p>1. Exclude all government establishments or institutes serving a specific 2 - or 3 -digit branch of industry (see item 2 under Productive Enterprise sector).</p> <p>2. Include all private non-profit organizations mainly serving the government and classified in the Private non-profit sector plus all other private non-profit institutes which cannot be classified elsewhere.</p>	<p>C. General government sector</p> <ul style="list-style-type: none"> - Academies of science - Education, culture and art (in so far as not included in Higher education sector) - Health services, social security, sport - Other government activities in the non-material sphere.
<p>(<i>Private non-profit sector</i>) : This sector does not exist in the Unesco scheme. Reclassify all institutes as appropriate into one of the 3 other sectors which they mainly serve.</p>	<p>(The Private non-profit sector does not exist in the MPS).</p>

APPENDIX

DEFINITION F: FULL-AND PART-TIME PERSONNEL AND FULL-TIME EQUIVALENT

The following classifications are required in order to distinguish personnel entirely engaged in R & D activities, from those who divide their working time between R & D and other activities, and to arrive at an estimate of the volume of time devoted to R & D activities.

(1) Personnel working full-time (FT)

This includes all persons who devote all of their working time exclusively to R & D activities, including administration of R & D. The minimum working time which would be considered as full-time, e.g. 40 hours a week, will vary from one country to another.

(2) Personnel working part-time (PT)

This category includes all persons who divide their working time between R & D and other activities.

(3) Full-time equivalent (FTE)

This is an estimate of the amount of time devoted to R & D activities by the personnel in Groups F (1) and (2) above. It includes all persons working full-time on R & D activities plus the proportion of working time devoted to R & D by part-time personnel. Following is a simple example of the calculation of full-time equivalent: Four scientists, one full-time, and each of the remaining three devoting one-third of his working time to R & D activities would be the equivalent of two full-time scientists. Practical difficulties in assessing the proportion of part-time work suggest that in those cases, where more than 90 per cent of the total man-hours of an individual for a year are involved in R & D activities, he should be classified as working full-time on R & D. Similarly, no provision should be made for those individuals who devote less than 10 per cent to R & D activities. Consequently, persons classified as part-time workers would thus be those individuals who devote approximately 10 to 90 per cent of their time to R & D activities.

DEFINITION G: FIELD OF SPECIALIZATION OR TRAINING**(1) Exact and natural sciences**

Include astronomy, bacteriology, biochemistry, biology, botany, chemistry, entomology, geology, geophysics, mathematics, meteorology, mineralogy, physics, zoology and related subjects.

(2) Engineering and technology

This category includes engineering proper, such as chemical, civil, electrical and mechanical engineering and specializations thereunder; applied sciences such as geodesy, industrial chemistry, and the like; specialized technologies or interdisciplinary fields such as industrial engineering, metallurgy, mining, naval architecture, systems engineering, textiles and related subjects.

(3) Medical sciences

Comprises anatomy, dentistry, medicine, midwifery, nursing, optometry, osteopathy, pharmacy, physiotherapy, public health and related subjects.

(4) Agriculture

Covers agronomy, dairying, fisheries, food processing, forestry and forest products, horticulture, rural science, veterinary medicine and related subjects.

(5) Social sciences

Please include banking, commerce, diplomacy, economics, ethnology, geography, home economics, international relations, journalism, political science, psychology, public administration, social welfare, sociology, statistics and similar subjects. If subject fields other than those enumerated are included, please specify.

APPENDIX

DEFINITION H: R & D EXPENDITURE

In order to cover the full costs of R & D activities and to avoid double-counting, the measurement of expenditure should include all intramural current operating costs including overheads and intramural capital expenditure as defined below:

(1) *Current expenditure*

This includes wages and salaries and all related elements of labour, including such "fringe benefits" as bonuses, holiday pay, contributions to pension funds, payroll taxes, etc. Also included are all expendable supplies and minor equipment and other supporting costs including share of overheads, for example: rent, maintenance and repair of buildings, replacement of office furniture, water, gas, electricity, administrative expenses, etc. Major items of equipment should be included in the category of capital expenditure. Current expenditure should be separated into:

- (i) Total labour costs
- (ii) Other current costs

(2) *Capital expenditure*

Includes actual expenditure or investment in land, buildings and major equipment (during the year of reference). Actual expenditure should be shown if possible. If this is not possible, the pro rata share of common facilities should be given. Any depreciation, e.g. on major instruments, equipment and buildings, should be excluded.

Notes: It must be emphasized that the costs of R & D activities should be calculated only on the basis of intramural expenditure for R & D. Figures on the distribution of extramural expenditure are not requested. A clear distinction must be made between these to avoid double-counting. Intramural expenditure refers to funds used for the performance of R & D within a particular organization or sector of the economy, regardless of the source. Extramural expenditure refers to payments made for the performance of R & D outside a particular organization or sector of performance. Such payments can take the form of contracts or donations and they can be made in cash or kind (e.g., equipment made available to the performer). The extramural expenditure of the financing organization will appear as intramural expenditure in the performing organization which receives the funds.

The total national expenditure for R & D is defined for the purpose of this survey as the total expenditure for R & D within the national territory of a particular country. This concept comprises current and capital expenditures for R & D undertaken in any facilities within the country, excluding those used by international organizations located in the country; it does, however include those facilities located abroad, which are used to undertake an integral part of the national R & D programme, such as ships, vehicles, aircraft and space satellites operated by domestic organizations and testing grounds or facilities which may be leased or acquired abroad.

DEFINITION I: SOURCE OF FUNDS

The sources of finance for intramural expenditure on R & D should be recorded and classified as follows:

(1) *Government funds*

This includes all funds originating from the ordinary or extraordinary budget or from extra-budgetary sources of both the central government and the state and local governments such as provincial, district or county, municipal, town or village. It also includes the funds originating from those intermediary public and private organizations which are set up by government and whose financial means are exclusively provided by government.

APPENDIX

DEFINITION I: (continued)

(2) *Productive enterprise funds*

This includes all those funds allocated to R & D by establishments as defined in Definition E (1) which originate from the economic activities of these establishments. That is, the R & D funds are available from the production of goods and services for sale on the market.

(3) *Special funds*

This category of source of funds has been particularly retained in order to provide for the structure of finance of R & D in East European countries. As far as these countries are concerned special funds include, above all, the financial means originating from the " Technical and Economic Progress Fund " (TEPF) and from similar funds.

(Explanatory note: the financial means of the " TEPF " are usually raised by a levy on industrial turnover whilst they are disbursed by the various ministries responsible for industry).

(4) *Foreign funds*

This category includes all funds received from abroad for R & D performed inside the reporting country by establishments, departments, and institutions which are included in the sectors of performance as defined in this questionnaire. It would cover funds received from international organizations (whether located inside or outside the country), foreign governments, and private funds from abroad, including funds from parent or affiliated organizations or companies abroad.

(5) *Other funds*

Includes all funds which cannot be classified in one of the preceding categories, such as endowments or gifts. As far as possible these should be specified. This category also includes own funds of institutions of higher education whereas own funds of productive enterprises would be classified under productive enterprise funds.

Notes: Please exclude from this survey all funds used by international governmental or non-governmental organizations which are located in the country (see also note to Definition H).

Where R & D funds pass through several organizations the final performer should indicate, to the extent possible, the original source of its R & D funds. This is particularly relevant in the following two cases:

- (a) *Sub-contracts*: Enterprises frequently sub-contract government financed R & D projects to other firms. In this case the firm which executes the sub-contract should report the funds allocated to this project as government funds.
- (b) *Intermediary organizations*: Where intermediary organizations finance R & D with non "earmarked" funds which originate from two or more sources (productive enterprises, government, private grants or donations, abroad, etc.) it is suggested to pro rate these funds among the various performers, by source.

UNESCO

FORM No. 26
(4-69)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INCOMING CABLE

DATE AND TIME OF CABLE: **AUGUST 14, 1970 2045**
LOG NO.: **ITT 19/14**
TO: **BALLANTINE INTBAFRAD**
FROM: **PARIS**

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

TEXT:

**GRATEFUL RELEASE JOHANSEN FOR DISCUSSION REPORT PARIS 18 TO 22 AUGUST.
PLEASE CABLE CONFIRMATION**

VANVLIET UNESCO 13313

MT

Mr. Pines
 Mr. Fries
 Mr. [unclear]
 Mr. [unclear]
 Mr. [unclear]
 Mr. [unclear]
 Mr. [unclear]
 Mr. [unclear]
 Mr. [unclear]
 Mr. [unclear]

AUG 21 REC'D

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cc Missing

UNESCO

Paris, 14 August 1970

EDUCATIONAL FINANCING DIVISION
DRAFT MISSION SCHEDULE
1 September - 31 December 1970

N.B. This schedule is provisional both as regards the countries and the staff allocation

September		October		November		December	
<u>Morocco</u> (PPM)		<u>Nigeria</u> (REC)		<u>C.A.R.</u> (REC)		<u>Malaysia</u> (RID)	
<u>Aujame</u>	ARC	<u>Chesswas</u>	GEN	<u>Botti</u>	ECO	<u>Carelli</u>	GEN
<u>Costa</u>	TEC	<u>Niger</u> (PPM EX)		<u>Spain</u> (REC)		<u>Brain</u>	AGR
<u>Bolibaug</u>	GEN	<u>Kimmins</u>	ARC	<u>Harris</u>	TEC	<u>Kluchnikov</u>	ECO
<u>Tencalla</u>	AGR	<u>Kluchnikov</u>	ECO	<u>Cameroon</u> (PIM)		<u>Syrimis</u>	TEC
<u>Fuller (c)</u>	ECO	<u>Allebeck</u>	GEN	<u>Botti</u>	ECO	<u>Korea</u> (RID)	
<u>Congo K</u> (PPM EX)		<u>IBRD</u>	TEC	<u>Kamian</u>	GEN	<u>Bolibaug</u>	GEN
<u>Kimmins</u>	ARC	<u>Paraguay</u> (PPM)		<u>Roosens</u>	TEC	<u>Ramos Saco</u>	AGR
<u>Botti</u>	ECO	<u>Carelli</u>	GEN	<u>Tencalla</u>	AGR	<u>Hervé</u>	ECO
<u>Ovadias</u>	TEC	<u>Argyropoulos</u>	ECO	<u>East Pakistan</u> (REC)		<u>Costa</u>	TEC
<u>Wilson (c)</u>	GEN	<u>Costa</u>	TEC	<u>Bolibaug</u>	GEN	<u>C.A.R.</u> (PPM)	
<u>Thailand</u> (REC)		<u>FAO</u>	AGR	<u>Philippines</u> (RID)		?	
<u>Harris</u>	TEC	<u>Matellana (c)</u>	ARC	<u>Magnen</u>	AGR	<u>Singapore</u> (PPM/APPR)	
<u>Chad</u> (APPR)		<u>Iraq</u> (REC)		<u>Chesswas</u>	GEN	?	
<u>Magnen</u>	AGR	<u>Ganeff</u>	GEN	<u>Taylor</u>	ECO	<u>Liberia</u> (REC)	
<u>Turkey</u> (APPR)		<u>Thailand</u> (PPM)		<u>Ping Lee (c)</u>	TEC	?	
<u>Ganeff</u>	GEN	<u>Ramos Saco</u>	AGR	<u>Iraq</u> (PPM)		<u>cc. Messrs. Platt, Lourié,</u>	
<u>Paraguay</u> (REC)		<u>Andersen</u>	ARC	<u>Ganeff</u>	GEN	<u>Spaulding (3), Deleon (3),</u>	
<u>Carelli</u>	GEN	<u>Ganeff</u>	SCI	<u>Aujame</u>	ARC	<u>Hoggart (3), Jimenez (2),</u>	
<u>Niger</u> (REC)		<u>Harris</u>	TEC	<u>FAO</u>	AGR	<u>Awokoya (3), de la Guardia,</u>	
<u>Palm</u>	ECO	<u>Hervé</u>	ECO	<u>Ovadias</u>	TEC	<u>Ben-Amor, Cassirer, Brolin(2)</u>	
<u>Ghana</u> (REC)		<u>Houghton (c)</u>	GEN	<u>Palm</u>	ECO	<u>Chase, Souriau (2),</u>	
<u>Ramos Saco</u>	AGR	<u>Ghana</u> (PPM)				<u>Mr. Ballantine, IBRD</u>	
		<u>Syrimis</u>	TEC			<u>All Project Officers, EFD</u>	
		<u>Alles (c)</u>	GEN				
		<u>Brain</u>	AGR				
		<u>Taylor</u>	ECO				
		<u>Ziogas</u>	ARC				

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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

téléphone : 566-5757, ~~708/87/88/708/89/88~~
câbles : Unesco Paris
télex : 27 602 Paris

référence : EDA/78/2

Dear Mr. Ballantine,

I take pleasure in sending you the Report and Recommendations of the European Round Table on "Integration of Literacy Programmes in Economic Development Projects. The contribution of Italian Enterprises", held in Turin on 22-24 April 1970.

This meeting, which was organized by the Agnelli Foundation in collaboration with Unesco as its contribution to International Education Year, followed the Round Table of Bankers, Economists and Financiers held in Rome in February 1969, whose report was sent your organization in May 1969. The subject of the Turin Round Table was the contribution of Italian enterprises to the integration of literacy programmes in economic development projects, but the ideas and recommendations are applicable outside the Italian industrial picture. I hope that similar Round Tables held elsewhere in the world, at both national and regional levels, will further develop these ideas and contribute to their implementation.

I would very much welcome your comments and suggestions, especially in terms of the Report's relevance to your work.

Very sincerely,

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

Mr. Duncan S. Ballantine
Director
Education Projects Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 2043
USA

AUG 20 REC'D

- ~~Director~~
- ~~Asst~~
- ~~Stewart~~
-
-
- Div. Files
- Op. Files

14 AUG 1970

UN
WASHINGTON, D.C. 20543
1818 H Street, N.W.
and Development
INTERNATIONAL BANK FOR RECONSTRUCTION
Education Projects Department
Director
Mr. Duncan S. Ballantine

Education
Department of Out-of-School
Acting Director
J.C. GELINA



Very sincerely,

In terms of the report's relevance to your work.

I would very much welcome your comments and suggestions, especially

contribute to their implementation.

national and regional levels, will further develop these ideas and
I hope that similar working papers will elsewhere in the world, of both
recommendations are subject to outside the ITC's international discipline.
Programmes in economic development projects, not the ideas and
the contribution of ITC's enterprises to the integration of inter-
organization in the world. The subject of the working paper was
Financing in the home in the world, whose report was sent to
Education Dept, followed the working paper of Bankers, Economists and
collaboration with UNESCO as its contribution to international

This meeting, which was organized by the American Foundation in

held in Paris on 25-27 April 1960.

Economic Development Projects. The contribution of ITC's enterprises,"
the European working paper on "Integration of inter-organizational

I take pleasure in sending you the report and recommendations of

Dear Mr. Ballantine,

REFERENCE: EDV/18/5

telex: 31 603 Paris
cables: Unesco Paris
telephone: see-21-21

Place de Fontenay, Paris-7e

- Mr. Ballantine
- Mr. G. Gelina
- Mr. ...
- Mr. ...
- Mr. ...
- Mr. ...
- Mr. ...

14 APR 1960



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

UNESCO

EUROPEAN ROUND TABLE ON:

"INTEGRATION OF LITERACY PROGRAMMES
IN ECONOMIC DEVELOPMENT PROJECTS.
THE CONTRIBUTION OF ITALIAN ENTERPRISES"

Turin, 22-24 April 1970

REPORT AND RECOMMENDATIONS

Introduction

1. The contribution of Italian enterprises to the integration of literacy programmes in economic development projects was the subject of a European Round Table held in Turin, 22-24 April, 1970. It was attended by representatives of the Italian Government, major industrial concerns, public utilities and undertakings active within Europe and the developing countries, and by delegates from educational and training establishments. The conference was organized by the Giovanni Agnelli Foundation in collaboration with UNESCO. It took place within the perspective of the Round Table of bankers, economists and financiers who met in Rome (11-13 February, 1969) to study problems of literacy, and who, convinced of the advantages of such discussions, had recommended the holding of further meetings at both regional and international level, in different countries, to examine questions arising from this important aspect of development.
2. Twenty-four participants attended the Turin Round Table, under the chairmanship of Mr. G. de Rita.
3. Welcoming the delegates, Mr. Ubaldo Scassellati, Director of the Giovanni Agnelli Foundation, stressed the importance of the Foundation attached to functional literacy, and the close interest with which it would follow the outcome of the Round Table.
4. Four documents, made available in advance to the participants, were presented by Mr. Deléon (UNESCO), Mr. Romano Calisi (Italconsult), Mr. Pepino Antolini (Impresit), Mr. Paolo Muzzioli (Comerint) and Mr. Alberto Chiaro (Techint).

5. At the instigation of the chairman (Mr. de Rita), the Round Table focussed its discussions on three questions: (i) the relation between production activities and types of training; (ii) ways of organising training and functional literacy activities for the personnel of enterprises; (iii) ways and means of financing literacy programmes within enterprises or in the framework of development projects.

Relation between production activities and types of training.

6. The participants expressed support for the concept of functional literacy programmes, and also for the idea of selected growth centres fostering outward propagation; such a policy appearing to them to correspond to the conditions and needs of present-day industry and the fulfilment of economic development plans. Within this order of ideas they related the concept of literacy programmes to the functional training and permanent education of workers engaged on development projects.
7. As a point of departure for future discussion, the participants adopted the following recommendation of the Rome Round Table (February, 1969): "In the drawing up of development plans and the re-evaluation of existing production activities, it is always imperative to take into account the importance of literacy training orientated to long and short-term aims. Functional literacy programmes should thus form an integral part of the planning and implementation of these projects".
8. The Round Table emphasized that the concept of functional literacy programmes should be understood in a broad sense, encompassing the adaptation of manpower to all the different conditions surrounding production. The Round Table agreed that the functional approach was an ecological one adapted to the working environment, to changes envisaged and to planned objectives as well as to the psychology of the worker. It was also agreed it was linked with the difficulties which workers had to face and that it proceeded from an awareness of the need for environmental determination, its different dimensions being: literacy programmes properly so-called, the technico-scientific and socio-economic types of professional training necessary to impart greater know-how and to induce changes in the worker's outlook. All these elements, it was decided, were essential to a more active participation in a developing society.
9. Meanwhile, the participants laid particular emphasis upon two points: (i) the danger of a too-narrow interpretation of the concept of functional literacy programmes in the sense of a strictly specialised training; and (ii) the risk that functional literacy programmes might increase the tensions or contradictions resulting from uneven development; and they felt that such programmes should not be the object of a restrictive and unilateral interpretation. They stressed the desirability of appropriate measures to avert this danger.

10. Recommendation I

Convinced of the advantage of the approach to functional literacy programmes defined and studied by UNESCO, the Round Table recommends its implementation in equipment operations or industrialisation projects where the training of illiterate workers is necessary. This approach the Round Table recommends to enterprises operating not only in developed countries but in those countries where a high percentage of illiteracy, or an inadequate formation, impedes the efficiency of the available manpower.

11. Recommendation II

Concerning Italy more particularly, the Round Table recommends that industrial interests, in agreement with national and local authorities, intensify their efforts with a view to integrating literacy programmes in the methods of operation henceforth recognised as necessary for functional training, and in plans of greater amplitude for professional and technical training. To this end the participants expressed the hope that the Agnelli Foundation would consider the possibility of organising meetings of representatives of industry to help to perfect methods of rationalising the training of personnel - permanent or temporary - and to establish relevant norms.

12. Recommendation III

The Round Table recommends the development in Italy, particularly in the south, of new functional training studies integrated with the World Programme. It is pointed out that in this respect it would be necessary to confirm and clarify the studies already carried out in Italy in order to determine current needs, their limits, and the time needed to carry out new programmes of functional literacy.

13. Recommendation IV

The Round Table, aware that the advancement of every enterprise, where the training of workers is concerned, is hampered by the inadequacy of information on past studies, or on those now being undertaken, suggests that exchanges of information between enterprises should be organised. It is suggested that such information should have regard to the practical conditions in which the studies were carried out (situations, meetings, circumstances, technical environment, method of organisation) as well as the types of instruction used and the methods brought to bear.

Organisation of functional literacy programmes

14. Noting the great complexity of the problems of organisation arising at several levels, the participants recognised the importance of diversifying functional literacy programmes, and adapting them to the conditions of particular environments, this

throwing into relief the importance of certain aspects of micro-scale organisation and planning. At the same time, however, they stressed the need for macro-planning and measures devolving upon concerns of national calibre.

15. The participants discussed at length the problems connected with the identification, elaboration and implementation of a policy for functional literacy programmes. It was agreed that, at the national level, this consisted essentially in harmonising development policy with literacy programmes. At enterprise level it was a question of integrating recruitment programmes - especially selection, training and promotion - in manpower estimates and plans.
16. The Round Table reviewed the problems of organisation, planning and appropriate action from the viewpoint of a better rationalisation of different elements: analysis of the situation, elaboration of terms and messages, choice and mode of using the most efficient means of communication - traditional and modern - selection and training of instructors, and so on. Rationalisation demands: (i) that each enterprise does not work in isolation; (ii) establishment of forms of collaboration between enterprises; (iii) the engagement of bodies, services or specialised institutions for certain specific work upon which depends the quality of functional literacy programmes; (iv) that more account be taken of the problems peculiar to agriculture, to each branch of industry, commerce and public works, and so on. Concerning the rationalisation of the means of communication used, the Round Table stressed the need to take into consideration the growing importance of means other than written messages.

17. Recommendation V

Whereas it is necessary to increase the contribution of Italy and other industrialised countries to the Experimental World Literacy Programme; and whereas it is important to compare functional literacy policies in the different sectors, industrial and agricultural, the Round Table urges the major Italian concerns to set up a technical committee to coordinate their efforts so that enterprises in the various sectors can work out experimental projects for functional literacy programmes, in a spirit of innovation, in a number of developing countries where it is proposed to establish major infrastructures and industrial undertakings.

18. Recommendation VI

Whereas training problems are of growing practical complexity, demanding recourse to specialist organisations (engineering firms concerned with education, departments of staffing and training, consultant engineers and so on), the Round Table hoped to see these bodies develop and become associated with the implementation of functional literacy programmes whenever the need arose.

Financing and integration with investments

19. Following certain recommendations of the Rome Round Table, the Turin conference expressed complete agreement with the idea that industrial and agricultural enterprises, banks and credit organisations, should devote a part of their resources to the training of illiterate workers; that the planning authorities should include a literacy component in all development plans; that the State should accord tax privileges to enterprises having functional literacy programmes; and, finally, that public credit organisations should advance low-interest loans for these objectives. The Turin Round Table also cited other possible financial sources, such as bilateral technical aid programmes, bank loans at national and international level and contributions from industrial enterprises.
20. Meanwhile, the participants hoped enterprises and international bodies would start supplying, on the basis of certain studies regarded as conclusive, replies to questions which planners and financiers inevitably ask themselves. It is felt appropriate, as a preliminary, to set out a certain number of facts of an economic and financial nature: on the cost of a functional literacy programme related to a given development project, on its yield, profit-earning capacity and efficiency; on the estimated losses resulting from the absence of training programmes, and the advantages to be expected from an educational initiative; and, finally, on the terms and conditions of integrating functional literacy programmes in a development plan.
21. Recommendation VII

The Round Table suggests that enterprises submitting tenders for major contracts in regions or countries where illiteracy poses manpower problems, should estimate for - or otherwise mention - the cost of literacy or training programmes constituting a vital condition for the efficient performance of the contracts.
22. Recommendation VIII

The Round Table, aware of the importance of estimating costs and advantages concerning the possible extension of functional literacy programmes, recommends that Italian enterprises should pool their information, economic and financial data relative to functional literacy programmes and the training of workers. It also expresses the hope that these enterprises, in cooperation with UNESCO and other international organisations - notably the ILO and UNIDO - will develop and put into effect a series of precise studies of the costs, returns, cost-profit relationships, the negative effects of illiteracy among workers, and so on.
23. In concluding their discussions, the participants thanked the Giovanni Agnelli Foundation for organising a Round Table which proved to be particularly fruitful.

UNESCO

cc Missions

August 14, 1970

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

Dear Rene:

You may recall that, some time ago, I promised to send you information concerning projected IBRD economic, sector and special missions. Enclosed is a copy of the first document produced under a recently established Bank system for scheduling these missions.

This document is designed largely to meet IBRD internal needs, but we have endeavored to include in it information which should also make it valuable for your purposes. I should, however, stress that the timing and composition of the missions listed are subject to change. Many of the missions have not yet been the subject of consultation with the government concerned, so I would appreciate your refraining from discussing them outside your staff.

Where it has been possible to do so, we have included in the document preliminary indications of the type of experts that you and other cooperating agencies may be able to provide. However, this letter does not constitute a specific request for such support. We will be in touch with you later in the case of each mission on which we would like your help. For your part, if you have special reasons to wish a member of your staff to be associated with any particular missions on the list, I hope you will let me know, so that I can look into the possibilities.

We intend to update the report quarterly, so I expect to be able to send you a revised version in October. In the course of time we hope to project the mission schedule over two years. As the report represents the beginning of a new form of information exchange between the IBRD and other agencies, I would welcome any comments you might have on it.

Sincerely yours,


Richard H. Demuth
Director

Development Services Department

Enc. (Sent under separate cover, air print.)

Mr. Rene Maheu

- 2 -

August 14, 1970

P.S. Let me draw your attention to the footnotes and abbreviations on the final page of the report. They should make the document more readily comprehensible to people outside the World Bank Group.

AEE:RHD:tf

Cleared with Messrs. Knapp, Aldewereld, Friedman and Blaxall

cc: Mr. Hilken

August 13, 1970

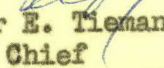
Mr. S. Schor, Chief
Division of Statistics
on Science and Technology
Office of Statistics
Communication Sector
United Nations Educational, Scientific
and Cultural Organization
Place de Fontenoy, 75
Paris 7e, France

Dear Mr. Schor,

We would be pleased to continue the discussions which you had with members of my staff last March. I am sorry I was out of the country at that time, but I do plan to be available for your forthcoming visit. Mr. Kundu and I will be pleased to meet with you on September 2 at 10 a.m., as you requested.

If you have any material you can send me in advance of the meeting, it might prove useful for the discussions.

Sincerely yours,


Arthur E. Tiemann
Chief
Statistical Services Division
Economics Department

cc: Mr. Stevenson

AETiemann:ra

VELEPOTIYU

1982 14 10 12:02

cc: Mr. Stevenson

Economic Development
Department
Office
Vernon E. Stevenson

Dear Mr. Stevenson

The meeting of the Board of Directors for the Department
is held on the 14th of October 1982 at 10:00 AM.

The meeting will be held in the Board Room of the
Department on the 14th of October 1982 at 10:00 AM. The
meeting will be held in the Board Room of the Department
on the 14th of October 1982 at 10:00 AM. The meeting
will be held in the Board Room of the Department on the
14th of October 1982 at 10:00 AM.

Dear Mr. Stevenson

Office of Economic
Development
Department
Office of Economic
Development
Department
Office of Economic
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Office of Economic
Development
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Office of Economic
Development
Department

Very truly yours,
Vernon E. Stevenson

Handwritten signature

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:

66~~4~~, AVENUE D'ÏENA, PARIS (16^e) - FRANCE

Telephone - 553-2510

August 11, 1970

Dear Ernesto,

On my return from holiday I found your letter of August 4 concerning Bank representation at the 16th Session of the General Conference of UNESCO, to be held in Paris from October 12 to November 14, 1970.

This Office will be happy to represent the Bank at the meeting but it is a little difficult to say in advance who will be free to do so. I would suggest that you write to Mr. Maheu that I shall try my best to be present and shall inform him at a later date about the names of other representatives (probably George Wishart and Fritz Steuber).

With best regards.

Yours sincerely,

Art

Arthur Karasz

Mr. Ernesto Franco-Holguin
Deputy Special Representative
for United Nations Organizations
Development Services Department
International Bank for
Reconstruction and Development
Room D 1116
Washington D.C. 20433

Washington D.C. 20542
Room D 1118
Reconstruction and Development
International Bank for
Development Services Department
for United Nations Organizations
Deputy Special Representative
Mr. Ernesto Franco-Holguin

ALFRED KATZAS

BYM

Yours sincerely,

With best regards,

Stephen)
other representatives (Director George Marzari and staff
and staff inform him of a letter dated April 1960 from the names of
write to Mr. Marzari that I shall try my best to be present
who will be free to do so. I would suggest that you
the meeting but if it is a little difficult to get in advance
this office will be happy to represent the Bank at

from October 15 to November 14, 1960.
of the General Conference of UNCTAD, to be held in Paris
Alfred V concerning Bank representation at the 1960 session.
On my return from Portugal I found your letter of

Dear Ernesto,

Alfred J. Katz

Telephone - 223-2210

600' Avenue d'Iéna, Paris (8e) - FRANCE
BANK OF AMERICA OFFICE:

СРЕДСТВО - ИДЕАЛНА БУКИ

INTERNATIONAL DELEGATION ASSOCIATION

СРЕДСТВО - ИДЕАЛНА БУКИ

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT





UNESCO
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 : ST/II/114
ST/IX/127

7 August 1970


Dear Mr. Tiemann,

I will be in Washington the first week in September. I would like to take the opportunity to continue with you or members of your staffs, the discussions started during my visit of last March.

As you know we already have our first stage questionnaire in the field. In addition, we are preparing a draft of the more comprehensive second stage which will be the subject of discussion by a Panel of Experts which will meet here at the end of September. I would like to describe it to you and in general discuss how we may insure continued cooperation between both of our statistical services.

Would September 2 at 10 a.m. be convenient to you? If not, perhaps I can telephone during the week while in Washington to arrange for an appointment. With best wishes,

Sincerely yours,


S. Schor, Chief
Division of Statistics
on Science and Technology
Office of Statistics
Communication Sector

Mr. Arthur Tiemann
Chief
Statistical Services Division
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.

U.S.V.
Washington, D.C. 20540
JSTH H Street, N.W.
and Development
International Bank for Reconstruction
Statistical Section Division
Office
Mr. Arthur Lewman

Communication Sector
Office of Statistics
on Science and Technology
Division of Statistics
2. School, Office

STUCSELEJL LONIA'

My first message
can telephone during the week while in Washington to arrange for an appointment.
Monday September 5 at 10 a.m. be convenient to you. If not, perhaps I

statistical section.
General discussion from me will involve continued cooperation between both of you
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I will be in Washington the first week in September. I would like to

Dear Mr. Lewman

SI/IX/751
reference: SI/II/771

1 August 1970

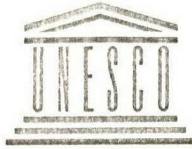
telex: 31 005 Paris
cables: Unesco Paris
telephone: 200-21721

Place de Fontenay, 12 Paris-7e



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

UNESCO



UNESCO
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
télèx : 27 602 Paris

référence : EP 8050/17/3336

7 August 1970

CONFIDENTIAL

DECLASSIFIED

MAY 11 2023

Dear Duncan,

WBG ARCHIVES

I refer to your letter of 14 June 1970 asking for a confidential evaluation of Mr. Homer Kempfer. We have now received the following from Mr. Deleon:

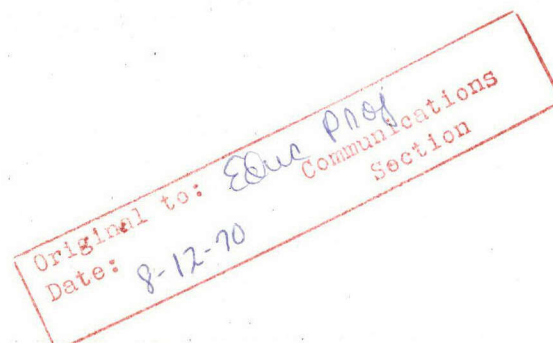
" Indépendamment des difficultés que M. Kempfer a rencontrées dans la mise en oeuvre d'un programme très spécifique de l'Unesco, il me semble pouvoir assumer la tâche que la Banque voudrait lui confier. Il a effectivement rempli les fonctions de Directeur de la Division de l'Alphabétisation d'août à novembre 1967 et, durant cette période, il a fait preuve de qualifications professionnelles valables et d'une expérience étendue en matière d'alphabétisation dans les domaines ci-après : préparation des programmes, des matériels d'enseignement, formation de cadres et d'instructeurs. "

With kind regards,

Yours sincerely,

W. Moller
Acting 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.



Indonesia: Broadcasting Mission

August 6, 1970

Mr. Werner Moller
Deputy Director
Educational Financing Division
Unesco
Place de Fontenoy
Paris 7e, France

Dear Werner:

Thank you for your letter of July 10, 1970, giving us the guidelines for the Unesco Broadcasting Mission. We particularly appreciate the close integration of the mission's work with the ongoing system's analysis study.

Sincerely yours,



Francis J. Lethem
Deputy Chief, Division II
Education Projects Department

FJL:sh

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 : 566-5757
câbles : Unesco Paris
téléc : 27 602 Paris

référence : EP 8054/11/3330

AUG 11 REC'D

*cc: Mr. Colifa
Janner
Halber
Huetter*

- Mr. Colifa
- Janner
- Halber
- Huetter
- Stewart
-
-
- Div. Files
- Op. Files

5 August 1970

Dear Duncan,

At the end of June I spent three days in Belgrade (accompanied by Unesco's Mr. Najman, who is Yugoslav), seeking the counsel of Yugoslav governmental officials on the feasibility study we are making of a proposed International Education Fund. I briefed you and Mr. Demuth on this study when I was in Washington last April. The study is now complete and I will be sending you an advance copy of the summary report as soon as it is available. I was pleased, by the way, to find that Yugoslavia is in the process of transition from an aid-receiver to an aid-supplier, that it offers a large number of scholarships and fellowships to students from developing countries and that it is doing some good technical assistance work in Africa in teaching several practical skills, such as boat-building.

But the reason I write now is to alert you that Yugoslavia itself expects to undertake some educational innovations and reforms, probably calling on external assistance from both UNDP and the World Bank Group. They want to explore the use of educational television for modernizing curriculum and teaching methods; they are interested in the potential for computer-assisted instruction and computer-managed educational planning and scheduling (perhaps some of the same kind of experiments now being organized in Spain) and they want to apply modern management techniques in education.

Mr. Najman and I expect the Government to apply to UNDP for some kind of reconnaissance mission to help formulate the programme. The earliest timing they are considering for such a mission would be November or December of this year. After consulting with Van and Moller, I have advised the Yugoslav Delegate to Unesco that if they contemplate eventually seeking some kind of loan or credit from the World Bank Group they would do well to write to the Bank at the outset, informing you of their intentions.

.../...

Mr. D.S. Ballantine,
Director,
Education Projects Department,
International Bank for Reconstruction
and Development,
1818 H Street N.W.,
WASHINGTON D.C. 20433, U.S.A.

WASHINGTON D.C. 20540 U.S.A.
 1818 H Street N.W.
 and Development
 International Bank for Reconstruction
 Education Projects Department
 Director
 Mr. D.S. Bajramovic

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education organized in Zbani) and they want to apply modern management techniques in and scheduling (perhaps some of the same kind of experiments now being for computer-assisted instruction and computer-managed educational planning curriculum and teaching methods; they are interested in the potential they want to explore the use of educational television for modernizing setting on external assistance from both UNDP and the World Bank Group. expects to undertake some educational innovations and reforms, properly but the reason I write now is to alert you that Yugoslavs itself

skills, such as post-graduate. Good technical assistance work in Africa in teaching several practical skills to students from developing countries and that it is doing some and-subject, that it offers a large number of scholarships and fellowships. Yugoslavia is in the process of transition from an aid-receiver to an as soon as it is suitable. I was pleased, by the way, to find that complete and I will be sending you an advance copy of the summary report on this study when I was in Washington last April. The study is now proposed International Education Fund. I referred you and Mr. Demuth Governmental officials on the feasibility study we are making of a UNESCO, Mr. Williams, who is Yugoslav, seeking the counsel of Yugoslav At the end of June I spent three days in Belgrade (accompanied by

Desi Dunicu

reference : EB 8024/JT/2220

telex : 21 002 Paris
 cables : UNESCO Paris
 telephone : 206-2121

Place de Fontenay, Paris-16

- Ob. Files
- DA. Files
-
-
- Special
- File
- Correspond
- S. Services

2 August 1960

AVUL I BECO

Handwritten notes in red ink:
 1960
 1960
 1960
 1960



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

UNESCO -

It occurs to us that you might want to consider some sort of mission under the Cooperative Programme, thus participating in the early stages, so that any future applications you may receive will be within the guidelines of interest to the Bank.

It is, of course, possible that Yugoslavia may not decide to seek outside help in this matter, but it seemed important for me to keep you advised.

Best regards,

Yours sincerely,



William J. Platt,
Director,
Department of Planning and
Financing of Education.

Mr. Sten S. Allebeck
Division of Methods, Materials
and Techniques,
Unesco,
Place de Fontenoy,
Paris 7e, France.

August 5, 1970

Dear Sten,

After a short note was sent to Mr. Carelli, I became aware that you might have mislaid my letter dated July 15. I am enclosing a copy of it, and I will appreciate if you check its contents, particularly item (5).

Sincerely yours,



Shigenari Futagami.

SF:lh

c.c. Mr. Carelli

August 4, 1970

Dr. Emily Vargas-Baron
Department of School
and Higher Education,
Division of Curriculum
and Research,
United Nations Educational,
Scientific and Cultural
Organization,
Place de Fontenoy,
75 Paris-7^e,
France

Dear Dr. Vargas-Baron:

Thank you for your letter of July 22, 1970, requesting information regarding specialists in the field of Technical-vocational teacher training to assist you as consultants and experts for projects design and development. Because of a pressing schedule, I have not as yet been in a position to compile the intelligence you desire; however, I will be able to submit my proposals to you within the next two weeks.

Sincerely yours,



Mats Hultin
Education Advisor
Education Projects Department

MHultin/mak

UNESCO

August 4, 1970

Mr. Arthur Karasz
Director
International Bank for Reconstruction
and Development
European Office
66 Avenue d'Iena
Paris 16e, France

Dear Arthur:

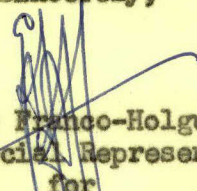
Attached is a letter of July 24, 1970 from Mr. Maheu to Mr. McNamara, inviting the Bank to be represented at the Sixteenth Session of the General Conference of Unesco.

As I understand it, it is customary for your office to arrange for Bank representation at these meetings. I take it therefore, that you will advise Unesco directly of the name of our representative. Please send us a copy for our records.

I have cleared this with Mr. Ballantine who thinks that it is not necessary to send anyone from the Washington office.

Best regards,

Sincerely,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

Encls. Incoming letter and attachments.

cc: Mr. Ballantine
EFranco:da

OFFICE MEMORANDUM

TO: FILES

DATE: July 30, 1970

FROM: S. J. G. Burt *SJB*SUBJECT: Arrangements with Unesco

I telephoned Mr. Moller at Unesco this morning on a number of matters. Firstly, I told him that the Consultative Group for Thailand would meet on September 29, 1970, to consider financial assistance to Thailand during the next 2 or 3 years and our South Asia and Pacific Department considers it very important and would be very appreciative if copies of the preliminary draft PIM report could be sent to Thailand in time for certain officials to study it before the Consultative Group's meeting. Mr. Moller said that he would endeavor to provide the copies required as quickly as possible and I promised to cable the names and addresses of the officials to receive these copies.

Secondly, I asked if Mr. Ganefff could be made available for about 2 weeks during September to collaborate with our appraisal mission to Turkey to which he replied that a message concerning Mr. Ganefff's availability was already en route to the Bank.

Thirdly, Mr. Moller said that he would examine the possibility of Mr. Magnen joining the Chad mission for about 2 weeks commencing September 10 to examine the transfer of the agricultural institute from Ft. Lamy to Ft. Archambault.

Lastly, I gave Mr. Moller advance notice of our tentative program for developing a second project in eastern Nigeria to be followed by an extended PIM in early 1971.

SJGB:lm

cc: Messrs. Ballantine
Calika
Sung
Stam

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE: JULY 30, 1970 2105

LOG NO.: ITT 7/31

TO: SIRKEN INTBAFRAD

FROM: PARIS

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

TEXT:

MAJMAN NOT AVAILABLE UNTIL AFTER GENERAL CONFERENCE PLEASE ADVISE BY
EARLY SEPTEMBER YOUR WISHES

SPAULDING UNESCO 12462

vea



UNESCO
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

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

référence : EP/P/7451

29 July 1970

Dear Duncan,

Further to Van's letter of 10 June concerning roster candidates for technical assistance posts financed from IBRD/IDA credits, I am sending herewith the curriculum vitae of five additional potential candidates. They are:

1. John TALBOT (UK)

(From 1961 to 1963 was a Unesco expert in mechanical and production engineering at the Teheran Polytechnic Special Fund project and is currently principal adviser to the Director and project co-ordinator at the National Polytechnic Institute, Barquisimeto, Venezuela, also Special Fund).

2. Olav E. PALSSON (Sweden)
3. Rodolfo H. FRANCHI PENA (Argentina)

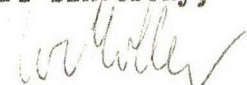
(For the past year, Mr. Franchi Pena has been a Unesco expert in industrial teaching techniques at the Regional Centre for Industrial Training in Guadalajara, Mexico, also a Special Fund project).

4. Alvaro BARRERA RUEDO (Colombia)
5. Armando SACRISTAN VICENTE (Spain)

(Since 1969, Mr. Sacristan has been a Unesco expert in planning of secondary education in Ecuador).

We would appreciate your observations on these potential candidates at your earliest convenience.

Yours sincerely,


W. Moller
Acting Director
Educational Financing
Division, EP

Mr. Duncan S. Ballantine,
Director,
Education Projects Department,
I.B.R.D.
1818 H Street, N.W.
Washington D.C. 20433
USA

Original to: *Edu. Proj.*
Date: *8-4-70*
Communications
Section



UNESCO
TU - Education

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 : EP 8054/10/3323

27 July 1970

Dear Duncan,

I refer to your cable of 22 July concerning the possibility of Ganeff participating in your appraisal mission to Turkey in September, given the fact that he would also participate in a Family Planning Mission organized by the Department of School and Higher Education. Between the lines of your cable I think you also refer to the more general issue of EFD staff participating in the execution of Unesco programmes other than the Co-operative Programme.

Let me begin with this general question. In my mind, there is no doubt that EFD staff should work exclusively for the Co-operative Programme. This has been formally agreed between the two Organizations and I think I have always strictly followed this rule. Accordingly, whenever a staff member was needed for the Co-operative Programme I felt I had to refuse requests from colleagues from other Departments for the services of this staff member.

I even went further, in view of the fact that our staff are so much away from HQs. As you know for our own programme the average is about 35%, and therefore if they would also participate in other missions, their quota of time spent in the field would easily be over-shot. Accordingly, I have told all EFD staff that time spent on other missions could not be counted as field time and that, in other words, if they wanted to participate in some other mission, they could only do so over and above the four missions or so spent for the Co-operative Programme. This is clearly understood by all concerned.

But within these narrow limits I welcome opportunities in which our staff can help other Departments. As you know we borrow staff quite often and we could like to go on doing this, but in return I should like to be able at least occasionally to meet the demand for our own expertise coming from other Departments in the House.

Mr. Duncan S. Ballantine
Director
Education Projects Department
I.B.R.D.
1818 H. Street N.W.
Washington D.C. 20433
U. S. A.

