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THE WORLD BANK

Washington, D.C.

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The World Bank

1818 H Street NW

Washington DC 20433

Telephone: 202-473-1000

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Bank Administration and Policy - United Nations Educational, Scientific and Cultural Organization [UNESCO] - 1969 / 1971 Correspondence - Volume 5

THIS FILE IS CLOSED AS OF Dec. 31, 1970

FOR FURTHER CORRESPONDENCE PLEASE SEE VOL VI

RECORDS MANAGEMENT SECTION

UNESCO

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

DATE AND TIME OF CABLE: **DECEMBER 29, 1970** **2148**

LOG NO.: **WU1/30**

TO: **FENNELL INTBAFRAD**

FROM: **PARIS**

TEXT:

R O U T I N G	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

PLEASE RESERVE SINGLE AT PRESIDENTIAL FOR BOLIBAUGH JANUARY SIX
 ALSO SAME ACCOMMODATION FOR SYRIMIS ON FOURTH AND FIFTH JANUARY
 MOLLER UNESCO 22897

rdg

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TYPED

INTERNATIONAL DEVELOPMENT ASSOCIATION
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL FINANCIAL CORPORATION

DEC 30 11 54 AM 1970

INCOMING CABLE

COMMUNICATIONS

EDUCATION PROJECTS	ACTION COPY:
	INFORMATION COPY:
	DECODED BY:

218

DECEMBER 29, 1970

DATE AND TIME OF CABLE

WU 130

LOG NO.

PERWELL, DUTCHMAN

TO:

PARIS

FROM:

TEXT

PLEASE RESERVE SINCE AT WASHINGTON FOR BOLIVIAN JANUARY SIX
ALSO SAVE ACCORDATION FOR SINCE ON FOURTH AND FIFTH JANUARY

MOLIN VERGO 2237

161

cc Mr Ballantine
UNESCO

Distribution : Individuelle
au Siège



Circulaire administrative N° 595 (PER)

Publiée en français seulement

23 décembre 1970

cc: Messrs. Ballantine
Calika
1/18 Div. Chiefs
Fennell

Jours fériés au Siège en 1971

Les membres du personnel employés au Siège sont informés que, conformément à la disposition 101.4 du Règlement du personnel, sept jours ouvrables sont fériés en 1971 :

- Jour de l'An : le vendredi 1er janvier
- Lundi de Pâques : le lundi 12 avril
- Ascension : le jeudi 20 mai
- Lundi de Pentecôte : le lundi 31 mai
- Fête nationale française : le mercredi 14 juillet
- Fête de la Toussaint : le lundi 1er novembre
- Armistice 1918 : le jeudi 11 novembre

Il a été décidé, en outre, que le vendredi 24 décembre serait férié au Siège de l'Organisation.

MONTH/DAY/REC'D
JAN 13 1971

- Ballantine
- Calika
- Eurt
- Hultin
- Stewart
- van Dijk
- Fennell
- F.O. Files
- Div. Files
- Central Files

V. Erofeev

V. Erofeev,
Sous-Directeur général
pour l'administration

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT ASSOCIATION

INCOMING MAIL ROUTING SLIP			Date JAN 4 1971	
Mr. Aldewereld	A1226		Mr. Hoffman	D1123
Mr. Alter	A837		Mr. Kamarck	D529
Mr. Baum	C303		Mr. Knapp	A1230
Mr. Benjenk	A712		Mr. Lejeune	A1013
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	A1042
Mr. Cope	A1214		Mr. Stevenson	D532
Mr. Demuth	D1128		Mr. Twining	D1032
Mr. Diamond	D829		Mr. Votaw	A613
Mr. El Emary	A1143		Mr. Wiese	A837
Mr. Fontein	C602		Mr. Williams	A1013
Mr. Fowler	A1219		Mr. Wright	A1136
Mr. Goodman	C602			
Mr. Graves	D1122			
Mr. Gutierrez	A1136			
Mr. Hartwich	A712			

IF please get about 4 copies of this make please return to [signature]



UNESCO
a Mission
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 : BMS/RIO/289

23 December 1970

Dear Mr. Demuth,

IBRD - Economic, Sector and Special Missions

I would like to refer again, though belatedly, to your letter of 14 August to the Director-General in connection with your economic, sector and special missions. May the session of our General Conference, in which we were until recently submerged, be accepted by you with my apologies as the reason for commenting so late on some of the questions raised by your letter.

As you well know, our Director-General is greatly interested in participating in your missions whenever you consider that our presence is required or when, from our own point of view, we feel that it might be useful to do so.

May I now make some comments with regard to our actual participation in your missions. In the first place we feel that one single educator participating in a mission of twelve or more specialists most of whom are economists, might not always be sufficient. It might well vary from case to case and we should like to see sufficient flexibility to allow for more than one education specialist, should the particular country situation so demand. There is a very wide field of specialization

./..

Mr. Richard H. DEMUTH
Director
Development Services Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
(U.S.A.)

15 30 6/13/71
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(U.S.V.)

Moscow, D.C. 50433

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and development

International Bank for Reconstruction
Development and Finance
Director

Mr. H. Demuth

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CENTRAL FILES
DEC 12 36 PM 1971

..

situation so serious. There is a very high degree of uncertainty
for more than one reason. First, the uncertainty is not only
due to the fact that we are not sure of the extent of the
economic situation, but also because of the uncertainty of the
policy response. In the past, we have seen that one of the
main problems is the uncertainty of the policy response.

is necessary to do so.
is required of more than one point of view. We need first of all
to be sure that the policy response is based on a sound
analysis of the situation.

is necessary to do so.
is required of more than one point of view. We need first of all
to be sure that the policy response is based on a sound
analysis of the situation.

IBRD - Economic, Social and Development Statistics

Dear Mr. Demuth,

reference: BWA/BIO/582

23 December 1970

telex : 31 003 BWA
cables : UNESCO PARIS
telephone : 200-2121

Place de Fontenay, 12 Paris-7e



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

Handwritten notes: "or handwritten" and "UNESCO"

which could be relevant: financing, buildings, curriculum or educational statistics, for example. There are, of course, a growing number of countries where we have a comprehensive PIM report, or information from other sources, on the educational system, but not sufficient to cover the countries included in your lists. Also the existing reports will require up-dating as time goes on. Also we feel that our contribution would be more constructive if the specific terms of reference were defined in each case, at an early stage so as to give us enough time to match the man for the job. Unless the education component of your mission can be competently and sufficiently manned, we should not participate in them.

In the second place I would like to refer to two special fields outside the analysis of educational systems. As you know, we are concerned with family planning, particularly with the educational aspects of the problem, and it might be possible for us to participate in some of the missions you have foreseen on this subject. Similarly the missions you have scheduled for statistics might include the services of a specialist in educational statistics. This would be relevant in view of the high proportion of government revenue spent on education, and it would have the added advantage of co-ordinating with your efforts the work of our regular education missions, and vice-versa.

Finally, we hope that it will be possible to systematize the information on missions both at the planning stage and upon their completion. We would like to see more contact through the IBRD/UNESCO Co-operative Programme before arriving at the stage represented by your compendium, and a rapid sharing of the missions' results. Our respective Heads have expressed their willingness to join with the countries themselves and UNDP in country programming, and this cannot be done efficiently, avoiding duplication of effort, without systematic and rapid exchange of information.

With regard to assistance for specific missions, I note that you will approach us as and when the need for such assistance arises and I suggest that this be done through the channel of the Co-operative Programme.

I know you will accept these comments in the constructive spirit in which they are meant.

With kind regards,

Manuel Jiménez
Director

Relations with Member States and
International Organizations and Programmes

ROUTING SLIP	Date December 23, 1970
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NAME	ROOM NO.
Mr. Demuth	
<i>(Mr. Chadenet plans to send a copy of the attached to Mr. Stuber.)</i>	

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

REMARKS

I hope this answers your question -

We could meet "next year" if you wish

Henry X mas *pc*

From B. Chadenet

OFFICE MEMORANDUM

TO: Mr. Bernard Chadenet

FROM: O. H. Calika

SUBJECT: Functional Literacy

DATE: December 22, 1970

With reference to Mr. Steuber's memorandum of December 8, 1970 (attached), you wanted to meet Mr. Ballantine who is at present taking a short vacation.