.../...

Original to: Educ. Proj.
Date: 8-3-70
Communications
Section

In the case of Ganeff, he would still be available for a mission under the Co-operative Programme in September, even though he might be away on mission during August. Whether he should then go on your mission to Turkey or on our mission to Congo Kinshasa is another matter depending upon our overall schedule of work and exchange of staff possibilities. For the time being, I must leave this to Werner since I have not at this point received your indications as to the countries to which we should give priority during the second semester of this year. But, in principle, Ganeff is available in September, at least as from mid-September.

With best wishes,

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'W. van Vliet', with a horizontal line drawn underneath it.

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

(dictated by Mr. van Vliet and
signed in his absence)

✓ UNESCO
cc: Education
cc: Employment/
Unemployment

July 27, 1970

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

Educ. Proj. Dept.

Dear Malcolm:

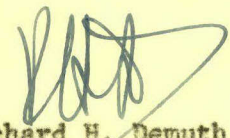
Thank you for sending me your paper ^{*} on employment and education. I have read it with interest and passed it on to some of my associates dealing with educational and unemployment matters.

July 9

Your letter unhappily calls attention to your retirement at the end of the year. All during my 24 years of international service you seem to have been prominently in the picture and it is hard to realize that one of the stalwarts is now about to leave the scene. I was delighted to read, however, that you will be remaining associated with development problems through direction of your own Institute of Development Studies. I wish you much satisfaction in this new phase of your career. You can be sure that, if and when I get to Madras, I will visit you.

With all good wishes,

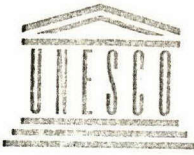
Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

** Some Random Thoughts on a Possible Employment-Education Correlation*



UNESCO
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

1, rue Miollis, 75 Paris-15^e

adresse postale : B.P. 3.07 Paris

téléphone : 566-57.57

câbles : Unesco Paris

télex : 27 602 Paris

référence : DG/8/A.761

MAIL ADDRESSED
TO THE
PRESIDENT

24 JUL. 1970

Subject: Sixteenth session of the General Conference

Sir,

I have the honour to inform you that the sixteenth session of the General Conference of the United Nations Educational, Scientific and Cultural Organization will open at the Headquarters of the Organization in Paris on Monday 12 October 1970 at 10.30 a.m. It is expected to close on Saturday 14 November 1970.

I have pleasure in inviting your Organization to be represented at this session. I should be glad to be informed of the name of your representative at your convenience.

... The Provisional Agenda of the Conference as drawn up by the Executive Board at its 84th session is enclosed with this letter (document 16 C/1), together with the following documents:

- 16 C/2 Organization of the work of the sixteenth session of the General Conference: recommendations by the Executive Board
- 16 C/INF.1 Practical arrangements for the sixteenth session of the General Conference
- 16 C/INF.2 Invitations to the sixteenth session of the General Conference

Other documents relating to the Conference will be dispatched to you as they become available.

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

Enclosures:

ack - 8/4/70

24 JUL 1970

René Maheu

René Maheu
Director-General

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JULY 23, 1970 1950**
LOG NO.: **RC9/24**
TO: **THIAS INTBAFRAD**
FROM: **PARIS**

ROUTING	
ACTION COPY:	MR. THIAS
INFORMATION COPY:	MR. STEVENSON
DECODED BY:	

TEXT:

REGRET UNABLE VISIT IBRD TEN FIRST DAYS AUGUST. PLAN BE IN WASHINGTON
JULY 30 31. WILL CALL YOU ON ARRIVAL NEW YORK NEXT MONDAY

CHAPDELAINÉ UNESCO 11988

vea

TYPED

JUL 24 8 44 AM 1970
COMMUNICATIONS

ASST

COMMUNICATIONS SECTION

TO: DIRECTOR, FBI (100-441100) FROM: SAC, NEW YORK (100-157100) (P)
SUBJECT: [Illegible]

TEXT

FROM:

NEW YORK

TO:

FEDERAL BUREAU OF INVESTIGATION

DATE:

JUL 24 1970

BY:

[Illegible]

DECODED BY:	NEW YORK
DATE:	JUL 24 1970
INITIALS:	[Illegible]
RECEIVED BY:	NEW YORK
DATE:	JUL 24 1970
INITIALS:	[Illegible]

COMMUNICATIONS SECTION

UNESCO

7/31
JUL 27 1970
A
Jelham
Carlin
UNESCO
Memo. EP.F 2139

23 July 1970

To : All EFD Staff
From : Director
Educational Financing Division
Subject: Title of PIM Reports

1. The present title of our PIM Reports ("Priority Projects for Educational Development") does not seem to be entirely right any longer for the kind of work we are trying to do. The Reports now under preparation (Thailand, Ghana, Pakistan, Iraq) contain an analysis of objectives and discuss ways and means to attain these objectives but say little about priority needs. In fact, the identification of projects is more and more based on development possibilities and prospects and the projects identified are no longer designed primarily to fill gaps. We are moving from remedial action to development aid.
2. To reflect this new trend in our work, I think we should invent a new title (and perhaps a new cover) for our Reports. The following title has been suggested by Chesswas and Magnen:

"Education and Development - Prospective Analysis"
"Education et Développement - Analyse Prospective"
3. However, before going any further, I would like to have the views of all EFD staff. Could you therefore please let me know:
 - (a) Whether you agree with the title proposed by Chesswas and Magnen;
 - (b) Whether you prefer the present title;
 - (c) Whether you have a suggestion for a new title different from the one proposed by Chesswas and Magnen.
4. Any ideas for a new cover design would also be welcome.

W. van Vliet
W. van Vliet

cc. Messrs. Platt, Souriau, Ballantine (IBRD)

UNESCO

Form No. 27
(3-70)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: VANVLIET
UNESCO
PARIS

DATE: JULY 22, 1970

CLASS OF SERVICE: *LT Wm Silx*

COUNTRY: (FRANCE)

TEXT:
Cable No.:

REFERENCE MOLLER LETTER JULY FIRST TO FENNELL REGARDING GANEFF SECONDMENT
EDS CEYLON FAMILY PLANNING MISSION STOP WE REQUIRE SCIENCE EDUCATOR TO
PARTICIPATE APPRAISAL MISSION TO TURKEY IN SEPTEMBER AND HOPE GANEFF WOULD BE
AVAILABLE FOR THAT ASSIGNMENT STOP AS GENERAL PROCEDURE COMMA WE WOULD BE
GRATEFUL IF IN FUTURE WE ARE INFORMED BEFOREHAND OF ANY SIMILAR SECONDMENTS
OF EPD STAFF FOR WORK OUTSIDE COOPERATIVE PROGRAM SO THAT WE SHALL BE ABLE TO
COMMENT OR SUGGEST POSSIBLE ALTERNATIVE ASSIGNMENTS STOP REGARDS

BALLANTINE

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME D. S. Ballantine, Director

DEPT. Education Projects

SIGNATURE *D.S.B. Ballantine*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: *see*
OHCalika:jsc

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

cc: Messrs. Burt
Fennell (o/r)

For Use By Communications Section

Checked for Dispatch: *V Fo*

ORIGINAL (1st copy)
 REFERENCE: ONC/11/1/10
 SIGNATURE: *[Signature]*
 TITLE: Education Professor
 NAME: D. S. VALLABHANI, DIRECTOR
 AUTHORIZED BY:

DISPATCHED
 Jul 22 7 23 PM 1970
 COMMUNICATIONS SECTION
 (10) (1/1)
 MESSAGE UNIT
 TELETYPE UNIT AND COPY DISTRIBUTION

NOT TO BE TRANSMITTED

RECEIVED

Jul 22 5 32 PM 1970
 COMMUNICATIONS

DISPATCHED

COMMENT ON SUCCESS POSSIBLE INTERMEDIATE ASSIGNMENTS SHOULD BE RECEIVED
 OF THE STATE FOR WORK OUTSIDE COOPERATIVE PROGRAM SO THAT WE SHOULD BE ABLE TO
 SKETCH IT IN ORDER WE ARE INFORMED BEFOREHAND OF THE SIGNIFICANT ASSIGNMENTS
 AVAILABLE FOR THAT ASSIGNMENT SHOULD WE CONSIDER PROCEEDING SOME WE MIGHT BE
 PUBLICLY INVOLVED MISSION TO INDIA IN SEPTEMBER AND MORE CIVIL MIGHT BE
 THE SEASON RATHER THAN THE MISSION SHOULD WE REQUIRE SCIENCE EDUCATION TO
 REFERENCE WOULD BE HELD FOR THE FIRST TO BEING RESPECTIVE CIVIL ASSIGNMENT

Cable No.
 TEXT:

COUNTRY: (REVISE)

UNIT:
 DESCO

TO: AMBASSY

SERVICE:
 CLASS OF

DATE: JUL 22 1970

OUTGOING WIRE

INTERNATIONAL TELEGRAPHIC ASSOCIATION (ITC)	REGISTRATION AND DEPARTMENT INTERNATIONAL WIRE JOB	CORPORATION INTERNATIONAL TELEGRAPHIC
---	---	--



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

JUL 27 REC'D

place de Fontenoy, 75 Paris-7^e

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

référence : EDS/948/1/6065

Mainline
 Ask
 Part
 Report

 Div. Files
 Op. Files

2 weeks
22 July 1970

Dear Mr. Hultin,

Presently we are looking for some specialists in the field of technical-vocational teacher training (secondary and post-secondary levels), to assist us as consultants and experts for project design and development. You were recommended to me as a person in contact with many such specialists.

For one consultancy, we shall need an individual experienced in women's vocational-technical teacher education, as well as the usual broad span of technological, commercial and agricultural subject areas.

Thank you in advance for your interest and kind assistance.

Yours sincerely,

Emily Vargas-Baron (Dr.)
Department of School
and Higher Education,
Division of Curriculum
and Research.

Mr. Mats Hultin
IBRD
1818 H Street
Washington D.C. 20433
U.S.A.

U.S.A.
Washington D.C. 20543
1818 H Street
IBED
Mr. M. H. H. H.

and Director
Director of International
and Higher Education
Department of School
UNESCO Paris (DL)



Yours sincerely,

Dear Sir,

I thank you in advance for your interest and kind

and attention to my project.

As well as the many other areas of technological, commercial
experience in women, a vocational-technical teacher education
for one country, we shall need an individual

needed to me as a person in contact with many other specialists
experts for project design and development. You were recom-
and best-qualified people) to assist us as consultants and
the field of vocational-technical teacher training (especially
Presently we are looking for some specialists in

Dear Mr. H. H. H.

- Ob. File
- DIA. File
-

Reference: EDA/248/1/002

25 JULY 1960

telex : 21 003 Paris
cables : Unesco Paris
telephone : 206-2121

Place de Fontenoy, 12 Paris-7e

NOTES & RECD



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

UNESCO

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

JULY 21, 1970 2225

LOG NO.:

WU 8/22

TO:

BALLANTINE INTBAFRAD

FROM:

PARIS

ROUTING

ACTION COPY:

EDUCATION PROJECTS

INFORMATION
COPY:

DECODED BY:

TEXT:

PRIMO VIEW NECESSARY REVISION SECOND SEMESTER MISSION SCHEDULE GRATEFUL
YOU INFORM US BANK PRIORITIES BY COUNTRIES. WITH PRESENT RESOURCES AND
SOME CONSULTANTS WE COULD UNDERTAKE APPROXIMATELY TWELVE MISSIONS DURING
THE PERIOD SEPTEMBER DECEMBER PROVIDED THESE CAN BE PLANNED IN ADVANCE
SECUNDO WILL ATTEND COPENHAGEN CONFERENCE WITH RAMOS SACO

VAN VLIET UNESCO 11848

vea

UNESCO

July 21, 1970

Mr. W. Moller
Acting Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
Paris - 7^e, France

Dear Werner:

Although it appears unlikely at the moment that you will participate in the Rome meeting, thank you for your letter reference EP 8050/25/3289 of June 26, 1970 to Hursit Calika with its many valuable suggestions. I have also received a letter from Henry Ergas (FAO) presenting an alternative possible agenda for the proposed meeting. It is clear that you are both in favor of broadening the discussion to include agricultural extension and research, which I agree, are basic to a consideration of agricultural education policies. I also accept your point that matters which emerge during project identification must be discussed.

From the three possible agenda for the meeting, we have tried to produce a fourth (attached) which I hope includes all the items you mentioned. The result is rather long but, in order to ensure that in future, project identification and appraisal teams are working on similar guidelines, I hope it will be possible to find time to discuss, if only briefly, all the items mentioned and endeavor to reach a consensus.

I hope that this proposed agenda will meet with your approval as there is hardly time for further discussion on the matter.

With kind regards,

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

DRBrewin:am

DRB

see

Գրկարտոն ԲՈՒՅԵՏԻ ԴԵՅՆԱՐՄԵՆԻ
ԴԻՅԵՏՐՈՒ

1970 ՅԱՄ ԴԻՅԵՏՈՒ Զ. ԲԱՂՆԱՐԻՄԵ

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ԽԵՐՔԵՆ՝

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ԱՐԵՑՈ

CONFERENCE OF AGRICULTURAL EDUCATORS

ROME - AUGUST 10-12 1970

AGENDA

1. Agricultural Development Services

- (a) Extension and Research work, cooperatives, para-statal and non-government activities, settlement schemes, state farms, mechanisation, veterinary activities, forestry, fisheries, home economics.
- (b) Cooperation between different services.
- (c) Participation of educational institutions in research.
- (d) Manpower needs.
- (e) Level and duration of training courses.
- (f) Ratio of field staff to farmers and to supervisory staff.

2. Agricultural Education Institutions

For each level (i.e., Primary, Secondary, including comprehensive Vocational, Post-Secondary, University): -

- (a) Definition and Objectives.
- (b) Optimum size - technically, economically.
- (c) Class sizes for lectures, laboratory work, workshop practice, farm practicals.
- (d) Theory/practical balance
- (e) Curricula
- (f) Staff:student ratios
- (g) Functions of the farm - size, organization
- (h) Farm buildings - design and space allocations
- (i) Equipment - laboratory, workshop, farm, audio-visual aids
- (j) Overall costs per student place.

3. Farmer Training

Value in extension

Size of institutions

Programs

Capital and recurrent costs and cost effectiveness

Recruitment

Farm policy

Staff needs

Follow up

4. Agricultural Teacher Training Programs - all levels

UNESCO

Form No. 27
(3-70)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: VAN VLIET
UNESCO
PARIS

CONFIDENTIAL

DATE: JULY 21, 1970

DECLASSIFIED

CLASS OF
SERVICE: ~~LT~~

MAY 11 2023

WBG ARCHIVES

Wa Pety Lt
Re

COUNTRY: FRANCE

TEXT:
Cable No.:

THANKS URCAB JULY 15, 1970 STOP AGREE PALM SUITABLE FOR EFD STOP
GRATEFUL YOU SEND US UPDATED C.V. FOR VU CONG LUONG AND FULLER
APPRAISAL THAN GIVEN IN GANEFF'S MISSION REPORT STOP REGARDS

BALLANTINE
~~INTDAFRAD~~

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME

D. S. Ballantine
~~XXXXXXXXXXXXXXXXXX~~

DEPT.

Education Projects

SIGNATURE

D. S. Ballantine
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

RHSFennell/OHCalika:mc

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JUL 21 7 37 PM 1970

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D. S. BELLUSCHI

COMMUNICATIONS SECTION

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~~CONFIDENTIAL~~
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СИДЕЛ'С ХОД ЗЕМД ИИ ОБУВОНЕ С'А' БОК АИ БОНС ДРОНС УИИ ВУТТЕР

Copy No:
TEXT:

ЗМУИКС ОБСОНЕ ЧИТА ТЗ' ТАЗО ЗЛОБ УОКЕИ БУИМ ЗИМУИТЕ БОК ЕИД ЗЛОБ

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ASSOCIATION

INTERNATIONAL DELEGATION

RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL BANK FOR

COOPERATION

INTERNATIONAL FINANCE



UNESCO
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
1, rue Miollis, 75 Paris-15^e

adresse postale : B.P. 3.07 Paris

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

référence : SCE/HYD/572/16/1142

16 JUL. 1970

Fils

INTERNATIONAL HYDROLOGICAL DECADE

Subject: Report of the Third Session of
the Working Group on Floods and
their Computation

Dear Sir,

I have pleasure in sending you herewith a copy of the final report of the third session of the Working Group on Floods and their Computation. This meeting was held in Paris from 11-15 May 1970.

Yours faithfully,

Res. files.

José A. da Costa
Secretary
Co-ordinating Council
IHD

To: All Chairmen of National Committees for the IHD

UNESCO

OUTGOING WIRE

TO: MOLLER
UNESCO
PARIS

DATE: JULY 14, 1970

CLASS OF
SERVICE: LT

*Wu
Telex*

COUNTRY: FRANCE

TEXT:
Cable No.: GRATEFUL IF YOU COULD ASK ROMAIN TO PASS THROUGH WASHINGTON ON
WAY HOME SPENDING TWO DAYS HERE STOP BANK WILL PAY ADDITIONAL
TRAVEL AND ACCOMODATION COSTS STOP PLEASE CABLE LIKELY DATES
OF VISIT

FENNELL
INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME R. H. S. FENNELL

DEPT. EDUCATION PROJECTS

SIGNATURE
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: RHSFennell:mc

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Mr. Calika
Mrs. Stone

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EDUCATION

NAME

R. H. HENNETT

AUTHORIZED BY

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JUL 14 3 41 PM 1970
COMMUNICATIONS

JUL 14 4 00 PM 1970
COMMUNICATIONS

MR. SCOTT

MR. SCOTT

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INTERNATIONAL
BANK

OF AIRTEL

REVALUATION AND ACCOMMODATION CODES STOP BEYOND CREDIT RISK

MAY NOW BE BEING DISCUSS HERE STOP BANK WILL FAX ADDITIONAL

Serial No:
TEXT

STANDARD IF YOU COULD ASK KODAK TO PASS THROUGH MANAGER ON

COPYING

EVANSE

UNIT
UNESCO
MORRIS

SERVICE: RI
CLASS OF

DATE: JUL 14, 1970

[Handwritten initials]

OUTGOING WIRE

ASSOCIATION

INTERNATIONAL DEVELOPMENT

RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL BANK FOR

COOPERATION

INTERNATIONAL FINANCE

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:

66X, AVENUE D'ÉNA, PARIS (16^e) - FRANCE

Telephone - 553-2510

July 10, 1970

Dear Duncan,

I attach six copies of a general and abbreviated report on the recent Unesco Board session which after all saw the discussion of a number of items of interest to your boys. As I say in my first paragraph, I have done this (very much in a hurry, I am afraid) primarily with your staff in mind. It is of course still too long, but I hope your people, especially the newcomers, might still be interested in getting a feel of what is going on in Unesco.

With best regards,

Sincerely yours,

Fritz Steuber

Mr. Duncan S. Ballantine
Director
Education Projects Department
International Bank for
Reconstruction and Development
Washington, D.C. 20433

JUL 13 REC'D

- ~~Leslie~~
- ~~and C~~
- Surt
- Stewart
- Hultin*
- Fennell*
- Div. Files
- Op. Files



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

UNESCO
cc: Education
cc: Employment / Unemployment

place de Fontenoy, Paris-7^e

The Director-General

reference :

9 July 1970

Dear Dick,

I enclose a couple of copies of a paper that I have been working on for about a year on Employment and Education - with an eye on the Second Development Decade. I know you will be interested in the subject. I have gone as far as I can at the present stage.

general
This is my last paper in Unesco. I am retiring from Unesco at the end of the year and returning to Madras where I will be directing the Madras Institute of Development Studies which I have founded. I hope you will visit me in Madras.

With good wishes,

Yours sincerely,

Malcolm

Malcolm S. Adiseshiah
Acting Director-General

Mr. R. Demuth
Director
Development Services Department
I.B.R.D.
1818 H Street N.W.
WASHINGTON D.C. 20433
U.S.A.

Ack. July 27

100 10/10/53

U.S.A.
WASHINGTON D.C. 20533
1818 H Street N.W.
I.B.E.D.
Development Studies Department
Director
Mr. B. Deming

Acting Director-General
Malcolm G. Adiseshan

M.G.

Yours sincerely,

With good wishes,

which I have founded. I hope you will visit me in Madras.
I will be directing the Madras Institute of Development Studies
Unesco at the end of the year and returning to Madras where I
this is my last paper in Unesco. I am retiring from

Deming

the present stage.
be interested in the subject. I have done as far as I can at
with an eye on the second development decade. I know you will
been working on for about a year on employment and education -
I enclose a couple of copies of a paper that I have

Dear Dick,

reference

9 10/10 1953

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

UNESCO
UNESCO
UNESCO

OFFICE MEMORANDUM

TO : Files

DATE : July 9, 1970

FROM : Fritz Steuber *FR*SUBJECT : UNESCO Executive Board - 84th Session, May 4-June 19, 1970 -
Final Report

1. The writer, who attended this marathon (7 weeks) session in selected instances, has already informed Messrs. Demuth and Ballantine of developments of interest to the Bank through a fairly large number of memoranda and cables. The relevant documentation has also been sent to the Bank. The purpose of this memorandum is primarily to inform the staff of the Education Projects Department. A number of subjects which are not immediately relevant to that Department (e.g. the discussion on the Jackson report) have been left out. Since the writer was not always able to attend all the discussions of interest to us, some of the writing below, taken from Unesco summary records, smacks of Bureaucratese.

General

2. In his introductory remarks at the opening session, Mr. Maheu found that most member states were pleased with the general orientation of Unesco's activities, but he himself was still not happy with the organization of the Secretariat. He had three main concerns, all of which are being referred to in some detail in his introduction to the budget document. One is country programming, which he sees mainly as the responsibility of the "direction générale". It is not clear how, in the absence of an internal organization along geographical lines (such as our own area departments), a small group at the top should be able to carry out the task of country programming. A second concern is the control of execution of the program, which is still "in the handicraft stage"; here a computer is supposed to do the trick. Thirdly, since the last General Conference decided that Unesco, like other agencies, should prepare prospective plans on a six-year basis, Mr. Maheu now proposes the establishment of a small unit directly under himself to do this job. This should enable Unesco to proceed "more by reflexion than by reflexes".

Planning and Financing of Education

3. Under this heading the Board's Program Commission discussed the relevant chapters of the draft program and budget for 1971/1972. Since the writer was prevented from attending this part of the discussion, the following brief excerpts from the report of the Program Commission to the Plenary are reproduced below.

4. The Commission noted the important role played by the planners in changing educational processes necessitated by rapid technological innovation and changes in socio-economic structures. It was recognized

that difficulties were encountered in the promotion and implementation of these educational development plans mainly for two reasons: the absence of qualified educational planners and administrators and the lack of educational research institutes and experimentation centres. In this connexion, the proposed programme on advisory services for the establishment, development and evaluation of integrated country programmes was received with satisfaction. The services would come as a supplement to the expertise provided by resident experts in some 35 countries. It was also suggested that the International Institute for Educational Planning and the Regional Institutes should increase their efforts towards preparing a greater number of people for positions in educational planning and administration, as well as in the economics of education.

5. In response to a member of the Commission the Assistant Director-General for Education explained that the recommendations resulting from the International Conference for Educational Planning held in August 1968 were being carefully implemented by Unesco in all of its activities. More specifically, International Conference for Educational Planning recommendations were incorporated in the programmes and terms of reference of the International Institute for Educational Planning and the Regional Centres, on the one hand, and the planning, identification and sectorial missions on the other. In addition, seminars were organized for field experts and joint missions with the International Labour Office were being undertaken in a number of countries.
6. In response to a question the Assistant Director-General for Education explained that the expanded programme of financial assistance of the IBRD and IDA was not restricted to quantitative expansion. In fact to render more effective the capital aid accorded to Member States for the expansion and development of their education systems a technical assistance component was being included at the request of countries in certain credits to finance experts and fellowships. This is a prerogative which the country uses only if it is unable to obtain the technical assistance needed from other sources. The country retains, of course, the choice of requesting that this technical assistance be channelled through any organization it considers appropriate.
7. In replying to another question relative to the co-operation with the Inter-American Development Bank and the African Development Bank the Assistant Director-General for Education said that the Secretariat was awaiting the initiative of these institutions to co-operate with them in the identification and preparation of educational projects. While recognizing that these agreements of co-operation had not become fully effective yet, the Secretariat would pursue its efforts to these ends.

/ . . .

July 9, 1970

Cooperative Program (Six Additional Posts)

8. This discussion also took place in the Program Commission. Seven members of the Commission took the floor. India, the Netherlands, Tanzania and the USSR found that the purpose of the establishment of the six posts, as well as the status of the incumbents, were not quite clearly apparent from the draft text; these delegations also wondered what were the implications for the implementation of Unesco's budget. India asked whether it would not be advisable that at least some of the additional posts be located not at Headquarters, but in the field. Finland recalled the Jackson report's criticism of Unesco/IBRD links and requested the Director-General's views on this, with particular reference to whether increased Unesco cooperation with the IBRD would not lead to an imbalance between the Organization's regular and extra-budgetary resources. The USSR wished to have clarification as to how the expansion of this program had come about and why the Bank had to be consulted about the recruitment of staff.
9. In reply to these questions, Mr. Flexa Ribeiro explained that the Director-General was seeking the Board's authorization to apply the provisions made in the draft supplement, the purpose of which was to strengthen the cooperative program with IBRD. He recalled the objectives of the original Unesco/Bank agreement: (a) assistance to Member States in identifying and preparing educational projects for possible IBRD financing; (b) evaluation of these projects; (c) control of implementation; and (d) provision of technical assistance. He informed the Commission that the purpose of the proposed expansion of the cooperative program was to further improve the quality of assistance provided by Unesco to Member States through the carrying out of analytic studies of national education systems. These "sector studies" would be useful not only to Member States but also to other Unesco programs and to the Bank itself. Since the studies concerned not only educational financing, the Director-General intended to locate the new posts in the divisions technically responsible for the specific subjects to be dealt with.
10. In connexion with the reference to the Jackson report, Mr. Adiseshiah quoted from Mr. Maheu's statement at the February 1970 session of the IACB:

"It is difficult to see why the World Bank Group is presented as a rival and a threat to UNDP, and more particularly why the excellent and very fruitful arrangements which the Bank has concluded with certain specialized agencies like Unesco are presented as a danger. On the contrary, these arrangements demonstrate what can be achieved by way of a partnership exclusive of any subordination, based on the respect for the respective constitutional competence of the partners and the diversity of their methods of work."

/ . . .

July 9, 1970

11. Concerning the query about a possible excessive increase in extra-budgetary funds from Bank sources, Mr. Adiseshiah recalled the "integrated program" principle enforced by the Secretariat since 1962. Unesco was implementing its program in strict conformity with this principle which was not affected by the sources from which funds came. Assistance to Member States by the World Bank was granted directly in the form of loans or credits and did not increase the budget of Unesco.
12. Regarding the suggestion that part of the new staff might be stationed in the field, Mr. Adiseshiah explained that since the reports submitted by Member States under the cooperative program are reports by the Director-General to governments, they had to be prepared by means of teamwork at Headquarters and in constant and close consultation with all departments concerned. Stationing officials in the field would moreover entail increased costs.
13. The proposed six additional posts were finally approved, with only the three Eastern European Board members voting against.

Discussion on Pearson Report

14. The discussion on Pearson was fairly disappointing, in part because the Secretariat paper (84 EX/21) did not sufficiently highlight the Pearson recommendations regarding education and a number of other subjects of interest to Unesco (mainly research, transfer of technology and population), nor did it outline any sufficiently clear Unesco position. No Board member (nor Mr. Maheu, for that matter) felt compelled to address himself specifically to the relevant Pearson recommendations. Instead, most members disserted on generalities regarding the relationship between the developed countries and the LDC's, problems of trade, aid targets, etc. Still, the comments on Pearson were practically all favorable, with the exception of a strong Russian attack on Pearson, the Bank and the capitalist system and a few regrets that the viewpoints of the socialist countries had not been taken into account by the Commission.
15. After an uneventful (except for the two-hour Russian tirade) but generally favorable discussion, a number of draft resolutions were introduced, and in the end a compromise resolution was voted on which, in its operative paragraphs:
 - commends the President of the World Bank for appointing the Pearson Commission (paragraph 6);
 - commends the Pearson Commission (paragraph 7);

/ . . .

- observes that the report does not deal with the development cooperation rendered by the socialist countries (paragraph 8);
- considers that the report is a useful introduction to more detailed sector work (paragraph 9);
- welcomes the importance ascribed to education by the Commission (paragraph 10); and
- requests the Director-General to keep the Board informed on further developments (paragraph 11).

International Education Commission

16. During the discussion on the Pearson report, Mr. Maheu several times had insisted that the Pearson report, which he considered as a broad sketch only, had to be followed by "sector studies". This line of thinking directly leads in the direction of the International Education Commission which Mr. Maheu has proposed now for some time and which in fact was approved in principle by the 1968 Unesco General Conference. Already during the discussion on Pearson a fairly large number of speakers (mostly from LDC's) supported Mr. Maheu on this point. The commission would advise Unesco on a worldwide educational strategy, including on matters related to the U.N. Second Development Decade. Unfortunately the proposal comes somewhat late since Unesco has of course already submitted its contribution to DD-II, which has been criticized in many quarters (including within the Unesco Secretariat) because of its largely unrealistic quantitative targets (e.g. 100 percent enrolment at the primary level for all LDC's by the end of the decade) and its insufficient attention to qualitative and priority considerations.
17. The Commission would consist of a chairman appointed by Mr. Maheu plus six members. There have been rumors that Mr. Edgar Faure (former French Education Minister) might be appointed chairman. The total cost of running the Commission is estimated at \$500,000.
18. During the Board discussion on the proposed Commission it became clear fairly soon that, while most members representing LDC's were favorable to the proposal, a number of developed countries and in particular the U.S. and the U.K. had reservations. There was a compromise solution in the end whereby Mr. Maheu can spend \$120,000 immediately on preparatory and related studies; the final decision to establish the Commission and to allocate the entire \$500,000 will be left to the General Conference which meets in October/November of this year.

"Contestation" at Unesco

19. There is no secret any more about this point since it has received a great deal of attention in the Paris press. Some time ago a young American staff member, Mr. Michael Huberman, circulated a 10-page

To: Files

- 6 -

July 9, 1970

petition sharply criticizing the Organization. Huberman expresses the sentiment of general frustration within the Secretariat. He then contrasts some of the lofty Unesco ideals regarding democracy, intellectual freedom, the rights of man, etc., with what he thinks is actually happening inside the Organization. "Few organizations in the world are so conservative about their own affairs and so liberal about the affairs of others", he says. In many instances Mr. Huberman is fairly naive, and his remarks just reflect the bewilderment of a young man and newcomer to a bureaucracy. In any event, the Huberman petition has had the effect that Mr. Maheu has agreed to the establishment of a staff panel which is already meeting and which will submit its report in September.

cc: Messrs. Demuth
Ballantine✓(6)
Karasz
Wishart

FS:ar



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/3928

9 JUL. 1970

Dear Mr. McNamara,

I am writing to inform you that I am seeking candidates for the post of Director (D-2) of the Office of International Standards and Legal Affairs. This post will become vacant upon the retirement on 31 December 1970 of Mr. Hanna Saba, who held the rank of Assistant Director-General.

Because of the specific responsibilities connected with this post, I am anxious that it should be filled by someone who already has United Nations experience, including legal affairs at the Secretariat level, and I should accordingly be most grateful if this vacancy could be brought to the attention of members of your staff.

A description of the duties and responsibilities attaching to the post and the qualifications required of the incumbent is enclosed herewith. Candidatures should be received by 15 September 1970.

1 encl.

Yours sincerely,

René Maheu

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

U.S.A.

Original to: Mr. Bennett
Date: 7/18/70
Communications
Section

Similar letters were addressed
Mr. McNamara, Pres. IDA + JTC

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Mr. Alter	A837		Mr. Kamarck	D529	
Mr. Baum	C303		Mr. Knapp	A1230	
Mr. Benjenk	A712		Mr. Lejeune	C502	
Mr. Broches	A813		Mr. McNamara	A1230	
Mr. Cargill	A613		Mr. Mendels	A1219	
Mr. Chadenet	C303		Mr. Nurick	A802	
Mr. Chaufournier	C702		Sir Denis Rickett	A1230	
Mr. Cheek	C702		Mr. Ripman	D1029	
Mr. Wm. Clark	D928		Mr. Rotberg	D827	
Mr. Cope	A1214		Mr. Stevenson	D532	
Mr. Demuth	D1128		Mr. Twining	D1032	
Mr. Diamond	C913		Mr. Votaw	A613	
Mr. El Emary	A1143		Mr. Wiese	A837	
Mr. Fontein	C602		Mr. Williams	C502	
Mr. Fowler	A1219		Mr. Wright	A1136	
Mr. Friedman	A1221				
Mr. Goodman	C602		② Educ Projects		
Mr. Graves	D1122			C313	
Mr. Gutierrez	A1136				
Mr. Hartwich	A712				

1. ~~Mr. Ballantine~~
2. ~~Mr. Hutton~~
3. Central Lib

UNESCO

HEADQUARTERS:
WASHINGTON D. C. 20433

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

CABLE ADDRESS-INTBAFRAD



INTERNATIONAL DEVELOPMENT ASSOCIATION

CABLE ADDRESS-INDEVAS



EUROPEAN OFFICE:
4, AVENUE D'IÉNA
PARIS (16^e) - FRANCE
TELEPHONE: KLEBER 25-10

July 8, 1970

Dear Mr. Demuth:

UNESCO - Conference of Ministers of the
European Member States responsible
for Science Policy

Further to Mr. Wishart's letter of July 2, and in his absence, I now enclose two copies of the address made by Mr. Stanovnik, Executive Secretary of the United Nations Economic Commission for Europe, to the above Conference (UNESCO/MINESPOL/7 Annex II).

With kind regards,

Sincerely yours,

Linda Leconte

Linda Leconte
(Secretary to Mr. Wishart)

Encls.

Mr. Richard H. Demuth, Director
Development Services Department
International Bank for
Reconstruction and Development
Washington, D.C.

INDICATIONS
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International Development Association
Washington, D.C. 20433
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INTERNATIONAL DEVELOPMENT ASSOCIATION
WASHINGTON, D.C. 20433



INTERNATIONAL DEVELOPMENT ASSOCIATION

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

- 2 JUL. 1970

Message* from the Representative of the Secretary-General of the United Nations, Mr. Janez STANOVNIK, Executive Secretary of the United Nations Economic Commission for Europe, to the Conference of Ministers of the European Member States of Unesco responsible for Science Policy

It is a privilege for me as the representative of the Secretary-General of the United Nations to address this important Conference - the first occasion on which the Ministers responsible for science policy of the European Member States of Unesco are meeting together to debate issues of vital common concern.

As the first of its kind, this Conference provides an unprecedented opportunity for a thoroughgoing and constructive exchange of views and sharing of experience in a domain in which Europe has made a signal contribution to man's progress - namely, the conquest of nature by means of the advancement, and industrial application, of science.

The early progress of scientific discovery and industrial innovation in Europe, some two hundred years ago, was mainly achieved thanks to the inspiration and industry of solitary scholars and entrepreneurs. In some countries government action may have stimulated invention by enlightened policies for popular education; in others, the diffusion of new scientific and technological knowledge may have been speeded by governments anxious to emulate, by acquiring foreign expertise, the economic and military advantages conferred on their neighbours by industrial technology. But for the most part governments were by-standers and beneficiaries of the powerful forces of change unleashed by science, not its sponsors or initiators.

In a word, there was much that was accidental, individual and narrowly national in the great scientific and technological revolution which swept Europe to the position of international industrial pre-eminence with which it entered the twentieth century. The breathtaking pace of the contemporary scientific and technological revolution - the "second industrial revolution" as it has been called - has fundamentally transformed the responsibility of governments in respect of science policy. It has become their ineluctable duty to ensure, by creating the resources, selecting the objectives and choosing the instruments that together constitute a national science policy, that the immeasurable powers generated by scientific and technical progress serve to enhance the quality of human life and to enlarge the opportunities for peaceful international co-operation.

These aims are easier to state than to attain. If scientific and technical advance has opened up vast new horizons of wealth and welfare, it has also brought in its train a destructive potential, whether it be of man's natural environment or of nations' military capacity, which wholly ignores geographical frontiers. Moreover, it places severe strains on the resources which any one country - and particularly small countries - can afford to devote to higher and

* Speech delivered at the inaugural session of the Conference, 22 June 1970.

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specialized education, to research and experimental development, to creating the conditions that favour innovation in industry and trade.

No government represented at this Conference can escape the hard and complex problems of choice thrust on it, in formulating its national science policy, between the prospective benefits of scientific excellence, on the one hand, and the heavy claims it makes, on the other, on a nation's mental and physical resources. Nor can any country, no matter how large or industrially developed, hope to frame an optimal national science policy without paying close need to the experience and prospects of scientific advance elsewhere.

For that reason, the United Nations is particularly pleased that Unesco has taken the initiative to convene this regional European Conference, following the convocation of similar conferences in Africa, Latin America and Asia. Admittedly, the problems of science policy facing these developing regions of the world are in many respects of a quite different nature and order; but these regions, too, are keenly aware that the full potential of scientific and technical progress for accelerating economic and social development cannot be realized unless close regional ties of co-operation can be forged.

In Europe - a region which encompasses countries with different economic and social systems, of varying economic size and at different stages of scientific, technical and economic development - promising progress has been made in recent years in exploring new avenues of broader scientific and technological co-operation, and in widening from a bilateral to a multilateral framework the channels through which co-operative initiatives are taken. The desire on the part of governments for a further strengthening of scientific, technological and industrial co-operation amongst European countries, which lies at the origins of this Conference, has also been very apparent in the activities and resolutions of the United Nations Economic Commission for Europe. The Commission has been working in close association with Unesco and its secretariat has also contributed to the documentation of the present Conference. If I may interpolate for a moment, Mr. Director General, I should like to express my warm appreciation for all the co-operation shown to my Organization by yourself and Unesco. It is my earnest hope that, on the basis of the rich statistical, descriptive and analytical material before you, the confrontation of national experience and national aspirations in respect of the four main aspects of science policy featuring on your agenda during your deliberations this week will yield fresh insights into the possibilities open to countries of this region for further improving national practice and creating closer bonds of regional co-operation.

Europe's unique place in the world economy and in the world's resources of scientific and technical expertise is fraught with implications for the development prospects of less privileged regions of the world.

One dimension of the North-South gap which has rightly attracted much attention during preparations for launching the Second United Nations Development Decade has been the wide - and perhaps widening - disparity between the scientific and technological resources and level of attainment of the industrially advanced countries and those of the developing countries.

It is manifestly clear that this gap - with all its consequences for productivity, for competitiveness in international trade, for the dynamism of economic and social development - can only be narrowed if, in parallel with an accelerated international transfer of technology, there is some redeployment of scientific resources and endeavour within both groups of countries.

A question that may legitimately be asked, so far as Europe is concerned, is whether, for example, closer regional co-operation in many fields of fundamental and applied research where competition - sometimes wasteful competition - now prevails would not release resources for more adequate research into scientific and technological problems of major concern to the developing countries. It is doubtful whether such a transfer will take place spontaneously - indeed two of the regional problems prominent on your agenda are the present and anticipated scarcity of highly qualified scientific and technical manpower, and the difficulty of establishing priorities for research and experimental development, in face of all the claims thrown up by the demands of modern industrial society. Consequently, this is a field par excellence for forward-looking and outward-looking policy formulation.

In this connexion, I wish to bring to your attention the following recommendation made by the United Nations Advisory Committee on the Application of Science and Technology as part of the proposed strategy for science and technology within the Second Development Decade. I quote :

" Developed countries will devote an increasing proportion of their research and development expenditure to specific problems of developing countries, selected in consultation with those countries, and for this purpose, aim at reaching, by the end of the Decade, a desirable target of 5 per cent of their non-military research and development expenditure. Among such specific problems, special attention should be given to those to be included for 'concerted attack' in the World Plan of Action. The expenditure under this category should not be considered as constituting part of the international aid targets. It should be viewed, rather, as a compensatory effort to offset, to some extent, the consequences of the present concentration of the world scientific and technological activities in the developed countries."

The target contained in this recommendation reflects widespread international agreement on the desirability of directing a larger proportion of the world's scientific and technological research capacity to the search for solutions to the problems specific to the developing countries. The conquest of space, the might of modern technology, the astounding speed of contemporary communications, the world-wide dimensions of the threat to our environment have all served to magnify man's vision of what may be possible by concerted action. They have also scaled down to more modest proportions our belief in how much is possible by isolated, national - or even regional - effort. The goal of achieving an appropriate redirection of Europe's scientific effort, in a truly world-wide perspective, is one which - I am confident - you will bear in mind when debating the problems and prospects for science policy in the European region.

The Secretary-General has asked me to convey to you his best wishes for a fruitful Conference.

- 2 JUL. 1970

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The Secretary-General has asked me to convey to you his best wishes for a fruitful Conference.

UNESCO



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
télèx : 27 602 Paris

référence : ED 8051/49/3299

3 July 1970

Dear Mr. de Vries,

With reference to your letter of 24 June addressed to Mr. Van Vliet and further to Mr. Van Vliet's letter, reference EP 8051/49/3272 of 17 June, Mr. Chesswas has now returned from sick leave and I enclose his comments on the draft chapter on Population, Employment and Education dated 16 June.

Mr. Fuller has been corresponding with Miss Mortimer on a personal basis and has given her his comments in detail, and there is no need to repeat them here.

Yours sincerely,

W. Moller
Acting Director
Educational Financing Division
Department of Planning and Financing
of Education

Mr. Barend A. de Vries,
Director,
Creditworthiness Studies,
IBRD,
1818 H Street, NW,
Washington DC, 20433,
U.S.A.

Original to: Mr. de Vries
Date: 7-9-70
Communications
Section

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

JULY 3, 1970 1410

LOG NO.:

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TO:

BALLANTINE INTBAFRAD

FROM:

PARIS

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EDUCATION PROJECTS

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COPY:

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COMMUNICATIONS SECTION

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RECEIVING STATION

UNESCO-



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

JUL 08 REC'D

place de Fontenoy, Paris-7^e

téléphone : 566-5757, 705-07-09, 705-09-09
câbles : Unesco Paris
téléc : 27 602 Paris

référence : ED/70/174

- J. Font
- Stewart
- Fennell (Please handle)
-
- Div. Files
- Op. Files

3 July 1970

Dear Mr. Ballantine,

I am writing with reference to Mr. Fennell's letter of 22 June, sent to us while you were on mission and in which he informs us that you had not received the three project requests for Guatemala, Zambia and Malaysia, sent by registered surface mail on 27 February.

Consequently, a further set of these documents was sent to you yesterday under registered air mail and with Registration N° 2426. I do hope that these will arrive safely, and look forward to hearing from you with your comments.

Yours sincerely,

A. DeLeon
A. DeLeon
Director

Department of Out-of-School Education

Maysoon Let me know as soon as these documents arrive

Mr. Duncan S. Ballantine
Director
Education Projects Department
I.B.R.D.
1818 H Street N.W.
WASHINGTON D.C. 20433
U.S.A.

- ~~Mr. Hartman~~ (1)
- ~~Mr. Van Dijk~~ (2)
- ~~Mr. Stewart~~ (3)
- Fennell (4)

Could we arrange for an early review of these documents as soon as they arrive
R/7/10

U.S.A.
 WASHINGTON D.C. 20422
 1618 H Street N.W.
 I.B.B.D.
 Education Projects Department
 Director
 Mr. Duncan S. Ballantine

Handwritten notes:
 Mr. Z...
 Mr. ...
 Mr. ...