I simply want to state that Mr. Steuber's views conform with the line taken in this Department for some time. I quote the following excerpts from Mr. McNamara's letter of August 19, 1968 to Mr. Maheu on the Bank/IDA education lending policy:

"Finally, regarding the Experimental World Literacy Program under which Unesco and UNDP are conducting a number of pilot projects in work-oriented adult literacy training, I question whether the Bank now should finance literacy programs per se. However, I would not exclude projects designed to improve the productivity of a selected working force in which literacy was an essential factor; such projects should, I believe, be examined in their entirety and judged on the basis of their contribution to productivity."

cc: Messrs. Baum, Ballantine (o/r)



UNESCO 19/

MONTH/DAY/REC'D
 DEC 24 1970
 united nations educational, scientific and cultural organization
 organisation des nations unies pour l'éducation, la science et la culture

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 - Burt
 - Hultin
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 - van Dijk
 - Fennell
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 - F.O. Files
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 - Central Files
- cc. Div. Chiefs
12/28

DEC 24 1970

place de Fontenoy, 75 Paris-7^e

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

référence : ST/89

18 December 1970

Dear Mr. Ballantine,

The International Standard Classification of Education (ISCED) which is being developed as a classification tool for all educational activities will, in 1971, enter a key phase in which the details of the third digit, i.e. major subject emphasis, will be elaborated.

The system is being developed along the lines of other international classification systems such as ISCO, ISIC, SITC, etc., and is being developed in close co-operation with the United Nations, ILO, FAO and WHO. It will also be discussed at a number of statistical meetings of the U.N. Regional Economic Commissions.

A draft 3 digit system; by level, area of study and major subject; has been prepared and is now being subjected to an exhaustive programme of testing and commentary by national and international specialists and by members of the Unesco Secretariat and the Secretariats of the U.N. family. By the end of 1971 it is envisaged that we will have produced a revised 600 category 3 digit system with appropriate definitions, together with an explanatory Manual on the system to facilitate its application in Member States both for census purposes and for institutional reporting. The result of this work will be submitted to a Working Group of experts to meet in Paris early in 1972, at which you will be invited to participate, for further examination and revision.

The revised 2 digit classification system and the provisional 3 digit classification system, together with a provisional short definition guide to some selected 3 digit categories, are being sent to you under separate cover.

As parts of ISCED touch upon specialist subject areas of great concern to you I would be grateful if you could examine the provisional 3 digit system, particularly with your own subject areas in mind. I would welcome any suggestions to amend and improve the system or any commentaries on the system, taking into account the fact that any such amendments should be so constructed that they fit into the overall principles of the classification system as it stands at present. I would be grateful to receive any suggestions by 31 March 1971. Copies of documents ISCED 2 and ISCED 3 exist in English, French,

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

.../2.

WASHINGTON, D.C. 20533

1818 H Street, N.W.

and Development

International Bank for Reconstruction

Education Projects Department

Mr. D. S. Benjamin, Director

.../5

March 1981. Copies of documents ISCED 5 and ISCED 3 exist in English, French, Spanish and German. I would be grateful to receive any suggestions by 31st March 1981 into the overall principles of the classification system as if taking into account the fact that any such amendments should be so constructed as to avoid any ambiguity in the system or any comments on the system, particularly with your own subject areas in mind. I would welcome any to you I would be grateful if you could examine the proposal 3 draft system as basis of ISCED along with appropriate subject areas of great concern

some selected 3 draft categories are being sent to you under separate cover. Classification system, together with a provisional draft definition guide to the revised 5 draft classification system and the proposal 3 draft

examination and revision. Early in 1981, it is hoped you will be invited to participate, for further of this work will be entrusted to a working group of experts to meet in Paris 2 weeks both for general purposes and for institutional reporting. The result of this work will be to facilitate its application in member countries 3 draft system with appropriate definitions, together with an by the end of 1981 it is envisaged that we will have produced a revised members of the UNESCO secretariat and the secretariats of the U.N. family. Testing and comments by national and international specialists and by has been prepared and is now being subjected to an extensive programme of a draft 3 draft system: by level, area of study and major subject:

Economic Commission. Also be discussed at a number of statistical meetings of the U.N. Regional in close co-operation with the United Nations, ILO, EAO and WHO. It will classification systems such as ISCO, ISIC, SITC, etc., and is being developed The system is being developed along the lines of other international

the major subject emphasis will be emphasized. will, in 1981, enter a key phase in which the details of the final draft is being developed as a classification tool for all educational activities The international standard classification of education (ISCED) which

Dear Mr. Benjamin,

reference: 21/80

18 December 1980

telex: 31 605 Paris
cables: UNESCO Paris
telephone: 200-2121

Place de Fontenay, 12 Paris-7e

DEC 8 1980

- COPY TO FILES
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- E.O. FILES
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- BENNETT
- VAN DIJK
- STOWART
- HAYFIN
- BULL
- GUYTON



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

MONTH/DAY/YEAR

UNESCO

- 2 -

Spanish and Russian, but ISCED 3a exists at the moment only in English.
Extra copies can be provided to you upon request.

I look forward to hearing from you in due course.

Yours sincerely,



K. G. Brodin,
Director
Office of Statistics,
Communication Sector.



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

UNESCO DEC 28 1970

place de Fontenoy, Paris-7^e

M. Ballantine

The Director-General

reference : DG/1.1/4112/3 ✓

17 DEC. 1970

Dear Mr. McNamara,

By resolution 1.132(a) adopted at its sixteenth session, the General Conference authorized me to organize, in co-operation with the United Nations Economic Commission for Asia and the Far East, a third Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia in 1971. At the kind invitation of the Government of Singapore, this meeting will be held in Singapore from 31 May to 7 June 1971.

Pursuant to decision 6.1.1 adopted by the Executive Board at its 86th session, I have the honour to invite your Organization to be represented by an observer at this Conference.

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

The provisional agenda, the annotated provisional agenda and the provisional rules of procedure are enclosed herewith. A working document and other reference documents will be sent to you at least three months before the opening of the Conference.

3 encl.

Yours sincerely,

Malcolm S. Adiseshiah

Malcolm S. Adiseshiah
 Acting Director-General

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

U.S.A.

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U.S.A.

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UNESCO

Washington, D.C. 20543
1818 H Street, N.W.
Reconstruction and Development
International Bank for
President
Mr. Robert S. McNamara

Acting Director-General
Mr. John S. Edwards

Director of International

3 ENC.

Yours sincerely,

of the Conference.

will be sent to you at least three months before the opening
meeting. A working document and other reference documents
agends and the provisional rules of procedure are enclosed

The provisional agends, the annotated provisional

Let me know in good time the name and title of your organizer
this invitation, I should be grateful if you would kindly

It, as I hope, your organization is able to accept

Conference.

Organization to be represented by an organizer at this
Board at its 88th session, I have the honor to invite your
participation to decision 6.1.1 adopted by the Executive

Singapore from 31 May to 3 June 1951.

Government of Singapore, this meeting will be held in
Bangkok in Asia in 1951. At the kind invitation of the
Ministers of Education and those responsible for economic
for Asia and the Far East, a third regional conference of
in co-operation with the United Nations Economic Commission
session, the General Conference authorized me to organize,
By resolution I.135(a) adopted at its sixteenth

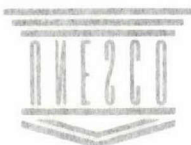
Dear Mr. McNamara,

Reference: DG\T.I\4113\3

The Director-General

13 DEC 1950

Place de Fontenay, Paris-7e



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

UNESCO DEC 28 1950

UNESCO *le*

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

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

DATE AND TIME OF CABLE: **DECEMBER 17, 1970** **1957**

LOG NO.: **RC 49/17**

TO: **FENNELL INTBAFRAD**

FROM: **PARIS**

R O U T I N G	
ACTION COPY:	EDUCATION PROJECTS
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TEXT:

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MOLLER UNESCO 22275

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FROM

REMARKS

1212

COMMUNICATIONS SECTION

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COMMUNICATIONS SECTION

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CLASSIFICATION	
REMARKS	COMMUNICATIONS SECTION
1212	

COMMUNICATIONS SECTION

16 December 1970

To : All Project Officers
Educational Financing Division

From : Director
Educational Financing Division

Subject: INNOVATIONS IN EDUCATION

cc: Moon, Ballantine
colleher
Dis. chief
Kutler
Lutayanni

The following is a Report by Jerry Bolibaugh (EFD) on his recent visit to a number of institutions and projects in Japan and the United States. He obtained considerable documentation on each project and will be happy to share this with those interested.

1. NHK (Japan Broadcasting Corporation): Interview with Mr. T. Yoshida, Deputy Director-General of Broadcasting

The magnitude of the Japanese educational radio and television endeavour is illustrated by its annual budget (US.\$ 333 millions) and its full-time staff (16,000 including 4,000 programme producers).

The major source of revenue (about US.\$ 250 millions p.a.) comes from a household TV tax (22 million household contracts at about US.\$ 0.90 monthly for B&W TV and US.\$ 1.10 monthly for colour TV). Since the fees do not come from the schools, with the exception of the correspondence high school, unit costs are not calculated.

NHK operates one ETV channel and one radio network. Programmes include the elementary, secondary and post-secondary school levels as well as rural educational programmes for farmers. Ten universities offer correspondence courses via NHK, although the examinations are internal. A University of the Air, similar to the Open University in England, is being planned with operations scheduled to start in three years' time.

Annual in-service training programmes are offered to the engineering staff (3 months) and for programme directors (2 months).

NHK offers assistance to other countries through bilateral procedures, as well as through the Colombo Plan. It was my understanding that the Asian Broadcasting Union, of which NHK is a member, is to initiate a Training Institute in the near future, probably in Malaysia, with the collaboration of UNDP-UNESCO.

.../...

- cc: Mr. W.J.Platt, Director EP
 Mr. S. Lourié, Director EPAD
 Mr. S. Spaulding, Director EDS
 Mr. A. Deleon, Director EDA
 Mr. D. Ballantine, IBRD

Noting that a major problem with ETV is the production of software, Mr. Yoshida stated he proposed recently to Mr. S. Spaulding that Unesco sponsor research concerning instructional programme needs. Mr. Yoshida requested this be followed by the production of films by numerous developing countries and the establishment of an international library of such programmes along with regional library centres. I understood that NHK would be willing to lend major support to such a project.

Mr. Yoshida cited the Israeli ETV, started five years ago, as a very good example of what can be accomplished within this field. A limited ETV programme, operated in the Philippines by a Father Larkin, was mentioned as a successful project. Mr. Yoshida expressed the opinion that developing nations should start ETV on a very limited scale rather than establish major endeavours without an extensive backlog of experience.

2. NIER (Interview with Mr. Masunori Hiratsuka, Director-General)

A general description of the Japanese National Institute for Educational Research is attached. Although supported substantially by the Government, the Institute is autonomous in that it has its own governing board and research priorities are determined by the Director-General and the NIER department heads. It does maintain a liaison committee with the Ministry of Education. In a broad sense, research projects are related to national policy, but the criteria for the projects are threefold; they must be basic, scientific, and long-term (up to ten years).

Of the 350 local research institutes for education in Japan, 179 form a federation and NIER serves as the coordinating centre for the federation. In addition to the research conducted by NIER and the local institutes, about 100 professional researchers within the Ministry of Education carry out limited ad hoc research while some 2,000 professors of education within the faculties and departments of education of the universities do research according to personal interests.

NIER receives an annual budget from the Government of approximately US.\$ 500,000. The major supplement to this is from a new foundation supported by private business sources. At present, the annual income from the foundation amounts to about US. \$ 200,000.

3. IOX (Interview with Professor W. James Popham)

The functions of the Instructional Objectives Exchange are described briefly in the attachments. Items 16, 34, 35, and 36 of the catalogue are available as well as other descriptive materials. Three articles in the Phi Deltan Kappan (pp. 109-210, December, 1969) provide an understanding of the wider ES 70's project of which the IOX forms a part. As noted in the introduction to the first article; this entire project constitutes an experiment to discover whether systems analysis has a legitimate role in educational reform.

The IOX project concentrates solely upon the development of "performance objectives" capable of post-instructional assessment, and the means to assess their achievement.^{1/} At present, there are about 400 external contributors to the writing of these objectives, but the IOX staff prepares about 50 per cent of the

^{1/} Standardized achievement tests widely employed in the USA play no significant role in this "outcomes-oriented" approach to education since the former are geared to group norms rather than to individual achievement in relation to specific performance objectives.

total. A guideline for the preparation of evaluative measures in terms of performance objectives will be ready in about two months. This will be a practical, straightforward instructional manual geared for the usage at the school level.