Handwritten notes:
 5/21/10
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Handwritten notes:
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Department of Out-of-School Education
 Director
 A. Dejean

Handwritten signature:
 A. Dejean

Yours sincerely,

to reaching from you with your comments.
 I do hope that these will arrive safely, and look forward
 to you yesterday under registered air mail and with registration
 consequently, a further set of these documents was sent

will on 21 February.
 for documents, samples and materials, sent by registered surface
 informs us that you had not received the three project requests
 as you, sent to us while you were on mission and in which he
 I am writing with reference to Mr. Bennett's letter of

Dear Mr. Ballantine,

- Ob. Lige
- Di. Lige
-

reference : ED/JO/174
 telex : 31 603 Paris
 cables : Unesco Paris
 telephone : 206-2121

Handwritten notes:
 ...
 ...

Place de Fontenoy, Paris-16

UNESCO



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

UNESCO

ROUTING SLIP		Date <i>July 7/70</i>	
NAME		ROOM NO.	
<i>Educ. Projects Dept.</i>		<i>C313</i>	
<i>Mr. Wulsten</i>			
<i>Files</i>			
<input checked="" type="checkbox"/>	To Handle		Note and File
<input checked="" type="checkbox"/>	Appropriate Disposition		Note and Return
	Approval		Prepare Reply
	Comment		Per Our Conversation
	Full Report		Recommendation
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REMARKS			
<p><i>Vidi. M.H. of no particular relevance to IBRD ed. projects.</i></p> <p><i>M.H.</i></p>			
From			
<i>Richard H. Demuth</i>			

Headquarters:
Washington, D.C., U.S.A.

UNESCO

WEL



INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Cable Address - INTBAFRAD PARIS

INTERNATIONAL DEVELOPMENT ASSOCIATION

Cable Address - INDEVAS PARIS



EUROPEAN OFFICE:

4, AVENUE D'ÏÉNA, PARIS (16^e) - FRANCE

Telephone - 553-2510

July 2, 1970

sent to Files (documents to Research Files)

Dear Dick:

UNESCO - Conference of Ministers of the European Member States responsible for Science Policy

Further to my letter of June 22, I have now been to Unesco to obtain copies of the report which was prepared by the above Conference. I enclose two copies of each of the following:-

- UNESCO/MINESPOL/7
- UNESCO/MINESPOL/7 - Part III - Corrigendum
- UNESCO/MINESPOL/7 Corr. 2.

I am asked to state that the report is not quite in final form as certain amendments, agreed to at the final session, have still to be made.

- Address by Mr. Maheu.

Unfortunately, the Unesco Secretariat has run out of copies of the address made by Mr. Stanovnik but more copies are being run off and I shall send two copies on to you as soon as I receive them.

I had a chat today with one of the organizers of the Conference, a Mr. Godard of Unesco. He considers that the Conference was a success, especially in the way that it brought Western and Eastern European countries together to talk on these matters. He would be very interested in any comments which appropriate people in the Bank may have when they read the report.

With kind regards,

Yours sincerely,

G. C. Wishart

Encls.

Mr. Richard H. Demuth, Director
Development Services Department
International Bank for
Reconstruction and Development
Washington, D.C.



Conference of Ministers of
the European Member States
Responsible for Science Policy

Paris, 22-27 June 1970

Conferencia de los Ministros
encargados de la Política Científica
de los Estados Miembros Europeos

Paris, 22-27 de junio de 1970

Conférence des ministres
chargés de la politique scientifique
des Etats membres européens

Paris, 22-27 juin 1970

Конференция министров европейских
государств-членов, ответственных
за политику в области науки

Париж, 22-27 июня 1970 года

UNESCO/MINESPOL/7
PARIS, 26 June 1970

REPORT OF THE CONFERENCE

CONTENTS OF THE REPORT

1. The present report consists of the following elements:

Introduction

Part I, Conclusions and recommendations on "The selection, training and utilization of scientists and engineers"

Part II, Conclusions and recommendations on "The choice of national scientific research priorities arising from development goals - economic, social and cultural"

Part III, Conclusions and recommendations on "National aspects of fundamental research"

PART IV, Conclusions and recommendations on "European co-operation in fundamental research"

PART V, General recommendations

PART VI, Final considerations

2. At its closing plenary session held on the afternoon of Friday 26 June the Conference:

approved the terms of the Introduction,

voted on and adopted the texts set out in Parts I-V inclusive,

endorsed the views expressed in the "final considerations".

INTRODUCTION

1. The first Conference of Ministers of the European Member States responsible for science policy organized by Unesco was opened in Paris, at the Headquarters of the Organization, by the Director-General, Mr. René Maheu, on Monday 22 June 1970.
2. Many factors may be thought to have contributed to the interest shown in the Conference by the States and international organizations whose teams of delegates, representatives and observers gathered at Unesco House on this occasion. At all events, it was before a numerous and distinguished audience (1) that the Director-General made his opening address of welcome (2).
3. Mr. Maheu then called on the representative of U Thant, Secretary-General of the United Nations (Mr. Janez Stanovnik, Executive Secretary of the UN Economic Commission for Europe) to address the Conference (2).
4. After consultations among the heads of delegations the Conference decided to appoint the following officers, who, with the President and the Rapporteur-General, were to constitute the Conference's Steering Committee : Chairman, Mr. Sven MOBERG, Minister of Education (Sweden); Vice-Chairmen (and Chairmen of Commissions I, II, III and IV respectively) H.E. José Luis VILLAR PALASI, Minister of Education and Science (Spain); Dr. J. SPAEY, Secretary General of the Services for the Programming of Science Policy (Belgium); Prof. Gheorghe BUZDUGAN, President of the National Council for Scientific Research (Romania); and Prof. Ivan POPOV President of the State Committee for Science and Technological Progress (Bulgaria).
5. Prof. Nestore Bernardo CACCIAPUOTI, President of the Commission for international relations of the National Research Council (Italy) was then elected Rapporteur General of the Conference.
6. Having disposed of the other items preceding, on its agenda, the discussion of agenda items 7 and 8, the Conference heard an intervention by the Romanian delegation, expressing its deep regret that no delegation from the German Democratic Republic had been invited to take part in the Conference. This sentiment found support in interventions on the part of Bulgaria, Czechoslovakia, Hungary, and the USSR. The Director-General explained that, in accordance with Unesco's Regulations, the matter of invitations lay in the hands of the Executive Board of Unesco, and therefore outside the Conference's own competence. All these delegations having requested that their views be recorded in the Conference's report, it was so decided.

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- (1) The list of participants is reproduced as Annex III to this Report
 - (2) The text of which is reproduced as Annex I to this Report
 - (3) The text of which is reproduced as Annex II to this Report

7. After announcements by the Secretariat concerning organizational matters, the Conference adjourned into Commission.

8. There followed a full working week of 5 consecutive days of Commission alternating with Plenary sessions, the fruits of which are embodied in the series of conclusions and recommendations set out in the following parts of this Report.

REPORT OF THE CONFERENCE ON:

"THE SELECTION, TRAINING AND UTILIZATION OF SCIENTISTS AND ENGINEERS"

The Conference of Ministers of the European Member States responsible for Science Policy, (hereinafter "the Conference"):

1. Having examined the problems of human resources for science and technology, and in particular the selection, training and utilization of those resources,
2. Having examined with keen appreciation the documentation prepared for it in this respect, namely:

(a) by the Unesco secretariat

- Chapter I of the Conference's principal working document (ref. Unesco/Minespol/3):
- the survey of statistics on research and experimental development activities for 1967, (ref. Unesco/Minespol/5);

(b) by the secretariat of the United Nations Economic Commission for Europe

- the relevant aspects of the Conference's second working document (ref. Unesco/Minespol/4);

Conclusions

3. Noted that, among the Member States represented at the Conference, there was widespread agreement as to the importance:

- (a) of ensuring the availability of human resources, adequate in both numbers and in quality for meeting the future needs of modern industrial societies in respect of science and technology among other fields, while taking full account of the abilities and aspirations of the individual;
- (b) of using most effectively the human resources available for meeting the needs of society in this respect, by making full use of individual abilities and aspirations, and by distributing these resources between the sectors of employment to best effect;

.....

4. Observed with gratification that many Member States have, in recent years, made significant progress towards achievement of these aims, by:
 - (a) substantial increases in the numbers passing through and graduating from the higher levels of their national systems of education;
 - (b) attention to the rational development of stocks and supplies in relation to careful forecasts of future requirements;
 - (c) reform of national systems of education, particularly in respect of structures, making use of new systems of professional orientation;
5. Recalled that such planning and reform are subject to certain inherent constraints, for example;
as regards planning:
 - (a) planning in the sphere of science and technology is only a part, however important, of the function of national planning as a whole;
 - (b) planning as regards human resources for science and technology is a highly complex matter; it involves consideration of many inter-related problems, economic and administrative as well as technical;
 - (c) moreover, the planning of human resources for science and technology can only be realistically approached as one aspect of overall national manpower planning, and in the light of the estimated relative cost and effectiveness of alternative ways of reaching national goals;
 - (d) specific developments in science and technology are difficult if not impossible to predict, so that the consequent manpower requirements are difficult to assess precisely;
as regards educational reform:
 - (e) educators generally are concerned with long-term values rather than with specific and immediate needs; they are sometimes hesitant to introduce innovations and adapt curricula and methods to the needs of a constantly changing situation;
6. Inclined to the view that, while the aspirations and inclinations of individuals will be a powerful factor in the provision of many courses of study at undergraduate level, the needs of employment must necessarily play a strong part in the provision of facilities for study and research at post-graduate level;
7. Expressed its conviction that science and technology must be humanely conceived and wisely exploited, in order to avoid the risk of their demeaning mankind and despoiling his surroundings; and that scientists and technologists themselves have a particular social responsibility in this respect;
8. Affirmed the desire to make available to developing countries the experience and knowledge gained by the European Member States, which have wrestled over a longer period with the problems of science and technology;

Recommendations

RECOMMENDS

A. To Unesco

9. That Unesco consider:

- (a) continuing and extending the provision, in comparable terms, of information relevant to the needs of Member States as regards scientific and technological manpower, including, in particular, information on the problems encountered, the techniques (including the construction of mathematical models) developed, and the experience gained in this field by European Member States;
- (b) facilitating exchanges on these matters, also in comparable terms, between those having special national responsibilities for science policy, manpower planning and education in science and technology;
- (c) encouraging and helping Member States to study and improve the essential connexions between science policy on the one hand, and educational and manpower planning on the other;
- (d) assisting Member States to establish the bases of the comparability of qualifications in science and technology, and to define the general criteria making it possible to determine their equivalence on the European level, with due regard to questions of terminology;
- (e) promoting courses of study in new fields, or on interdisciplinary or pluridisciplinary topics which offer prospects of significant scientific advance: such courses to be open to promising young scientists and technologists from other Member States;

B. To Member States

10. That in respect of: science curricula for all stages of the educational process; functional efficiency of existing scientific and technological personnel; statistics on science and technology; and scientific and technical information, Member States envisage the following measures:

(a) curricula

broadening the basis, both cultural and scientific, of the education offered in science and technology, as well as strengthening the scientific and technological element available to those pursuing studies in the humanities and social sciences;

(b) efficiency

improving the opportunities available to scientists and technologists for keeping abreast of developments in their own and related disciplines, by such means as:

continuing career guidance, career development, in-service training, refresher courses (recyclage), and conferences; and improved flexibility in the sense of being prepared to move not only between disciplines, but also between different sectors of national activity, and between different kinds of activity (e.g. R&D, production, general management);

(c) statistics

improving the reliability and coverage of national statistics on science and technology with the aim of providing, in internationally comparable form, all significant detail as to both the numbers and the relevant characteristics of trained personnel and their occupational activities;

(d) information

establishing and maintaining, thanks to continuing and constantly improved information, the best possible manpower equilibrium with regard to supply and demand, in close contact with the employment possibilities for highly qualified personnel;

C. To other international organizations (governmental and non-governmental)

11. That such other international organizations, including those of the United Nations system, as have a mandate and experience in this field, be apprised of the foregoing recommendations, and be invited to collaborate with Unesco in any activity arising therefrom.

Report of the Conference on:

"The Choice of Scientific Research Priorities Arising from National Development Goals : Economic, Social and Cultural"

I. Main Issues

1. There is general agreement that the ever-increasing demand for the results of research and the corresponding rapid expansion of scientific activities accompanied by a significant rise in costs requires a well-defined science policy formulated in scientific terms. At the same time this policy has to be articulated with overall national objectives, which means that it should be integrated with social and economic policies. Policy formulation in and for science requires therefore the spelling out of national objectives, including international aspects, in explicit terms.
2. Until now, research efforts have been organized successfully when related to very specific national objectives. In the economic and social spheres, it is more difficult, but no less important to interpret the national goals in terms of R & D missions. The nature of these difficulties depends on the particular conditions in each country.
3. The priorities of research are established at several levels, ranging from the national to the research laboratory level. At all levels, it is essential to arrange active participation by all concerned, especially research scientists.
4. The choice of priorities will depend critically on the size, the stage of development and the scientific potential of a country as well as on the participation of that country in international cooperation in that field. Absolute self-sufficiency does not exist. All countries experience increasing difficulties in covering all fields; smaller countries in particular find it necessary to concentrate their resources on selected areas. At the same time, care must be taken to maintain a minimum effort in essential disciplines if only in order to create an indigenous capacity to absorb science and technology originating from other sources. Taken as a whole, these considerations can result in a requirement for some countries to increase the total resources devoted to R & D.
5. The selection of priorities is only one, albeit an important, aspect of science policy. It also involves the implementation of research programmes in such a way as to ensure the most effective utilization of national resources. This requires very close links between the scientific establishments, as the producers of new knowledge, the users of this knowledge such as the manufacturing sector, and the sources of support.
6. Several techniques are being developed to assist the taking of decisions on the allocation of resources and of their periodic re-assessment. These include scientific and technological forecasting, cost/benefit analysis, etc... Their application and success depend on the nature of the research under consideration. However useful these techniques may be, informed scientific judgement will doubtless continue to play a significant role in the decision-making process.

.../...

7. Quite apart from its indisputed intrinsic value, fundamental research as a consumer of substantial resources has to be considered as an integral part of an overall science policy. Despite the difficulties involved, efforts should be made to plan and organize it taking into account:
 - (a) its essential role in the educational system
 - (b) its long-term contribution to the innovation process
 - (c) the fundamental part which it plays in maintaining scientific vitality.

II. Conclusions

8. The formulation and implementation of a science policy requires the establishment of appropriate machinery at governmental level capable of drawing up a strategy for scientific and technological development, taking into account economic and social objectives.
9. Science policy in common with other policies must respond to developments and changing requirements, e.g. the present need to maintain the quality of life. This can result in a change in the distribution of financial and human resources which in some instances leads to problems connected with the reorientation of scientific activity, whether fundamental or applied.
10. The prerequisites for such dynamic planning include:
 - (a) Analyses of the scientific and technical potential including statistics of science and technology. Methods of collecting data should be refined with a view to obtaining statistics which are comparable country by country.
 - (b) Reviews of the state of and possible trends in selected research fields.
 - (c) Development of systems techniques as aids both to the planning and management of R & D programmes, including fundamental research in so far as this is feasible.
 - (d) Improvement in the understanding of the functioning of R & D systems, the conditions under which they flourish, their relationship to society, etc. (Science of science).
11. Scientific and technical information systems play a vital role in assisting the realization of national research potentials particularly the effective utilization of research results.

.../...

III. Recommendations

12. The Conference recommends that Member States:

- (a) formulate long-term national objectives in sufficiently explicit terms so that due account be taken of them in the establishment of national science policies.
- (b) carry out, at the level of their national science policy-making bodies and with the assistance of all categories of persons concerned, a study of the optimal conditions for the organization and financing of fundamental research in their own countries, taking into account the experience of other European countries.

13. The Conference recommends that Unesco undertake the following actions, including the necessary studies, in collaboration with other international organisations concerned:

- (a) Reconciliation of the methods for science statistics of European countries, taking into account the need for their application on a world-wide basis.
- (b) Organization of meetings of experts to review the present state of and trends in selected fields.
- (c) Organization of meetings of specialists and government experts to review current developments and future applications of systems techniques; in particular of scientific and technological forecasting.
- (d) Organization of meetings of science policy officials to exchange views on recent developments in science policy with the object inter alia of identifying suitable topics for ministerial meetings.

P A R T I I I

REPORT OF THE CONFERENCE ON

"NATIONAL ASPECTS OF FUNDAMENTAL RESEARCH"

The Conference examined the relevant questions raised in Chapter III of working document MINESPOL/3 and working document MINESPOL/6(1).

The discussion was mainly concerned with certain national experiences in the organization of fundamental research, particularly in the universities.

On the basis of its deliberations and recommendations submitted on this item on the agenda, the Conference made specific suggestions submitted in the form of:

- A. A statement on the importance of fundamental research.
- B. Recommendations concerning the precise action which ought to be taken in regard to:

the institutional organization and financing of fundamental research,

working conditions and the management of fundamental research,

the definition of options and priorities in fundamental research.

(1) 16 Member States took part in the discussion of Committee III (Austria, Belgium, Bulgaria, Denmark, France, F.R. Germany, Hungary, Netherlands, Poland, Rumania, Spain, Sweden, Switzerland, Turkey, United Kingdom, U.S.S.R.)

A: CONCLUSION ON THE ROLE AND RANGE OF FUNDAMENTAL RESEARCH

The Conference,

Declares that fundamental research acts as a kind of intellectual dynamo in the complex process lying at the basis of the cultural, social and economic progress of nations.

Is of the opinion:

- (1) that as such, fundamental research, whether problem-oriented or not should be pursued in all countries and in all branches of science, at any rate to a certain extent, even in subjects which seem to be far removed from all practical or technological applications;
- (2) that fundamental research is essential to the formation of teams of competent research workers able to engage in applied research in response to the needs of national development;
- (3) that it would be disastrous in the long run for both the development and the equilibrium of modern societies to give over-exclusive attention to the immediate productivity of the national R&D system or to neglect the important social function fulfilled by free and disinterested fundamental research.

B. RECOMMENDATIONS ON THE NATIONAL ASPECTS OF FUNDAMENTAL RESEARCH

The Conference,

Recalling that scientific research is an integral part of the activities related to national development and that it fulfils various but equally important cultural, social and economic functions,

Recalling that the nature, scope and timing of the objectives assigned to scientific research have led to a distinction being made between research with no specific practical ends in view - fundamental research - and research for clearly determined purposes - applied research - and research linked to technological development,

Recalling that, from the point of view of methodology, such a distinction is arbitrary and that the intellectual approach inherent in scientific research continues to be basically the same whatever the objectives assigned to it

Recalling, further, that problem-oriented fundamental research leads direct to the discovery of new technologies or to the adaptation of existing technologies, that is, to production, and that it is therefore closely linked to the nation's technological and economic potential and to the equilibrium and well-being of modern societies, and that this implies:

- (1) That no branch of science should be entirely neglected by a country,
- (2) that two or more countries, depending on circumstances, should pool their efforts when this is suggested by the importance of the subject or the amplitude of the means involved (the number of specialists, in particular),

Recalling that the evolution of modern science and of society frequently calls for a multidisciplinary approach to problems, not only at the level of applied research and experimental development, but also in fundamental research,

Considering that, within each country, mobility in the careers of scientists is frequently a factor of encouragement on the individual and social side and a factor of productivity on the professional scale,

Having been informed of Unesco's activities in regard to:

- (1) assembling and processing data for evaluating the conditions of efficacy of the work of the research teams;
- (2) the methodology of assembling and processing data concerned with the national scientific and technological potential with a view to managing R&D;
- (3) the mobility of scientific workers;
- (4) the establishment of an international recommendation on the status and career possibilities of scientific workers;

Noting that, in many countries, fundamental research is experiencing difficulties of organization, particularly in the universities and higher educational establishments, the structures of which must be adapted to the evolution of modern science, to the exceptional influx of students and to a more direct insertion into society;

Considering that a thorough, overall study of the institutional organization and financing of fundamental research, conducted with the participation of all the categories concerned, is a matter of immediate importance in order to find a solution to the problems described above and to avoid the collapse of the national R&D system:

RECOMMENDS THAT MEMBER STATES

- I (a) examine, at the level of their respective science policy-making bodies, what are the most appropriate measures for facilitating:
- (1) a pluridisciplinary attack on problems of fundamental research;
 - (2) the participation of active researchers in research administration and the choice of research subjects, particularly in regard to fundamental research;
 - (3) career-long refresher training for research personnel;
 - (4) within each country, mobility within the scientific career.
- (b) ensure that the proposed measures for facilitating the action outlined above are taken within the shortest possible time;
- II invite universities to consider the desirability of establishing a unit to be attached to Vice-Chancellors' offices with responsibility for the organization and management of fundamental research;
- III ensure that national research covers all branches of science, to a certain extent at least;
- IV pay special attention to research in the field of education and related disciplines;
- V provide all sectors concerned, particularly universities and other institutions of higher education, as well as national organizations of fundamental research, with the possibility of active participation in the formulation of national science policy;
- VI seek, to the greatest possible extent, to combine national fundamental research work in a specific field with the efforts of one or more other countries, when the scientific importance or scale of resources required prompts such action;

VII include in the list of national targets for research a certain number of subjects dealing with problems which have priority importance for the developing countries ; these subjects being selected preferably in consultation with the countries concerned and with the competent specialized agencies.

RECOMMENDS THAT UNESCO, taking into account the studies performed by other international organizations :

- I. carry out a study, with the assistance of those European Member States who so wish, and with the participation of all the categories concerned (science, social, cultural and education policy-makers, researchers, teachers, students) on the institutional organization and financing of fundamental research at the national level ;
- II. convene limited meetings of experts on the organization of and methods used in fundamental research, these meetings being restricted on each occasion to a specific field of science ;
- III. give increased assistance to Member States upon their request, concerning the administration of fundamental research within the universities.;
- IV. give high priority in Unesco's science policy programme to activities concerning :
 - (1) the compiling and processing of data to enable evaluation to be made of conditions governing the efficient working of research teams ;
 - (2) compilation and processing of data concerning the inventory of national scientific and technological potentials ;
 - (3) a study on the advisability and possibility of drawing up, in co-operation with the ILO, of an international recommendation on the status and career of researchers ;
- V. facilitate the exchange of experience between the European Member States concerned in regard to problems connected with the assignment of priorities in fundamental research, particularly within the context of regular international gatherings convened by the Organization, bringing together governmental experts in science policy, industrial research managers and directors of university research ;
- VI. undertake studies aiming at establishing dependable criteria for defining priorities in fundamental research.

PART IV

Report of the Conference on "European Cooperation in Fundamental Research"

The Conference examined the relevant questions raised in Chapter IV of working document MINESPOL/3 and working document MINESPOL/6.

I - CONCLUSIONS

As the result of the ministerial discussions, the following conclusions may be formulated with regard to European scientific co-operation in fundamental research:

1. The ministers recognize the need to develop scientific co-operation among the European countries as an effective means of assisting in the achievement of the great aims of mankind: peace, welfare, international understanding.

Another reason for intensifying scientific co-operation among the various European countries is that the resources at their command are limited and need to be pooled, and that there are problems which, for geographical or technological reasons, are common to several of them.

Such co-operation is calculated:

- (a) to increase the scientific potential of individual countries and of Europe as a whole, thus enabling the latter to ensure its own development and to contribute more effectively to that of the developing countries;
 - (b) to narrow the scientific and technological gaps between the various European countries;
 - (c) to increase the usefulness of higher education;
 - (d) to strengthen understanding and solidarity among the European countries.
2. European co-operation in science must be achieved on a voluntary basis, with due regard for the principles of national sovereignty and independence, equality in law, non-interference in domestic affairs, mutual advantage and universality.
 3. The discussions confirmed that European scientific co-operation can be planned and developed profitably in various forms, including regional, sub-regional and bilateral co-operation.
 4. Experience of co-operation in research has shown that it is effective only when:

the participating countries have a potential of their own which they are prepared to develop along parallel lines;

joint efforts are concentrated on selected fields of activity;

joint programmes are included in the national science planning of the various States.

5. The Conference stressed the decisive importance for research;
 - (a) of personal contacts among research workers and their participation in seminars, conferences and short-term and long-term research programmes;
 - (b) of regular exchange of information about research results and research programmes, including scientific and technical documentation;
 - (c) of the joint study of methods of research management, technological and scientific forecasting, the training of scientific personnel, etc.
 - (d) of the standardization of the concepts and media of scientific and technological information, including under this head the diplomas and degrees of scientific personnel.

6. European co-operation in research should be developed in particular along the following specific lines:

- (a) international scientific research organizations;
- (b) national scientific institutions with an international vocation;
- (c) international research projects managed by joint committees;
- (d) international network of research groups.

The relative importance of each type will depend on the actual matters dealt with in European scientific co-operation.

7. The strengthening of European scientific co-operation calls for a more effective use of existing machinery, namely:

the Conference of Ministers responsible for Science Policy, periodically convened by Unesco;

groups of experts to give their views on the various subjects covered by international co-operation;

a Unesco science office for Europe to act as secretariat.

8. Some delegations, recognizing that further development of the European scientific and technological co-operation can be achieved only giving full effect to the principle of universality, considers it necessary to eliminate the abnormal situation by which one of the highly advanced European countries in science and technology - the German Democratic Republic - which would be in a position to contribute substantially to all European

scientific and technical co-operation, is prevented from doing so. This is contrary to the principle of universality and is detrimental to the cause of regional scientific co-operation and development.

II - RECOMMENDATIONS

1. Considering the above conclusions, and
2. Recalling the resolution 5.551 on European co-operation adopted by the Unesco General Conference at its fifteenth session,
3. Desirous to intensify European co-operation in the field of science and technology;

Recommends:

A. To Unesco

Mechanisms of co-operation

- (a) to convene at appropriate intervals conferences of the European Ministers responsible for Science Policy;
- (b) to convene meetings of governmental and other experts to give advice on various aspects of European scientific co-operation, including the possibility of international agreement to that end;
- (c) to create within the Unesco Secretariat an adequate machinery to act as regional bureau for European scientific co-operation and to provide secretarial and administrative assistance for such co-operation;
- (d) to examine the possibilities for publishing in collaboration with other organizations, a special newsletter on science in Europe, and to develop its editorial contents, it being understood that the main purpose of such a newsletter would be to inform the States, scientific organizations and scientific community on scientific collaboration in the European region.

Implementation of co-operation

- (a) to undertake in conjunction with the appropriate national bodies and international organizations, a systematic and collective study of the problem areas most appropriate for European collaboration in the field of research and experimental development;
- (b) to organize a European network of research institutions and post-graduate schools in various fields of fundamental research in order:
 - (i) to secure efficient co-operation in particular fields of science or to realize common projects of multidisciplinary character, and

- (ii) to establish criteria for the acceptance of the institutions into the network, following recommendations of a group of experts; an essential condition for admission will be the performance of work which can be considered as advanced from both the national and the regional standpoints;
- (c) to publish regularly, within the framework of the Training Abroad programme, a list of European scientific seminars and summer schools having an international vocation;
- (d) to convene, under the head of the international programmes of international scientific co-operation put into operation by Unesco, meetings of experts for the purpose of promoting the standardization of methods of experimentation and instrument systems used in fundamental research in the natural sciences, permitting an exchange of views on the most economical procedures in this regard and laying the foundations for European co-operation in this field.

B. To the European States

- (a) to promote co-operation between European research institutions in developing common projects of research;
- (b) to intensify and widen personal contacts and exchanges between scientists of various European countries by means of meetings, seminars, short- and long-term working visits, etc., leaving it to each country to devise and operate its international exchange schemes as it considers fit and to increase accordingly national outlays for this purpose;
- (c) to intensify the exchange of scientific and technical information on research results achieved and on research programmes in progress or in contemplation in the European countries;
- (d) to undertake a study of a general and elaborated system of scientific and technical information, integrated with a world-wide system, especially in those fields of fundamental research where progress is exceptionally rapid and co-operation most useful;
- (e) to undertake collective studies on the methodology of research management, technological and scientific forecasting, training of scientific personnel, etc.
- (f) to co-operate in order to arrive at:
 - (i) some standardization of the concepts, terminology and software used in systems of scientific and technical information, and
 - (ii) improved compatibility and comparability of the infrastructure (including such matters as the diplomas and degrees of the scientific personnel employed) upon which such systems rest;

- (g) to study the feasibility of a programme in the field of ecology, the main emphasis being on the present evolution of the European environment, such a programme to be operated under the auspices of Unesco and the Economic Commission for Europe and other appropriate international organizations;
- (h) to study, in collaboration with the United Nations Economic Commission for Europe, the International Labour Office and other international organizations concerned, the environmental problems of modern industrialized society, and to take measures to arrange a non-commercial exchange of scientific achievements in this particular field.

PART V

GENERAL RECOMMENDATIONS

The Conference considered certain urgent problems affecting European Member States' national and international science policies which did not relate directly to any particular item in its agenda.

The questions involved were the following:

- (1) Co-operation between the European countries and the developing countries.
- (2) The rôle of the fundamental sciences in the evolution of societies and the living conditions of mankind.
- (3) The publication of the Conference's main working paper.

In this respect agreement was reached on the following conclusions and recommendations:

I. European co-operation with the developing countries, in science and technology

A. CONCLUSIONS

The Conference,

1. Took into account the recommendations of the previous regional conferences organized by Unesco on the application of science and technology to development;
2. Recalled the importance attaching to the problems of the development of science and technology in the developing countries in the course of the preparations for the Second Development Decade;
3. Stressed the need for a further intensification of assistance to developing countries in the domain of science and technology with a view to speeding up their harmonious economic and social development; and accordingly,

B. RECOMMENDATIONS

Recommended to Unesco:

4. To attach, within the context of its assistance to development, more attention to the activities aimed at developing science and technology and promoting scientific institutions and staff in developing countries by means of multilateral and bilateral forms of co-operation;
5. To intensify its efforts directed towards a successful realization of its projects intended to create a typology of technological development in developing countries and to develop their systems of scientific education;

6. To further the successful participation of developing countries in long-term international projects, such as those on oceanography, hydrology, "Man and the Biosphere", UNISIST, etc.

Recommended to the European States:

7. To encourage their universities, scientific institutions and scientists to:
 - (i) extend as much as possible their co-operation with the existing scientific institutions in developing countries, and
 - (ii) facilitate a reciprocal flow of scientists by means of associated, visiting and dual appointments, as well as by other means.

II. The rôle of the fundamental sciences in the evolution of societies and the living conditions of mankind

The Conference,

Aware of the existence in many circles of a genuine concern about the influence of scientific developments on the evolution of present-day societies and considering that such concern sometimes goes so far as to assume the extreme form of actual anti-scientific movements,

Aware of the far-reaching and fundamental nature of the moral, social and economic problems raised by the rapid development of knowledge and the ways in which it can be applied,

Believing in the usefulness of a sincere comparison of points of view between scientists - and particularly physicists and biologists - and representatives of the social sciences, political sciences and mass communication media,

Recommends that Unesco consider, in co-operation with the appropriate European science groups, such as the European Physical Society and EMBO, the convening of a conference of experts, including representatives of the most important national and international organizations active in fundamental and applied science, qualified representatives of the human, moral and political sciences, as well as representatives of youth movements and of mass communication media;

Further recommends that the conference be planned in terms of a frank and open discussion of the rôle of the fundamental sciences (mathematical, physical and biological) in the evolution of societies and in that of the living conditions of mankind, and of possible forecasts in this field.

III. The publication of the Conference's main working paper

The Conference,

Considering that the working paper entitled "Science Policy and the European States" (MINESPOL/3) constitutes for the administrators and those responsible for national science policy, in particular for those responsible for the preparation of decisions, a useful working instrument,

Recommends that Unesco take the necessary measures to ensure the publication of this document together with the conclusions and recommendations adopted by the Conference and ensure its wide dissemination amongst the Member States of the Organization, by free distribution as well as by sale.

FINAL CONSIDERATIONS

The Conference of European Ministers responsible for Science held at Unesco marks an important stage in the current evolution of scientific co-operation and the use of science by mankind.

Science is, in the first place, universal. Its intersecting activities bring men together in a synoptic and common view of the universe, and by the contacts it establishes between individuals and societies it constitutes an essential factor of peace.

It was in that belief that the Conference began by emphasizing the intrinsic value of science and the essential character of fundamental research, and that it discussed the problems of the latter at considerable length.

Science has also become in our day an instrument of economic and social change, through the systematic application of its results to the development of technology. Technology transforms societies, at times revolutionizes them. It creates certain problems at the same time as it resolves others. The environment is affected by technology, but its improvement is made possible by recourse to organized scientific action.

To create conditions conducive to a steady and balanced development of science and to its judicious use for the economic and social development of nations are the basic reasons which have led the States to define and apply a national science policy, to the need for which the present Conference of Ministers of Science testifies. It reflects the desire of States to find in science a natural common ground where different national approaches to the organization of science can be reconciled, where peace can be constructed through mutual understanding and co-operation. The Conference has consequently examined the problems faced by all in the development of human resources and in the adoption of the research priorities following from national targets for economic, social and cultural development.

Science policy, owing to the very conditions in which it has to be planned and applied calls for active participation on the part of everyone, from the responsible political authorities to the research workers. Participation must be at all levels, and the composition of the delegations to the Conference is striking proof that the States are aware of this.

However, organizing science, organizing its contribution to the solution of the problems now facing modern society, is a difficult undertaking, inconceivable without the co-operation of the peoples of the world. The so-called "developed" countries are not all developed to the same extent, nor in the same way in all fields of human endeavour. They need to help each other in order to advance together towards a better future for everyone. Hence the fundamental importance of sparing no effort to give European scientific co-operation the broadest possible scope.

Over and above Europe there is the main problem of our time, that of the Third World. The planet to which we all belong sets the true dimensions of our purpose, which is to place science in the service of an equilibrium regained. Europe must put its intellectual resources, its scientific potential and its

experience into the formulation and application of national science policies, in the service of those regions of the world where an organized and rational effort to apply science could contribute greatly to setting them on the path of self-sustaining development. The Conference has fully realized the rôle which Europe is called upon to play in an international co-operation which must extend to the whole of mankind.

The growing complexity of the tasks involved in co-operation at all levels, international, regional and sub-regional, demand that such co-operation should be built up and organized as logically as possible, the contribution of one and all being carefully defined. Unesco's universal vocation makes it an ideal agent for organizing the international co-operation of science policies beyond the confines of regions and political, economic and cultural boundaries.



Conference of Ministers of
the European Member States
Responsible for Science Policy

Paris, 22-27 June 1970

Conférence des ministres
chargés de la politique scientifique
des Etats membres européens

Paris, 22-27 juin 1970

Conferencia de los Ministros
encargados de la Política Científica
de los Estados Miembros Europeos

Paris, 22-27 de junio de 1970

Конференция министров европейских
государств-членов, ответственных
за политику в области науки

Париж, 22-27 июня 1970 года

UNESCO/MINESPOL/7 - Part III
Corrigendum
PARIS, 26 June 1970

Page 2

A. CONCLUSION ON THE ROLE AND RANGE OF FUNDAMENTAL RESEARCH

Is of the opinion :

- (1) that as such, fundamental research, whether problem-oriented or not should be pursued in all countries, and as far as possible in all branches of science, at any rate to a certain extent, also in subjects which seem to be far removed from all practical or technological applications ;

B. RECOMMENDATIONS ON THE NATIONAL ASPECTS OF FUNDAMENTAL RESEARCH

After the 3rd para., add the following text :

Recalling that non problem-oriented fundamental research is an element essential and indispensable in all research fields,

Page 3

Last para., last line, suppress the following words : "and to avoid the collapse of the national R&D system ; "

Page 4

RECOMMENDS THAT MEMBER STATES

I (a) (1), read : " a pluridisciplinary approach to problems of fundamental research ; "

I (a) (2), read : "the participation of researchers actively engaged in research in the research administration etc. "

II, read : "invite universities to consider the desirability of establishing a unit with responsibility for the organization and management of fundamental research ; "

Page 5

Read the 2nd para. as follows :

RECOMMENDS THAT UNESCO, taking into account the work performed by other international organizations :

5th para., read III as follows :

Continue giving assistance to Member States upon their request, concerning the administration of fundamental research within the universities ;



Conference of Ministers of
the European Member States
Responsible for Science Policy

Paris, 22-27 June 1970

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UNESCO/MINESPOL/7 Corr.2
PARIS, 26 June 1970
Translated from the French

CORRIGENDUM TO PART IV OF THE REPORT
BY THE MINESPOL CONFERENCE ON
"EUROPEAN CO-OPERATION IN FUNDAMENTAL RESEARCH"

I. CONCLUSIONS

Para. 1, first sub-paragraph

After "European countries" insert footnote (1):

At foot of page

Add footnote (1), the text being that of paragraph 8, of which the last sentence is amended as follows:

"These delegations consider that this is contrary to the principle of universality and is detrimental to the cause of regional scientific co-operation and development".

Para. 1, second sub-paragraph

Before "limited" insert "relatively".

Para. 7, fourth sub-paragraph

Delete existing text and replace by:

"appropriate machinery within the Unesco Secretariat to function as a European regional bureau for scientific co-operation and to provide a secretarial and administrative support for such co-operation".

Para. 8

As noted above under "para. 1, first sub-paragraph", delete the text here, and insert as footnote (1) in the amended form above.

II. RECOMMENDATIONS

A. To Unesco

Mechanisms of co-operation

Sub-paragraph (b) English text only

Delete from "including..." and replace by "particularly the possibility of international agreement to that end".

Implementation of co-operation

Sub-paragraph (a)

For "difficult" read "important".

Add a sub-paragraph (e)

The text is that of sub-paragraph B (g) (to be deleted), amended as follows:

"to work out a programme in the field of ecology, the main emphasis being on the present evolution of the European environment, and to study the feasibility of implementing it in co-operation with the appropriate international scientific organizations".

Add a sub-paragraph (f)

The text is that of sub-paragraph B (h), to be deleted.

B. To the European States

Sub-paragraph (g)

Delete. The amended text should be inserted above in paragraph A "Implementation of co-operation", sub-paragraph (e).

Sub-paragraph (h)

Delete. The text should be inserted above in paragraph A "Implementation of co-operation", sub-paragraph (f).

The text of the following addendum:

"The Commission calls the attention of the Unesco General Conference to the need to eliminate the abnormal situation by which one of the highly advanced European countries in science and technology - the German Democratic Republic - which would be in a position to contribute substantially to all European scientific and technical co-operation, is prevented from doing so. This is contrary to the principle of universality and is detrimental to the cause of regional scientific co-operation and development".

contained in MINESPOL/CIV/1, was put to the vote in plenary session on the morning of Friday 26 June 1970.

The result of the vote was as follows:

for 10

against 16

abstentions 2.

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

CONFERENCE OF MINISTERS OF THE EUROPEAN MEMBER STATES
RESPONSIBLE FOR SCIENCE POLICY

DECLASSIFIED

Paris, 22-27 June 1970

MAY 22 2023

Address

WBG ARCHIVES

by
Mr. René Maheu,
Director-General of Unesco
at the opening of the Conference

Your Excellencies, ladies and gentlemen,

It is a great honour for me to open this first Conference of Ministers of the European Member States Responsible for Science Policy, and to welcome you to Unesco House.

I am happy to see assembled here some 170 delegates from 30 European States, 19 of which are or will be represented by their Ministers responsible for scientific questions, as well as observers from the Holy See, Liechtenstein and several non-European countries.

It likewise gives me great satisfaction to welcome my colleague, the distinguished Executive Secretary of the Economic Commission for Europe, Mr. Janos Stanovnik, who also represents the Secretary-General of the United Nations, and the representatives of several agencies and bodies belonging to the United Nations system: the Food and Agriculture Organization, the World Health Organization, the World Meteorological Organization, the International Bank for Reconstruction and Development, and the United Nations Institute for Training and Research. I am happy, too, to see among you observers from ten or so other intergovernmental organizations - including the Organization for Economic Co-operation and Development and the Council for Mutual Economic Assistance - and from about 15 international non-governmental organizations competent in various sectors of science and technology, among which I may perhaps mention particularly the International Council of Scientific Unions and the Union of International Engineering Organizations.

Ladies and gentlemen,

In 1966, at its fourteenth session, the General Conference authorized me to prepare the ground for a European regional conference on science policy by convening a meeting of experts for that purpose. The meeting was held in Bucharest in April 1968. In the autumn of that year, and on the basis of the

recommendations made by the experts, the General Conference, at its fifteenth session, by resolution 2.111, authorized me to organize the conference which is opening today.

The preparatory meeting held in Bucharest proposed as the main topics for discussion, firstly the general trends of science policies in Europe with regard to human resources and research priorities, and secondly, problems of organization in fundamental research at national and regional level. These topics, after extensive consultations had been held on them, were finally placed on your agenda.

To assist you in your deliberations, the Secretariat has assembled some basic documentation on the national science policies of the various European countries. This is set out in publication No.17, entitled National Science Policies in Europe, which contains brief national reports on the 26 European States which responded to our invitation. This information is supplemented by a collection of Statistics on research and experimental development activities in European Member States for 1967. These two background documents have been prepared in close collaboration with the competent authorities of the countries concerned. I trust that they will relieve the delegates to this Conference, whose time is precious, from the necessity of describing the situation in their respective countries, so that they may devote their full attention to consideration of the questions of common interest appearing on the agenda.

With the assistance of about 30 consultants, many of whom are with us here today, and to whom I should like to express my gratitude, the Secretariat has prepared a report on these questions, entitled Science Policy and the European States, which will be your principal working paper. As the report is intended primarily to encourage a general discussion and exchange of views, it makes a point of drawing attention to the present bottlenecks, suggesting where and in what respects there may be shortcomings, defining the criteria which could be used as a basis for planning future science policies in Europe and, finally, outlining some practical proposals for action. It is supplemented by another, much shorter document in which the Secretariat, at the request of the Committee of Governmental Experts which met here last April, has tried to draw up a list of points for discussion. That is, in fact, the title of the document, the purpose of which is not in any way to influence your deliberations, but merely to make it easier for you to concentrate on a number of essential points.

Ladies and gentlemen,

I shall now refer briefly to the major questions included in your agenda. It seems to me very right and proper that "problems in the selection, training and utilization of scientists and engineers" should head the list of those you will have to discuss, for they relate to what are commonly called human resources, the very basis of development. You may care to begin here by thinking about what can be done to align national supply of, and demand for, scientists and engineers, it being understood that these notions of supply and demand have to be considered from the two standpoints of quantity and quality and, in any case, are meaningless except in a dynamic context of steady expansion and improvement, which is that of social progress and, more particularly, scientific progress. As regards quality, the nature of the professional activities under consideration needs to be carefully examined and defined, for in so far as such activities are highly specialized, it is essential to ensure that the training given should not

only be suited to the exercise of those activities, but should also remain sufficiently general in character to enable those concerned, in their later working life, to undergo with profit such further training or retraining as may be rendered necessary by the progress of certain branches of science or the economic need to change over from one speciality to another.