However, another centre within the project, the Learning Research and Development Centre at the University of Pittsburg focuses upon the development of instructional means to meet specific behavioural or performance outcomes. As noted in item 4 below, some of the project schools are engaged in this task as well.

Given the recentness of the project, relatively little contact with agencies outside of the USA has been established. The Centre of Educational Productivity (Mexico City) has asked for a set of the IOX Objective Collection for possible use as models. Mr. N. Postlethwaite (IEASSO, Stockholm) is interested in the work of IOX. Experiments with American Indian groups are planned in the immediate future

4. The Nova Education Complex (Interview with Mr. J.E. Arena)

The complex consists at present of public elementary and high schools as the core, providing individualized instruction through grades 1-12. This core is dedicated to continuous innovation as indicated in the information packets.^{1/} However, the complex includes a junior college and a university which continue the innovative tradition. For example, high achieving students who excell in a given area such as mathematics or science may attend the junior college while still enrolled as juniors or seniors at the high school where they may be pursuing courses, where they are only average achievers, such as English and social studies. University studies are individualized with a considerable emphasis upon independent work.

Two elementary schools exist. The older is partially an "open" school while the second, following the proven viability of "open" school approach, is entirely "open". This means that about 350 students in the latter school (grades 1-5) are learning in one huge room and separations are largely flexible, low profile furnishings such as equipment shelves, chalk boards, etc. Within the huge room, there are fixed, if open, centres for science, library and audio-visual resources, and manual arts. The latter area is partially enclosed with a half wall to reduce noise. Teacher aides and volunteer parents are used for routine activities such as skill drills and audio-visual operations. This reduces salary costs and has not decreased pupil performance. The construction costs are much less than those of a traditional school plant. I was impressed by the concentration of the pupils on their learning activities. During my visit from learning group to learning group, not one pupil was distracted from the ongoing activity. The noise level within the room was not disturbing. The success of this open school has been such that all new elementary (1-5) and middle (6-8) schools in the county are to be "open". The system requires good organization and a cooperative team teacher approach to planning and instruction.

The major objective of my visit was to investigate the LAPs (Learning Activity Packages) which tie in with the development of performance objectives.

^{1/} Packets of information are available on both the elementary and high schools.

These are explained in the attached article "An Instrument for Individualizing Instruction".^{1/} The LAPs are flexible, in that students may avoid those objectives and related instruction in which they perform satisfactorily on pre-tests. Further, there is no "failing". If a LAP contains five objectives with related instructional programmes and a student fails one or more performance objective, he is recycled into further instruction pertaining to those specific objectives. Some of the LAPs contain instructional material such as textbooks, but most contain only :

1. Rationale;
2. Performance objectives;
3. Pre-test;
4. Pre-test analysis;
5. Basic references;
6. Learning Programme;
7. Self-evaluation test;
8. Self-evaluation test analysis;
9. Appendix (references, problems and applications, supplementary information, glossary, etc.).

The more recent LAPs also contain charts similar to system diagrams where progress dates and grades are noted. (For example, see the interior and exterior back cover page of LAP 30: Atomic Theory, and of LAP 31: Number Systems).

5. Melbourne High School (Ungraded) (Interview with Mr. Scheuerer)^{2/}

This public high school, about 150 miles north of the Nova Schools, is a pioneer institution in terms of ungraded instruction. Although equivalent to grades 10-12, there are no age or grade categories or restrictions. Thus, the equivalent of 10th, 11th and 12th grade students may be found in all classes. The success of this programme has led to its adoption in all the public high schools within Brevard County, which has some 60,000 students in grades 10-12.

The basic organizational pattern is known as a "phase" which constitutes a homogeneous student grouping within a major discipline area. There are four major areas, maths, science, language, arts, and social studies. Within each of these areas there are five phases or student groups. Phase 1 consists of the lowest achievers within a major discipline area while phase 5 contains the highest achievers. The distribution of the 2,150 students is roughly as follows : 10 per cent in phase 1, 20 per cent in phase 2, 40 per cent in phase 3, 20 per cent in phase 4, and 10 per cent in phase 5. Most students are stronger in certain discipline areas than in others so that they are usually in different phase groupings accordingly.