The next item on your agenda is entitled "the choice of national scientific research priorities arising from development goals - economic, social and cultural". Some people may find this title over-ambitious and would have preferred attention to be concentrated essentially on economic requirements. It is probably true that emphasis ought to be placed first of all on the procedures by which the States here represented are concentrating or could concentrate their research efforts to enable each of them to safeguard for the immediate future what is called its "competitive survival", i.e. its existence and well-being, in the face of the conditions and requirements of the natural environment, the human environment, the world economic situation and national security; and, at the same time, to promote long-term national development. This accounts for the importance attributed to the productivity of national research and experimental development systems and to the relative efficiency with which they are able to transform the social and technological environment. This point, in my opinion, deserves special attention, since, in many cases, Europe, despite its great intellectual potential, is still unable to incorporate fully into its national economies the fruits of its research workers' labours. In this connexion, you will no doubt have found interesting matter in the document entitled Science policy from the standpoint of national economic policy-making bodies in Europe, which was drawn up at my request by the Secretariat of the United Nations Economic Commission for Europe, to which I am sincerely grateful for it.

Nevertheless, science and technology occupy such a central place in our contemporary societies that we cannot confine our attention to their purely economic aspects, but should also, I think, study the decisive part that fundamental research plays in the shaping of industrial societies on the human level - both individual and social - which brings us back to the essential notion of culture. This, I believe, justifies the scope we have allowed for this item of the agenda.

I now come to the "problems of organization in fundamental research in Europe at the national level". The fact that, partly because of the rôle of the universities, it involves both science policy proper and education policy makes this type of organization particularly difficult. The present situation in Europe in this respect raises a number of questions. Are the efforts of the European countries in fundamental research well organized? Are they sufficiently productive? How can efforts be concentrated and choices made, as they must be in view of the complexity and cost of research and, in certain advanced fields at least, in view of the shortage of highly qualified research workers? These are all very controversial questions, I know, but questions to which we must find answers. Another question which is certain to arise is that of the respective places and functions in fundamental research of the university, on the one hand, and the many research institutions having no organic ties with the university, on the other. On this point, it may be that a comparison of experience in your various countries will enable the Conference to identify certain possible ways of solving the difficult problems raised by the apparently conflicting requirements of institutional independence and concentration of efforts.

The last point on your agenda is the organization of fundamental research, considered this time from the European regional viewpoint. This is a question of capital importance. Whilst I am, of course, fully aware of the formidable obstacles, having nothing to do with science, which stand in the way of such co-operation, for example, between Eastern and Western Europe, I am convinced that the need for it will finally gain general recognition and that a start should be made forthwith. The need will be generally recognized if Europe wishes to preserve its access to the "big sciences", which call for heavy investments and involve very high operating costs. It will also be recognized as a means of ensuring the productivity of "classic" fundamental research, in which the efficiency thresholds in regard to material resources and creative ideas are constantly rising. Objectively, the point at issue is not whether to opt for intra-European scientific co-operation or not, but how to organize that co-operation: how to vitalize it by developing the flow of scientific information and contacts among European research workers; how to ensure that it is useful by making it an integral part of national science policies, so as to make them more productive; how to guide it while determining its optimum growth rate; and finally how to give it broader scope and significance by throwing it open to research workers from the developing countries.

These questions are undoubtedly complicated from the technical standpoint and fraught with difficulties politically. But the Secretariat of Unesco had a duty, in this field as in the others, to draw up a series of practical proposals to put before the Conference. Those which we now submit to you are the direct outcome of the work of the consultants. I lay them before you in the hope that they will help you to formulate recommendations for practical measures. I am indeed convinced that the time has come for European fundamental research to look far ahead, if not to approach things on a large scale, and to organize itself along lines transcending the barriers of economic and political alliances, in order to release and make rational use of the scientific potential of your countries as a whole.

Ladies and gentlemen,

In going through the various questions which you have before you, I have put forward a certain number of arguments which militate in favour of a strengthening of international co-operation. There are two more which go beyond the framework of Europe alone and on which I should like to conclude.

Firstly, on the threshold of the second United Nations Development Decade, it is my duty to draw your attention to the importance of international assistance in regard to science and technology. Whilst it is true that the great majority of the developing countries have now won political independence, it is becoming daily more obvious that this independence, although it is a necessary preliminary condition for their development, is not in itself a sufficient condition. This development, which is at one and the same time a response to a fundamental demand for justice and a guarantee of peace, cannot reach the stage of being, as the economists say, "self-sustaining", unless it comes from within. If this is to be achieved, the countries in question must be able to bring together and organize by their own efforts the material and human resources needed for their scientific and technical progress. It is obvious, however, that they will not be able to do this without outside assistance. For most of them, and for a fairly long time to come, the assistance of the international community, and of the

richest countries in particular, will be a necessary condition for their gradual achievement of independent personality and for the realization of their potentialities.

The peoples of Europe are well aware that all kinds of reasons, of power and of conscience, combine to give them special responsibilities in this worldwide enterprise of mutual aid. What is not so widely appreciated - although it is perfectly obvious - is that such a task, by the very nature of the aims in view and by the scale of the efforts required, calls for co-ordination and not competition. After the colonization which was a source of so many rivalries among the European countries, assistance to the developing countries should provide a particularly favourable opportunity for Europe to rediscover the homogeneity of its technologies and the complementary relations of its cultures, while regaining its soul in the nobility of a great cause.

Next, and this will be my second and last remark going beyond the European context, I should like to speak of a series of dangers which are steadily worsening and to which mankind is at last awakening. I refer to the frantic waste of natural resources, the anarchical spread of urban complexes, not to speak of the unbridled growth of population, or of the dangers that these factors may irreversibly upset the balance of nature. In the face of these problems, the countries of Europe are in duty bound to stand together and to make common cause with all the other regions of the world. We have now reached a point where young people tend to be concerned not so much about how their generation will make its way in the world as about whether life will still be worth living in the world of 2000 A.D. It is not yet too late, but time is running out if we want to take scientific control of the "technosphere" before it destroys us. That is the momentous and formidable challenge which the mastery that science and technology have given man over nature presents, in every country, to those who are responsible for formulating national science policy. I say in every country because this is a problem facing all mankind, but here again I think that Europe, as the home of humanism and the cradle of modern science, has the duty of setting an example.

Ladies and gentlemen,

On this question as on the others, your Conference gives you the opportunity to demonstrate a lucid and constructive spirit of enterprise. You have the chance of stating your views in a way that will enlighten public opinion at a time when it is more and more difficult for it to grasp the complex problems of the technological civilization in which we live, and to know what we have to work for. I hope you will also be able to identify certain common aspirations and to put them into the form of practical recommendations addressed either to your governments or to Unesco. Such recommendations, I would emphasize, seem to me to be highly desirable if the Conference is to have lasting practical effects. The Organization, for its part, will, I can assure you, do everything in its power to follow them up. I hope most cordially that your work will be crowned with the fullest success.

ROUTING SLIP	Date
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NAME	ROOM NO.
Mr. Ballantine Mr. Fennell	

Files ① Mr. Van Dyke	Mr. Donnelly
② Mr. Fitzgerald	Any Comments:
③ Mr. Huston	

④ Mr. V. Relyea & Derp	
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To Handle		Note and File <i>Services</i>
Appropriate Disposition		Note and Return
Approval		Prepare Reply
Comment		Per Our Conversation
Full Report		Recommendation
Information		Signature
Initial		Send On

REMARKS

files.

12/1/4

From *[Signature]*

MAIL ADDRESSED
TO THE
~~PRESIDENT~~

INCOMING MAIL ROUTING SLIP				Date JUL 5 - 1970	
Mr. Aldewereld	A1226			Mr. Hoffman	D1123
Mr. Alter	A837			Mr. Kamarck	D529
Mr. Baum	C303			Mr. Knapp	A1230
Mr. Benjenk	A712			Mr. Lejeune	C502
Mr. Broches	A813			Mr. McNamara	A1230
Mr. Cargill	A613			Mr. Mendels	A1219
Mr. Chadenet	C303			Mr. Nurick	A802
Mr. Chaufournier	C702			Sir Denis Rickett	A1230
Mr. Cheek	C702			Mr. Ripman	D1029
Mr. Wm. Clark	D928			Mr. Rotberg	D827
Mr. Cope	A1214			Mr. Stevenson	D532
Mr. Demuth	B1128			Mr. Twining	D1032
Mr. Diamond	C913			Mr. Votaw	A613
Mr. El Emary	A1143			Mr. Wiese	A837
Mr. Fontein	C602			Mr. Williams	C502
Mr. Fowler	A1219			Mr. Wright	A1136
Mr. Friedman	A1221				
Mr. Goodman	C602			Mr. Friedman	
Mr. Graves	D1122				
Mr. Gutierrez	A1136				
Mr. Hartwich	A712				

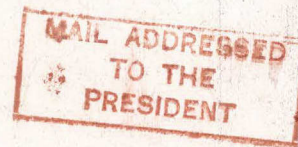


UNESCO
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/8 /12.6/731



COPIB

2 JUL. 1970

Dear Mr. Hill,

I have pleasure in sending you, for transmission to the Committee for Programme and Co-ordination and to the Economic and Social Council, document 84 EX/3 and Addendum on the following reports of the Joint Inspection Unit of the Organizations of the United Nations system, which were submitted to the Executive Board of Unesco at its 84th session (4 May to 19 June 1970):

1. Report on the overhead costs of extra-budgetary programmes and on methods of measuring performance and costs (JIU/REP/69/2);
2. Report on the Economic Commission for Asia and the Far East (JIU/REP/69/6);
3. Report on programming and budgets of the United Nations family of organizations (JIU/REP/69/7);
4. Report on a visit of inspection to Malaysia and Singapore (JIU/REP/69/8);
5. Report on selected ideas for improving field operations (JIU/REP/69/9);
6. Observations arising from a visit of inspection to Malawi (JIU/REP/69/11).

Following its examination of these documents the Executive Board adopted decision 3.2 copies of which are

.../...

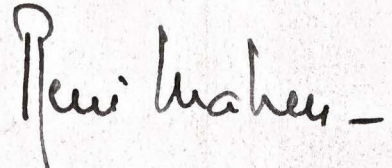
Mr. Martin HILL
Assistant Secretary-General
for Inter-Agency Affairs
United Nations
New York, N.Y. 10017
U.S.A.

enclosed herewith in the Board's working languages. I am also sending a copy of this letter and attachments to the members of the Administrative Committee on Co-ordination.

Furthermore, I wish to inform you that the Board, having examined the report of the Director-General on the activities of the Organization in 1969 and the report of the Special Committee (document 84 EX/4), adopted Decision 4.1.2.B, paragraph 7(c) of which reads as follows:

(c)"(The Board) will decide, additionally, which reports of the United Nations Joint Inspection Unit might be referred to the Special Committee for study in conjunction with its examination of the report of the Director-General on the activities of the Organization".

Yours sincerely,

A handwritten signature in dark ink, appearing to read "René Maheu", with a horizontal line extending to the right from the end of the name.

René Maheu

3.2 - Reports of the United Nations Joint Inspection Unit
(84 EX/3 (Appendices 1-6) and 84 EX/3 Add.)

The Executive Board,

1. Having examined document 84 EX/3 and the six reports of the United Nations Joint Inspection Unit which form the appendices thereto, and also document 84 EX/3 Add.,
2. Notes with satisfaction that the Director-General has asked the Joint Inspection Unit to undertake an inspection of Unesco operated or assisted regional centres and institutes, listed in paragraph 4 of document 84 EX/3, to which Unesco's aid is due to end in 1972;
3. Having studied the Director-General's preliminary observations on the six reports of the Joint Inspection Unit and having received further oral information from Inspector Maurice Bertrand;
4. Commends the work and reports of the Joint Inspection Unit;
5. Notes with satisfaction the form in which the Director-General examines and acts on the recommendations of the Joint Inspection Unit;
6. Invites the Director-General to continue to act on the recommendations of the Joint Inspection Unit as set forth in the reports given as appendices to document 84 EX/3 and in the light of his own comments and of those of the Executive Board;
7. And in particular, being aware that the "Study of the capacity of the United Nations development system" has a bearing on certain issues treated in these reports, and further that these reports will be a subject of study and recommendation by the Advisory Committee on Administrative and Budgetary Questions,
 - (i) Appendix 1
8. Noting that the report of Inspector Bertrand (JIU/REP/69/2) states in paragraph 2.9: "It is extremely likely that the percentages at present paid by the UNDP to the principal organizations fall well short of the real costs",
9. Concurring with the report with regard to the finding that the calculation of a reasonably accurate rate of overheads requires instituting modern methods of performance and cost measurement and control, and that such a system might eventually contribute towards solution of a number of other problems facing organizations of the United Nations family,
10. Noting with satisfaction that the Director-General feels that Unesco finds itself in a favourable position to attempt experiments on the validity of various measuring methods, including the possibilities of adopting the suggested itemized cost accounting system,

11. Invites the Director-General to undertake, along the lines of the recommendation of the Inspector, a study on the possibility of introducing in the Secretariat effective measuring methods including the itemized cost accounting system, and to request the UNDP to make available the necessary additional funds;

(ii) Appendix 3

12. Having noted the proposals by the Inspector with regard to:

the general adoption of medium-term programming,
the establishment of an inventory of resources by country and by source of assistance,

the adoption of a methodology for the identification and classification of projects and programme "units";

13. Recalling resolution 33.1 passed by the General Conference at its fifteenth session relating to the adoption by Unesco of long-term planning,

14. Noting that Unesco has already made considerable progress on the lines of the proposals submitted,

15. Congratulates the Director-General for having presented the draft programme and budget (16 C/5) in an integrated form which is largely in accordance with the comments expressed by the Inspector in paragraph 71 of the report;

16. Invites the Director-General to continue his studies, in consultation as appropriate, with other organizations in the United Nations system concerned with the problem of finding a common basis and form of presentation of programmes and budgets;

(iii) Appendix 5

7. Takes note of Inspector Macy's proposals, concerning:

- (1) Technical assistance planning and control,
- (2) future rôle of agencies in semi-developed countries,
- (3) modern management methods,
- (4) country-identified projects,
- (5) spare parts, and
- (6) project recommendations;

18. Commends the Director-General for his constant efforts at amelioration of the execution of field operations as indicated in the Director-General's observations.

(84 EX/SR.32)

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP			Date JUL 5 - 1970	
Mr. Aldewereld	A1226		Mr. Hoffman	D1123
Mr. Alter	A837		Mr. Kamarck	D529
Mr. Baum	C303		Mr. Knapp	A1230
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Mr. Fontein	C602		Mr. Williams	C502
Mr. Fowler	A1219		Mr. Wright	A1136
Mr. Friedman	A1221		<i>Liles</i>	
Mr. Goodman	C602			
Mr. Graves	D1122			
Mr. Gutierrez	A1136			
Mr. Hartwich	A712			

cc Office of the President



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/1.3/8050/2/3292

30 June 1970

Dear Mr. McNamara,

Thank you for your letter of 26 May 1970 by which you signified your agreement to the change I had proposed for the supplement to the Memorandum of Understanding. I am happy to inform you that the Executive Board, by Decision 7.7 adopted at its 84th session, has approved the extension of the Co-operative Programme. The decision in question reads as follows :

"The Executive Board,

1. Having noted the proposals for expanding the scope of the Co-operative Programme undertaken by Unesco and the IBRD/IDA,
2. Authorizes the Director-General to agree to the proposals embodied in Annex I to document 84 EX/33 (Supplement to the Memorandum of Understanding)."

... I accordingly have pleasure in sending you herewith two signed copies of the supplement to the Memorandum of Understanding with respect to working arrangements between the United Nations Educational, Scientific and Cultural Organization and the International Bank for Reconstruction and Development and the International Development Association. I should be grateful if you would kindly sign and return one of the copies.

... I enclose, for your information, a copy in English of the background document 84 EX/33 referred to in the Executive Board Decision.

I take this opportunity of expressing my appreciation of this extension of the Co-operative Programme and my hope that it will continue to work as satisfactorily and successfully as in the past.

With kind regards,

Yours sincerely,

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

René Maheu

International Bank for Reconstruction
and Development
Director
Mr. Robert S. McNamara

Geneva
John G. ...

1960-6-21

CONFIDENTIAL

Mr. King ...

... of the Co-operative Programme and ...
I take this opportunity of expressing my appreciation of your extensive

document of EX/22 referred to in the Executive Board Report.

I enclose for your information a copy of Chapter 2 of the Working

... and ...
... and ...
... of the ...
I accordingly ...

... of ...

... to document EX/22 (reference to the ...)

... the ...

... of ...

... the Co-operative Programme. The decision to ...
... of ...
... to the ...

Dear Mr. McNamara,

Reference: EX/22/2000/5/2888

20 June 1960

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



EXECUTIVE BOARD

EX

Eighty-fourth Session84 EX/33
PARIS, 11 May 1970
Original: EnglishItem 7.7 of the Agenda

CO-OPERATION WITH THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD) AND THE INTERNATIONAL DEVELOPMENT ASSOCIATION (IDA)

1. It will be recalled that at its 67th session (4 May-6 June 1964), the Executive Board by its decision 67 EX/Dec. 6.4 authorized the Director-General to enter into working arrangements with the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA) as set forth in a "Memorandum of Understanding" which was annexed to document 67 EX/15. As authorized by the Board at its 71st session (28 September-6 November 1965) (71 EX/Dec. 6.2), this Memorandum was later modified with respect to the cost sharing formula between Unesco and the IBRD/IDA (document 71 EX/16).
2. Since its inception, the Co-operative Programme undertaken by Unesco and the IBRD/IDA has developed very considerably and it has now become necessary to expand the scope of the Programme in the following ways:
 - (a) In addition to the operations provided for in the Memorandum of Understanding as amended, the Co-operative Programme will include the preparation of sector studies and of recommendations for country programmes for the education sector, and other services and studies relevant to particular aspects of educational development;
 - (b) the staff to be provided for the implementation of these additional activities will be established in appropriate places in the sector of education, outside the educational financing division. The number of posts will be determined from time to time by Unesco and the IBRD/IDA. For an initial period of two years, commencing 1 July 1970, six such posts will be established at P-5 level: three in the educational planning and administration division and three in the department of school and higher education.
3. These changes would entail modifications in the form of a supplement to the above mentioned Memorandum of Understanding. The draft text of this supplement is attached as Annex I to the present document.

4. The Executive Board may wish to adopt the following resolution:

The Executive Board

1. Having noted the proposals for expanding the scope of the Co-operative Programme undertaken by Unesco and the IBRD/IDA,
2. Authorizes the Director-General to agree to the proposals embodied in Annex I to document 84 EX/33 (Supplement to the Memorandum of Understanding).

ANNEX

20 April 1970
Legal Department, IBRD

(DRAFT)

SUPPLEMENT TO MEMORANDUM OF UNDERSTANDING WITH RESPECT TO WORKING
ARRANGEMENTS BETWEEN THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND
CULTURAL ORGANIZATION AND THE INTERNATIONAL BANK FOR RECONSTRUCTION
AND DEVELOPMENT AND THE INTERNATIONAL DEVELOPMENT ASSOCIATION

WHEREAS a Memorandum of Understanding with Respect to Working Arrangements between the United Nations Educational, Scientific and Cultural Organization and the International Bank for Reconstruction and Development and the International Development Association, was signed by Unesco on 5 June 1964 and by the Bank and the Association on 15 June 1964 and was amended by an exchange of letters dated 27 June 1967 and 7 July 1967 respectively; and

WHEREAS both Unesco and the Bank⁽¹⁾ desire to include in the Co-operative Programme provided for in said Memorandum, as amended, the services of Unesco experts outside the Educational Financing Division (EFD) and to expand the scope of the Programme;

NOW THEREFORE the Memorandum, as amended, is hereby supplemented as follows:

1. Extension of co-operative programme

In addition to the activities provided for in said Memorandum of Understanding, as amended, the Co-operative Programme shall include, as may be agreed between Unesco and the Bank from time to time: (a) the preparation of sector studies and of recommendations for country programmes for the education sector; and (b) other services and studies relevant to particular aspects of educational development.

2. Additional Personnel

Unesco will provide, through its Educational Planning and Administration Division (EPAD) and its Department of School and Higher Education (EDS), for agreed activities in the Co-operative Programme, such man-years of professional services per year as shall be agreed from time to time by Unesco and the Bank. Accordingly, there shall be established in EPAD and EDS a corresponding number of Co-operative Programme posts at such levels and for such periods as shall be agreed from time to time by Unesco and the Bank. For an initial period of two years, commencing 1 July 1970 there shall be six such posts at P-5 level, three in EPAD and three in EDS.

(1) All references to the Bank in this Supplement shall be taken to include both the Bank and the International Development Association.

3. Agreement on activities

(a) All services to be performed under the Co-operative Programme by staff members of EDS and EPAD will be agreed in advance by Unesco and the Bank. They may be proposed by either Unesco or the Bank. Such agreement will normally be reached and subsequently reviewed during periodic review meetings of the programme. In reaching agreement the activity will be defined with respect to the country involved, the type of activity, the numbers and types of personnel required, their terms of reference and the timing and schedule of the activity. An estimate of the total man-months (or weeks) required will be made and travel and other supporting services (when necessary) will be indicated.

(b) Activities will normally be such as to require a substantial allocation of time (not less than one man-month). To ensure prompt completion and a high standard of performance, it is expected that staff members will be assigned to the activity on a full-time and continuous basis to the fullest extent possible. Unesco will notify the Bank of any significant change in this expectation or in the forecast schedule for the activity.

4. Selection and assignment of personnel

(a) Appointment of staff to fill the Co-operative Programme posts established in EDS and EPAD will be made by the Director-General of Unesco.

(b) To provide the agreed man-years of service to the Co-operative Programme by EDS and EPAD each of those units, following consultation with the Bank, will designate a panel of an agreed upon number of staff members of the unit for Co-operative Programme activities. Assignment of these staff members to agreed programme activities will thereafter be made by the Director of the unit. Occupants of the Co-operative Programme posts may or may not be designated as members of the panel. When necessary to accomplish an agreed activity within the Co-operative Programme, Unesco may propose other personnel in EDS or EPAD not on the panels and with the agreement of the Bank assign them to the activity.

(c) Nothing in this agreement is intended to preclude services by Unesco personnel outside EFD, EPAD and EDS, as contemplated in the Memorandum.

5. Accounting for services

Any services, including identifiable supervisory services, provided by the staff of EPAD or EDS for the Co-operative Programme will be chargeable against the man-years of service agreed from time to time under paragraph 2 above.

6. Communications

Communications concerned with normal operations of the Co-operative Programme will be through the Director of the Educational Financing Division.

Except as otherwise provided herein, this Supplement and the activities provided for herein shall be governed by the said Memorandum of Understanding, as amended, and related administrative arrangements.

Director-General
United Nations Educational,
Scientific and Cultural Organization

President
International Bank for Reconstruction
and Development and International
Development Association

Date _____

Date _____



UNESCO

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

JUN 19 REC'D

place de Fontenoy, Paris-7^e

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

référence : EP 8050/26/3263

- ~~Mr. G. B. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~
- ~~Mr. ...~~

11 June 1970

Dear Ron,

Here are our comments on the draft minutes of our Review Meeting in April.

facile up

Page 2 - para. (a). According to Unesco's Bureau of the Budget the number of officially established professional posts is 28. I shall delve into the history of how this difference of 1 between our reckonings arose and write to you.

Page 2 - para. (c). Suggest we omit the last two sentences beginning "It was agreed"... down to ... "Cooperative Program".

Page 5 - last para. 2nd line. We suggest the following text :

"EFD staff might be available for participation in Bank economic missions. At the present time, the overall capacity to participate in Bank economic missions (EPD staff and consultants or Unesco EFD staff) was under review".

Page 6 - Sector Studies. We propose the following text beginning line 6 of this paragraph :

;"a sector study should contribute to analyse a country's long-term educational objectives ; the difficulties of translating general educational objectives into practical terms ; the limited value of a "parachute-type" operation and the possibility of supplementing a sector study by pre-investment studies covering particular types or aspects of education and training".

The remainder of the text unchanged.

Page 6 - last para. Omit the second and third sentences from "The Government's.. down to "... be borne in mind".

Mr. R. Fennell
 Administrative Officer
 Education Projects Department
 I.B.R.D.
 1818 H. Street, N.W.,
 Washington, D.C. 20433
 (U.S.A.)

.../

(U.S.V.)
MARTINSON, D.C. 20422
1818 H. Street, N.W.
I.B.E.D.
Education Projects Department
Administrative Officer
Mr. B. Fenney

copy to "..." re policy in mind"
Page 2 - last para. Omit the second and third sentences from "The Government's"

The remainder of the text unchanged.

studies covering particular types or aspects of education and training, operation and the possibility of strengthening a sector study by pre-investment objectives into practical terms: the limited value of a "baseline-type" educational objectives: the difficulties of translating general educational "a sector study should contribute to analysis a country's long-term

this baseline:

Page 2 - sector studies. We propose the following text beginning line 2 of

text.

economic migration (EBD staff and consultants of UNESCO EBD staff) was under migration. At the present time, the overall emphasis to participate in Bank "EBD staff should be available for participation in Bank economic

Page 2 - last para. and line. We suggest the following text:

"If was agreed" ... copy to ... "Cooperative Program"

Page 3 - para. (c). Suggest we omit the last two sentences beginning

to you.

paraphrase of how this difference of 1 between our reckonings arose and write

officially endorsed professional board is so. I shall delete into the

Page 3 - para. (c). According to UNESCO, unless of the budget the number of

work.

Dear you

reference: EB 8020/22/2222

telex: 21 002 Paris
cables: UNESCO Paris
telephone: 200-2121

Place de Fontenay, Paris-7e

- Mr. Fenney
- Mr. ...
-
-
- ...
- ...
- ...
- ...

11 June 1980

UNIT 2 REC.D



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

Page 7 - 1st para. - line 5. Suggest the following text :

"...determining to what extent intentions declared and assurances given at the time of project preparation and appraisal have been realized and reasons for possible failures".

This text to replace the remainder of the sentence following the word "determining..... to or not".

Page 8 - bottom of the page. Omit the reference to the Unesco International Education Commission.

Page 9 - bottom of the page. Suggest we leave out the preliminary mission plan which, by now, is completely overtaken by events.

Page 10 - Weekly Review. The second sentence should read :

"It was also agreed that the Bank would indicate to Unesco during these conversations whether the completion of a given PIM report was more or less urgent".

Hoping that you will find those proposals acceptable.

Yours sincerely,



W. Moller
Educational Financing Division
Department of Planning and
Financing of Education



47850
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

JUL 06 REC'D

place de Fontenoy, Paris-7^e

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

référence : ED/8070/4.5

- ...
- ...
- ...
- Stewart
- ...
- ...
- Div. Files
- Op. Files


29 June 1970

Dear Kin,

It was good to talk with you again last week.

I hope that you did get in touch with Mr. Hutton since I feel that our work should provide a good basis for the Bank building cost study. In case you have been overwhelmed by the size of the report, I recommend that you read Chapter 4.

... Attached is a photocopy of the list of FED (European Common Market) financed schools. I have not yet had a reply to my request for more information.


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

Mr. Kin Thint
I.B.R.D.
1818 H Street, N.W.
WASHINGTON D.C. 20433
U.S.A.

III. — ENSEIGNEMENT ET FORMATION

— **Enseignement primaire** : construction et équipement de 279 classes (Mauritanie, Polynésie, Surinam) ; équipement de 199 classes (Mauritanie, Somalie) ; construction de 66 logements d'instituteurs (Polynésie et Surinam) ; 47 écoles au Surinam.

— **Enseignement secondaire** : **Congo-Brazzaville** : 4 lycées (Boko, Kinkala, Mossendjo-Sibiti) construction ; **Dahomey** : 1 lycée à Cotonou (construction) ; **Madagascar** : 1 collège à Majunga (construction) ; **Mauritanie** : 5 classes pour cours complémentaires (construction) ; 8 classes de collèges (équipement) ; **Rwanda** : 3 classes au lycée de Kigali (construction) ; 4 classes, dortoirs (3+4 lits) à l'école normale inférieure de Kigali (construction) ; **Somalie** : Mogadiscio (extension) ; 3 écoles pour l'enseignement moyen (équipement) ; **Surinam** : internat pour 300 élèves.

— **Enseignement technique** : **Burundi** : secteur agricole à l'école technique de Bujumbura ; **Cameroun** : centre interafricain de statistiques à Yaoundé ; **Haute-Volta** : centre de formation artisanale pour jeunes filles à Ouagadougou ; **Rwanda** : école technique et moyenne à Butare (complément 1^{er} F.E.D.) ; **Somalie** : école d'enseignement technique ; **Tchad** : lycée technique de Fort-Lamy ; **Surinam** : école ménagère.

— **Enseignement supérieur** : **Burundi** : école nationale d'administration à Bujumbura (120 internes) ; **Centrafrique** : école nationale d'administration à Bangui ; **Congo-Kinshasa** : second bâtiment de la Faculté des sciences humaines de l'Université Lovanium (Kinshasa) ; trois écoles pédagogiques à Kinshasa, Lubumbashi, Thysville ; groupe scolaire de Kiwanza ; **Niger** : extension de l'école nationale d'administration ; **Rwanda** : Institut pédagogique national à Butare ; **Surinam** : école normale (414 classes).

TOTAL : 37 707 000.

— Prise en charge de 3 professeurs (1 au Cameroun ; 2 en Côte d'Ivoire) affectés au centre international de formation statistique à Yaoundé et à l'école de statistiques d'Abidjan.

— Assistance technique générale à l'OTRACO (Congo-Kinshasa).

— Animation féminine au Niger.

— Formation de cadres pour l'enseignement audio-visuel (Rwanda).

— Assistance technique : 7 instructeurs pour le développement d'entreprises artisanales au Cameroun.

COMMUNICATIONS
SECTION

1970 JUL -6 AM 9:58

RECEIVED

1970 JUL 6 AM 9:58

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

JULY 28, 1970

LOG NO.:

ITT TELEX / 28

TO:

CORINTFIN

FROM:

PARIS

TEXT:

ROUTING	
ACTION COPY:	MR. GAUD'S OFFICE
INFORMATION COPY:	
DECODED BY:	

1086 FOR SECRETARY OF WILLIAM S GAUD

**KINDLY AIRMAIL COPY OF MINUTES I AGREED WITH AKHRAS OF UNESCO ABOUT
COOPERATIVE ARRANGEMENTS IFC MAILED PARIS JULY 17. REGARDS**

DAVIDSON

F

C

IR



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 : EP 8050/25/3289

- JUL 06 1970
- Manning
 - ~~Clark~~
 - Zart
 - Stewart
 -
 -
 - Dr. Files
 - Op. Files

Mr. Brewin
 Please draft
 reply.

26 June 1970

Dear Hursit,

This is a rather late reply to Duncan's letter of 8 June asking for comments on the proposed agenda for the meeting of Agricultural Educators in Rome, in August.

All our specialists concerned are keen to go, and have together submitted the following comments and a revised draft agenda attached as an annex to this letter.

"We believe that this agenda includes very good points for discussion. However, we would like to see its scope broadened to include subjects which usually emerge during the process of Project Identification and which, of course, are not included in the proposed agenda perhaps for the reason that the agenda is concerned only with project preparation and appraisal.

If the broader scope proposed is accepted, other points for discussion - not presently covered in the proposed agenda - could include subjects such as : administration of agricultural/vocational education and training programmes ; the role of extension services in community development ; co-operation between vocational training institutions and the extension services and other training programmes ; utilization of mass communication in agriculture ; close links, in some cases, between agricultural and vocational technical education ; participation of faculties of agriculture in research and in extension. Other subjects which should be included in the agenda whether or not the proposed broader view is accepted, could be the following : home economics training ; various types of programmes for youth and adult farmers without being restricted to farmers' training centres.

Should these subjects be included for discussion, it would appear that the discussions could be facilitated by arranging the subjects on the agenda in a sequence leading from broader to narrower themes. In this respect, discussions could perhaps begin with the subjects of extension and research -

.../

Mr. O.H. Calika
 Deputy Director
 Education Projects Department,
 I.B.R.D.,
 1818 H. Street, N.W.,
 Washington D.C. 20433
 U.S.A.

П.С.В.
 Мэриингтон Д.С. 50422
 1818 Н. Стрет' И.М.
 I.B.H.D.
 Education Projects Department
 Denver District
 W. O. H. Carter

1970 JUL - 4 11:42

...

discussions about health care with the approval of expansion and research -
 in a sentence regarding how progress to national progress. In this respect,
 the discussions about the curriculum are being done on the various
 subject areas approval of curriculum for discussion, if more exact than

planning centers.
 of biological for health and other issues without being left out of the
 is concerned about the following: some economic planning; various areas
 which should be included in the various areas of the biological progress and
 basis of curriculum of biological in research and in expansion. Other approval
 some cases, research biological and location research approval; biological-
 biological; curriculum of mass communication in biological; stage time in
 location research planning infrastructure and the expansion research and other planning
 the role of expansion research in community development; co-operation between
 scientific research of biological/location research and planning biological;
 not biological center in the biological areas - about curriculum approval also as:
 If the progress above biological is concerned, other bodies for discussion -

is concerned only with biological development and infrastructure.
 the not included in the biological areas health for the reason that the various
 national issues regarding the progress of biological identification and which of course,
 however, we must try to see the above progress to curriculum approval which
 the reason that the various areas included with good bodies for discussion.

annex to this letter.
 approved the following comments and a related staff various approved as in
 All our objectives concerned are keen to do, and make progress

home in which
 comments on the biological areas for the meeting of biological research in
 this is a letter type reply to discuss, letter of 8 June asking for

Dear H. Carter

reference: EB 8020/S2/2888
 telex: 51 005 Paris
 cables: UNESCO Paris
 telephone: 200-2121
 Place de Fontenay, Paris-16

- Mr. Linn
- Mr. Linn
-
-
-
-
-
-

28 June 1970

Handwritten notes:
 not
 for the world
 H. Carter



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

the largest sources of employment, particularly in developing countries - as they set the stage for greater training needs. Secondly, farmers' training programmes, followed by manpower ratios, e.g. extension and non-extension staff to farmers or any other method. Then the objectives of training programmes for training personnel at various levels of job performances and the corresponding curricula to achieve these objectives ; the training of teachers, the farm buildings, the equipment, etc. Agricultural courses in general education institutions should also be discussed as to their objectives.

We think it possible that perhaps time will not allow for full coverage of all items proposed and that follow-up meetings might be required at another time. However, discussions on the principles of some key issues of a general nature will expose participants at the Conference to those issues which usually emerge during project identification and which are important in the overall process of Bank lending. Such an exposure might also help the participants to reach common views at least on some of these issues. It will also point towards the need of a certain latitude or flexibility in the conclusions so that they may be adapted to local conditions".

With kind regards,

Yours sincerely,



W. Moller
Acting Director
Educational Financing Division
Department of Planning and
Financing of Education

Revised AgendaSuggested items for
Conference of Agricultural Educators IBRD/FAO/UnescoRome - August 10-12, 1970I. Extension

- (a) Organisation of Extension Services.
- (b) The various aspects of Extension Services achieving advisory and training objectives, e.g. cooperatives, organization, farm leaders, home science extension, youth clubs, mass communication and participation of extension in community development.
- (c) The training of extension staff.
- (d) The cooperation between extension services and research and education and training institutions.

II. Research

- (a) Participation of higher level agricultural education institutions in research, including research on extension.
- (b) The training of research personnel.

III. Farmer Training Programmes (Adult and youth training)

Organisation, programmes, conditions for success, their value in extension education.

IV. Manpower assessment

- (a) The types (e.g. agriculture, home economics, veterinaries, etc.) and levels of manpower required for development and definition of the job performances required.
- (b) Quantitative assessment of manpower requirement - criteria - e.g. ratio of field level staff to farmers (extension and non-extension staff) ; ratio of field level staff to supervisory staff (extension and perhaps non-extension) ; assessment of the need for veterinarians and ratio to assistants.

V. The education and training programmes

Either to meet requirements in IV(a) or for further education, or both. Discussion of curricula in line with performances that may be required which may fall under the following levels of education ^{1/}:

.../

^{1/} The purposes of the courses are given in each level as examples. These may be subject to modifications and alternatives suggested for discussion.

- (a) Secondary Level. This would include courses appropriate for all streams, such as, agricultural education as part of general science and/or social science courses or prevocational agriculture courses.
- (b) Vocational Level. Post-primary or post-junior secondary courses designed to train skilled workers or lower level extension workers. Normally, these would be terminal certificate level or equivalent courses of one or two years.
- (c) Post Secondary Level. Intermediate level between secondary and University Level e.g; those designed to train farm managers, extension workers, field assistants and personnel for agri-business. Normally, a two or three years course post-secondary leading to a diploma or equivalent.
- (d) University Level. Designed to produce agricultural scientists and senior administrative staff for agricultural services, including extension. A three or four-years course after senior secondary.
- (e) Agricultural Teacher Training Programmes for the Various Levels

The following subjects should be discussed in each point :

- (i) The purpose of the courses as set out in the beginning of paragraph V.
- (ii) The course content-subject matter-emphasis, balance between practice and theory.
- (iii) Level at which field practice should be involved and at what level should this involvement be in the form of demonstrations, or the acquisition of skills, productive activities, or combinations of the above.
- (iv) What are the main guidelines in the development of appropriate curricula, at different levels in various countries.

VI. Staff student ratios and class sizes

VII. Farm Buildings

Appropriate designs and space allocations, particularly with regard to practical training facilities.

VIII. Criteria for Equipment Provision

UNESCO

~~STB~~
~~HAG~~
~~MLH (1/2)~~
WJA

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

DATE AND TIME

OF CABLE: JUNE 17, 1970

LOG NO.: ITT TELEX / 17

TO: INTBAFRAD

FROM: PARIS

R O U T I N G

ACTION COPY: MR. DEMUTH

INFORMATION COPY: EDUCATION PROJECTS

DECODED BY:

TEXT:

888 FOR DEMUTH AND BALLANTINE

UNESCO BOARD DISCUSSED YESTERDAY PROPOSED INTERNATIONAL EDUCATION COMMISSION CONTAINED DOCUMENT 84 EX/7. WAS UNABLE ATTEND BECAUSE 2 DAYS OECD ECONOMIC POLICY COMMITTEE. ABOUT A DOZEN SPEAKERS INTERVENED AND MOST LDC REPRESENTATIVES FAVORABLE TO PROPOSAL BUT SERIOUS RESERVATIONS FROM U.S. AND EVEN STRONGER ONES FROM U.K. WHICH LATTER DOUBTED DESIRABILITY WHOLE EXERCISE WHILE U.S. WANTED TO DELAY FINAL DECISION UNTIL OCTOBER/NOVEMBER GENERAL CONFERENCE. FACT IS THAT 1968 GENERAL CONFERENCE HAD ALREADY AUTHORIZED ESTABLISHMENT OF COMMISSION IN PRINCIPLE. FINALLY COMPROMISE SOLUTION WAS FOUND WHEREBY DIRECTOR GENERAL CAN SPEND 120,000 DOLLARS IMMEDIATELY ON PREPARATORY AND RELATED STUDIES BUT FORMAL DECISION TO ESTABLISH COMMISSION AND ALLOCATE ENTIRE 500,000 DOLLARS WILL BE LEFT TO GENERAL CONFERENCE. VOTE ON COMPROMISE RESOLUTION WAS 16 IN FAVOR, 6 ABSTENTIONS INCLUDING 3 SOCIALIST MEMBERS PLUS U.S. AND U.K.. SHALL REPORT IN MORE DETAIL IN MY FINAL REPORT ON ENTIRE BOARD SESSION WHICH HOWEVER WILL NOT BE

JUN 17 12 42 PM 1970

COMMUNICATIONS SECTION

TO: DIRECTOR, FBI
FROM: SAC, NEW YORK
SUBJECT: [Illegible]

TEXT

RE: [Illegible]

TO: [Illegible]

DATE: [Illegible]

BY: [Illegible]

SEARCHED	INDEXED
SERIALIZED	FILED
JUN 17 1970	
FBI - NEW YORK	

INFORMING CABLE

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

DATE AND TIME OF CABLE: JUNE 17, 1970

LOG NO.: ITT TELEX / 17

TO: INTBAFRAD

FROM: PARIS

R O U T I N G	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	EDUCATION PROJECTS
DECODED BY:	

TEXT:

P A G E - 2 -

COMPLETED BEFORE EARLY JULY SINCE NOW LEAVING FOR GERMANY.

REGARDS

STEUBER

BF

FOR INFORMATION RECEIVING OFFICE USE ONLY
TYPE IN THE RECEIVING OFFICE

JUN 17 12 42 PM 1970

COMMUNICATIONS SECTION

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RECEIVED

CONTAINED HEREIN IS UNCLASSIFIED INFORMATION

EX-100 - 3

DATE

TIME

BY

FOR

RECEIVED BY

(NAME)

TELEPHONE NUMBER

EXTENSION

ROOM

DATE

EX-100 - 3



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: 18.2.3/4700/70

5 June 1970

Dear ~~Sir~~, Mr. Calika,

We acknowledge with thanks the receipt of the following publication(s):

AUG03 REC'D

Cost-benefit analysis in education: a case study on Kenya
 Prepared by Hans Heinrich

- Mr. Calika
- Mr. Stewart
- Mr. ...
- Mr. ...
- Mr. ...
- Div. Files
- Opp. Files

It was duly added to the reference collection of the Regional Office for Education in Asia.

Your cooperation in sending us this material is greatly appreciated.

Yours sincerely,

Maria Lao Sunthara

(Mrs.) Maria Lao Sunthara
 Programme Specialist/Documentation

Mr. O.H. Calika
 Economics Department
 World Bank and International Development Association
 1818 H. Street, N.W.
 Washington, D.C. 20433
 U.S.A.

U.S.A.
Washington, D.C. 20543
1818 H Street, N.W.
Mortgage and Investment Development Association
Economic Development
Mr. O.H. Smith

RECEIVED - 3 11 9:15

RECEIVED

U.S. DEPARTMENT OF EDUCATION
(M.A.)

100-100000-1000

Washington, D.C.
The Regional Office for Education in Asia
It was sent under to the reference collection of

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100-100000-1000

U.S. DEPARTMENT OF EDUCATION
The Regional Office for Education in Asia

Mr. O.H. Smith

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U.S. DEPARTMENT OF EDUCATION
Regional Office for Education in Asia



Organization for Economic Cooperation and Development
International Bank for Reconstruction and Development

Distribution: limited

UNESCO
ED/BIE/CONFINTED 32/3 Corr.
PARIS, 4 June 1970
Original: English

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MAY 22 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MAIL ADDRESSED
TO THE
PRESIDENT

INTERNATIONAL CONFERENCE ON EDUCATION

XXXIInd Session

Palais des Nations, Geneva

1-9 July 1970

✓
ORGANIZATION OF THE WORK OF THE CONFERENCE

CORRIGENDUM

Para. 21. Finally, on 8 July the Conference as a whole will study the report of the Commission and adopt a recommendation on the reduction of wastage. The session of Thursday morning, 9 July, will be spent on hearing the general report of the debate on "Major trends", and on the closing ceremony. It is hoped, therefore, that the Conference may end by mid-day, 9 July.

should read:

21. Finally, on 8 July the Conference as a whole will study the report of the Commission and adopt a recommendation on the reduction of wastage. The session of Thursday afternoon, 9 July, will be spent on hearing the general report of the debate on "Major trends", and on the closing ceremony. It is hoped, therefore, that the Conference may end by late afternoon, 9 July.

Original to: *Mr. Dennis A.*
Date: *6/22/70*
Communications
Section

Distribution: limited

UNESCO
ED/BIE/CONF/ED 32/5
PARIS, 23 April 1970
Original: English

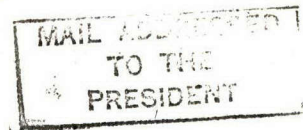
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MAY 22 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONFERENCE ON EDUCATION



XXXIInd Session

Palais des Nations, Geneva

1-9 July 1970

ORGANIZATION OF THE WORK OF THE CONFERENCE

GENERAL INFORMATION FOR PARTICIPANTS

Place of the meeting

1. The XXXIInd Session of the International Conference on Public Education (now named International Conference on Education) will take place at the Palais des Nations, Geneva.
2. Plenary sessions will be held in room XVI; the Commission will meet in room VIII. Participants are requested to enter the Palais des Nations through the Portail Pregny, door 11.
3. All communications concerning the Conference should be addressed to:

Mr. L.R. Fernig
Director
International Bureau of Education
Palais Wilson
1211 Geneva 14

telephone: Geneva 31.37.35

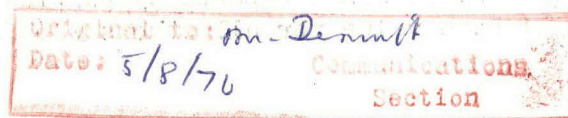
First meeting

4. The first meeting will take place on Wednesday, 1 July, at 10.30 a.m. The times of other meetings will be fixed by the Conference.

Registration

5. Participants are requested to complete the registration cards which they will find at their seats in the meeting room and hand them to a member of the Secretariat.

ED/CONF.8/5



INFORMATION ON ITEMS ON THE AGENDA

6. In accordance with the proposal of the IBE Council, the former title "International Conference on Public Education" has been slightly modified this year to "International Conference on Education" in order better to reflect the scope of the Conference.
7. The following remarks on items on the draft agenda may be useful to participants in preparing for the Conference.

Rules of procedure (Item 2 - document CONFINTED 32/2)

8. In the past, sessions of the Conference were convened jointly by Unesco and the International Bureau of Education. This year the Conference is convened by the Director-General alone, and it will be organized in accordance with Unesco rules pertaining to meetings of Category II. The Conference will have to approve its rules of procedure, a draft of which is contained in the document referred to.

Improving the effectiveness of education systems, particularly through the reduction of wastage at all levels of education (Item 6 - document CONFINTED 32/4)

9. A decision of the General Conference of Unesco at its fifteenth session (resolution 1.511) fixed this topic as the main technical item for the International Conference on Education.
10. Preparatory work by the Secretariat is reflected in the synthesis presented in the working document. Supplementary reference material will also be available to participants: a select bibliography on the subject has been published in the "Bulletin of the IBE" (Issue No. 4 of 1969), and a statistical analysis of information from Member States will be distributed at the opening of the Conference (in a document coded CONFINTED 32/REF.1).
11. The survey conducted by the Secretariat suggests that discussion might well be shaped along these lines:
 - (a) Definition: Despite the wide terms of reference, "wastage" should be taken in relation to internal aspects of schooling - and notably repetition of grades (or failure) and dropping-out (or premature school leaving). Moreover, the evidence on problems at higher education level is most incomplete, and the Conference will probably wish to focus its attention on primary and secondary schooling.
 - (b) The measurement and extent of wastage: Matters of statistical methodology need to be fixed early in the discussion, but probably do not require much debate.
 - (c) Systems of promotion and selection: Here the various forms of organization used by Member States have to be taken into account.
 - (d) Causes of wastage
 - (e) Remedies: This will doubtless be the main part of the Conference discussion, since reports by participants on successful experiences will have value for all others who face similar problems.

Major trends in education 1968-1970
(Item 7 - document CONFINTED 32/5)

12. This is the second major area of concern to the Conference. It has hitherto been dealt with by the presentation of a series of national reports. The practice by which participants brought to the Conference succinct printed reports on developments in the past year has proved a most useful source of information - and it is hoped that it will continue.
13. For the Conference debate, however, the synthesis prepared by the Secretariat in document CONFINTED 32/5 suggests that a suitable framework might take the following form:
- (a) Reassessments of national systems of education, undertaken on the occasion of the International Education Year.
 - (b) Recent or projected changes of policy: Of particular interest here are changes in the structure and control of education.
 - (c) Innovations: Three aspects of education - curriculum development, educational technology and the teaching body - have been significantly affected by reforms in recent years.
 - (d) Research in terms especially of the problem areas on which research is now being focused.
14. The discussion of the themes suggested above will, it is hoped, provide a framework for participants to report on national action and at the same time engage in an exchange of views. As reference material, the 1970 edition of the "International Yearbook of Education" will be made available at the opening of the Conference.

Report of the Conference

15. The work of the Conference will be summed up in a report which will be presented in a draft form for adoption at the end of the session. It is expected that, as in the past, the discussion on the major theme of wastage will lead to a recommendation directed to practical action by governments and international bodies.

SPECIAL SESSIONS

16. Following a decision of the Council of the International Bureau of Education at its second session in December 1969, the Secretariat will organize, as a contribution to the International Education Year, two special meetings during the Conference. One will be devoted to the ethical aspects of education, and the other to the commemoration of the tercentenary of the death of J.A. Comenius.
17. Professor G. Caló, of Italy, has accepted to be the speaker at the special evening session on moral education. The Czechoslovak National Commission for Unesco will provide a specialist to speak at the session on Comenius. The exact date and place of these two special sessions will be communicated to participants during the Conference.

PROPOSED METHODS OF WORK

18. Subject to approval at the opening of the Conference, the Secretariat proposes a method of work and time-table along the following lines.
19. After the opening session (Wednesday morning, 1 July), the Conference will devote two sessions (afternoon 1 July, morning 2 July) to a general debate on educational wastage. The question will then go to Commission for detailed technical discussion. Membership of the Commission will be plenary i.e. all delegations will attend if they so wish.
20. From the afternoon session of Thursday 3 July, through Saturday morning and on Monday, 6 July, the Commission will meet to complete its work. Simultaneously, the Conference will meet in plenary to examine the theme of "Major trends in education", which offers the occasion of national reporting. The plenary should complete its examination during Tuesday, 7 July.
21. Finally, on 8 July the Conference as a whole will study the report of the Commission and adopt a recommendation on the reduction of wastage. The session of Thursday, morning, 9 July, will be spent on hearing the general report of the debate on "Major trends", and on the closing ceremony. It is hoped, therefore, that the Conference may end by mid-day, 9 July.

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INTERNATIONAL CONFERENCE ON EDUCATION

MAIL ADDRESSED
TO THE
PRESIDENT

XXXIInd Session

Palais des Nations, Geneva

1-9 July 1970

MAJOR TRENDS IN EDUCATION

1. A survey of educational developments during the past three years shows a rich and varied scene - in the problems defined by educational authorities, in efforts to solve these problems and in innovatory action. The general impression one gets is that the educational enterprise around the world is very much on the move. Appropriately, this attempt to draw together a vast amount of information and give a bird's eye view of educational trends in the world today is made during the International Education Year. For 1970 has been earmarked by Member States as an occasion for reflection on the state of education and for mobilizing energies and initiatives for the decade ahead.
2. The main purpose of this paper is to outline the general directions of educational development, so as to provide a channel for discussion and national reporting during the International Conference on Education (Geneva 1-9 July 1970). For the most part the Secretariat has drawn on official reports, especially those which are contained in the "International Yearbook of Education" and publications of ministries of education. While illustrative examples are given, no attempt has been made to describe conditions in detail in all Member States.
3. The document deals successively with the identification of problems; the restatement of educational aims; innovations at specific points in educational systems; and the research endeavour.

PROBLEMS

4. Public authorities express awareness of a wide range of problems, reflecting in this way a growing dissatisfaction with existing arrangements. The achievement of educational systems is falling short of expectations or aspirations, and various sectors of the public are making this known, up to and including the educational authorities themselves.
5. The expression of problems may be grouped around certain basic aims:
 - (a) In order to implement the right to education, quantitative expansion is called for. But growing populations on one hand and shortages within the educational system (teachers, buildings and funds) on the other form a major obstacle to the achievement of this aim. In developing countries the lack of qualified national teachers is felt to be the

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greatest single difficulty. Moreover, many countries are concerned about the unequal distribution of educational opportunity. The problem of culturally or socially deprived groups in the community and of individuals with certain physical or mental disadvantages is preoccupying public authorities. Such cases arise from the fact that social and economic forces and physical or health conditions may play a determining rôle in a young person's school career, despite a generous educational policy directed to equal opportunity. Certain remedial steps by the education authorities may be needed, even though the full solution lies outside the system of education.

- (b) The educational system is itself not efficient enough in achieving the goals set for it by each nation. A proportion of youth not at school at all, wastage among those who are enrolled, inadequate distribution of the school network over the national territory, and a lack of balance between the several sectors of education, these are the prevailing internal symptoms of ineffectiveness. At the same time, the expanding bounds of education involve an ever-growing share of public funds. The unit cost of education is rising (a Soviet Union estimate indicates that the figure of 82 roubles per student in 1960 reached 155 in 1969 - and this is by no means exceptional). The result of increasing expenditure (estimated at 6% of gross national product in the United Kingdom and over 9% in Canada, for example) is a natural demand for greater attention to efficiency. Much the same pressure is found in developing countries, where scarce resources have to be allocated with strict attention to development possibilities: in many African countries between a quarter and a third of government expenditure is now devoted to the educational system. The regional conferences on education convened by Unesco in the recent past (African Member States at Nairobi in July 1968, the Arab States at Marrakesh, January 1970) stated clearly that lack of finances formed one of the major constraints on the expansion and improvement of education.
- (c) As the educational system is expected to meet each country's development needs, attention has been focused also on the quality of the products of systems. When university graduates or secondary school leavers, or even primary school leavers, are found to be unemployed in societies which are chronically short of trained manpower at all levels, there would appear to be an important gap between what society expects of the schools and what the schools are in fact delivering. In more general terms, this is not merely a question of better vocational preparation; it raises the issue of the relevance of much teaching and learning. How can the instructional process and the educational system as a whole be improved, so as to provide for new conditions (the "explosion of knowledge" and the "information revolution" are two often-quoted phrases) and to prepare students for a rapidly changing world? Symptomatically, student unrest and questioning by teachers have directed attention to the very foundations of education. The aims of education are being re-examined in an attempt to discover the source of the problem of the lack of fitness or effectiveness. If what is expected of education is unrealistic, one should start by clearing the ground and establishing what education in the modern world is really intended to do. The concept of continuous learning or life-long education may offer the only basis for a satisfactory answer.

6. This summary listing of problems should not, in itself, produce an impression of unrelieved gloom. Awareness of problems is the first and indispensable step to progress. And as the sections below indicate, education authorities are striving to ensure, by a variety of policies and practices, that their systems meet the challenge.

POLICY FORMULATION AND CHANGE

7. There have been widespread examples in recent years of the re-examinations and restatement of educational aims.
8. The causes are varied. At times the process starts with some basic adjustment to the system of education - such as the decision to prolong compulsory education. To keep the mass of young people at school for a longer period is to raise at once a series of questions about the purpose and content of their schooling.
9. In other cases, countries feel that they are reaching the end of one phase in their educational history and need to prepare the next. This is evidenced most clearly in Algeria, where 1968/1969, the seventh year after Independence, marked the end of an emergency period and the completion of a three-year educational plan, so that the stage was set for a new orientation of the system. In Austria the reform started in 1962 reached its term by 1969, thus leading the authorities to a fresh consideration of the system.
10. When public attention is focused on a particular problem, the result may be to provoke study of a wider range of educational policies. The publication in Britain of the Plowden Report (1967) raised the issue of equal opportunity. In many countries university unrest has led to decisions which have a bearing on the entire system of education. Iran and Senegal are among the States which have seen that university reform may imply the general reform of schooling.
11. Whatever the causes, it is clear that many States have recently started to make an overall assessment of their systems of education. An extensive list of projects is to be found in the national programmes undertaken during International Education Year in 1970; some examples from the recent past may serve to illustrate the point. Albania in 1968 instituted a "People's debate" on the reform of the content, methods and management of school work, which led in June 1969 to a government decision on the aims and structure of education. In Romania the basic law of 1968 gave a long-term direction and a framework for modernizing the country's system; since then a series of measures have been adopted for implementing the change. Much the same intention of evaluating and reforming was reported between 1968 and 1970 from Ghana, Iceland and Yugoslavia. Brazil in 1968 adopted a "Strategic programme for the development of human resources" which led to an extensive study of school education and the draft of a new law in December 1969, the intention being to begin the reform in 1971. Spain has provided a well-documented case of a national assessment leading to proposals for reform, in the Ministry of Education and Science publication in 1969 "La educación en España: bases para una política educativa". The Ministry proposes thorough revision of the school system in order to achieve a common school of eight years, after which differentiation will occur.

12. The process of assessment is frequently linked to the preparation of development plans for education. To the extent that such plans are integrated in national plans for social and economic development, basic studies and the formulation of policies are called for. Thus in France, preparation for the sixth plan (1971-1975) has involved a series of study groups in the Ministry of Education and in the regions, and attention has been directed at the same time to the rôle of research and to the costs of educational development. In Trinidad and Panama efforts have been made to draw up both long-term (15 years) and shorter-term plans for education, again on the basis of a sharper definition of the goals of education.

13. The mechanism for achieving a clearer view of national education has also received due attention. The establishment of High Councils or Central Committees has been used, for example in Japan, Thailand and Turkey, as a means for ensuring inter-ministerial attention to the future shape of education. Many countries have taken steps to strengthen the machinery for planning education within the responsible Ministry - a trend particularly noticeable in the Arab States but found also elsewhere. The UAR has attempted not only to improve co-ordination at government level but also to strengthen the connexion between planning and implementation, feeling that this has been a weakness in the past. Probably much the same conclusion would be true about most national experiences with the planning of education.

14. There is increasing acceptance of the idea that a mechanism should be sought to ensure the continuous reform of education. Sweden has for long been committed to policy oriented educational research as a means of achieving this end; and more recently Ivory Coast and Spain have taken steps in the same direction by creating central research institutions.

15. It remains to examine the main directions which have been taken by national assessment. Broadly speaking, there has been insistence on either the individual goals of education or on social needs, with some countries attempting to express both aims in an integrated form.

16. The affirmation of the right to education, and a call to implement it more fully is expressed clearly in Canada by a provincial committee (Ontario) on the aims and objectives of education. Here education is "designed to ensure the right of every individual to have equal access to the learning experiences best suited to his needs". There follows a "responsibility for every school authority to provide a child-centred learning continuum that invites learning by individual discovery and inquiry". Similar if less broad statements have been made in several European countries and the U.S.A. Countries with a less developed network of schools have sought the same goal by the decision to achieve compulsory primary education, as in the Republic of Korea and, through an emergency programme of expansion, in Brazil.

17. But perhaps in the majority of cases the goal which has been most strongly expressed has been that of reshaping the educational system to meet national conditions and needs.

18. The view that education, and especially primary schooling, should have a rural orientation has been expressed by the majority of States in Africa, a view that is shared also in other regions. The Regional Conference of African

Ministers of Education (Nairobi 1968) produced a reasoned account of this policy, and action to implement it has recently been taken by many of the States concerned. The Cameroon Government has emphasized that primary education should "contribute to the rehabilitation of manual work by demonstrating the importance of the rôle of agricultural workers in general economic growth of the country and at the same time should ensure development of the child's attitudes and moral character". On the whole, policies directed to ruralization stem from a realization that the majority of the population is committed to a rural way of life and that the improvement of agriculture and of rural trades is an economic as well as a social necessity.

19. Elsewhere the adaptation of education to suit development needs has led rather to a stress on technical and vocational education linked to industry and commerce. The production of middle-level manpower is considered in Guyana as well as in Thailand and Turkey as a major goal for reshaping the school system.
20. At times national needs have been translated also into terms of language teaching. The strengthening of the place of the national language in education is felt to be essential in Algeria and the Sudan, both of which have set arabization as a goal. It occurs also in Malaysia and Singapore, the former having decided to develop the Malay medium of instruction in primary schooling, the latter stressing rather the achievement of bilingualism as a means of welding together a multi-cultural society.
21. In conclusion, it is evident there need be no contradiction between individual and social goals for education and recent statements which draw them together can readily be found. Thus, in Tanzania the government began in 1967 to evolve its policy of "education for self-reliance" which includes the orientation of curricula to meet national needs while giving importance to the quality of individual learning.

Changes in structure and organization

22. The overall structure and method of running the school system have recently been changed in several directions.
23. First, several countries have decided to prolong the period of compulsory education - to the full ten-year course of secondary schooling in USSR, to age 16 in the United Kingdom, in Denmark to eight years of basic schooling (in 1972/1973) then to nine (in 1973/1974) and in Cyprus and Malta to age 15 (in 1971). Such steps have posed the question of the content of education which is so closely related to structure. The USSR authorities have experimentally recast the primary school stage of general class-teaching, reducing the period from four years to three, so that subject teaching can begin in the fourth grade. On this basis, the content of education in the upper grades is being worked out progressively, in the expectation that the passage from old to new programmes will be completed by 1974/1975. The goal in new programmes is to stimulate pupils to reflect and to apply what they learn to solving problems.
24. The articulation of primary-secondary-higher stages of education has also been taken up in some African countries. Both Ghana and Senegal are seeking a better school plan by shortening the primary stage and rearranging the tapes (and content) of secondary schools.

25. In the second place, there is a tendency to intensify school work and to make fuller use of premises. As a rule, traditional school calendars are hallowed practices, so changes in this direction are always striking. Hungary is examining the whole-day school, and Yugoslavia the possibility of a five-day week as well as a system of accelerated promotion for the talented. Argentina has started to introduce a full-time (two-session) primary school pattern as a means of adding foreign languages to the curriculum; and in Ecuador a more intensive school-year has been introduced, with less time for examinations and vacations.

26. Third, the school itself is undergoing certain changes. In Canada, Spain and the USSR the authorities are deliberately increasing the size of schools, creating regional schools and closing down small local establishments - to the point where Canadian educators pose the question: How big is too big? Schools in the U.S.A. continually experiment with different plans of organization, and among the plans currently receiving favourable attention is the "non-graded primary school": the concept underlying this plan is to eliminate specific grade placement for each pupil and to allow continuous promotion during the primary classes. The child is thus allowed to progress at his own rate of learning in all the subject areas.

27. Fourth, and partly as a concomitant of the larger school or more flexible school organization, there is a trend to decentralize authority in educational matters. This may be a matter of giving increased responsibility to regional school authorities, as in the UAR where a department of professional supervision has been added to the education authorities in each zone. In Ethiopia, a policy of decentralization is being considered in order to increase local participation and interest in schools. But some countries also reflect a trend to giving head-teachers and the staff of schools more power to decide matters affecting school life.

Shared responsibility

28. Perhaps the most striking reform in organization in recent years has been the growth of "participation" in the majority of European and North American countries. Student councils with functions varying from advisory to deliberative have been set up in secondary schools and higher establishments, and in certain cases, like France and Italy, these arrangements have been codified in official regulations. In France, secondary school students take part in class and school councils in which teachers, the administration, parents and community leaders also have a place. At higher education level councils have been created in individual establishments and at regional and national levels. Teachers, students and persons from outside the institution take part in university councils. In Sweden, student councils are now obligatory in all upper secondary schools; the aim of policy is "to obtain the collaboration of all concerned in reaching increased participation and co-responsibility".

Conclusion

29. In drawing up plans for International Education Year, a large number of Member States have decided to re-examine, during 1970, their national systems of education and to bring about changes in aims, structure and control. The Conference may wish to hear about the steps that have been taken in these States, and to discuss the broad lines of the movement for reform.

SPECIFIC INNOVATIONS

30. Against this background of changing policies, one can situate the numerous measures taken by countries - whether experimentally in a few schools or more generally throughout the system - to bring about modernization. This may be done most simply by taking in turn the several aspects of education.

(a) Primary schooling

31. Interest in pre-primary schooling has increased in European States, with measures taken to expand provisions in the Federal Republic of Germany, Italy, Spain, USSR and the United Kingdom. In part a reflection of social policy, such steps are also designed to raise primary school standards by improving the readiness of children for formal instruction. The movement is not limited to developed countries, moreover, for Mali by a law in 1969 has laid the basis for a pre-primary system, and Lebanon has begun the training of teachers for this type of school.

32. The primary course proper has attracted a good deal of attention in most parts of the world. Changes have been effected in school types, as in the Sudan unification into one system of the previous two types of school, while in the Republic of Viet-Nam an effort is being made to convert primary schools, in respect of structure, management and content, into community schools. Expansion of primary school enrolments has continued, and certain emergency programmes have been launched, such as Brazil's "operation school" aimed at reaching compulsory education in urban areas..

33. It is in respect of content and method that most changes have occurred. Among many experiments in progress, Hungary and the Federal Republic of Germany are studying how to reduce class size and alter teaching methods by greater emphasis on group and individual work. While concern has been expressed in some quarters over the standards of primary education, there are also signs of more flexible promotion policies: Argentina is trying out automatic passage from grade 1 to 2, and the UAR, although abandoning automatic promotion in a rigid form, has nevertheless limited the extent of repetition that is permitted.

34. The most noticeable trend in primary school curricula has been that towards a rural bias, In African countries, where the policy has been most clearly expressed, the application is often linked to teacher preparation - so that in Cameroon, Niger and Tanzania the training of rural school teachers has been the start of a process that will extend also to curriculum revision. An intensive programme in this direction has been launched in the Bouaké complex in Ivory Coast, where experimentation in televised instruction accompanies pre- and in-service teacher training and the creation of new school programmes of study.

(b) Secondary education

35. The second level of education is certainly the sector which has received the greatest attention and in which the large majority of countries are attempting to effect reforms. The fundamental problem is to reconcile at this stage of schooling the preparatory function of the school (preparing for higher education, preparing for life) with the occupational needs of society.

36. One visible trend is towards the blurring of the distinction between traditional primary and secondary stages. In the Romanian reform of 1968, a ten-year school was created in which the first eight grades have a common curriculum, a certain degree of specialization occurring thereafter. The reform of 1969 in Denmark has produced a common nine-year school. Rather less formal signs of the same trend may be seen in Argentina, where entrance requirements to the secondary stage have been relaxed, and in Mali where an effort is being made to establish pre-vocational centres as a more supple form of post-primary education.
37. The move towards secondary education for all in the majority of European countries has brought with it a growing readiness to experiment with new forms. Thus the Federal Republic of Germany is seeking greater permeability between the branches at the lower secondary stage, moving in fact to a comprehensive type of school, and reorganizing upper secondary education, including the vocational types; here the trend is towards the Kolleg, and institute of pre-university study with greater diversification and a wider range of career-related subjects. This will change the nature of the school leaving certificate (Abitur) and lead to a separate university entrance examination. Austria has adopted a 4+4 plan for secondary schooling and is similarly concerned to ensure easy transfers between types of course in the first cycle. The Spanish reform has produced a course of eight years (5+3 corresponding to compulsory education) followed by three years of upper-secondary education in preparing for a "unified" and "poly-valent" baccalaureate. While Switzerland has further developed the principle that the first four years of secondary education should form an orientation stage, France has tended to abandon a general "cycle d'orientation" by giving the first two years a fixed and broad curriculum for all schools.
38. Inevitably, changes in secondary education have led to an increased demand for guidance services for both educational and vocational purposes. The improvement of these services is reported from Algeria, Spain and Sweden; and Romania has undertaken a special programme for training guidance personnel.
39. The issue of general versus practical studies in secondary schools continues to be a matter of concern. Broadly, the trend in recent years has been to give the first cycle of secondary education a general, non-vocational scope, but at the same time to ensure that the course has a practical bias to serve those students who will leave school after completing it. The attempt to introduce common multilateral (or comprehensive) first cycles of secondary education has occurred in Brazil, Guyana and Singapore, besides the countries mentioned above. It represents, in these three cases, an answer to economic needs - an effort to prepare middle-level personnel for development. The same cause has led in a few countries to the creation of middle or intermediate schools; and the U.S.A. records that middle schools are gradually increasing in number, presumably as a means of better articulating elementary and secondary stages.
40. The result of such measures has been to postpone technical and vocational education proper to the upper cycle of secondary education. It would seem now to be an accepted part of educational doctrine that about nine years of general education are needed before students embark on a more specialized education for a career. In a number of European countries a further development has been the up-grading of technical schools or institutes at the second level in order to articulate them better with institutions of higher education. An increasing place

is being given in general secondary school curricula to scientific and technological subjects, another sign of the tendency to reduce barriers between the different forms of schooling.

41. Turning now to the curricula of secondary education, there appears to be a growing demand for greater effectiveness, which in one sense is taken to mean a more modern content related to life and also to work. This leads to the offering of a greater variety of subjects, some of which are elective, and also to a widening of the scope of the terminal secondary examination - which has been the case notably in Switzerland. Another effort to simplify the secondary course and treat it integrally has occurred in Jordan where the preparatory (lower cycle) examination has been abolished.

(c) Higher education

42. Student unrest has been a characteristic of the past three years and has focused public attention on the state of higher education in many countries. At times this has resulted in a sweeping reform of the entire system of education; but it is particularly in the higher level that the repercussions are evident.

43. The underlying principles of higher education have been restated in some countries, generally with the result that the definition given to higher education includes a great deal more than the traditional university institutions. The main principles which have been laid down in France for higher education are: autonomy, participation and the multidisciplinary approach. A similar view has been taken in Italy.

44. At the administrative level there would appear to be a twofold tendency: on the one hand to increase national co-ordination of higher education establishments (as with the creation of the National Council in the Democratic Republic of Congo and the setting up of similar bodies elsewhere) and on the other to the reiteration of the principle of autonomy, including the provision of increased State funds for private universities, as in Japan.

45. The organization of institutions has begun to change with the breakdown of traditional definitions of the university and the faculty. In Yugoslavia this process has taken the form of a search for mergers - as between institutions and even between subject fields taught in a single institution. The Federal Republic of Germany has started to experiment with Gesamthochschulen, groups of institutes at the higher level. In the United Kingdom the degrees granted by the Council for National Academic Awards for courses outside the university (e.g. notably in colleges of advanced technology) have begun to have a noticeable impact on the more traditional institutions.

46. The effect of such changes on the content and methods of higher education is likely to be vast, but as yet few clear examples are quoted. Several countries, such as Afghanistan and Senegal, state that the courses will have to be more practical and more closely related to development needs; Algeria has introduced a first cycle of general studies in higher education to provide a better basic preparation for professional work; and a number of mechanisms have been developed in different countries for ensuring links between universities and industry. Perhaps the most flexible arrangement is that of the British "Open University", due to start in January 1971, which will be a complete teaching institution through radio and television.

47. In the course of reforming higher education, some countries have seen this change as a source for the reform of the entire education system. This has been notably the case in Iran which adopted in 1968 the Ramsar Charter of Educational Revolution, the general purport of which was to give higher education the responsibility for pioneering in educational change.

(d) Adult education

48. Several countries are accepting increased government responsibility for the provision of adult education: Denmark passed an Act in this sense in 1968, Tanzania has brought adult education agencies under State Control, and Uruguay has instituted a national inspectorate for adult education. Both Sweden and the United Kingdom have started inquiries into the effectiveness and the future development of their adult education provisions.

49. For developing countries, the focal point continues to be functional literacy. A number of national programmes have been started, at times with the assistance of Unesco and the United Nations Development Programme.

(e) Curriculum development

50. The paragraphs above refer frequently to the reform of the content of education. In fact, when one examines educational systems as a whole, without regard to separate sectors, then the development of suitable curricula would seem to be the major single concern of the world's education authorities. In the large number of curriculum changes reported recently in Member States, a few general trends can be discerned.

51. One of these is the tendency to regard curriculum development as a continuous process, rather than a series of ad hoc decisions. Thus Japan adopted in 1968 a new elementary school programme, which will be put into effect in 1971, leaving enough time for study meetings and teacher participation throughout the country. Successively lower secondary (1972) and upper secondary (1973) curricula will similarly be changed. The concept of a "rolling reform" is followed in Sweden also, with the added element that the nation-wide revision of course content is expected to have a bearing on the organization of schooling, so that periodic changes in the basic legislation will be called for.

52. A further trend in the same direction may be seen in the regular output of teachers' guides, curriculum materials and the like which many Ministries of Education now regard as a normal function. In order to prepare and issue materials some countries have been impelled, like Ethiopia, Ghana and Kenya, to set up special units in the Ministry for the purpose of experimentally devising new materials and then diffusing them to the school system.

53. Within schemes of curriculum change, there is a great deal of agreement on the subjects which have been singled out for special attention. The introduction of new mathematics appears to have drawn the attention of almost all Member States - to such an extent that one is led to ask whether existing international arrangements for exchanging experience are adequate in this particular field. The setting up in France of three instituts de recherche pour l'enseignement des mathématiques in 1969 and three more in 1970 is one striking example of this interest. Along with mathematics, science subjects continue to be the object

of reform. Science teaching centres have been set up in Malaysia and Nigeria. There is a demand also for the introduction of certain practical subjects such as agriculture, into the curriculum and a consequent need for developing the curricula for them.

54. The teaching of languages, both national and foreign, also occupies an important position. An earlier start in the teaching of foreign languages now seems to be widely accepted as desirable, and efforts are being made to arrive at suitable content and methods for such teaching. The improvement of the teaching of the mother tongue is considered desirable in a number of countries and experimental work has gone on actively in this area.

55. As is usual in curriculum development based on the subject approach, there would appear to be a general tendency to increase the learning load on students. However, some efforts are being made to examine the curriculum as a whole with a view to securing a better balance (in France experimentally a part of the time is devoted to physical and social development under the term "tiers temps pédagogique"), to avoid fatigue and lighten the load and also to lessen the effects of a rigid marking and examination system.

(f) Educational technology

56. There is general agreement that the modern media have extensive and far-reaching applications to education. But national reports give the impression that most of the work is still at a research and development stage and has not yet passed into current usage.

57. In certain fields basic legislation has been adopted e.g. on educational television and on the State control of correspondence education, as a necessary prerequisite for the improved use of such media. Many countries (as far afield as Ecuador, Hungary, Japan, Jordan, Mali, UAR) have started intensive experimental work on the technology of education and on programmed instruction. This latter teaching method is felt to have great possibilities when it can be integrated into the regular teaching process, allowing as it does for a specific part of the course to be individualized.

58. As is natural, many developing countries focus their efforts with the new educational media on the teacher training sector, as has been notably the case in Ivory Coast and Malaysia.

59. Among recent innovations, the use of computers to assist instruction has been taken up in the United States and Switzerland. In Sweden a global approach to educational technology is represented by the establishment of a new corporation (supported by the State, local authorities and the co-operative movement) for producing teaching aid systems.

(g) Teachers

60. The march of educational progress is inevitably tied to the improvement of the teaching profession, and recent reports reflect a wide range of measures or innovations in this direction.

61. The status of teachers has been the subject of legislation in Romania and Algeria, the latter country having recently introduced a unified teaching service. In France, with the growth of secondary education, a new category of teachers has been legally established in 1969, that of "professeur d'enseignement général des collèges", and this status is likely to be a first step in the reform of methods for preparing all secondary school teachers. In the United Kingdom the decision has been taken to phase out all unqualified teachers by 1970 and to ensure that all secondary school teachers have a professional training by 1973. Also, the Secretary of State has "accepted the case for giving teachers a much greater measure of professional self-government and is exploring the possibility of setting up a professional council which would fix the qualification for entry to teaching and have the power to strike off the register teachers guilty of professional misconduct".

62. An improved status can only result from improved qualifications and training. The majority of countries appear to be actively making reforms in this sense. In Argentina, Afghanistan and Saudi Arabia for example, steps have been taken to raise the level of primary teacher training centres by raising the standard of entry. The UAR has now found it possible to treat as redundant all establishments which are at secondary school level, so that primary teachers in future must have a full secondary course behind them. The period of training has sometimes been lengthened, as in Hungary, in order to provide additional general and professional education. In Ghana the Ministry has begun to consolidate the large number of small colleges in order to achieve colleges with larger enrolments and better facilities. The results of a continuous policy to improve teacher training are shown in a recent United States survey: in 1947/1948, some 41% of the nation's primary and secondary teachers had no university degrees, and by 1967/1968 the proportion had fallen to 5%.

63. In the field of teacher training, perhaps the most significant recent development is the acceptance of the principle that teachers require continuous training. In certain European countries, such as France and Sweden, a wide range of measures have been adopted to give teachers the opportunity of in-service training. In Switzerland this has taken the form of the creation of permanent centres, one of which was set up by the Federation in 1969 for the in-service training of secondary school teachers, while the teacher's associations are also creating a centre which will be mainly focused on primary teachers. Most developing countries have taken measures for providing systematic courses of training for teachers; and some of the newer pre-service teachers colleges in Africa (e.g. Cameroon, Kenya, Mali) have as a permanent function that of giving refresher courses to teachers in service.

64. Although some countries appear to have solved their problems in the supply of teachers, the majority still face shortage. Hence there have been vigorous efforts to expend teacher-training facilities. The field of technical and vocational schooling appears to be especially handicapped by the shortage of qualified teachers, yet it is notable that few countries appear to be taking steps to strengthen this form of teacher training.

65. Finally, the trend may be noted - most clearly expressed in the United States - to focus attention on the training of teacher educators. These form a group of great importance in any scheme for reforming education, and to prepare them adequately, the total resources of a university are needed, as well

as a number of people in the school system, such as administrators, librarians and so on. The concerted programmes taking shape in the U.S.A. for "teachers of teachers" are calling into question the content and teaching methods used in higher education at large.

Conclusion

66. From the account given above, it appears that States are increasingly regarding their educational provisions as continuous systems. A strategy for improvement implies some form of systems analysis, with a series of choices about the most effective points at which to introduce innovations. The Conference may wish to discuss, from this point of view, recent national experiences in regard to:

- (a) Improvements in curricula
- (b) the use of educational technology
- (c) the status and training of teachers

RESEARCH

67. Educational research was the subject of study by the International Conference on Public Education at its 29th session in 1966, and events since then have shown a steadily rising interest in the subject.

68. As a means of furthering research and co-ordinating activities throughout the country, central institutions have been strengthened in several States. Thus, Spain set up in 1969 a national centre for educational research, and in the Soviet Union the Academy of Pedagogical Sciences of the RSFSR has been converted into an All-Union body. In Denmark a research board has been created for primary and lower secondary education; and still more recently Switzerland has set up a Federal Centre for co-ordinating research at Aarau, and Ivory Coast has similarly established a national research institute. The link between research and educational planning has been recognized in a number of other countries which have established or strengthened research units within ministries, as in Iran, Singapore and the UAR.

69. The use of pilot and experimental schools also appears to have been extended. Of interest here is the Swedish experience in "local education research blocks", each of which groups several experimental schools and provides scope for local initiatives.

70. While there is evidence of an increase in the funds made available for research (the Swedish grant for research in schools rose from 0.2 million Kr. in 1962/1963, to 6.4 million Kr. in 1969/1970), there would still seem to be little room for complacency. Canada is a country with a recognized position in the field of research; yet the Canadian Council for Research in Education has estimated that expenditure on research and development in the country is only 0.2% of the total educational expenditure. The Council suggests that this figure should be increased annually until it reaches 2%.

71. In terms of subjects of inquiry, research appears to be increasingly directed towards improving the effectiveness of teaching and learning. Almost all countries describe studies or experiments concerned with the curriculum, promotion systems (or the negative aspect of failure and dropping-out), examinations and other methods of evaluating performance. This considerable expansion of educational research is a welcome sign, since it means that planning and development in education will be based upon more realistic evidence obtained within the country itself, instead of on the adoption of practices from abroad. But it also poses a series of problems. The first is the difficulty of ensuring that research results are made available to classroom teachers and do in fact lead to improvements in the instructional process; the extensive use of experimental schools in France, Sweden and the USSR is designed to overcome this problem. In the second place, there would appear to be a dearth of trained research workers, and measures for providing the needed professional training are far from adequate. And third, at the international level, the communication of research information as well as assistance for the establishment of research institutions are both in their infancy.

Conclusion

72. As a final part of its survey of the educational movement, the Conference may wish to discuss the problems raised in the preceding paragraph. It would be useful for participants to learn of major studies now under way (and therefore not yet covered in the literature) in Member States.

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TO: MOLLER
UNESCO
PARIS

DATE: JUNE 30, 1970

CLASS OF SERVICE: ~~LT~~ *Wa telex*

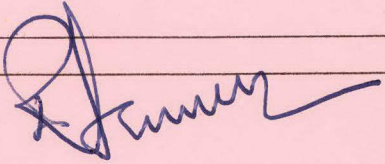
COUNTRY: FRANCE

TEXT: TAYLOR ARRIVED WASHINGTON STOP REGARDS
Cable No.:

FENNEL
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INTBAFRAD

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AUTHORIZED BY:



NAME R.H.S. Fennell

DEPT. Education Projects

SIGNATURE (SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: RHSFennell:mc

CLEARANCES AND COPY DISTRIBUTION:

Mr. Taylor

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ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

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DEPT: DEPARTMENT OF STATE
NAME: U.S. DEPARTMENT OF STATE
AUTHORIZED BY: [Signature]

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TO: PARIS
UNESCO
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CLASS OF: [unclear]
DATE: JUN 30 1970

OUTGOING WIRE

ASSOCIATION INTERNATIONAL DE DEVELOPPEMENT (3 10) Form No 33	RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR	COOPERATION INTERNATIONAL FINANCE
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UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INCOMING CABLE

DATE AND TIME OF CABLE: MAY 29, 1970
LOG NO.: ITT TELEX/29
TO: INTBAFRAD
FROM: PARIS

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

TEXT:

780 FOR DEMUTH AND BALLANTINE
RE MY 777. PLEASE NOTE 2 ERRORS DUE TO DICTATION OVER TELEPHONE.
UNDER TERTIO READ "PURPOSE ESTABLISHMENT" INSTEAD OF "PROPOSED
ESTABLISHMENT" UNDER QUARTO SECOND SENTENCE READ "IMBALANCE BANK
AND UNESCO CONTRIBUTIONS" INSTEAD OF " IN BALANCE" . REGARDS

STEUBER

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COMMUNICATIONS
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COMMUNICATIONS

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SECRET

VIA AIRMAIL TO DIRECTOR, FBI, WASHINGTON, D.C. FROM SAC, NEW YORK (100-100000) (P) (U) (C) (S) (M) (R) (T) (V) (W) (X) (Y) (Z) (AA) (AB) (AC) (AD) (AE) (AF) (AG) (AH) (AI) (AJ) (AK) (AL) (AM) (AN) (AO) (AP) (AQ) (AR) (AS) (AT) (AU) (AV) (AW) (AX) (AY) (AZ) (BA) (BB) (BC) (BD) (BE) (BF) (BG) (BH) (BI) (BJ) (BK) (BL) (BM) (BN) (BO) (BP) (BQ) (BR) (BS) (BT) (BU) (BV) (BW) (BX) (BY) (BZ) (CA) (CB) (CC) (CD) (CE) (CF) (CG) (CH) (CI) (CJ) (CK) (CL) (CM) (CN) (CO) (CP) (CQ) (CR) (CS) (CT) (CU) (CV) (CW) (CX) (CY) (CZ) (DA) (DB) (DC) (DD) (DE) (DF) (DG) (DH) (DI) (DJ) (DK) (DL) (DM) (DN) (DO) (DP) (DQ) (DR) (DS) (DT) (DU) (DV) (DW) (DX) (DY) (DZ) (EA) (EB) (EC) (ED) (EE) (EF) (EG) (EH) (EI) (EJ) (EK) (EL) (EM) (EN) (EO) (EP) (EQ) (ER) (ES) (ET) (EU) (EV) (EW) (EX) (EY) (EZ) (FA) (FB) (FC) (FD) (FE) (FF) (FG) (FH) (FI) (FJ) (FK) (FL) (FM) (FN) (FO) (FP) (FQ) (FR) (FS) (FT) (FU) (FV) (FW) (FX) (FY) (FZ) (GA) (GB) (GC) (GD) (GE) (GF) (GG) (GH) (GI) (GJ) (GK) (GL) (GM) (GN) (GO) (GP) (GQ) (GR) (GS) (GT) (GU) (GV) (GW) (GX) (GY) (GZ) (HA) (HB) (HC) (HD) (HE) (HF) (HG) (HH) (HI) (HJ) (HK) (HL) (HM) (HN) (HO) (HP) (HQ) (HR) (HS) (HT) (HU) (HV) (HW) (HX) (HY) (HZ) (IA) (IB) (IC) (ID) (IE) (IF) (IG) (IH) (II) (IJ) (IK) (IL) (IM) (IN) (IO) (IP) (IQ) (IR) (IS) (IT) (IU) (IV) (IW) (IX) (IY) (IZ) (JA) (JB) (JC) (JD) (JE) (JF) (JG) (JH) (JI) (JJ) (JK) (JL) (JM) (JN) (JO) (JP) (JQ) (JR) (JS) (JT) (JU) (JV) (JW) (JX) (JY) (JZ) (KA) (KB) (KC) (KD) (KE) (KF) (KG) (KH) (KI) (KJ) (KK) (KL) (KM) (KN) (KO) (KP) (KQ) (KR) (KS) (KT) (KU) (KV) (KW) (KX) (KY) (KZ) (LA) (LB) (LC) (LD) (LE) (LF) (LG) (LH) (LI) (LJ) (LK) (LL) (LM) (LN) (LO) (LP) (LQ) (LR) (LS) (LT) (LU) (LV) (LW) (LX) (LY) (LZ) (MA) (MB) (MC) (MD) (ME) (MF) (MG) (MH) (MI) (MJ) (MK) (ML) (MM) (MN) (MO) (MP) (MQ) (MR) (MS) (MT) (MU) (MV) (MW) (MX) (MY) (MZ) (NA) (NB) (NC) (ND) (NE) (NF) (NG) (NH) (NI) (NJ) (NK) (NL) (NM) (NN) (NO) (NP) (NQ) (NR) (NS) (NT) (NU) (NV) (NW) (NX) (NY) (NZ) (OA) (OB) (OC) (OD) (OE) (OF) (OG) (OH) (OI) (OJ) (OK) (OL) (OM) (ON) (OO) (OP) (OQ) (OR) (OS) (OT) (OU) (OV) (OW) (OX) (OY) (OZ) (PA) (PB) (PC) (PD) (PE) (PF) (PG) (PH) (PI) (PJ) (PK) (PL) (PM) (PN) (PO) (PP) (PQ) (PR) (PS) (PT) (PU) (PV) (PW) (PX) (PY) (PZ) (QA) (QB) (QC) (QD) (QE) (QF) (QG) (QH) (QI) (QJ) (QK) (QL) (QM) (QN) (QO) (QP) (QQ) (QR) (QS) (QT) (QU) (QV) (QW) (QX) (QY) (QZ) (RA) (RB) (RC) (RD) (RE) (RF) (RG) (RH) (RI) (RJ) (RK) (RL) (RM) (RN) (RO) (RP) (RQ) (RR) (RS) (RT) (RU) (RV) (RW) (RX) (RY) (RZ) (SA) (SB) (SC) (SD) (SE) (SF) (SG) (SH) (SI) (SJ) (SK) (SL) (SM) (SN) (SO) (SP) (SQ) (SR) (SS) (ST) (SU) (SV) (SW) (SX) (SY) (SZ) (TA) (TB) (TC) (TD) (TE) (TF) (TG) (TH) (TI) (TJ) (TK) (TL) (TM) (TN) (TO) (TP) (TQ) (TR) (TS) (TT) (TU) (TV) (TW) (TX) (TY) (TZ) (UA) (UB) (UC) (UD) (UE) (UF) (UG) (UH) (UI) (UJ) (UK) (UL) (UM) (UN) (UO) (UP) (UQ) (UR) (US) (UT) (UU) (UV) (UW) (UX) (UY) (UZ) (VA) (VB) (VC) (VD) (VE) (VF) (VG) (VH) (VI) (VJ) (VK) (VL) (VM) (VN) (VO) (VP) (VQ) (VR) (VS) (VT) (VU) (VV) (VW) (VX) (VY) (VZ) (WA) (WB) (WC) (WD) (WE) (WF) (WG) (WH) (WI) (WJ) (WK) (WL) (WM) (WN) (WO) (WP) (WQ) (WR) (WS) (WT) (WU) (WV) (WW) (WX) (WY) (WZ) (XA) (XB) (XC) (XD) (XE) (XF) (XG) (XH) (XI) (XJ) (XK) (XL) (XM) (XN) (XO) (XP) (XQ) (XR) (XS) (XT) (XU) (XV) (XW) (XX) (XY) (XZ) (YA) (YB) (YC) (YD) (YE) (YF) (YG) (YH) (YI) (YJ) (YK) (YL) (YM) (YN) (YO) (YP) (YQ) (YR) (YS) (YT) (YU) (YV) (YW) (YX) (YZ) (ZA) (ZB) (ZC) (ZD) (ZE) (ZF) (ZG) (ZH) (ZI) (ZJ) (ZK) (ZL) (ZM) (ZN) (ZO) (ZP) (ZQ) (ZR) (ZS) (ZT) (ZU) (ZV) (ZW) (ZX) (ZY) (ZZ)

INDEX

FROM: SAC, NEW YORK
TO: DIRECTOR, FBI
SUBJECT: [Illegible]

SEARCHED BY:	[Illegible]
INDEXED BY:	[Illegible]
SERIALIZED BY:	[Illegible]
FILED BY:	[Illegible]
FBI - NEW YORK	

INFORMATION SYSTEMS

[Handwritten signature]

June 29, 1970

Mr. John Beynon
Department of Planning and Financing
of Education
UNESCO
Place de Fontenoy
Paris 7^e
France

Dear John:

Thank you for sending copies of the final report -
"Fourth Workshop of Directors and Unesco Experts of the Regional
Educational Building Centers" held in Mexico during February 1970.
I shall circulate the report to interested staff members.

With kind regards,

Sincerely yours,

Kin Maung Thint
Senior Architect
Education Projects Department

 KThint/bd

UNESCO

OUTGOING WIRE

TO: FOR DEMUTH

DATE: JUNE 25, 1970

INTBAFRAD

CLASS OF SERVICE: TELEX

PARIS

COUNTRY: FRANCE

Wa

TEXT:
Cable No.: 1

AT LAST MINUTE YESTERDAY STONE ASKED THAT AMENDMENT OF AGREEMENT WITH
UNESCO BE PLACED ON BOARD AGENDA. NO EXPLANATION GIVEN. MENDELS
PLANNING TO SCHEDULE FOR TUESDAY.

HOFFMAN

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Michael L. Hoffman

DEPT. Development Services

SIGNATURE *SEB* tsb
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

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DEPARTMENT RELATES

MICHAEL J. ROBERTS

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PLANNING TO SCHEDULE FOR LEGAL

QUESTIONS BEING ON BOARD VESSEL. NO EXPLANATION GIVEN. MEMBERS

VI LAST MINUTE RESOLUTIONS SOME ASKED THAT AMENDMENT OF VESSELMENT WITH

Copy No: 1
TEXT

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SUBJECT

INTERVIEW

FOR DENIAL

SERVICE CLASS OF

LEGAL

DATE

JUN 25 1970

ONGOING MIB

ASSOCIATION INTERNATIONAL DEVELOPMENT

RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR

CORPORATION INTERNATIONAL CAPITAL

SU - Cred 122
cc Tg R
cc Education
cc Unesco

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE MEMORANDUM

TO: Mr. G. Naleppa DATE: June 24, 1970

FROM: O. H. Calika

SUBJECT: (i) Visit of Educational Building Research Institutes
in Aachen and Stuttgart, Germany;
(ii) SUDAN - Supervision of Education Project 122-SU;
(iii) Interview of candidates for Bank employment in
Athens; and
(iv) Discussion with Unesco of Project Preparation
Terms of Reference.

1. On or about June 29, 1970, you will proceed to Germany to visit the Institute for School Building in Aachen (Director: Professor Dr. Eller) and the Institute for University Building in Stuttgart (Director: Professor Dr. Linde). The purpose of these visits is to enlist the help of these institutes in attracting interested candidates for Bank employment as school building architects. You should also endeavor to obtain first-hand information on recent developments in the fields of school and university building in Germany.

2. From Germany you will proceed, on or about July 4, to Khartoum to join Mr. McMahon, PMEA, for supervision of Education Project 122-SU. You will ascertain progress achieved since Mr. McMahon's and Mr. Kulski's supervision mission in March/April 1970, and, together with Mr. McMahon, give particular attention to the following:

- (i) performance by both project directors in the execution of their duties;
- (ii) establishment of the Project Units as prescribed in para. 4.01 (d) of the Credit Agreement and paras. 1 and 2 of the supplementary letter to the Credit Agreement entitled "Execution of Project";
- (iii) clarification of the responsibility of the Ministry of Works for the administration of the project;
- (iv) progress in recruitment of foreign experts and sending abroad of Sudanese teachers;
- (v) progress in initiating the compilation of lists of instructional equipment;

Mr. Naleppa

- 2 -

June 24, 1970

- (vi) progress in preparation of quarterly progress reports;
 - (vii) progress in preparing new timetables and curricula for the project secondary schools.
3. You will interrupt your return trip to Washington for one day in Athens to interview three candidates who have applied for Bank employment as school building architects.
4. You will also stop over in Paris for one or two days where you will have discussions with EFD staff of Unesco on the subject of project preparation for education projects.
5. On your return, you will prepare a back-to-office report to be followed by a full supervision report on the Sudan Education Project.

GNaleppa:ama

Cleared with and cc: Messrs. Stewart, Panikar;
cc: Messrs. Chadenet, Baum, Ballantine;
Central Files (8); Blue Book.

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 24, 1970** **2058**

LOG NO.: **ITT 5/25**

TO: **FENNELL INTBAFRAD**

FROM: **PARIS**

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

TEXT:

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MOLLER UNESCO 10190

SJ

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TYPED

JUN 25 8 14 AM 1970
COMMUNICATIONS

11

COMMUNICATIONS SECTION

TO: SAC, NEW YORK

FROM: SAC, NEW YORK (100-100000)

RE:

RE: MURKIN

TO: DIRECTOR, FBI

FROM: SAC, NEW YORK

DATE: 6/25/70

SEARCHED	INDEXED
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JUN 25 1970	
FBI - NEW YORK	

100-100000-1000

June 23, 1970

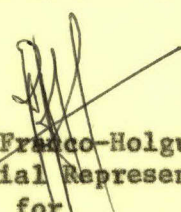
Mr. A.A. Hekmat
President
Iranian National Commission for Unesco
1/154 Ave. Roosevelt
Tehran, Iran

Dear Sir:

On the President's behalf I wish to acknowledge and thank you for your letter of May 28, 1970, inviting the Bank to send observers to the Fifth Regional Conference of Asian National Commissions for Unesco that will be held in Tehran from 5 to 10 September 1970.

While we appreciate your invitation, I wish to inform you that due to other commitments at that time it will not be possible for the Bank to be represented at this meeting.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

EF-H/pnn

Cleared with Mr. Calika

UNESCO
June 24, 1970

Mr. W. Van Vliet
Director
Educational Financing Division
Department of Planning and Financing
of Education
UNESCO
Place de Fontenoy, Paris - 7^e

Dear Mr. Van Vliet:

Thank you for your letter of June 17. In the interest of further collaboration of our respective reports, I am sending you, under separate cover, draft chapters on Fiscal Policies, Agriculture and Industry. Please keep in mind that these are still rough drafts subject to further changes.

We look forward to having your comments on the Education and Employment Chapter and to see the first draft of your own report.

With my best regards to you and also to Mr. Chesswas,

Sincerely yours,

Barend A. de Vries
Chief Economist
Western Africa Department

cc: Mr. D.S. Ballantine
Miss K. Mortimer

BAdeV:dj

1970 JUN 24 15:00

COMMUNICATIONS
SECTION

1970 JUN 25 PM 12:38

BY: [illegible]

RECEIVED

MR. K. MORTIMER
CC: MR. D'S. BRITANNIC

Director's Office
Office of Economic
Relations & Affairs

Director's Office

Dear Mr. and Mrs. [illegible]:

Thank you

for your letter of June 17, 1970, regarding the [illegible] of [illegible] and [illegible]. We are sorry that we cannot [illegible] at this time.

The [illegible] of [illegible] is [illegible]. We are sorry that we cannot [illegible] at this time. We are sorry that we cannot [illegible] at this time. We are sorry that we cannot [illegible] at this time.

Very truly yours,

Director
Office of Economic
Relations & Affairs
Department of Education
Director
Mr. K. Mortimer

JUN 25 1970

022310

June 23, 1970

Dear Mr. Maheu:

Thank you for sending me, with your letter of June 12, copies of the decision adopted by the Executive Board of Unesco on the report of the Pearson Commission and the document which contained your comments on the report. We have found both papers of interest.


I, too, regret that you were unable to be present at the inauguration of the new European Office of the World Bank Group. I look forward to our meeting again on another occasion.

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
Director-General
United Nations Educational,
Scientific and Cultural
Organization
Place de Fontenoy
Paris 17e, France


SEB:tsb

cc: Office of the President (2)

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:

66 ~~74~~, AVENUE D'ÉNA, PARIS (16^E) - FRANCE

Telephone - 553-2510

June 22, 1970

Mr. Richard H. Demuth, Director,
Development Services Department,
International Bank for
Reconstruction and Development,
Room D 1128,
Washington D. C. 20433.

Dear Dick,

UNESCO - Conference of Ministers of the European
Member States responsible for Science Policy

I represented the World Bank Group at the opening session
of the above conference today. The business was mainly formal.

- (a) Mr. Maheu welcomed the delegates, described the origins of the Conference, and referred to the principal subjects for discussion;
- (b) Mr. Stanovnik then gave a short address, conveying a welcome message from the Secretary General of the U.N. Mr. Stanovnik referred to the gap in scientific knowledge and activities between the less developed countries and the developed countries of Europe. He hoped that the developed countries would be prepared to meet the target which is being written into the Strategy for the Second Development Decade, namely, that 5 percent of all research expenditure should be devoted to work of interest and benefit for the LDC's.

Both these speeches will be reproduced and I shall be obtaining copies.

- (c) On the motion of Mr. Ortoli of France, Mr. Moberg, Minister of Education of Sweden, was elected President of the Conference. Four Vice-Presidents were also elected from Bulgaria, Rumania, Belgium and Spain. The Rapporteur is to be Prof. Cacciapuoti of Italy.

./.

of Italy.
 and Spain. The Netherlands to be Prof. Cassinoff
 were also elected from Bulgaria, Finland, Belgium
 President of the Conference. Lord Alce-Présidente
 Minister of Education of Sweden, was elected
 (c) On the motion of Mr. Clout of France, Mr. Morel,

re organizing committee.
 Both these speeches will be reproduced and I shall
 for the I.D.C.'s.

should be devoted to work of interest and benefit
 namely, first 2 percent of all research expenditure
 into the sphere for the second development decade,
 directed to meet the target which is being written
 He noted that the developed countries would be
 countries and the developed countries of Europe.
 knowledge and scientific between the less developed
 U.N. Mr. Stanovnik referred to the UN scientific
 a welcome message from the Secretary General of the
 (d) Mr. Stanovnik then gave a short address, concluding

principally subjects for discussion:
 origins of the Conference, and referred to the
 (e) Mr. Morel welcomed the delegates, described the

of the whole conference today. The business was mainly formal.
 I represented the World Bank Group at the opening session

Member states representative for science policy
 UNESCO - Conference of Ministers of the European

Dear Dick,

Washington D. C. 20542
 Room D 1158
 Reconstruction and Development
 International Bank for
 Development Relations Department
 Mr. Bernard H. Demuth, Director

June 25, 1960

Telephone - 223-2210

ср Ж' АВНИЕ ДИЕНА' БУИЕ (ПЕ) - ЕКАИСЕ
 РУКОБЕАН ОФИСЕ:

СРЖ' УПР' - ИНДЕЛУС БУИЕ

INTERNATIONAL DELEGATION ASSOCIATION

СРЖ' УПР' - ИНДЕЛУС БУИЕ

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT



- (d) The rest of the morning was taken up, I regret to say, by long statements from the Eastern bloc countries, complaining that East Germany had not been invited to participate in the Conference. These were answered by the representative from the Federal Republic of Germany in a very good tempered speech in which he said that he also regretted the absence of representatives from the other half of Germany, although for different reasons. He then referred to the talks going on between the two Germany's and hoped that these would lead to a "rapprochement".
- (e) The Conference has now split into two commissions to discuss the major items on the agenda, which are:
- i. Problems in the selection, training and utilization of scientists and engineers,
 - ii. The choice of national scientific research priorities arising from development goals - economic, social and cultural.

We would be more interested in the second of these items. Unfortunately, I have a full schedule of other meetings this week and cannot attend all the sessions of the Conference. But I shall try to return to the Conference on Friday next to obtain a copy of the final report.

... In the meantime, I am sending you under separate cover the documents distributed so far, as per attached list.

Yours sincerely,


G. C. Wishart

cc: Mr. Ballantine

*Documents held
in office B.*

UNESCO - Conference of Ministers of the European
Member States Responsible for Science Policy

Paris, June 22-27, 1970

LIST OF DOCUMENTS

- No. 3 - Science Policy and the European States
- No. 4 - Science Policy from the Standpoint of national economic
policy-making bodies in Europe
- No. 5 - Statistics on research and experimental development
activities, 1967

- No. 17 - National Science Policies in Europe.

mcl
June 22, 1970

June 22, 1970

Mr. J.C. Cairns
Director, Literacy Division
Department of Out-of-School Education
Unesco
Place de Fontenoy
Paris 7e, France

Dear Mr. Cairns:

Mr. Ballantine is at present away on mission and I am writing in response to your letter to him of June 9 regarding the project requests for Guatemala, Malaysia and Zambia. Based on the information contained in your letter, we have asked our Communications Section to check further and have been informed that the parcel was never received in the Bank. We would be grateful, therefore, if you could send us another set by registered mail.

Sincerely yours,

R. H. S. Fennell
Administrative Officer



UNESCO

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

DATE AND TIME OF CABLE: JUNE 19, 1970 513PM

LOG NO.: ITT TELEX/19

TO: INTBAFRAD

FROM: PARIS

R O U T I N G	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	MR. WM. CLARK
DECODED BY:	

TEXT: 910 FOR DEMUTH COPY WILLIAM CLARK

FOLLOWING IS STATEMENT PUT OUT THIS AFTERNOON BY UNESCO:

THE EXECUTIVE BOARD OF UNESCO, MEETING IN PARIS FOR ITS 84TH SESSION SINCE 4 MAY, THIS MORNING UNANIMOUSLY APPROVED THE FOLLOWING STATEMENT

CERTAIN INFORMATION WHICH HAS BEEN PUBLISHED RECENTLY IN THE DAILY PRESS CONCERNING THE ORGANIZATION AND THE WORK OF THE EXECUTIVE BOARD HAS BEEN BROUGHT TO THE KNOWLEDGE OF THE BOARD.

IT IS NOT CUSTOMARY TO GIVE OUT INFORMATION ON THE DISCUSSIONS AT PRIVATE MEETINGS OF THE BOARD, BEYOND MAKING AN OFFICIAL ANNOUNCEMENT TO THIS EFFECT. HOWEVER, IN VIEW OF PLAINLY GROSS DISTORTIONS OF FACT, THE EXECUTIVE BOARD, WITHOUT DISCLOSING THE SUBSTANCE OF ITS DISCUSSIONS, WISHES TO MAKE IT CLEAR THAT AT NO TIME WAS THE DIRECTOR-GENERAL CALLED BEFORE THE BOARD TO EXPLAIN HIMSELF. IT WAS MR RENE MAHEU - ON THE OCCASION OF A PRIVATE MEETING WHICH HAD ALREADY BEEN SCHEDULED AT THE BEGINNING OF THE PRESENT SESSION - WHO TOOK THE INITIATIVE TO PROVIDE THE BOARD, IN ALL FRANKNESS, WITH THE FULLEST INFORMATION AT HIS DISPOSAL ON CERTAIN PROBLEMS CONCERNING THE SECRETARIAT. STATEMENT ENDS. REGARDS

GRENFELL

MPB

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

ORIGINAL

TYPED

JUN 19 1 25 PM 1970
COMMUNICATIONS SECTION

MEMO FOR THE DIRECTOR

RE: [Illegible text]

1. [Illegible text]

2. [Illegible text]

3. [Illegible text]

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MEMO FOR THE DIRECTOR

1002

MEMO

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MEMO

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MEMO

1005

MEMO

RECORDED BY:	[Illegible]
FILED:	[Illegible]
INDEXED BY:	[Illegible]
SEARCHED BY:	[Illegible]
JUN 19 1970	

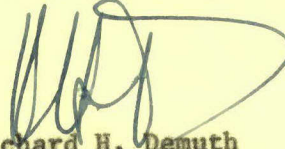
TELETYPE UNIT

June 18, 1970

Dear Mr. Jimenez: ✓

This will acknowledge your letter of June 12 to Mr. McNamara (RIO/ORG/30.6/627), with which you transmitted the resolution adopted by the Executive Board of Unesco concerning the Jackson Study of the Capacity of the United Nations Development System. Thank you for sending it to us.

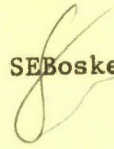
Sincerely yours,



Richard H. Demuth
Director
Development Services Department

Mr. Manuel Jimenez
Director
Relations with Member States
and International Organizations
and Programmes
United Nations Educational,
Scientific and Cultural
Organization
Place de Fontenoy, 75 Paris 7e

SEBoskey:tsb



UNESCO-

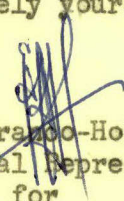
June 17, 1970

Dear Arthur:

This refers to your letter of June 5 to Dick in connection with the Unesco meeting on social science in development. Unfortunately, we have no one available here to represent the Bank.

Since the invitation was addressed to you I presume you will wish to answer it. We would appreciate it if, in your answer, you would ask that any documents arising from the meeting were sent to Duncan Ballantine here in Washington.

Sincerely yours,


Ernesto Franco-Holguin
Deputy Special Representative
for
United Nations Organizations

Mr. Arthur Karasz
Director, European Office
International Bank for Reconstruction
and Development
66 Avenue D'Iéna
Paris (16^e), France

Cleared with Mr. Ballantine
Central Files with incoming correspondence

EFranco:da

COMMUNICATIONS SECTION

BY AIRMAIL

URGENT MATTER CONCERNING COLLEGE BONDANCE
URGENT MATTER MR. BATTISTONE JUN 13 PM 12:32

MR. (J.C.) BANCE
OF VANCE DISTRICT
AND REPRESENTATIVE
INTERNATIONAL BANK FOR RECONSTRUCTION
DEVELOPMENT, EUROPEAN OFFICE
MR. VANCE BANCE

RECEIVED

URGENT MATTER ORGANIZATION
FOR
DEVELOPMENT REPRESENTATIVE
BANCE TO VANCE-NOVEMBER

URGENT MATTER

RE: THE MATTER
URGENT MATTER THE MATTER THE MATTER TO VANCE BATTISTONE
IT IS YOUR NAME, YOU MUST BE FIRST AND FOREMOST
AND YOU MUST BE TO VANCE IT. WE MUST REPRESENT IT
THAT THE MATTER IS ADDRESSED TO YOU I RE-

RE: TO REPRESENT THE BANK
DEVELOPMENT. INTERNATIONAL, WE HAVE NO ONE REPRESENTATIVE
CONNECTION WITH THE VANCE MATTER ON VANCE SCIENCE IN
THE MATTER TO YOU LETTER OF VANCE 2 TO DISK IN

DEAR VANCE:

JUNE 11, 1950



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 : ED 8058/1/ 3276

JUN 22 REC'D

- e. Ballantine
- ~~Ballantine~~
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

*one copy each Mess.
 Naleppa & Thibault
 ll*

17 June 1970

Dear Duncan,

.....

I attach herewith, for your information, two copies of a memorandum on the design of Physics Laboratories prepared by our architects Aujame and Kimmins. I thought this might be of interest to your architects.

Yours sincerely,

W. van Vliet

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

Mr. Duncan S. Ballantine
 Director
 Education Projects Department
 IBRD
 1818 H Street, N.W.
 WASHINGTON D.C.-20433 (USA)

WASHINGTON D.C. - 20540 (USA)
1818 H Street, N.W.
IBED
Education Projects Department
Director
Mr. Duncan S. Ballantine

of Education
Department of Planning and Financing
Educational Financing Division
Director
M. van Dier

M. van Dier

Yours sincerely,

of interest to your interests.

our interests and activities. I thought this might be
memorandum on the question of private enterprises being

.....

I attach herewith for your information two copies of a

Dear Duncan,

- Mr. Eder
- Mr. Eder
-
-
- Mr. Eder
- Mr. Eder
- Mr. Eder
- Mr. Eder

reference: ED 8028/L 351e

tel: 22 605 Paris
cables: UNESCO Paris
telex: 200-2121

Place de Fontenoy, Paris-7e

UNESCO RECORD

11 June 1960

Handwritten notes in red ink:
"with the ..."
"at the ..."



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

Mr. Alexander Stevenson

June 17, 1970

S. Holm

Mission to Madrid, June 8-June 12, 1970
Back-to-Office Report

1. In response to an invitation from Mr. Maheu (UNESCO) to Mr. McNamara I participated as an observer in the UNESCO seminar on the experience of the first stage of the Spanish educational plan.
2. It appeared to me that the seminar had two objectives:
 - a. To give reassurance to the Spanish educational planners and UNESCO that their undertaking had the recognition of the international community.
 - b. To discuss the actual educational plan and further development on a methodological level.
3. The seminar was a success on both accounts. I got many relevant ideas and established contacts with other researchers in the field of education.
4. From my discussions with the other participants, it appeared to me that a great deal of duplication with regard to work on educational models is taking place, and I therefore suggest that a closer cooperation with UNESCO, O.E.C.D. and ILO be established.

fl SJHolm:am

cc: Mr. H. G. van der Tak

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 17, 1970**

LOG NO.: **ITT TELEX / 17**

TO: **INTBAFRAD**

FROM: **PARIS**

TEXT:

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

888 FOR DEMUTH AND BALLANTINE

UNESCO BOARD DISCUSSED YESTERDAY PROPOSED INTERNATIONAL EDUCATION COMMISSION CONTAINED DOCUMENT 84 EX/7. WAS UNABLE ATTEND BECAUSE 2 DAYS OECD ECONOMIC POLICY COMMITTEE. ABOUT A DOZEN SPEAKERS INTERVENED AND MOST LDC REPRESENTATIVES FAVORABLE TO PROPOSAL BUT SERIOUS RESERVATIONS FROM U.S. AND EVEN STRONGER ONES FROM U.K. WHICH LATTER DOUBTED DESIRABILITY WHOLE EXERCISE WHILE U.S. WANTED TO DELAY FINAL DECISION UNTIL OCTOBER/NOVEMBER GENERAL CONFERENCE. FACT IS THAT 1968 GENERAL CONFERENCE HAD ALREADY AUTHORIZED ESTABLISHMENT OF COMMISSION IN PRINCIPLE. FINALLY COMPROMISE SOLUTION WAS FOUND WHEREBY DIRECTOR GENERAL CAN SPEND 120,000 DOLLARS IMMEDIATELY ON PREPARATORY AND RELATED STUDIES BUT FORMAL DECISION TO ESTABLISH COMMISSION AND ALLOCATE ENTIRE 500,000 DOLLARS WILL BE LEFT TO GENERAL CONFERENCE. VOTE ON COMPROMISE RESOLUTION WAS 16 IN FAVOR, 6 ABSTENTIONS INCLUDING 3 SOCIALIST MEMBERS PLUS U.S. AND U.K.. SHALL REPORT IN MORE DETAIL IN MY FINAL REPORT ON ENTIRE BOARD SESSION WHICH HOWEVER WILL NOT BE

TYPED

JUN 17 12 42 PM 1970

COMMUNICATIONS SECTION

[Faint, mostly illegible typed text, likely a memorandum or report. The text is mirrored and difficult to decipher.]

1111

FROM: [illegible]
 TO: [illegible]
 SUBJECT: [illegible]

DFOCUS BY: COL: INFORMATION: ACTION COPY:	[illegible] [illegible] [illegible]
[illegible]	

EXHIBIT COPY

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 17, 1970**

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

LOG NO.: **ITT TELEX / 17**

TO: **INTBAFRAD**

FROM: **PARIS**

TEXT:

PAGE - 2 -

COMPLETED BEFORE EARLY JULY SINCE NOW LEAVING FOR GERMANY.

REGARDS

STEBER

BF

TYPED

JUN 17 12 42 PM 1970
COMMUNICATIONS
SECTION

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CONTINUED FROM PAGE 4

PAGE - 5 -

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UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 16, 1970 2021**
LOG NO.: **RC2/17**
TO: **CALIKA INTBAFRAD**
FROM: **PARIS**

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

TEXT:

PLEASE AIRMAIL 30 COPIES DRAFT GUIDELINES FOR ORGANIZATION EDUCATION PROJECT APPRAISALS

MOLLER UNESCO 09581

vea

TYPED

JUN 17 9 14 AM 1970
COMMUNICATIONS

NOTES AND/OR COMMENTS

REMARKS

PLEASE REFER TO SOURCE DATA COLLECTED FOR ORGANIZATION REDUCTION PROJECT

DATE

TIME

BY

TO

FOR INFO

RE

DATE

TIME

BY

DECISION BY: DATE: INFORMATION: OTHER DATA: SPECIAL NOTES: REVISIONS

EXCHANGE OF INFORMATION

OFFICE MEMORANDUM

DECLASSIFIED DATE: June 16, 1970

MAY 11 2023

CONFIDENTIAL**WBG ARCHIVES**

TO: Files

FROM: O. H. Calika

SUBJECT: Unesco

Le Monde of April 25, 1970 carried a fairly long story about a staff petition at Unesco for administrative reform. During my recent visit to Paris, I obtained information on this matter.

Mr. Huberman, a young American employee in Mr. Spaulding's Department, presented a petition to Mr. Maheu, with copies widely circulating among the Unesco staff. During a visit to Unesco, an American journalist obtained a copy of the petition and reported about it in his newspaper. This was followed by the substantive article in Le Monde, which also made a reference to the Jackson report.

Following the first report in the press, Mr. Maheu spoke to Mr. Huberman and told him that he would have the points made in his petition examined to see whether they had any validity. At a weekly meeting with the Unesco directors, Mr. Maheu raised the matter and obtained informal comments on it. The reaction was rather mixed. He, thereafter, set up a 25-man staff "round-table", the members of which were elected by the staff of each Department. The "round-table" will examine the points made in Mr. Huberman's petition and will report to the Director-General on its findings by October this year.

In a speech to the Unesco Executive Board currently in session, Mr. Maheu referred to the petition by "a 28-year old man" and reiterated his willingness to give it due consideration.

ell

cc: Messrs. Chadenet, Demuth, Ballantine.

OHCalika:tk

Your ref.: RIO/PRG/4238

June 15, 1970

Mr. Manuel Jimenez, Director
Relations with Member States and Inter-
national Organizations and Programmes
United Nations Educational, Scientific
and Cultural Organization
place de Fontenoy
75 Paris-7^e, France

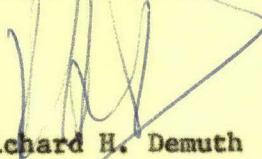
Dear Mr. Jimenez:

retained temporarily in DSA

Thank you for thoughtfulness in sending me, as an attachment to your letter of June 8, copies of the resolution adopted by Unesco's Executive Board in connection with the Report of the Commission on International Development, together with the Director-General's comments on that Report. This is of special interest to us since our Executive Directors will shortly be considering a series of memoranda submitted to them by Mr. McNamara analyzing the recommendations of the Pearson Commission addressed to and affecting the World Bank Group.

With kind regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:tf

1970-03-20

1970-03-20 10:42

1970

BND:41

Development Relations Department
Director

Walter H. Bennett

Director, Loans

Walter H. Bennett

and affecting the World Bank Group.
The recommendations of the Review Committee expressed in
of memoranda submitted to them by Mr. Nicholas Sargant
Executive Directors will probably be considered in detail
this report. This is of special interest to me since our
ment' together with the Director-General, a committee on
with the Report of the Committee on International Develop-
ment adopted by UNESCO, a Executive Board in connection
arrangement to look further of June 3' copies of the report-
Thank you for promptness in sending me' as in

Dear Mr. Bennett:

Handwritten note: + in DEB
1970-03-20

12 Banks-16' Finance
Director of Operations

and Scientific Organization
Director, International Scientific
Institution Organizations and Programmes
Relations with Member States and Inter-
Mr. Walter Bennett, Director

Bank Ref: BIO/DEB/4338

June 12, 1970

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP				Date JUN 16 1970	
Mr. Aldewereld	A1226		Mr. Hoffman	D1123	
Mr. Alter	A837		Mr. Kamarck	D529	
Mr. Baum	C303		Mr. Knapp	A1230	
Mr. Benjenk	A712		Mr. Lejeune	C502	
Mr. Broches	A813		Mr. McNamara	A1230	
Mr. Cargill	A613		Mr. Mendels	A1219	
Mr. Chadenet	C303		Mr. Nurick	A802	
Mr. Chaufournier	C702		Sir Denis Rickett	A1230	
Mr. Cheek	C702		Mr. Ripman	D1029	
Mr. Wm. Clark	D928		Mr. Rotberg	D827	
Mr. Cope	A1214		Mr. Stevenson	D532	
Mr. Demuth	D1128		Mr. Twining	D1032	
Mr. Diamond	C913		Mr. Votaw	A613	
Mr. El Emary	A1143		Mr. Wiese	A837	
Mr. Fontein	C602		Mr. Williams	C502	
Mr. Fowler	A1219		Mr. Wright	A1136	
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	D1122				
Mr. Gutierrez	A1136				
Mr. Hartwich	A712				

SEB

*Also acknowledge on
the course*



UNESCO
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 : RIO/ORG/30.6/627

12 June 1970

Dear Sir,

... I have pleasure in transmitting herewith the text of the resolution adopted on Wednesday 3 June 1970 by the Executive Board of Unesco presently holding its 84th session (Paris, 4 May/19 June 1970) following examination of item 7.4 of its Agenda : "Study of the capacity of the United Nations Development System (Jackson report)".

Yours faithfully,

Manuel Jimenez
Director

Relations with Member States and
International Organizations and Programmes

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

1970 JUN 16 01 08:37

RECEIVED

U.S.A.
Washington, D.C. 20540
1818 H Street, N.W.
and Development
International Bank for Reconstruction
The President

INTERNATIONAL ORGANIZATIONS AND PROGRAMMES
RELATIONS WITH MEMBER STATES AND
DIRECTOR
GENERAL

Handwritten signature

CONFIDENTIAL

ment system (action report) ..

Item 1 of the agenda : agenda of the secretary of the United Nations Development
programme for the session (Paris, 17 May-10 June 1970) following examination of
submitted on Wednesday 3 June 1970 by the Executive Board of Unesco presently

...

I have pleasure in transmitting herewith the text of the resolution

Dear Sir,

Handwritten mark

reference : BIO/ORG/30.2/ES.1

18 June 1970

telex : 33 003 PARIS
cables : Unesco Paris
telephone : 206-2121

Place de Fontenay, 12 Paris-16



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

Handwritten mark

7.4 - Study of the capacity of the United Nations Development System (Jackson Report) (84 EX/22 and Add.)

The Executive Board,

I

1. Having held an exchange of views on the Study of the Capacity of the United Nations Development System (Jackson Report), the interim report by the Director-General (84 EX/22 and Add.1) and the oral statement by the Director-General on this subject (84 EX/INF.5),

II

2. Wishing to contribute to the current international debate concerning the reorganization of international aid to development and having been consulted on this subject by the Director-General,
3. Commends the initiative taken by UNDP in promoting the Study of the Capacity of the United Nations Development System;
4. Declares that, in view of the need to take measures to reduce the constantly growing gap between the developed countries and the developing countries, the desire to improve the aid provided by the United Nations Development System both qualitatively and quantitatively must prevail over any other consideration;
5. Considers that better programming and co-ordination are necessary, particularly if the volume of aid provided through the United Nations Development System during the Second Development Decade is to be appreciably increased;
6. Affirms however that the required degree of efficiency calls for great discernment in choosing what measures should be taken, as also an appreciation of the actual conditions of development and its extreme complexity;

III

7. Bearing in mind the considerations stated above,
8. Generally endorses the line taken by the Director-General at the Inter-Agency Consultative Board as reported by him in his oral statement to the Executive Board (84 EX/INF.5, paragraphs 15-21);
9. Welcomes the fact that the authorities concerned within the United Nations Development System, including the Director-General, unanimously accept the basic principle of the country programming of external assistance within the framework of priorities drawn up by the governments concerned, as recommended by the UNDP Administrator (DP/7);
10. Recommends that the various agencies of the United Nations should be in a position to contribute fully in accordance with their statutory responsibilities and particular competences, so as to ensure that the action taken corresponds as far as possible with the extreme complexity and with the multitude of different aspects, human, social, economic, political, cultural, etc., involved in the process of development;

11. Affirms its conviction that the Regular programme of Unesco constitutes the indispensable basis to support the Organization's operational activities whether financed by UNDP or by other extra-budgetary resources;
12. Insists, particularly from the point of view of Unesco, that programming should not be separated from execution, and that intellectual and educational concern should not be separated from the operational activities, lest programming become so abstract as to lose its effectiveness and lest operational activities be in danger of sacrificing human factors to purely quantitative results;

IV

13. Approves the internal measures taken by the Director-General with a view to improving Unesco's performance of its operational activities financed by UNDP;
14. Requests the Director-General to communicate this resolution to the competent authorities of UNDP, so that it may be brought to the attention of the Governing Council of UNDP which is to meet from 9 to 26 June 1970;
15. Further requests the Director-General to report to the Executive Board at its 85th session on any developments which may take place in the examination of the Study by the UNDP Governing Council and by the Economic and Social Council.

(84 EX/SR.10,11,12,13,14,15,16)



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/8/2398

12 JUIN 1970

✓
Dear Mr. McNamara,

... I have pleasure in sending you herewith copies in English,
French and Spanish of the decision adopted by the Executive Board of
Unesco at its current 84th session on item 7.3 of its Agenda: "Report
of the Commission on International Development set up by the Interna-
tional Bank for Reconstruction and Development (Pearson Report) and
... comments of the Director-General". I also enclose a copy of document
84 EX/21 submitted to the Board under that item.

I was sorry to have missed the opportunity of seeing you
at the inauguration of your new Paris Headquarters on 21 May but the
meetings of the Executive Board made it impossible for me to attend
the ceremony.

Yours sincerely,

A handwritten signature in blue ink that reads "René Maheu".

René Maheu

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

ACK 6/23/70

1970-07-17 11:48:23

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

Very Much



Yours sincerely,

the ceremony.
meetings of the Executive Board made it impossible for me to attend
at the inauguration of your new Paris Headquarters on 27 May but the
I was sorry to have missed the opportunity of seeing you

of EX/ST submitted to the Board under that item.
... comments of the Director-General. I also enclose a copy of document
from Bank for Reconstruction and Development (Report Report) and
of the Commission on International Development set up by the Interna-
... tional Bank for Reconstruction and Development (IBRD) and the
UNESCO at its current 8th session on item 2.3 of the Agenda: "Report
French and Spanish of the declaration adopted by the Executive Board of
I have pleasure in sending you herewith copies in English

Dear Mr. McNamara,

Reference DG/8/3388

15 JUL 1970

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

7.3 - Report of the Commission on International Development set up by the International Bank for Reconstruction and Development (Pearson Report) and comments of the Director-General (84 EX/21)

The Executive Board,

1. Having had an exchange of views on the report of the Commission on International Development set up by the International Bank for Reconstruction and Development (IBRD) and on the written comments and the oral statement by the Director-General thereon (84 EX/21 and 84 EX/INF.5),
2. Recalling that, as the Constitution of Unesco states, "the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance",
3. Reaffirming the conviction, proclaimed by the General Conference at its fifteenth session (15 C/Res.8 paragraph 2.3), that man, being at the origin of development and at the same time its instrument and beneficiary, must above all be regarded as its justification and its end,
4. Considering that development operations go forward on the ethical plane and must be primarily conceived as associating the developed countries with the less fortunate countries within the framework of international co-operation, the purpose of which is the common good of all nations,
5. Recognizing the need to redefine the qualitative and quantitative objectives of international aid to development and in particular to propose new bases for multilateral capital and technical assistance,
6. Commends the President of IBRD for the initiative in appointing an international Commission, under the chairmanship of the Right Hon. L.B. Pearson, to review past efforts and accomplishments in development assistance and to propose aid policies to ensure increased effectiveness for the future;
7. Commends the Commission on International Development for having highlighted the urgent need to mobilize greater resources for and to improve conditions of development aid;
8. Observes that the report contains no information pertaining to the approach to co-operation in development in socialist countries and certain developing countries;
9. Considers that the report of the Commission on Development constitutes a useful introduction to the more detailed sectorial work which is proving necessary on the threshold of the second Decade;
10. Welcomes the importance ascribed by the Commission to education, science and technology as dynamic factors in development;
11. Requests the Director-General to report as necessary on further developments of the subject to the Executive Board at a future session.

7.3 Rapport de la Commission d'étude du développement international établie par la Banque internationale pour la reconstruction et le développement (Rapport Pearson) et commentaires du Directeur général (84 EX/21)

Le Conseil exécutif,

1. Ayant procédé à un échange de vues sur le rapport de la Commission d'étude du développement international établie par la Banque internationale pour la reconstruction et le développement (BIRD) ainsi que sur les commentaires écrits et la déclaration orale du Directeur général à ce sujet (84 EX/21 et 84 EX/INF.5),
2. Rappelant, comme le proclame l'Acte constitutif de l'Unesco, que "la dignité de l'homme exigeant la diffusion de la culture et l'éducation de tous en vue de la justice, de la liberté et de la paix, il y a là, pour toutes les nations, des devoirs sacrés à remplir dans un esprit de mutuelle assistance",
3. Réaffirmant la conviction, proclamée par la Conférence générale à sa quinzième session (15 C/Rés.8, par. 2.3) que l'homme, source du développement, s'il en est l'agent et le bénéficiaire, doit en être considéré surtout comme la justification et la fin,
4. Estimant que l'action du développement se déroule sur le plan de l'éthique et doit être conçue avant tout comme une association des pays développés et des pays moins favorisés, dans le cadre de la coopération internationale dont la fin est le bien commun de toutes les nations,
5. Reconnaissant la nécessité de redéfinir les objectifs qualitatifs et quantitatifs de l'aide internationale au développement et, en particulier, de proposer de nouvelles bases pour l'assistance multilatérale, technique et en investissements,
6. Se félicite de l'initiative prise par le Président de la BIRD de nommer une commission internationale, placée sous la présidence du Très Honorable L.B. Pearson, pour examiner les efforts et réalisations passés en matière d'aide au développement et proposer des politiques d'assistance propres à assurer une plus grande efficacité à l'avenir ;
7. Félicite en outre la Commission d'étude du développement international d'avoir souligné l'urgente nécessité de mobiliser des ressources plus grandes et d'améliorer les conditions de l'aide au développement ;
8. Constata que le rapport ne contient pas d'informations sur l'approche adoptée en matière de coopération au développement dans les pays socialistes et dans certains pays en voie de développement ;
9. Considère que le rapport de la Commission d'étude du développement constitue une introduction utile aux travaux sectoriels plus précis qui s'avèrent nécessaires au seuil de la Deuxième Décennie ;

10. Se félicite de l'importance que la Commission reconnaît à l'éducation, à la science et la technique comme facteurs dynamiques du développement ;
11. Prie le Directeur général de faire rapport, s'il y a lieu, sur l'évolution de cette question au Conseil exécutif à une session ultérieure.

(84 EX/SR.10, 11, 12, 13, 14, 15, 16)

ORGANIZACION DE LAS NACIONES UNIDAS
PARA LA EDUCACION, LA CIENCIA Y LA CULTURA

CONSEJO EJECUTIVO

84a. reunión

7.3 Informe de la Comisión de Estudio del Desarrollo Internacional establecida por el Banco Internacional de Reconstrucción y Fomento (Informe Pearson) y comentarios del Director General (84 EX/21)

PROYECTO DE RESOLUCION

que comprende las enmiendas presentadas al proyecto de resolución 84 EX/DR.5 y que los firmantes de éste han aceptado.

El Consejo,

1. Habiendo procedido a un cambio de ideas sobre el Informe de la Comisión de Estudio del Desarrollo Internacional, establecida por el Banco Internacional de Reconstrucción y Fomento (BIRF), así como los comentarios escritos (documento 84 EX/21) y la declaración oral del Director General sobre este asunto,
2. Recordando, como lo declara la Constitución de la Unesco, que la "difusión de la cultura y la educación de la humanidad para la justicia, la libertad y la paz son indispensables a la dignidad del hombre y constituyen un deber sagrado que todas las naciones han de cumplir con un espíritu de mutua ayuda";
3. Reiterando la convicción, proclamada por la Conferencia General en la 15a. reunión (15 C/Res.8, párr. 2.3), que el hombre, la fuente del desarrollo, y al mismo tiempo agente y beneficiario, debe ser considerado, ante todo, como la justificación y la finalidad del desarrollo;
4. Estimando que la acción del desarrollo se desenvuelve en el plano de la ética y ha de ser concebida, en primer término, como una asociación de los países desarrollados y de los países menos favorecidos en el cuadro de la cooperación internacional cuyo fin es el bien común de todas las naciones;
5. Reconociendo la necesidad de volver a definir los objetivos cualitativos y cuantitativos de la ayuda internacional para el desarrollo y, en especial, la de proponer nuevas bases para una asistencia multilateral, tanto de capital como técnica;

6. Se felicita de la iniciativa del Presidente del BIRF de establecer una Comisión Internacional, bajo la presidencia del Excmo. Sr. L.E. Pearson, para examinar los esfuerzos realizados y los resultados obtenidos en la ayuda al desarrollo y para proponer nuevas políticas de ayuda a fin de garantizar una eficacia mayor para el futuro;
7. Observa que el informe no contiene información sobre la manera de enfocar la cooperación al desarrollo en los países socialistas y en algunos países en vías de desarrollo y señala la declaración que figura a ese efecto en el informe;
8. Felicita además a la Comisión de Estudio del Desarrollo Internacional por haber puesto en evidencia la urgente necesidad de movilizar mayores recursos y mejorar las condiciones de la ayuda al desarrollo;
9. Considera que el informe de la Comisión de Estudio del Desarrollo es una introducción útil a los trabajos sectoriales más precisos que resultan necesarios al empezar el Segundo Decenio;
10. Se felicita de la importancia que la Comisión ha atribuido a la educación, a la ciencia y a la tecnología como factores dinámicos del desarrollo;
11. Pide al Director General que, si es necesario, informe al Consejo Ejecutivo en una sesión ulterior sobre la evolución de este asunto.

EXECUTIVE BOARD

Eighty-fourth Session

84 EX/21

PARIS, 17 April 1970

Original: English

Item 7.3 of the Provisional Agenda

REPORT OF THE COMMISSION ON INTERNATIONAL DEVELOPMENT
SET UP BY THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
(PEARSON REPORT) AND COMMENTS OF THE DIRECTOR-GENERAL

SUMMARY

This document contains, for the consideration of the Executive Board, a selection of those recommendations of the Report of the Commission on International Development established by the International Bank for Reconstruction and Development (Pearson Report) that are of particular relevance to Unesco, and the comments of the Director-General on these recommendations. The recommendations are presented, with the corresponding comments, under two headings:

- (i) general recommendations
- (ii) recommendations on population, education, and research.

1. The Director-General drew the attention of the Executive Board, at its 83rd session, to the need for enlisting all resources and energies available within the framework of an overall strategy which would be applied in undertaking to reach the goals of the Second Development Decade. In this connexion, he pointed to the importance of the Report of the Commission* on International

* The Commission, set up at the request of Mr. Robert S. McNamara, President of the Bank, consisted of the following names serving in an individual capacity: Mr. L.B. Pearson, Chairman; Sir Edward Boyle (United Kingdom); Roberto de Oliveira Campos (Brazil); Mr. C. Douglas Dillon (United States of America); Mr. Wilfred Guth (German Federal Republic); Mr. Arthur Lewis (West Indies); Mr. Robert E. Marjolin (France); Mr. Saburo Okita (Japan).

Development established by the International Bank for Reconstruction and Development and it was agreed that the Executive Board would examine the Report "Partners in Development" and the comments of the Director-General at its 84th session.

2. The Commission which was called upon "to study the consequences of twenty years of development assistance, assess the results, clarify the errors and propose the policies which will work better in the future", emphasized the two-fold need for increasing the volume of aid and improving its effectiveness. The Commission fixed at 0.7% of the GNP of donor countries the volume of official development assistance for net disbursements to be reached by 1975 or at the latest by 1980. Moreover, it gave considerable attention to the necessity of evolving a new style of assistance which would bring about a new "aid relationship", a true partnership between donors and receivers and an annual review of both development performance and of the discharge of aid within multilateral groupings.
3. The Commission also singled out certain sectors of prime importance for future action which are of particular interest to Unesco, namely: population, where the adoption of appropriate policies and programmes are of considerable relevance to social and economic planning; education; whose "pivotal rôle in development" was stressed; and research.
4. The Executive Board may wish to review the following recommendations and the Director-General's comments on them.

I. GENERAL RECOMMENDATIONS

5. (Chapters 6, 9, and 11)

Chapter 6

"Preparation should begin at the earliest possible moment for establishment, where necessary, of new multilateral groupings which provide for annual reviews of the development performance of recipients and the discharge of aid and related commitments by donors. The World Bank and the regional development banks should take the lead in discussions to this end, and the World Bank, or another appropriate existing agency, should provide the necessary reporting services for such groups."

Chapter 9

Recommendation 14

"Multilateral and bilateral technical assistance should be more closely integrated with capital assistance."

Recommendation 15

"To improve the effectiveness of technical assistance: (1) specialists and planners in developing countries should consult regularly to determine their priority needs for advisory services, institution building, project aid, and the operation of educational and other public services; and (2) developing countries should programme technical assistance requirements by spelling out the sequence of operations, the performance objectives of the personnel and of the training schemes, the cost of each stage and their own commitments to institutional and structural change."

Recommendation 17

"Donors should give financial assistance for local recurring expenditures and for equipment, transport, and other supplies in connexion with technical assistance projects."

Recommendation 19

"International technical assistance should be strengthened by the creation of national and international corps of technical assistance personnel with adequate career opportunities."

Recommendation 20

"Study should be undertaken, with the support of foundations, in a number of countries, of the needs and possibilities of an international volunteer corps."

Chapter 11Recommendation 6

"IDA should formulate explicit principles and criteria for the allocation of concessional development finance and seek in its policies to offset the larger inequities in aid distribution."

Recommendation 7

"The President of the World Bank should invite heads of appropriate organs of the United Nations, pertinent multilateral agencies, and the regional development banks and co-ordinating bodies, to a conference to be held in 1970 to discuss the creation of improved machinery for co-ordination capable of relating aid and development policies to other relevant areas of foreign economic policy, moving toward standardized assessments of development performance, making clear, regular and reasonably authoritative estimates of aid requirements, and providing balanced and impartial review of donor aid policies and programmes. Representatives of at least the major bilateral donors and appropriate representatives of developing countries should also participate in the conference."

Comments by the Director-General

6. The Director-General is in agreement with the basic principle that procedures of aid should be improved and reviewed with a view to bringing about a genuine partnership relation between various donors and aid-receiving countries.
7. In this connexion, the concept of multilateral groupings of both donor and receiving countries for the review of performance of recipients and of the use of aid is of interest. In certain projects within its competence, including those in co-operation with the World Bank, at the request of the governments, the Secretariat will continue to organize joint periodical reviews. The experience gained in helping to establish donors' "clubs" in Indonesia at the request of the Government is relevant to this purpose. In this perspective, specific commitments made by individual donor governments with respect to

technical assistance, funds for research, or capital assistance, are reviewed by the Government in the light of its own decisions on the content and structures of education and of overall strategies aimed at reaching educational objectives at the national level.

8. With respect to close integration of multilateral and bilateral technical assistance with capital assistance, it is constantly borne in mind in implementing Unesco's programme. The Secretariat has been assisting Member States in formulating short-term and long-term education development plans including provisions for both capital and technical assistance requirements, at the national as well as at the regional level.

9. The proposed consultations between specialists and experts in order to determine priority needs for technical assistance is consonant with the approach to integrated planning which is reflected both in Unesco's regional conferences of ministers and at the national level. The terms of reference of Unesco experts in educational planning and of science policy advisers and instructions given to them during their briefing provide for close and constant consultations with economic planners. Unesco advises governments not to set up institutions on the basis of the assistance offered but rather to start with a careful assessment and planning of requirements and to request aid so that it can fit in with these plans.

10. Financial assistance in the form of recurring expenditure, equipment and supplies, and services would obviously make for greater flexibility. This policy is already followed by Unicef and is in effect in projects carried out in co-operation with Unicef. The General Conference has expressed its general agreement with this principle in its resolution 15 C/Res.5.512 para.2 (d). The Director-General will continue his efforts to secure broad inter-agency agreement on the basis of this recommendation.

11. The proposal for national and international corps for technical assistance personnel with good career opportunities is important in view of its power of attraction for highly motivated young professionals. In certain fields where the emphasis is on operational activities, e.g. educational planning and administration, technical education and functional literacy, the establishment of an international corps of technical assistance personnel on a career basis would have obvious merits, provided adequate provisions were made for the pre-service and in-service training of volunteers. However, in other fields such as educational research and development, educational technology, curricula and methods, science teaching and research, guidance and counselling, etc. international service on a career basis may not prove feasible.

12. Related to this proposal is that of a study on the needs and possibilities of an international volunteer corps. Such a study, in a specific field has been carried out in pursuance of resolution 15 C/1.311 and a pilot project is being launched.

13. It is of course desirable to offset the larger inequalities in aid distribution. If development finance is to be used for this purpose, it should be related to specific sectors requiring particular

forms of aid. In the educational field, financial aid ought not to be conceived along the lines of hard loans with short repayment periods.

14. The suggestion of holding a conference of heads of agencies and organs of the United Nations system was discussed by the Administrative Committee on Co-ordination at its October session in 1969. No decision was taken, although the idea was well received. The Director-General is of the opinion that Unesco should support the purposes of this recommendation.

II. RECOMMENDATIONS ON POPULATION, EDUCATION, AND RESEARCH

15. Recommendation 1

"Developing countries should identify their population problem if they have not already done so, recognize the relevance of population growth to their social and economic planning, and adopt appropriate programmes."

Recommendation 2

"Bilateral and international agencies should press in aid negotiations for adequate analysis of population problems and of the bearing of these problems on development programmes."

Recommendation 3

"Developed countries should initiate or strengthen their own facilities for population studies."

Recommendation 4

"International organizations should extend their training of population and family-planning specialists in all relevant categories."

Recommendation 5

"The proposal to appoint a Commissioner for Population in the United Nations is endorsed."

Recommendation 6

"The World Bank, in consultation with WHO, should launch immediately a wide ranging international programme for the direction, co-ordination, and financing of research in the field of human reproduction and fertility control."

Recommendation 7

"Greater resources for education should be made available for (a) research and experimentation with new techniques, including television and programmed learning; and (b) a systematic analysis of the entire learning process as it applies to developing countries."

Recommendation 8

"Where suitable facilities exist, scholarships or training grants should be given primarily for attendance at local institutions of acceptable quality in aid-receiving countries or regions."

Recommendation 9

"Goal-oriented research should be linked with regional or other national universities or institutions of higher education."

Recommendation 10

"Regional or national laboratories and research institutes should be established to study techniques of natural resources utilization and to improve industrial product design and production techniques."

Recommendation 11

"Nationally based corporations should be created for the purpose of developing products and processes which have national or international marketing possibilities, or are based on frontier technology (e.g. low-cost housing processing of domestic raw materials, protein foods, educational television)."

Recommendation 12

"Aid suppliers should devote a significant share of their research and development resources and facilities to projects specifically related to problems of developing countries."

Recommendation 13

"Industrialized countries should assist in the establishment of international and regional centres for scientific and technological research in developing countries, designed to serve the community of developing countries and specializing in distinct fields of research and their application."

Comments by the Director-General

16. The Secretariat agrees with the approach reflected in this part stressing as it does the relevance of population growth to social and economic planning; with the linking of education and research; and with the notion that research and innovation are as relevant to educational development as they are to technological progress.

17. With respect to population growth, it will be recalled that the educational targets - school enrolment targets and targets for the financing of education - established at regional conferences of ministers were based on age-group projections. The revision of these targets - e.g. the Addis Ababa targets revision as suggested by the Nairobi Conference - and the requirements of the Second Development Decade will make it necessary to have more accurate projections based

on a country by country basis. Therefore Unesco's work in this field will be dependent on better demographic projections. Moreover, since the size of age-group is a variable of educational development plans, choices made by educational planners may have implications for the rate of population growth which is considered as desirable from the educational planning point of view.

18. Regarding population problems and policies, the Secretariat is making a contribution to the programme of the United Nations system in this field. In this connexion, increased attention will be paid to family life and planning within teacher-training projects assisted by Unesco, in programmes for the education of adults and youth, and in functional literacy projects. The Secretariat believes that population and family life education rather than mere family-planning should be emphasized, as new attitudes and long-term behavioural changes are required of family patterns and social structures need modification. The development and use of appropriate curriculum units will contribute towards this goal.

19. The Director-General welcomes the recommendation that increased resources should be allocated to research in new techniques and analysis of the learning process. Recent experience has shown that within existing educational systems - quantitative targets can be reached through qualitative improvement which will achieve greater efficiency in the operation of systems and will reduce unit costs. In this perspective investment in educational research with emphasis on innovation is likely to be particularly rewarding. This is reflected in the Draft Programme and Budget for 1971-1972 (16 C/5). Life-long education can be expected to provide the conceptual framework for a fresh rethinking of education today; with respect to context, structure, duration of the learning process, etc. New strategies for educational development, within this framework, are needed in order to achieve goals of educational systems; research and development centres with a threefold function of research on the content, methods, and techniques of education (with special reference to new technology and programmed instruction), the production of educational materials, and the training of educators are an important means of promoting research and of applying its results. Further emphasis on the importance of educational research as a means of optimizing the impact of expenditure on education involves plans for the dissemination of the results of research at the international level. The exchange of technical information through publications, directories, abstracts, including in the near future the computerization of educational information are important components of any programme based on the application of research to the field of educational development.

20. Further there is agreement with the notion, which underlies various recommendations of the Report, that the approach to educational development should be diversified according to local situations and that it will be one of the functions of research to adapt policies to local requirements. In this connexion, the recommendation that training in local institutions of aid-receiving countries or regions should be preferred deserves special attention. Such a policy was advocated by regional conferences, such as the Tananarive Conference on the Future of Education in Africa (1962), the Nairobi Conference

(1968) which recommended the establishment of advanced research and training units for the purpose in Africa.

21. The emphasis in technical assistance should be placed less on transmitting existing technology than on initiating or stimulating research rooted in the soil and environment of aid receiving countries. This was the consensus of the conferences organized by Unesco on the organization of research and scientific training in Africa (Lagos, 1965) and on the application of science and technology to development in Latin America (Santiago de Chile, 1965) and in Asia (New Delhi, 1968). The main purpose of these conferences is to assist governments in developing scientific research policies which will result in establishing an adequate network of research and training institutions at the regional and at the national level.

22. The linking of goal-oriented research with university or higher education institutions is consonant with the rôle of universities in development as emphasized by these conferences and with the need for a close link between research and training. In Unesco Special Fund assisted institutions of higher technological education and training of engineers, this trend is of special importance, and is combined with emphasis on the adaptation of techniques and of production to natural resources and requirements.

23. Akin to this trend in scientific research and training policy is the proposal for national bodies to develop local production processes with national or international possibilities. Irrespective of the legal or organizational form of the "corporations" referred to in the Report, the Secretariat believes that the recommendation is sound both as a currency saving or earning device and as an application of the principle of production adapted to local needs and fed by local resources. The principle has been already embodied in Unesco projects for the production of simple scientific equipment and in the assistance of Unesco regional school building centres to national development units for low cost construction. Its extension to educational television and modern techniques should be further explored.

24. The proposed assistance of industrialized countries towards the establishment of international centres for scientific and technological research in developing countries is of importance. In this connexion preference might be given to regional and sub-regional institutions, along with the possibility of a limited number of very specialized advanced centres at the international level.

Draft resolution

25. The recommendations in the Report, both general and specific, which are of special interest to Unesco, thus conform to current policies and/or point to innovations for the future. They need to be further reviewed and the results integrated into a consistent and global strategy of education which will be the major task of the International Commission proposed by the Director-General in document 84 EX/7. In the light of its review, the Executive Board might wish to adopt a draft resolution, whose preambular paragraphs might be:

The Executive Board,

1. Having reviewed the recommendation of the Commission on International Development of particular interest to Unesco, and the Director-General's comments thereon,
2. Expresses its satisfaction with the Report of the Commission and recognizes the importance of its recommendations for the development of education and science in Member States;
3. Authorizes the Director-General:

.....
.....
.....



UNESCO
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 : RIO/ORG/30.6/627

12 June 1970

Dear Sir,

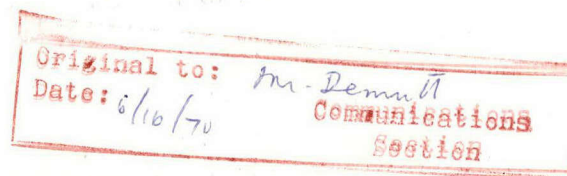
... I have pleasure in transmitting herewith the text of the resolution adopted on Wednesday 3 June 1970 by the Executive Board of Unesco presently holding its 84th session (Paris, 4 May/19 June 1970) following examination of item 7.4 of its Agenda : "Study of the capacity of the United Nations Development System (Jackson report)".

Yours faithfully,

Manuel Jimenez
Director

Relations with Member States and
International Organizations and Programmes

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



UNESCO

June 11, 1970

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

Dear Rene:

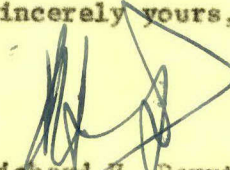
Our Economic Development Institute is offering a new course, to be given next fall, in education programs and projects. This will be the first course of its kind for EDI and a number of Unesco officials have cooperated in helping us to prepare for it. Attached is an announcement of the course.

The EDI is most anxious to have Mr. Seth Spaulding of your Secretariat lead two seminars in the course on teaching methods and teacher training. Would it be possible for you to allow us to have Mr. Spaulding in Washington for a few days during the last week of October for this purpose? We will, of course, be happy to pay Mr. Spaulding's travel and subsistence expenses.

I would appreciate hearing from you as soon as possible as to Mr. Spaulding's availability, so that we can complete plans for the course.

With kind personal regards,

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

IASirken:RHDemuth:tf



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
téléc : 27 602 Paris

référence : EP 8050/26/3263

11 June 1970

Dear Ron,

Here are our comments on the draft minutes of our Review Meeting in April.

Page 2 - para. (a). According to Unesco's Bureau of the Budget the number of officially established professional posts is 28. I shall delve into the history of how this difference of 1 between our reckonings arose and write to you.

Page 2 - para. (c). Suggest we omit the last two sentences beginning "It was agreed"... down to ..."Cooperative Program".

Page 5 - last para. 2nd line. We suggest the following text :

"EFD staff might be available for participation in Bank economic missions. At the present time, the overall capacity to participate in Bank economic missions (EPD staff and consultants or Unesco EFD staff) was under review".

Page 6 - Sector Studies. We propose the following text beginning line 6 of this paragraph :

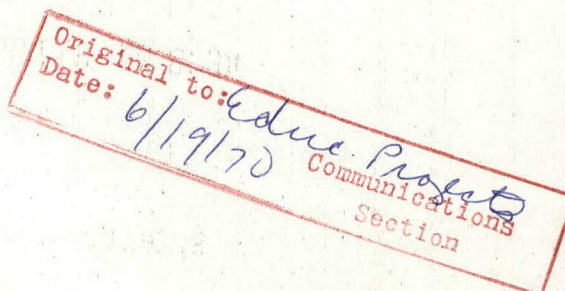
;"a sector study should contribute to analyse a country's long-term educational objectives ; the difficulties of translating general educational objectives into practical terms ; the limited value of a "parachute-type" operation and the possibility of supplementing a sector study by pre-investment studies covering particular types or aspects of education and training".

The remainder of the text unchanged.

Page 6 - last para. Omit the second and third sentences from "The Government's.. down to "... be borne in mind".

Mr. R. Fennell
Administrative Officer
Education Projects Department
I.B.R.D.
1818 H. Street, N.W.,
Washington, D.C. 20433
(U.S.A.)

.../



Page 7 - 1st para. - line 5. Suggest the following text :

"...determining to what extent intentions declared and assurances given at the time of project preparation and appraisal have been realized and reasons for possible failures".

This text to replace the remainder of the sentence following the word "determining..... to or not".

Page 8 - bottom of the page. Omit the reference to the Unesco International Education Commission.

Page 9 - bottom of the page. Suggest we leave out the preliminary mission plan which, by now, is completely overtaken by events.

Page 10 - Weekly Review. The second sentence should read :

"It was also agreed that the Bank would indicate to Unesco during these conversations whether the completion of a given PIM report was more or less urgent".

Hoping that you will find those proposals acceptable.

Yours sincerely,



W. Moller
Educational Financing Division
Department of Planning and
Financing of Education

OFFICE MEMORANDUM

TO : Files

DATE : June 11, 1970

FROM : Fritz Steuber *F.S.*SUBJECT : Unesco Executive Board - 84th Session - Discussion on Pearson and Jackson Reports - May 28-29, June 1 & 4, 1970

1. Both the Pearson and Jackson reports were discussed by the Board at the same time. The essentials regarding the discussion on the Pearson report, including excerpts from the resolution adopted, were already transmitted to Mr. Demuth in a telex dated June 5. As expected, the Jackson report received considerably more attention during the discussion than Pearson, since it obviously is much more directly related to Unesco. In the transcript of Mr. Maheu's oral introduction to both reports (attached) only two paragraphs are devoted to Pearson as against 25 to Jackson.
2. The discussion on Pearson was fairly disappointing, in part because the Secretariat paper (84 EX/21) did not sufficiently highlight the Pearson recommendations regarding education and a number of other subjects of interest to Unesco (mainly research, transfer of technology and population), nor did it outline any sufficiently clear Unesco position. No Board member (nor Mr. Maheu, for that matter) felt compelled to address himself specifically to the relevant Pearson recommendations. Instead, most members disserted on generalities regarding the relationship between the developed countries and the LDC's, problems of trade, aid targets, etc. Still, the comments on Pearson were practically all favorable, with the exception of a strong Russian attack on Pearson, the Bank and the capitalist system and a few regrets that the viewpoints of the socialist countries had not been taken into account by the Commission.
3. On Jackson the Board followed Mr. Maheu almost to a man. It is well known that Mr. Maheu is in sharp disagreement with Sir Robert on most issues. All in all, there seemed to be a consensus that Jackson had done a disservice to development assistance (by exposing and exaggerating the weaknesses of the specialized agencies) and that Pearson had created a new confidence in the merits of aid. I should add that the Bank had made a fairly generous distribution of copies of the Pearson report.

Pearson Report

4. Mr. Maheu's introduction was quite brief. He found the report "well balanced" although it contained certain oversights (e.g. on health). The chapter on education was "juste". He also referred

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to the report's "good impact on public opinion". However, he considered the report as a sketch only which had to be followed by "sector studies". This remark of course leads in the direction of the International Education Commission proposed by Mr. Maheu and on which the Board will be asked to pronounce itself. A fairly large number of speakers (mostly from LDC's) supported Mr. Maheu on this point. Mr. Maheu also mentioned that he had received "definite encouragement" (des encouragements très précis) from the Bank and others (foundations, etc.) to proceed with the proposed Commission. In a brief final intervention after the debate, Mr. Maheu clarified the status of the Pearson report which had been referred to by some speakers as the "IBRD report". He also added that Pearson of course viewed education largely from the point of view of economic development, and that this viewpoint "needed some correction" later.

5. As stated already, the ensuing discussion was disappointing but generally favorable. Brazil grew almost lyrical and in another context referred to the commissioners as "beyond suspicion" and to the Bank and Mr. McNamara as "very impartial". Expressions such as "landmark" (India), "milestone" (Ceylon, before the election), occurred several times. The Algerian delegate found the report "frank and courageous". Argentina hinted, but very cautiously, at the weighted voting system as presenting a problem. The U.K. found the education chapter of the report "necessarily superficial". Tanzania would have liked an African on the Commission. Several delegations (Ethiopia, Pakistan, Peru) spoke out against the Commission's views on the population problem. The argument that educational financing should only be in grant form was put forth by Senegal. Finally, Argentina said that while the increase in the Bank Group's activities was welcomed, the Group still had "limited resources" and could not be expected to do much more than it did now.

6. As was to be expected the main critical remarks came from the socialist countries and a number of leftist LDC's. The USSR, Hungary, Czechoslovakia, as well as Ceylon, Tanzania, the UAR and also the U.K. regretted, in more or less strong terms, the absence of socialist views in the report. The most vociferous attack, lasting for almost two hours, came from the Russians. This intervention did not bring out anything new, and I shall be brief. The Russian delegate actually started with a number of bows to the Pearson Commission, commending it for a "good" and "interesting" research job. Other features the Russian also found satisfactory, such as the Commission's insistence on the principle of non-interference in the internal affairs of the LDC's, or the "peace motive". The annexes to the report were also thought to be rather good. But then the tirade went over the whole range of problems, starting with private

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June 11, 1970

investment being "exploitation by the monopolists" down to the evils of colonialism and the need for financial restitution by the former colonial powers. In short, the Commission is not in tune with the inevitable march towards socialism throughout the world. Pearson equally has no solution for such things as the debt problem (the real solution is to cancel all debts - see the Russian position on Indonesia). Pearson also does not reckon with the "aggressive forces" at work in the world. The Russian delegate also referred to "certain Western economists" who argue that Pearson "did not go far enough". He was also concerned about an article on the Pearson report which appeared in the February issue of the "Unesco Courier".

7. The Bank represents "collective neo-colonialism" and stands behind the neo-colonialist and imperialist forces; there is a definite danger that the Bank, acting on behalf of these forces, intervenes in the internal affairs of the LDC's. So much for that. The Russian delegate had also made some factual errors about the Bank, e.g. stating that our interest rate was now 8 percent, that IDA funds were "very small". He also gave the impression that he believed the Bank was a private institution. During the ensuing coffee break, I had a very relaxed talk with the Russian delegate during which, while of course refraining from entering into any ideological argument, I corrected some of these points of fact. He seemed to be quite grateful for this and even confessed that he really did not quite understand some of the problems he was talking about, urging me to pursue the conversation with some Russian economists.

8. A number of draft resolutions were introduced, and in the end a compromise resolution was voted on (attached) which, in its operative paragraphs:

- commends the President of the World Bank for appointing the Pearson Commission (paragraph 6);
- commends the Pearson Commission (paragraph 7);
- observes that the report does not deal with the development cooperation rendered by the socialist countries (paragraph 8);
- considers that the report is a useful introduction to more detailed sector work (paragraph 9);
- welcomes the importance ascribed to education by the Commission (paragraph 10); and
- requests the Director General to keep the Board informed on further developments (paragraph 11).

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June 11, 1970

9. The vote on the final resolution was 28 in favor, the 3 socialist countries (USSR, Czechoslovakia, Hungary) against, and the U.S. abstaining on the grounds that its aid program was still under review; the U.S. had stated earlier that it would have preferred to have no resolution at all.

Jackson Report

10. Mr. Maheu's rather long comments on Jackson are reproduced in extenso in the attached document (84 EX/INF. 5). It came as no surprise that Maheu was sharply critical of most features of the report. While he appreciated its frankness and also endorsed the country programming concept, he had "serious reservations" on almost everything else. Jackson made too many value judgments which were not corroborated as well as too many "unjust generalizations". Jackson recognized himself that he was being partial. The decision to decentralize the U.N. system had been made 25 years ago, and that decision was irreversible. Mr. Maheu is particularly allergic to the idea of programming being carried out by "omniscient generalists". Every country programming effort must start at the sectoral level and the sectoral expertise is located in the various specialized agencies. The task of UNDP is only to produce a "synthesis". Finally, each agency's operational activities can only grow on an "intellectual base" which it is the agency's task to build and strengthen. The international community should beware of a system in which the operations of the U.N. system would depend too heavily on the "charity of a few" (i.e. contributions to UNDP) instead of on regular contributions from all member states to the budgets of each specialized agency.
11. On two occasions Mr. Maheu summed up his conclusions, with which he said Mr. Hoffman agreed, in the following way:
- (a) the present U.N. system serves its purpose well;
 - (b) the present system of specialized agencies is a "guarantee of technical objectivity" (technicité objective);
 - (c) the specialized agencies are not "fiefdoms" incapable of cooperating with each other;
 - (d) the limits of absorptive capacity have not been reached;
 - (e) however, reforms are necessary, the most important concerning country programming;
 - (f) regarding Unesco, a number of improvements in planning and procedures are being envisaged or carried out, among them

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To: Files

- 5 -

June 11, 1970

better supervision of project implementation and increased powers for project directors in the field.

12. Since the discussion really consisted only in variations on these themes, it is not recorded here. The resolution adopted on Jackson (attached) confirms this.

cc: Messrs. Demuth (3)
Wm. Clark
Ballantine
Karasz/Wishart
Grenfell

FS:ar

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 11, 1970** **1430**

LOG NO.: **ITT 23/11**

TO: **MCNAMARA INTBAFRAD**

FROM: **PARIS**

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

TEXT:

UNESCO EXECUTIVE BOARD NOW MEETING IN PARIS UNANIMOUSLY DECIDED YESTERDAY TO ADD TO ITS AGENDA NEW ITEM ENTITLED "UNESCOS CONTRIBUTION TO INTERNATIONAL AID TO PERU". ITEM WILL BE EXAMINED DURING WEEK BEGINNING 15 JUNE. IN ORDER TO PREPARE REPORT FOR THIS ITEM AND ASSUMING THAT UNESCO COULD SURVEY DAMAGE TO EDUCATIONAL SYSTEM AND ASCERTAIN NEEDS THROUGH A MISSION FINANCED BY UNESCO I SHOULD LIKE TO KNOW WHETHER YOU WOULD ENVISAGE POSSIBILITY OF PROVIDING FINANCIAL ASSISTANCE TO PERUVIAN GOVERNMENT FOR RECONSTRUCTION OF SCHOOLS AND IF SO WHAT WOULD BE THE MODALITIES OF SUCH AID

RENE MAHEU

UNESCO 9248

MPB

TYPED

JUN 11 2 14 PM 1970

COMMUNICATIONS SECTION

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DISCO 2512

DISCO 2512

OF EACH VID

FOR RECONSTRUCTION OF SCHOOLS AND IS TO HAVE BEEN IN THE HOUSTON AREA
 OFFICE OF HOUSING ADMINISTRATION TO REMAIN IN CONTACT
 IN DISCO I SHOULD LIKE TO KNOW WHETHER THE ABOVE MENTIONED LOSS-
 PROWLIGHT CASES AND WHETHER THESE CASES WERE IN THE HOUSTON AREA
 THIS ITEM WAS RECEIVED FROM DISCO CODED UNDER DISCO 2512
 DURING THE PERIOD FROM 7:00 AM TO 1:00 PM IN ORDER TO MAINTAIN THE
 INTEGRITY OF THE INFORMATION AND TO BE... THIS ITEM IS EXAMINED
 DURING THE PERIOD FROM 7:00 AM TO 1:00 PM... DISCO 2512
 DISCO EXECUTIVE BOARD FOR WORKING IN THESE MATTERS... DECIDED

100

100

DISCO

DISCO 2512

DISCO 2512

DISCO 2512

100

DECODED BY:	
COLL:	
INFORMATION:	DISCO 2512
VIDEO COPY:	DISCO 2512
HOLDING	

DISCO 2512

✓ UNESCO - *AK*

cc Fellowship Training

June 10, 1970

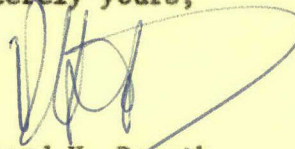
Dear George:

This will reply to your letter of June 4, enclosing the agenda of a June 30-July 2 meeting on the administration of Unesco fellowships in Europe and a circular letter inviting the Bank to send an observer.

The subject of the meeting is of considerable interest to John King who is, as you may know, Our Man on Training. He would like to attend, but he is also Our Man on Environment and will be in Geneva for a meeting on that subject just at the time of the Unesco meeting. Would you, therefore, follow your own suggestion and ask Unesco to let us have a copy of whatever report is issued?

With kind regards,

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

Mr. George Wishart
Chief, Liaison Operations
European Office
International Bank for
Reconstruction and Development
64/66 avenue d'Iena
Paris 16e, France

8
SEBoskey:tsb

Yellow copy with incoming to be routed to

1. Mr. John King
2. Files



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

JUN 15 REC'D

téléphone : 566-57.57, ~~7088/7071/7072/7073/7074/7075/7076/7077/7078/7079/7080/7081/7082/7083/7084/7085/7086/7087/7088/7089/7090/7091/7092/7093/7094/7095/7096/7097/7098/7099/7100~~
câbles : Unesco Paris
téléc : 27 602 Paris

référence : ED/70/174

- ~~Ballantine~~
- Cairns
- Burt
- Stewart
-
-
- Div. Files
- Op. Files

9 June 1970

Dear Mr. Ballantine,

Thank you for your letter of 2 June. I am very sorry to hear that you still have not received the three project requests for Guatemala, Malaysia and Zambia.

I should like to confirm that the documents were in fact sent to you by registered surface mail on 27 February 1970, under registry number 2489. I hope that this information will enable you to trace the parcel but, if not, please let us know and we will make inquiries here as well send you a further set of documents by registered air mail.

Yours sincerely,

J. C. Cairns
Director

Literacy Division
Department of Out-of-School Education

Mr. D. S. Ballantine
Director - Education Projects Department
International Bank for Reconstruction and Development
1818 H Street, N.W.
Washington D.C. 20433
U.S.A.

1970 JUN 15 11:40:10

U.S.A.
WASHINGTON D.C. 20542
1818 H Street, N.W.
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
DIRECTOR - Education Projects Department
Mr. D. S. Bajjantine

Department of Out-of-School Education
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
Director
1000 G Street, N.W.



Yours sincerely,

and you a further set of documents by registered air mail.
But if not, please let us know and we will make inquiries here as well
as possible. I hope that this information will enable you to trace the balance
of your registered air mail on 21 February 1970 under registry number
I should like to confirm that the documents were in fact sent to

Malaya and Singapore.

That you still have not received the three project requests for Malaysia,
I thank you for your letter of 5 June. I am very sorry to hear

Dear Mr. Bajjantine,

- Mr. Egan
- Mr. Egan
-
-
- Mr. Egan
- Mr. Egan
- Mr. Egan
- Mr. Egan

8 June 1970

Reference: ED/DO/1747
Telex: 31 803 Paris
Cables: Unesco Paris
Telephone: 206-2121

Place de Fontenay, Paris-7e

UNIT 2 REC.D



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

UNESCO

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 9, 1970 2100**
LOG NO.: **RC8/10**
TO: **BALLANTINE INFRAFRAD**
FROM: **PARIS**

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

TEXT:
**FOR RID TO CAR PLEASE AIRMAIL COPY DONNELLYS FULL REPORT 1969
RECONNAISSANCE, SUBSEQUENT BANKS LETTERS TO MINISTER EDUCATION
AND OTHER RELEVANT DOCUMENTS**

VANLIET UNESCO 09061

vea

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED EXCEPT WHERE SHOWN OTHERWISE

TYPED

JUN 10 10 24 AM 1970

COMMUNICATIONS SECTION

480

UNCLASSIFIED

THE ABOVE INFORMATION IS UNCLASSIFIED

EXCEPT WHERE SHOWN OTHERWISE

DATE 10/24/97 BY 60322/UC/STP

TO:

FROM:

UNCLAS

INFO:

UNCLASIFIED INFORMATION

DATE:

10/24/97

BY:

60322/UC/STP

REASON:

UNCLAS

DECODED BY: CALL: INFORMATION ACTION (S): EDUCATION SERVICES FOR LING
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UNCLASSIFIED

ROUTING SLIP		Date <i>June 17/70</i>
NAME		ROOM NO.
<i>1. Educ. Projects Dept.</i>		<i>C 313</i>
<i>2. Op. Files</i>		<i>G1066</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		
From <i>Richard H. Demuth</i>		

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP				Date JUN 12 1970	
Mr. Aldewereld	A1226		Mr. Hoffman	D1123	
Mr. Alter	A837		Mr. Kamarck	D529	
Mr. Baum	C303		Mr. Knapp	A1230	
Mr. Benjenk	A712		Mr. Lejeune	C502	
Mr. Broches	A813		Mr. McNamara	A1230	
Mr. Cargill	A613		Mr. Mendels	A1219	
Mr. Chadenet	C303		Mr. Nurick	A802	
Mr. Chaufournier	C702		Sir Denis Rickett	A1230	
Mr. Cheek	C702		Mr. Ripman	D1029	
Mr. Wm. Clark	D928		Mr. Rotberg	D827	
Mr. Cope	A1214		Mr. Stevenson	D532	
Mr. Demuth	D1128		Mr. Twining	D1032	
Mr. Diamond	C913		Mr. Votaw	A613	
Mr. El Emary	A1143		Mr. Wiese	A837	
Mr. Fontein	C602		Mr. Williams	C502	
Mr. Fowler	A1219		Mr. Wright	A1136	
Mr. Friedman	A1221				
Mr. Goodman	C602				
Mr. Graves	D1122				
Mr. Gutierrez	A1136				
Mr. Hartwich	A712				

to be sent to anyone?
Edw. Project



UNESCO
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

1, rue Miollis, 75 Paris-15^e

adresse postale : B.P. 3.07 Paris

téléphone : 566-57.57

câbles : Unesco Paris

télex : 27 602 Paris

référence : RIO/PRG/4238

8 JUIN 1970

Dear Mr. Demuth,

... In the course of its 84th session Unesco's Executive Board
... discussed the Report of the Commission on International Development (Pearson
... Report). I am pleased to send you herewith copies of the resolution adopted
last week by the Board on the Report. I am also enclosing the document
presented to the Board containing a selection of the Report's recommendations
of particular interest to Unesco and the Director-General's comments on them.

Yours sincerely,


Manuel Jiménez
Director

Relations with Member States and
International Organizations and Programmes

Mr. Richard Demuth
Director
Development Services Department
IBRD
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

1 English,
2 French * 2 Spanish
versions sent to
Research Files
6/24/70

U.S.A.
Washington D.C. 20540
1818 H Street N.W.
IBRD
Development Services Department
Director
Mr. Richard Denton

International Organizations and Programmes
Relations with Member States and
Director
Manuel Jimenez

Manuel Jimenez

Yours sincerely,

of particular interest to Unesco and the Director-General, a comment on them
presented to the Board concerning a selection of the Report, a recommendation
that meet by the Board on the Report. I am also enclosing the document
discussed the Report of the Commission on International Development (Paris
in the course of its 8th session Unesco's Executive Board

...
...

Dear Mr. Denton,

reference : BTO/PBC/4538

telex : 21603 Paris
cables : Unesco Paris
telephone : 266-2121

adresse postale : B.P. 307 Paris
1, rue Miollis, 75 Paris-12e
Place de Fontenoy, 75 Paris-7e

8 JUN 1970



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

UNESCO

7.3 - Report of the Commission on International Development set up by the International Bank for Reconstruction and Development (Pearson Report) and comments of the Director-General (84 EX/21)

The Executive Board,

1. Having had an exchange of views on the report of the Commission on International Development set up by the International Bank for Reconstruction and Development (IBRD) and on the written comments and the oral statement by the Director-General thereon (84 EX/21 and 84 EX/INF.5),
2. Recalling that, as the Constitution of Unesco states, "the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance",
3. Reaffirming the conviction, proclaimed by the General Conference at its fifteenth session (15 C/Res.8 paragraph 2.3), that man, being at the origin of development and at the same time its instrument and beneficiary, must above all be regarded as its justification and its end,
4. Considering that development operations go forward on the ethical plane and must be primarily conceived as associating the developed countries with the less fortunate countries within the framework of international co-operation, the purpose of which is the common good of all nations,
5. Recognizing the need to redefine the qualitative and quantitative objectives of international aid to development and in particular to propose new bases for multilateral capital and technical assistance,
6. Commends the President of IBRD for the initiative in appointing an international Commission, under the chairmanship of the Right Hon. L.B. Pearson, to review past efforts and accomplishments in development assistance and to propose aid policies to ensure increased effectiveness for the future;
7. Commends the Commission on International Development for having highlighted the urgent need to mobilize greater resources for and to improve conditions of development aid;
8. Observes that the report contains no information pertaining to the approach to co-operation in development in socialist countries and certain developing countries;
9. Considers that the report of the Commission on Development constitutes a useful introduction to the more detailed sectorial work which is proving necessary on the threshold of the second Decade;
10. Welcomes the importance ascribed by the Commission to education, science and technology as dynamic factors in development;
11. Requests the Director-General to report as necessary on further developments of the subject to the Executive Board at a future session.

EXECUTIVE BOARD

EX

Eighty-fourth Session

84 EX/21
PARIS, 17 April 1970
Original: English

Item 7.3 of the Provisional Agenda

REPORT OF THE COMMISSION ON INTERNATIONAL DEVELOPMENT
SET UP BY THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
(PEARSON REPORT) AND COMMENTS OF THE DIRECTOR-GENERAL

SUMMARY

This document contains, for the consideration of the Executive Board, a selection of those recommendations of the Report of the Commission on International Development established by the International Bank for Reconstruction and Development (Pearson Report) that are of particular relevance to Unesco, and the comments of the Director-General on these recommendations. The recommendations are presented, with the corresponding comments, under two headings:

- (i) general recommendations
- (ii) recommendations on population, education, and research.

1. The Director-General drew the attention of the Executive Board, at its 83rd session, to the need for enlisting all resources and energies available within the framework of an overall strategy which would be applied in undertaking to reach the goals of the Second Development Decade. In this connexion, he pointed to the importance of the Report of the Commission* on International

* The Commission, set up at the request of Mr. Robert S. McNamara, President of the Bank, consisted of the following names serving in an individual capacity: Mr. L.B. Pearson, Chairman; Sir Edward Boyle (United Kingdom); Roberto de Oliveira Campos (Brazil); Mr. C. Douglas Dillon (United States of America); Mr. Wilfred Guth (German Federal Republic); Mr. Arthur Lewis (West Indies); Mr. Robert E. Marjolin (France); Mr. Saburo Okita (Japan).

Development established by the International Bank for Reconstruction and Development and it was agreed that the Executive Board would examine the Report "Partners in Development" and the comments of the Director-General at its 84th session.

2. The Commission which was called upon "to study the consequences of twenty years of development assistance, assess the results, clarify the errors and propose the policies which will work better in the future", emphasized the two-fold need for increasing the volume of aid and improving its effectiveness. The Commission fixed at 0.7% of the GNP of donor countries the volume of official development assistance for net disbursements to be reached by 1975 or at the latest by 1980. Moreover, it gave considerable attention to the necessity of evolving a new style of assistance which would bring about a new "aid relationship", a true partnership between donors and receivers and an annual review of both development performance and of the discharge of aid within multilateral groupings.
3. The Commission also singled out certain sectors of prime importance for future action which are of particular interest to Unesco, namely: population, where the adoption of appropriate policies and programmes are of considerable relevance to social and economic planning; education; whose "pivotal rôle in development" was stressed; and research.
4. The Executive Board may wish to review the following recommendations and the Director-General's comments on them.

I. GENERAL RECOMMENDATIONS

5. (Chapters 6, 9, and 11)

Chapter 6

"Preparation should begin at the earliest possible moment for establishment, where necessary, of new multilateral groupings which provide for annual reviews of the development performance of recipients and the discharge of aid and related commitments by donors. The World Bank and the regional development banks should take the lead in discussions to this end, and the World Bank, or another appropriate existing agency, should provide the necessary reporting services for such groups."

Chapter 9

Recommendation 14

"Multilateral and bilateral technical assistance should be more closely integrated with capital assistance."

Recommendation 15

"To improve the effectiveness of technical assistance: (1) specialists and planners in developing countries should consult regularly to determine their priority needs for advisory services, institution building, project aid, and the operation of educational and other public services; and (2) developing countries should programme technical assistance requirements by spelling out the sequence of operations, the performance objectives of the personnel and of the training schemes, the cost of each stage and their own commitments to institutional and structural change."

Recommendation 17

"Donors should give financial assistance for local recurring expenditures and for equipment, transport, and other supplies in connexion with technical assistance projects."

Recommendation 19

"International technical assistance should be strengthened by the creation of national and international corps of technical assistance personnel with adequate career opportunities."

Recommendation 20

"Study should be undertaken, with the support of foundations, in a number of countries, of the needs and possibilities of an international volunteer corps."

Chapter 11Recommendation 6

"IDA should formulate explicit principles and criteria for the allocation of concessional development finance and seek in its policies to offset the larger inequities in aid distribution."

Recommendation 7

"The President of the World Bank should invite heads of appropriate organs of the United Nations, pertinent multilateral agencies, and the regional development banks and co-ordinating bodies, to a conference to be held in 1970 to discuss the creation of improved machinery for co-ordination capable of relating aid and development policies to other relevant areas of foreign economic policy, moving toward standardized assessments of development performance, making clear, regular and reasonably authoritative estimates of aid requirements, and providing balanced and impartial review of donor aid policies and programmes. Representatives of at least the major bilateral donors and appropriate representatives of developing countries should also participate in the conference."

Comments by the Director-General

6. The Director-General is in agreement with the basic principle that procedures of aid should be improved and reviewed with a view to bringing about a genuine partnership relation between various donors and aid-receiving countries.
7. In this connexion, the concept of multilateral groupings of both donor and receiving countries for the review of performance of recipients and of the use of aid is of interest. In certain projects within its competence, including those in co-operation with the World Bank, at the request of the governments, the Secretariat will continue to organize joint periodical reviews. The experience gained in helping to establish donors' "clubs" in Indonesia at the request of the Government is relevant to this purpose. In this perspective, specific commitments made by individual donor governments with respect to

technical assistance, funds for research, or capital assistance, are reviewed by the Government in the light of its own decisions on the content and structures of education and of overall strategies aimed at reaching educational objectives at the national level.

8. With respect to close integration of multilateral and bilateral technical assistance with capital assistance, it is constantly borne in mind in implementing Unesco's programme. The Secretariat has been assisting Member States in formulating short-term and long-term education development plans including provisions for both capital and technical assistance requirements, at the national as well as at the regional level.

9. The proposed consultations between specialists and experts in order to determine priority needs for technical assistance is consonant with the approach to integrated planning which is reflected both in Unesco's regional conferences of ministers and at the national level. The terms of reference of Unesco experts in educational planning and of science policy advisers and instructions given to them during their briefing provide for close and constant consultations with economic planners. Unesco advises governments not to set up institutions on the basis of the assistance offered but rather to start with a careful assessment and planning of requirements and to request aid so that it can fit in with these plans.

10. Financial assistance in the form of recurring expenditure, equipment and supplies, and services would obviously make for greater flexibility. This policy is already followed by Unicef and is in effect in projects carried out in co-operation with Unicef. The General Conference has expressed its general agreement with this principle in its resolution 15 C/Res.5.512 para.2 (d). The Director-General will continue his efforts to secure broad inter-agency agreement on the basis of this recommendation.

11. The proposal for national and international corps for technical assistance personnel with good career opportunities is important in view of its power of attraction for highly motivated young professionals. In certain fields where the emphasis is on operational activities, e.g. educational planning and administration, technical education and functional literacy, the establishment of an international corps of technical assistance personnel on a career basis would have obvious merits, provided adequate provisions were made for the pre-service and in-service training of volunteers. However, in other fields such as educational research and development, educational technology, curricula and methods, science teaching and research, guidance and counselling, etc. international service on a career basis may not prove feasible.

12. Related to this proposal is that of a study on the needs and possibilities of an international volunteer corps. Such a study, in a specific field has been carried out in pursuance of resolution 15 C/1.311 and a pilot project is being launched.

13. It is of course desirable to offset the larger inequalities in aid distribution. If development finance is to be used for this purpose, it should be related to specific sectors requiring particular

forms of aid. In the educational field, financial aid ought not to be conceived along the lines of hard loans with short repayment periods.

14. The suggestion of holding a conference of heads of agencies and organs of the United Nations system was discussed by the Administrative Committee on Co-ordination at its October session in 1969. No decision was taken, although the idea was well received. The Director-General is of the opinion that Unesco should support the purposes of this recommendation.

II. RECOMMENDATIONS ON POPULATION, EDUCATION, AND RESEARCH

15. Recommendation 1

"Developing countries should identify their population problem if they have not already done so, recognize the relevance of population growth to their social and economic planning, and adopt appropriate programmes."

Recommendation 2

"Bilateral and international agencies should press in aid negotiations for adequate analysis of population problems and of the bearing of these problems on development programmes."

Recommendation 3

"Developed countries should initiate or strengthen their own facilities for population studies."

Recommendation 4

"International organizations should extend their training of population and family-planning specialists in all relevant categories."

Recommendation 5

"The proposal to appoint a Commissioner for Population in the United Nations is endorsed."

Recommendation 6

"The World Bank, in consultation with WHO, should launch immediately a wide ranging international programme for the direction, co-ordination, and financing of research in the field of human reproduction and fertility control."

Recommendation 7

"Greater resources for education should be made available for (a) research and experimentation with new techniques, including television and programmed learning; and (b) a systematic analysis of the entire learning process as it applies to developing countries."

Recommendation 8

"Where suitable facilities exist, scholarships or training grants should be given primarily for attendance at local institutions of acceptable quality in aid-receiving countries or regions."

Recommendation 9

"Goal-oriented research should be linked with regional or other national universities or institutions of higher education."

Recommendation 10

"Regional or national laboratories and research institutes should be established to study techniques of natural resources utilization and to improve industrial product design and production techniques."

Recommendation 11

"Nationally based corporations should be created for the purpose of developing products and processes which have national or international marketing possibilities, or are based on frontier technology (e.g. low-cost housing processing of domestic raw materials, protein foods, educational television)."

Recommendation 12

"Aid suppliers should devote a significant share of their research and development resources and facilities to projects specifically related to problems of developing countries."

Recommendation 13

"Industrialized countries should assist in the establishment of international and regional centres for scientific and technological research in developing countries, designed to serve the community of developing countries and specializing in distinct fields of research and their application."

Comments by the Director-General

16. The Secretariat agrees with the approach reflected in this part stressing as it does the relevance of population growth to social and economic planning; with the linking of education and research; and with the notion that research and innovation are as relevant to educational development as they are to technological progress.

17. With respect to population growth, it will be recalled that the educational targets - school enrolment targets and targets for the financing of education - established at regional conferences of ministers were based on age-group projections. The revision of these targets - e.g. the Addis Ababa targets revision as suggested by the Nairobi Conference - and the requirements of the Second Development Decade will make it necessary to have more accurate projections based

on a country by country basis. Therefore Unesco's work in this field will be dependent on better demographic projections. Moreover, since the size of age-group is a variable of educational development plans, choices made by educational planners may have implications for the rate of population growth which is considered as desirable from the educational planning point of view.

18. Regarding population problems and policies, the Secretariat is making a contribution to the programme of the United Nations system in this field. In this connexion, increased attention will be paid to family life and planning within teacher-training projects assisted by Unesco, in programmes for the education of adults and youth, and in functional literacy projects. The Secretariat believes that population and family life education rather than mere family-planning should be emphasized, as new attitudes and long-term behavioural changes are required of family patterns and social structures need modification. The development and use of appropriate curriculum units will contribute towards this goal.

19. The Director-General welcomes the recommendation that increased resources should be allocated to research in new techniques and analysis of the learning process. Recent experience has shown that within existing educational systems - quantitative targets can be reached through qualitative improvement which will achieve greater efficiency in the operation of systems and will reduce unit costs. In this perspective investment in educational research with emphasis on innovation is likely to be particularly rewarding. This is reflected in the Draft Programme and Budget for 1971-1972 (16 C/5). Life-long education can be expected to provide the conceptual framework for a fresh rethinking of education today; with respect to context, structure, duration of the learning process, etc. New strategies for educational development, within this framework, are needed in order to achieve goals of educational systems; research and development centres with a threefold function of research on the content, methods, and techniques of education (with special reference to new technology and programmed instruction), the production of educational materials, and the training of educators are an important means of promoting research and of applying its results. Further emphasis on the importance of educational research as a means of optimizing the impact of expenditure on education involves plans for the dissemination of the results of research at the international level. The exchange of technical information through publications, directories, abstracts, including in the near future the computerization of educational information are important components of any programme based on the application of research to the field of educational development.

20. Further there is agreement with the notion, which underlies various recommendations of the Report, that the approach to educational development should be diversified according to local situations and that it will be one of the functions of research to adapt policies to local requirements. In this connexion, the recommendation that training in local institutions of aid-receiving countries or regions should be preferred deserves special attention. Such a policy was advocated by regional conferences, such as the Tananarive Conference on the Future of Education in Africa (1962), the Nairobi Conference

(1968) which recommended the establishment of advanced research and training units for the purpose in Africa.

21. The emphasis in technical assistance should be placed less on transmitting existing technology than on initiating or stimulating research rooted in the soil and environment of aid receiving countries. This was the consensus of the conferences organized by Unesco on the organization of research and scientific training in Africa (Lagos, 1965) and on the application of science and technology to development in Latin America (Santiago de Chile, 1965) and in Asia (New Delhi, 1968). The main purpose of these conferences is to assist governments in developing scientific research policies which will result in establishing an adequate network of research and training institutions at the regional and at the national level.

22. The linking of goal-oriented research with university or higher education institutions is consonant with the rôle of universities in development as emphasized by these conferences and with the need for a close link between research and training. In Unesco Special Fund assisted institutions of higher technological education and training of engineers, this trend is of special importance, and is combined with emphasis on the adaptation of techniques and of production to natural resources and requirements.

23. Akin to this trend in scientific research and training policy is the proposal for national bodies to develop local production processes with national or international possibilities. Irrespective of the legal or organizational form of the "corporations" referred to in the Report, the Secretariat believes that the recommendation is sound both as a currency saving or earning device and as an application of the principle of production adapted to local needs and fed by local resources. The principle has been already embodied in Unesco projects for the production of simple scientific equipment and in the assistance of Unesco regional school building centres to national development units for low cost construction. Its extension to educational television and modern techniques should be further explored.

24. The proposed assistance of industrialized countries towards the establishment of international centres for scientific and technological research in developing countries is of importance. In this connexion preference might be given to regional and sub-regional institutions, along with the possibility of a limited number of very specialized advanced centres at the international level.

Draft resolution

25. The recommendations in the Report, both general and specific, which are of special interest to Unesco, thus conform to current policies and/or point to innovations for the future. They need to be further reviewed and the results integrated into a consistent and global strategy of education which will be the major task of the International Commission proposed by the Director-General in document 84 EX/7. In the light of its review, the Executive Board might wish to adopt a draft resolution, whose preambular paragraphs might be:

The Executive Board,

1. Having reviewed the recommendation of the Commission on International Development of particular interest to Unesco, and the Director-General's comments thereon,
2. Expresses its satisfaction with the Report of the Commission and recognizes the importance of its recommendations for the development of education and science in Member States;
3. Authorizes the Director-General:

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UNESCO

Filer

INCOMING CABLE

DATE AND TIME
OF CABLE:

JUNE 5, 1970

614PM

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

LOG NO.:

WU TELEX/5

TO:

INTBAFRAD

FROM:

PARIS

(copy sent to Mr. Ballantine)
copies also sent to Mr. McManama & Mr. Wm. Clark.

TEXT:

822 FOR DEMUTH

UNESCO BOARD DISCUSSIONS ON BOTH PEARSON AND JACKSON REPORTS TOOK PLACE ON MAY 28 AND 29 AND JUNE 1 AND 4 WHICH LATTER MEETING WISHART ATTENDED. AS EXPECTED JACKSON STUDY TOOK UP CONSIDERABLY MORE TIME THAN PEARSON AND THIS ALSO TRUE OF MAHEU'S INTRODUCTION WHERE PEARSON TREATED ONLY IN GENERAL TERMS BUT VERY SYMPATHETICALLY. COMMENTS ON PEARSON WERE LARGELY FAVORABLE BUT VAGUE.

IN PARTICULAR NO DELEGATION ADDRESSED ITSELF TO THE TWO PEARSON RECOMMENDATIONS CONCERNING EDUCATION. THERE WAS SHARP RUSSIAN ATTACK ALONG USUAL LINES ON PEARSON AND BANK INCLUDING CAPITALIST SYSTEM IN ITS RELATIONS WITH LDCS. EASTERN SOCIALIST AND SOME LEFTIST LDCS ALSO REGRETTED ABSENCE OF SOCIALIST VIEWS AND FACTS ON SOCIALIST ASSISTANCE IN PEARSON REPORT.

FOLLOWING ARE KEY PARAS RESOLUTION ADOPTED AFTER NUMEROUS COMPROMISES

"THE EXECUTIVE BOARD

PARA ONE HAVING HELD AN EXCHANGE OF VIEWS ON THE REPORT OF THE COMMISSION ON INTERNATIONAL DEVELOPMENT SET UP BY THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (BIRD) AND ON THE WRITTEN COMMENTS AND THE ORAL STATEMENT BY THE DIRECTOR-GENERAL THEREON

PARA FIVE RECOGNIZING THE NEED TO REDEFINE THE QUALITATIVE AND QUANTITATIVE OBJECTIVES OF INTERNATIONAL AID TO DEVELOPMENT AND IN PARTICULAR TO PROPOSE NEW

INCOMING CABLE

DATE AND TIME OF CABLE: JUNE 5, 1970	FROM: PARIS	TO: BUREAU	LOG NO.: WJ 2282
TEXT: 222 FOR BUREAU		ACTION COPY: MR. DENVER	
DECODED BY: [Handwritten]		INFORMATION COPY: [Handwritten]	

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 COMMUNICATIONS SECTION

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DATE AND TIME
OF CABLE:

JUNE 5, 1970

614PM

LOG NO.:

WU TELEX/5

TO:

INTBAFRAD

FROM:

PARIS

R O U T I N G

ACTION COPY:

MR. DEMUTH

INFORMATION
COPY:

DECODED BY:

TEXT:

PAGE TWO

BASES FOR MULTILATERAL CAPITAL AND TECHNICAL ASSISTANCE

PARA SIX COMMENDS THE PRESIDENT OF IBRD FOR THE INITIATIVE (INITIATIVE) IN APPOINTING AN INTERNATIONAL COMMISSION, UNDER THE CHAIRMANSHIP OF THE RIGHT HON. L.E. PEARSON, TO REVIEW PAST EFFORTS AND ACCOMPLISHMENTS IN DEVELOPMENT ASSISTANCE AND TO PROPOSE AID POLICIES TO ENSURE INCREASED EFFECTIVES FOR THE FUTURE

PARA SEVEN COMMENDS THE COMMISSION ON INTERNATIONAL DEVELOPMENT FOR HAVING HIGHLIGHTED THE URGENT NEED TO MOBILIZE GREATER RESOURCES FOR AND TO IMPROVE CONDITIONS OF DEVELOPMENT AID

PARA EIGHT NOTES THAT THE REPORT CONTAINS NO INFORMATIONS PERTAINING TO THE APPROACH TO COOPERATION IN DEVELOPMENT IN SOCIALIST COUNTRIES AND CERTAIN DEVELOPING COUNTRIES

PARA NINE CONSIDERS THAT THE REPORT OF THE COMMISSION ON DEVELOPMENT CONSTITUTES A USEFUL INTRODUCTION TO THE MORE DETAILED SECTORIAL WORK WHICH IS PROVING NECESSARY ON THE THRESHOLD OF THE SECOND DECADE

PARA TEN WELCOMES THE IMPORTANCE ASCRIBED BY THE COMMISSION TO EDUCATION, SCIENCE AND TECHNOLOGY AS DYNAMIC FACTORS IN DEVELOPMENT

PARA ELEVEN REQUESTS THE DIRECTOR GENERAL TO REPORT AS NECESSARY ON FURTHER DEVELOPMENTS OF THE SUBJECT TO THE EXECUTIVE BOARD AT A FUTURE SESSION"

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

DATE AND TIME OF CABLE: JUNE 2, 1970
 LOG NO.: WU 12345
 TO: IMMEDIATE
 FROM: PARIS
 TEXT: PAGE TWO

PARA SIX CONGRATS THE PRESIDENT OF IARD FOR THE INITIATIVE (INITIATIVE) IN APPOINTING AN INTERNATIONAL COMMISSION, UNDER THE CHAIRMANSHIP OF THE HONORABLE J. R. THORSON, TO REVIEW PAST EFFORTS AND ACCOMPLISHMENTS IN DEVELOPING ASSISTANCE AND TO PROPOSE AID POLICIES TO ENSURE INCREASED EFFICIENCY FOR THE FUTURE

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DATE AND TIME
OF CABLE: JUNE 5, 1970 614PM
LOG NO.: WU TELEX/5
TO: INTBAFRAD
FROM: PARIS

R O U T I N G	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
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TEXT: PAGE THREE

VOIE ON FINAL RESOLUTION WAS 28 IN FAVOR AND 3 SOCIALIST MEMBERS AGAINST WITH UNITED STATES ABSTAINING WHICH IS REFLECTION OF U.S. ATTITUDE THROUGH-OUT MEETING THAT U.S. AID WAS STILL UNDER REVIEW.

PARA NINE REFLECTS EARLIER COMMENTS BY MAHEU AND ESPECIALLY LDGS IN SUPPORT OF PROPOSED INTERNATIONAL EDUCATION COMMISSION WHICH SUBJECT TO BE DISCUSSED AT BOARD LATE NEXT WEEK. REGARDS

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INFORMATION COPY:
ACTION COPY: MR. MUMFORD

DATE AND TIME OF CABLE: JUNE 2, 1970
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 TO: INTERBOARD
 FROM: PARIS
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AT BOARD LATE NEXT WEEK. REGARDS
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 COMMUNICATIONS SECTION

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:
66~~X~~, AVENUE D'ÏENA, PARIS (16^e) - FRANCE
Telephone - 553-2510

June 5, 1970

Dear Dick,

...

I have just received the attached invitation from UNESCO to attend an inter-disciplinary meeting concerning the role of social sciences in development, to be held from June 29 to July 6.

I am afraid no-one in this Office will be able to attend as George Wishart will be constantly tied up at DAC and Fritz Steuber will be in Berlin.

Do you think anyone in Washington would be interested in attending?

Yours sincerely,

A handwritten signature in dark ink, appearing to read "A. Karasz".

Arthur Karasz

Mr. Richard H. Demuth
Director
Development Services Department
Room D 1128
International Bank for
Reconstruction and Development
Washington D. C. 20433



ROUTING SLIP	Date 6/11/70
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NAME	ROOM NO.
Mr. Galland	
Mr. Francis	
Sorry - no one available would like documents	
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<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 type="checkbox"/>	Full Report	<input type="checkbox"/>	Recommendation
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REMARKS

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

Francis

Fr

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP			Date	
Mr. Aldewereld	A1226		Mr. Hoffman	D1123
Mr. Alter	A837		Mr. Kamarck	D529
Mr. Baum	C303		Mr. Knapp	A1230
Mr. Benjenk	A712		Mr. Lejeune	C502
Mr. Broches	A813		Mr. McNamara	A1230
Mr. Cargill	A613		Mr. Mendels	A1219
Mr. Chadenet	C303		Mr. Nurick	A802
Mr. Chaufournier	C702		Sir Denis Rickett	A1230
Mr. Cheek	C702		Mr. Ripman	D1029
Mr. Wm. Clark	D928		Mr. Rotberg	D827
Mr. Cope	A1214		Mr. Stevenson	D532
Mr. Demuth	D1128		Mr. Twining	D1032
Mr. Diamond	C913		Mr. Votaw	A613
Mr. El Emary	A1143		Mr. Wiese	A837
Mr. Fontein	C602		Mr. Williams	C502
Mr. Fowler	A1219		Mr. Wright	A1136
Mr. Friedman	A1221			
Mr. Goodman	C602		✓ Mr. Franco	
Mr. Graves	D1122			
Mr. Gutierrez	A1136			
Mr. Hartwich	A712			

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[Signature]

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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Cable Address - INTBAFRAD PARIS

INTERNATIONAL DEVELOPMENT ASSOCIATION

Cable Address - INDEVAS PARIS



EUROPEAN OFFICE:

66~~4~~, AVENUE D'ÏENA, PARIS (16^E) - FRANCE

Telephone - 553-2510

June 5, 1970

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Yours sincerely,

Arthur Karasz

Mr. Richard H. Demuth
Director
Development Services Department
Room D 1128
International Bank for
Reconstruction and Development
Washington D. C. 20433

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RECEIVED

Washington D. C. 20542
Consolidation and Delegation
International Bank for
Roads and
Delegation Services Department
Director
Mr. Kenneth H. DeWitt

Very truly yours

J. R.

Yours sincerely,

In referring;

to your kind advice in Washington would be interested

and your letter will be in Berlin.

It is noted that Mr. DeWitt will be contacted after he is

I am sure no-one in your office will be able to

from June 20 to July 10.

The role of social sciences in development, to be held

UNESCO to attend an inter-disciplinary meeting concerning

I have just received the attached information from

Dear Dick:

June 2, 1970

Telephone - 223-3210

СОН' ВАНИНЕ ДИЕНУ' БУКИ (02) - БВАИСО

ЕУКОБЕАН ОФИСЕ:

СОН' ВАНИНЕ - ИДЕЛАН БУКИ

INTERNATIONAL DELEGATION ASSOCIATION

СОН' ВАНИНЕ - ИДЛВАБАН БУКИ

INTERNATIONAL BANK FOR CONSOLIDATION AND DELEGATION



Washington D.C. U.S.A.
Headquarters

UNESCO

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

DATE AND TIME
OF CABLE:

JUNE 5, 1970

614PM

LOG NO.:

WU TELEX/5

TO:

INTBAFRAD

FROM:

PARIS

R O U T I N G

ACTION COPY:

MR. DEMUTH

INFORMATION
COPY:

DECODED BY:

TEXT:

822 FOR DEMUTH

UNESCO BOARD DISCUSSIONS ON BOTH PEARSON AND JACKSON REPORTS TOOK PLACE ON MAY 28 AND 29 AND JUNE 1 AND 4 WHICH LATTER MEETING WISHART ATTENDED. AS EXPECTED JACKSON STUDY TOOK UP CONSIDERABLY MORE TIME THAN PEARSON AND THIS ALSO TRUE OF MAHEU'S INTRODUCTION WHERE PEARSON TREATED ONLY IN GENERAL TERMS BUT VERY SYMPATHETICALLY. COMMENTS ON PEARSON WERE LARGELY FAVORABLE BUT VAGUE.

IN PARTICULAR NO DELEGATION ADDRESSED ITSELF TO THE TWO PEARSON RECOMMENDATIONS CONCERNING EDUCATION. THERE WAS SHARP RUSSIAN ATTACK ALONG USUAL LINES ON PEARSON AND BANK INCLUDING CAPITALIST SYSTEM IN ITS RELATIONS WITH LDCS. EASTERN SOCIALIST AND SOME LEFTIST LDCS ALSO REGRETTED ABSENCE OF SOCIALIST VIEWS AND FACTS ON SOCIALIST ASSISTANCE IN PEARSON REPORT.

FOLLOWING ARE KEY PARAS RESOLUTION ADOPTED AFTER NUMEROUS COMPROMISES

"THE EXECUTIVE BOARD

PARA ONE HAVING HELD AN EXCHANGE OF VIEWS ON THE REPORT OF THE COMMISSION ON INTERNATIONAL DEVELOPMENT SET UP BY THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (BIRD) AND ON THE WRITTEN COMMENTS AND THE ORAL STATEMENT BY THE DIRECTOR-GENERAL THEREON

PARA FIVE RECOGNIZING THE NEED TO REDEFINE THE QUALITATIVE AND QUANTITATIVE OBJECTIVES OF INTERNATIONAL AID TO DEVELOPMENT AND IN PARTICULAR TO PROPOSE NEW

INCOMING CABLE

DATE AND TIME OF CABLE: JUNE 2, 1970	TO: DIRECTOR	FROM: PARIS	TEXT: 025 PARIS 000001
LOG NO.: WU WEEK/2			
ROUTING		ACTION COPY: MR. LAMBIN	
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DATE AND TIME
OF CABLE:

JUNE 5, 1970

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

LOG NO.:

WU TELEX/5

TO:

INTBAFRAD

FROM:

PARIS

TEXT:

PAGE TWO

BASES FOR MULTILATERAL CAPITAL AND TECHNICAL ASSISTANCE

PARA SIX COMMENDS THE PRESIDENT OF IBRD FOR THE INITIATIVE (INITIATIVE) IN APPOINTING AN INTERNATIONAL COMMISSION, UNDER THE CHAIRMANSHIP OF THE RIGHT HON. L.E. PEARSON, TO REVIEW PAST EFFORTS AND ACCOMPLISHMENTS IN DEVELOPMENT ASSISTANCE AND TO PROPOSE AID POLICIES TO ENSURE INCREASED EFFECTIVES FOR THE FUTURE

PARA SEVEN COMMENDS THE COMMISSION ON INTERNATIONAL DEVELOPMENT FOR HAVING HIGHLIGHTED THE URGENT NEED TO MOBILIZE GREATER RESOURCES FOR AND TO IMPROVE CONDITIONS OF DEVELOPMENT AID

PARA EIGHT NOTES THAT THE REPORT CONTAINS NO INFORMATIONS PERTAINING TO THE APPROACH TO COOPERATION IN DEVELOPMENT IN SOCIALIST COUNTRIES AND CERTAIN DEVELOPING COUNTRIES

PARA NINE CONSIDERS THAT THE REPORT OF THE COMMISSION ON DEVELOPMENT CONSTITUTES A USEFUL INTRODUCTION TO THE MORE DETAILED SECTORIAL WORK WHICH IS PROVING NECESSARY ON THE THRESHOLD OF THE SECOND DECADE

PARA TEN WELCOMES THE IMPORTANCE ASCRIBED BY THE COMMISSION TO EDUCATION, SCIENCE AND TECHNOLOGY AS DYNAMIC FACTORS IN DEVELOPMENT

PARA ELEVEN REQUESTS THE DIRECTOR GENERAL TO REPORT AS NECESSARY ON FURTHER DEVELOPMENTS OF THE SUBJECT TO THE EXECUTIVE BOARD AT A FUTURE SESSION"

INCOMING CABLE

DATE AND TIME OF CABLE: JUNE 5, 1970
LOC NO.: BU 20000
TO: DEPARTMENT
FROM: PARIS
TEXT:

ORIGIN

ROUTING

ACTION COPY: MR. LAMBERT
INFORMATION COPY:
DECODED BY:

FROM THE

WAS FOR INTERNATIONAL CAPITAL AND TECHNICAL ASSISTANCE
 HAS ALL COUNTRIES THE SUBJECT OF THIS FOR THE INITIATIVE (INITIATIVE) IN
 APPROXIMATE AN INTERNATIONAL ORGANIZATION, UNDER THE GUIDANCE OF THE RIGHT
 THE I.E. REPORT, TO REVIEW THE DATA AND ACCOMPLISHMENTS IN DEVELOPMENT
 ASSISTANCE AND TO PROVIDE AID TO BECOME AID TO BECOME INVESTING FOR THE
 WORLD

HAVE BEEN CARRYING THE COMMISSION OF INTERNATIONAL INVESTMENT FOR HAVING
 HIGH LEVELS THE UNITED NATIONS TO MAKE OTHER REPORTS FOR AND TO IMPROVE
 CONDITIONS OF DEVELOPMENT AID
 HAS BEEN NOTED THAT THE REPORT CONTAINS NO INFORMATION RELATING TO THE

JUN 5 1 50 PM 1970
 COMMUNICATIONS SECTION

TYPED

APPROACH TO CONSIDER IN DEVELOPMENT IN SOCIAL AND ECONOMIC AND
 TECHNICAL ASSISTANCE
 HAS BEEN CONSIDERED THAT THE REPORT OF THE COMMISSION OF INTERNATIONAL
 A REPORT INDICATING TO THE MORE DETAILED TECHNICAL WORK WITHIN THE
 REPORTS ON THE SUBJECT OF THE SECOND ISSUE
 HAS BEEN WELCOMED THE INFORMATION PROVIDED BY THE COMMISSION ON RESEARCH, SCIENCE
 AND TECHNOLOGY AS ECONOMIC FACTORS IN DEVELOPMENT
 HAS BEEN REQUESTED THE MEMBERS GENERAL TO REPORT AS REQUESTED ON FUTURE
 DEVELOPMENTS OF THE SUBJECT TO THE EXECUTIVE BOARD AT A FUTURE DATE

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

DATE AND TIME
OF CABLE: **JUNE 5, 1970**

LOG NO.: **WU TELEX/5**

TO: **INTBAFRAD**

FROM: **PARIS**

614PM

R O U T I N G	
ACTION COPY:	MR. DEMUTH
INFORMATION COPY:	
DECODED BY:	

TEXT: **PAGE THREE**

VOTE ON FINAL RESOLUTION WAS 28 IN FAVOR AND 3 SOCIALIST MEMBERS AGAINST WITH UNITED STATES ABSTAINING WHICH IS REFLECTION OF U.S. ATTITUDE THROUGHOUT MEETING THAT U.S. AID WAS STILL UNDER REVIEW.

PARA NINE REFLECTS EARLIER COMMENTS BY MAHEU AND ESPECIALLY LDOS IN SUPPORT OF PROPOSED INTERNATIONAL EDUCATION COMMISSION WHICH SUBJECT TO BE DISCUSSED AT BOARD LATE NEXT WEEK. REGARDS

STEUBER

MPB

INCOMING CABLE

DATE AND TIME OF CABLE: JUNE 5, 1970
LOG NO.: WU 10000
TO: HEADQUARTERS
FROM: BAHIA
TEXT:

ROUTING
ACTION COPY: MR. [REDACTED]
INFORMATION COPY:
DECODED BY:

CLASS

DATE TIME

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 WITH UNITED STATES [REDACTED] WHICH IS [REDACTED] OF U.S. [REDACTED] [REDACTED]
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JUN 5 1 51 PM 1970

COMMUNICATIONS SECTION

Audit
✓ CC UNESCO - D/UNESCO
Gep
Rup

June 4, 1970

AIR MAIL


UNESCO
Place de Fontenay
Paris 7^e, France

Gentlemen:

In connection with the regular examination of our accounts, will you please inform our independent accountants, Price Waterhouse & Co., 1707 L Street, N. W., Washington, D. C. 20036, of the amount held by you as of May 31, 1970, as a deposit to cover shared expenditures of our co-operative programme. In addition, please inform them as to the amount of expenditures as of May 31, 1970, which have been paid by you but not yet reimbursed by us as of that date.

An addressed envelope is enclosed for your convenience in replying.

Sincerely yours,


Authorized Signature

Enclosure

cc: Price Waterhouse (2)

FILE: Price Waterhouse Audit/70

IMazzitti/es

UNESCO

June 4, 1970

Mr. Werner Moller
Deputy Director
Educational Financing Division
Unesco
Place de Fontenoy
75 Paris 7e
France

Dear Werner:

We recently had an application from a Mr. Francis B. Scriven who, from his personal history form, appears to have worked for your Division of School Buildings in Togo and Tanzania. He mentions that Mr. Aujame knows him and, in fact, gives him as a reference.

Could you give us a confidential report on his performance for Unesco as we might wish to consider him for a consultant appointment in the future.

Yours sincerely,



R. H. S. Fennell
Administrative Officer
Education Projects Department

RHSFennell/bd

HEADQUARTERS:
WASHINGTON D. C. 20433

UNESCO
cc Fellowship x Training

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

CABLE ADDRESS-INTBAFRAD

INTERNATIONAL DEVELOPMENT ASSOCIATION

CABLE ADDRESS-INDEVAS



EUROPEAN OFFICE:
4, AVENUE D'IEÑA
PARIS (16^E) - FRANCE
TELEPHONE: KLEBER 25-10

June 4, 1970

Dear Dick:

I enclose photocopy of a circular letter from UNESCO regarding a meeting in Paris from June 30-July 2. The meeting concerns the administration of UNESCO fellowships in Europe. The letter we have received is in roneoed form and invites us to send an observer.

The actual subject matter of the meeting concerns fellowships in Europe and, consequently, is probably not of interest to the Bank. I am sending you the invitation letter and the Agenda in case some of the problems being discussed are also problems which interest the Bank in other connections and we might want to know what happens at this meeting.

Fritz Steuber will be away that week and I am already booked for other meetings for the days in question. If you have an interest in the meeting, then perhaps the thing to do would be to ask UNESCO to let us have a report of the proceedings when such a report is issued.

With kind regards,

Yours sincerely,

Encls.

G. C. Wishart

Mr. Richard H. Demuth, Director
Development Services Department
International Bank for
Reconstruction and Development
Washington, D.C.



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

1, rue Miollis, 75 Paris-15^e

adresse postale : B.P. 3.07 Paris

téléphone : 566-57.57

câbles : Unesco Paris

télex : 27602 Paris

référence : EDV/FE/4000/DL.84/WS/pb

28 MAY 1970

Dear Sir,

Working Party of Representatives of the various Agencies in Europe
responsible for the administration of Unesco's fellowships

I have the honour to inform you that I have invited the representatives of the various Agencies in Europe, which are administering Unesco's fellowships, to attend a working party with a view to improving future co-operation. The meeting will be held at Unesco Headquarters, from 30 June to 2 July 1970.

... Please find attached the agenda for this meeting, which includes only the main items, selected on the basis of an informal preliminary consultation with the agencies concerned. A more elaborate working document will be forwarded to all interested parties at the end of May.

Simultaneous interpretation in French and English will be provided throughout the meeting.

If you wish to delegate an observer to this meeting, I should be happy to receive his name before 20 June. The expenses for board, lodging and travel are to be met by the organisation responsible for the selection of the observer. Unesco Headquarters are prepared to make the necessary hotel reservations if so requested.

Looking forward to receiving your reply, please accept the assurances of my highest consideration.

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

Mr. P. Chatenay,
European Director of Administration,
B.I.R.D.,
66, Avenue d'Iéna,
PARIS XVI.

Working Party of representatives of the various agencies in Europe which are responsible for the administration of Unesco fellowships

(Unesco Secretariat, Paris, 30 June -2 July 1970)

Agenda

1. Information concerning the Unesco programme under which fellowships are awarded.
2. Problems related to the administration of fellowships and possible solutions :
 - a) measures for speeding-up the placement of the fellows
 - b) payment of stipends
 - c) life and health insurance
 - d) measures to facilitate the return of the fellows to the home-country
 - e) assistance and supervision of fellows in the field. Briefing at Unesco Headquarters or in Unesco Regional Centres
 - f) reporting by the Agencies and the fellows. Evaluation
3. Special problems :
 - a) Language ability
 - b) Extension of fellowship
4. Information to be requested about :
 - a) priority fields of study for which each institution will be in a position to offer the best conditions for training in relation to Unesco's various programmes
 - b) the means by which Unesco can be regularly informed by its agencies as to the most recent innovations in training in their respective countries; methods of utilisation of this information
 - c) tailor-made courses for group training
5. Other questions.

UNESCO

NOTE FOR THE RECORDEducational Financing Division

1. A staff meeting was held on 2 June at which participated EFD Project Officers as well as Mr. Platt and Mr. Hultin (IBRD).

Mission Schedules

2. The PPMs to Tunisia and Morocco scheduled for June will have to be deferred till the autumn. The PPM to Ceylon is still scheduled to begin on 20 June but is subject to the findings of the Reconnaissance Mission (Hultin, IBRD, and Taylor, Unesco) currently in Colombo. They will cable as soon as a decision has been reached with the Government. In order to avoid overcrowding of our autumn schedule it is desirable to organize one or more missions during June and July. Possibilities are Reconnaissance-in-Depth Missions to CAR, Guatemala and Liberia.

Methods of Project Identification

3. The Reports prepared by EFD are gradually taking on a new look. This was started off by the notion of sector studies as first formulated in the draft terms of reference for the mission to Thailand. Although in their original form these terms of reference may have been somewhat unrealistic, there are two elements that have been retained for subsequent missions, namely the attempt to define long-term development objectives and the elaboration of alternative strategies to attain these objectives. A new approach based on this kind of analysis should be introduced in all our Reports whether they are called studies, PIM Reports or Reconnaissance-in-Depth Mission Reports. Although we have not yet reached a stage where we can define a methodology for the identification of projects, we should continue along these lines, and in any case devote more time and space to analysis and less to description. As an example of the new approach, please see Annex I to the present note which gives an outline of the Thailand Report.
4. In our next meeting scheduled for Tuesday 9 June at 11 a.m. in room S.375, the discussion of this subject will be continued with special reference to the Ghana Report. Mr. Chesswas will distribute an outline before the meeting.

W. van Vliet
W. van Vliet

cc. Messrs. Platt, Lourié (3), Spaulding (3), Ballantine (IBRD),
All EFD staff

THAILAND PROJECT IDENTIFICATION
REPORT

In this Report, we are attempting to give more emphasis than in the past to the problematic approach and to long-term educational development.

Prior to leaving, Mission members prepared a report outline in four chapters with the idea that such an exercise might assist us in focusing our field work on the elements to be dealt with in the Report. At present the four chapters are as follows:

I. A Summary of Socio-economic and Educational Features

This chapter follows the traditional format of dealing with each type and level of education separately, but it includes a greater emphasis upon out-of-school education, as well as sections on decision-making groups and emerging cultural trends.

II. An Evaluation of the Education Endeavour

In this chapter, yet to be completed, we are emphasizing an integrated problematic approach in which each member writes independently about every topic in the outline^{1/} and the Mission leader then attempts to integrate the material topically rather than repeating each topic under each type and level of education. The purpose is to avoid repetition and to give more emphasis to major problems pertinent to significant conclusions, recommendations and projects.

Special emphasis is being given to the analysis of educational objectives somewhat along the following lines:

1. A comparative analysis for internal consistency and implications of stated objectives:

1.1 Between educational, manpower and social welfare objectives as given in the Fundamental Law of Education (1960) and the Second Development Plan (1967-1971);

1.2 Between the more specific objectives above and the general socio-economic objectives as stated in the Second Development Plan.

^{1/} With the exception of Mr. Reiff who had field responsibility for the identification of educational objectives and is presently responsible for preparation of the analysis described in the next paragraph.

2. A comparative analysis between stated educational objectives grouped under the three categories below and reality (the actual situation)

2.1 Input (educational opportunity: geographic opportunity and vertical mobility through the system).

2.2 Process (quality and efficiency).

2.3 Output (occupational requirements and civic usefulness).

The difficulties of this analysis lie mainly in areas which cannot be easily quantified. Among other topics which will receive considerable emphasis in this chapter are those dealing with curriculum, including instructional objectives and curriculum development procedures, and the management process including planning. Each topical section in this chapter will end with a section presenting conclusions and recommendations.

III. Implications of Alternative Strategies for Educational Development

This chapter will present the monetary and human resource implications of various strategies for the growth of education (primary, secondary, post-secondary and out-of-school) from 1970 to 1995, based upon a number of assumptions and alternatives concerning variables such as population growth, different structures of primary and secondary education, repetition and drop-out rates, passage rates from one cycle to the next, distribution rates between academic and vocational/technical tracks and non-formal education, unit costs, etc. The main purpose is designed to show the Thai authorities how their educational system will develop under different policy decisions and how the cost of these developments compares with projected financial resources available to the education sector based upon different assumptions concerning national economic growth.

In format, the chapter will consist of a section dealing with the methodology which will include an explanatory text complemented by a step by step procedural chart and a matrix showing various combinations of strategies selected for costing purposes. A second section will deal with comparative implications in cost terms of the various strategies developed. Given the limitations of the above exercise, a concluding recommendation will relate to the need for the improved formulation of long-term objectives combined with the development of techniques for quantifying their implications in rolling, short-term planning targets.

IV. Major Recommendations and Proposals

This chapter will consist of the traditional approach with the exception that more emphasis will be given to major recommendations outside the scope of the projects and the pre-investment studies. These will deal largely with the planning and management of education.

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: JUNE 3, 1970

2135

LOG NO.:

WU 7 / 4

TO:

INTBAFRAD

FROM:

PARIS

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

TEXT:

SEMINAR OPENS 8 JUNE 10.000 CENTRO NACIONAL INVESTIGACION PARA
DESARROLLO DE EDUCACION CIUDAD UNIVERSITARIA MADRID TELEPHONE
 449-66-78. HOTEL RESERVATION CONTACT MANUEL PAREDES SECRETARY
 GENERAL CENTRO NACIONAL INVESTIGACION DESARROLLO EDUCACION GIVING
 FLIGHT NUMBER AND DATE OF ARRIVAL MADRID

SOLOMON UNESCO 8584

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JUN 4 12 15 PM 1970
COMMUNICATIONS

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TO DIRECTOR

SECRET

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DEPARTMENT OF DEFENSE ON JUNE 4, 1970.
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DEPARTMENT OF DEFENSE ON JUNE 4, 1970.
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COMMUNICATIONS SECTION OF THE

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FROM: DIRECTOR
TO: DIRECTOR
INFO: DIRECTOR
DATE: JUN 4 1970
BY: DIRECTOR

RECORDED BY:	
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SECRET

✓ UNESCO
Education

Mr. Søren Holm

June 2, 1970

Alexander Stevenson

Mission to Madrid, June 5-11 - Terms of Reference

In response to an invitation from Mr. Maheu to Mr. McNamara, you will leave on or around the 5th of June to participate as an observer at a UNESCO conference on educational plans and models. Upon your return you will submit a back-to-office report.

SH SHolm:amm.

cc: Mr. H. G. van der Tak
Mr. S. Reutlinger

AS

✓ UNESCO
cc Education

June 2, 1970

Mr. J.C. Cairns
Director
Literacy Division
Department of Out-of-School Education
Unesco
Place de Fontenoy
Paris 7e, France

Dear Mr. Cairns:

In response to your letter of 21 May regarding the project requests for Guatemala, Malaysia and Zambia, we do not have any record of receipt of these documents. If you would let us know the registry number plus any other information which you think might be helpful in tracing the parcel, we shall make further inquiries.

Sincerely yours,

D⁷⁶³

Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

1954-55

DEB:127

ΕΠΙΣΤΗΜΟΝΙΚΟ ΠΡΟΓΡΑΜΜΑ ΠΕΡΙΛΗΨΕΩΝ
ΕΠΙΣΤΗΜΟΝΙΚΟ
ΕΠΙΣΤΗΜΟΝΙΚΟ ΠΡΟΓΡΑΜΜΑ

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ΕΠΙΣΤΗΜΟΝΙΚΟ ΠΡΟΓΡΑΜΜΑ

ΠΡΟΛΟΓΟΣ

Ο σκοπός του προγράμματος είναι να βοηθήσει τους φοιτητές να αποκτήσουν μια γενική εικόνα των επιστημονικών προόδων που έχουν πραγματοποιηθεί στον χώρο της φυσικής και της χημείας. Το πρόγραμμα αποτελείται από μια σειρά από άρθρα που έχουν επιλεγεί για να δώσουν μια εικόνα της τρέχουσας έρευνας. Τα άρθρα αυτά είναι:

ΠΡΟΛΟΓΟΣ

Επιμέλεια: Π. ΚΑΡΑΓΙΩΡΓΙΩΤΗΣ
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Επιμέλεια: Π. ΚΑΡΑΓΙΩΡΓΙΩΤΗΣ

1954-55

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UNESCO

Form No. 27
(7-61)
INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: PAREDas

DATE: JUNE 2, 1970

CENIDE
CIUDAD UNIVERSITARIA

CLASS OF SERVICE: LT

COUNTRY: MADRID SPAIN

Ra

TEXT:
Cable No.:

PLEASE SEND MATERIAL FOR UNESCO CONFERENCE TO HOLM AT RITZ HOTEL MADRID

HOLM

ECONOMICS
IBRD

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

NAME Shlomo Reutlinger

DEPT. Economics

SIGNATURE *Shlomo Reutlinger*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

Sl. SHolm:AMN.

CLEARANCES AND COPY DISTRIBUTION:

For Use by Archives Division

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *7*

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FORM NO 33

FORM NO 33

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **JUNE 1, 1970 2035**
LOG NO.: **WU 9 / 2**
TO: **THIAS INTBAFRAD**
FROM: **PARIS**

ROUTING	
ACTION COPY:	MR. THIAS
INFORMATION COPY:	MR. STEVENSON
DECODED BY:	

TEXT:

REYURCAB 29TH CONCERNING EDUCATION MODELS CONFERENCE MADRID. WORKING LANGUAGES ENGLISH SPANISH. PARTICIPANTS SPANISH UNESCO ILO STAFF AND SPECIALISTS FROM CHILE COLOMBIA NORWAY POLAND CZECHOSLOVAKIA. PURPOSE STUDY FEASIBILITY FORO SIMULATION TECHNIQUES FOR EDUCATIONAL PLANNING. UNESCO UNIT CONCERNED WOULD WELCOME BANK PARTICIPATION AND IN THAT CASE SUGGESTS YOU CABLE PAREDas, CENIDE, CIUDAD UNIVERSITARIA MADRID.

VAN VLIET UNESCO 08369

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COLL:	
INFORMATION:	MR. [Name]
ACTION COM:	MR. [Name]
POLITIC	

INFORMING CYBER