The objectives, teaching materials, and instructional methods vary according to the phase. For example, phase 1 students may be using magazines, paperbacks, etc. below the fifth grade reading level while phase 5 students will be using teaching materials of the first year of university.

Teachers tend to specialize in given phase levels. Most teachers volunteer to teach within a given level. Generally, attempts are made to avoid assigning new teachers to the low phase groups unless they express an interest. Class sizes vary according to phases. Normally phase 1 classes average 10-15 students, phase 2, 20-22, phases 3-5, 30-35 students.

Formalized independent study programmes exist in areas where courses are not offered.

^{1/} Seven LAPs are available for inspection.

^{2/} Various documents concerning the high school programme and the 1969-70 State of Florida Senior High School Accreditation System are available, but not attached to this report.

During the discussion, it was revealed that Florida has recently dropped the normal high school accreditation standards (adequacy of school plant, teacher qualifications, instructional materials) to one based upon student attainment of specific behavioural objectives. In other words, the State is basing the adequacy of high schools upon student outcomes or performance objectives. The new system was developed on a pilot basis for five years with generalized implementation being phased in as of 1969-70. This is forcing all State high schools to focus upon specifying behavioural objectives and instruments to measure student performance. However, there are still practical problems obstructing the accurate implementation of the new system. For example, each school is allowed to determine its own measuring instruments during this transitional phase.

W. Van Vliet.

National Institute for Educational Research

ADDRESS by the DIRECTOR GENERAL OF NIER ON THE OCCASION OF THE TWENTIETH ANNIVERSARY OF NIER'S FOUNDATION

2nd June, 1970



It is no doubt particularly appropriate and significant that we celebrate the twentieth anniversary of the foundation of the National Institute for Educational Research in this so-called "Age of Education" and in the International Education Year.

NIER was in fact established on the 1st of June, 1949 in pursuance of Article 13 of the Ministry of Education Establishment Law. For twenty years since then NIER has been performing its clearly-stated function of conducting scientific, fundamental, and at the same time practical, research on various educational problems on a rather long-term basis, with the purpose of providing basic data necessary for the educational policy-making by the central and local governments in Japan.

NIER embarked upon its research activity in 1949 with a very modest structure consisting of only one research department and three other departments for materials, external services and general affairs. The number of staff members was 67. Today there are five research departments including 19 research sections, departments for external service and general affairs and an attached education library, with a total staff amounting to more than 120 persons including those supported by non-governmental funds.

When the fifteenth anniversary of NIER was celebrated we were fortunate enough to move from the old wooden building into our present modern quarters where the facilities for educational research could be considerably expanded. Since then also, our research activities have been rapidly developing both domestically and internationally.

The history of the development of NIER may well be an indication of not only the progress made by Japanese education, but also of the increasing importance given to the role of education in the national development of all the countries in the world. Today, however, there are so many serious problems to be solved in the field of education not only in Japan but also in all other countries. For a more effective formulation of better policies for the advancement of education, research is required to play a role of an ever increasing importance.

If the existence of NIER has proved to be useful, this is mainly due to the fine leadership of the three former Directors-General of NIER, the excellent work done by our well-qualified staff members and the valuable cooperation and assistance given to NIER by many institutions and individual experts in the field of education and other related fields.

universities in Japan are now cooperating with NIER in carrying out such large-scale projects as a Compilation of One Hundred Years History of Modern Japanese Education and a Comprehensive Study of Problems of Higher Education. Also, we have been conducting nation-wide research projects, such as a Study on Educational Functions of Family, in collaboration with the National Federation of Institutes for Educational Research in Japan, which consists of 170 member institutes throughout the country.

On the other hand, the UNESCO-NIER Regional Programme for Education Research in Asia has been successfully expanding since its inception in 1967, and it is most gratifying that a close network of friendly cooperation has been established for the development of educational research in Asian countries.

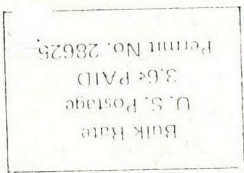
Very fortunately, Dr. Tohata, Chairman and all other members of the NIER's Board of Counsellors are outstanding leaders in various fields in Japan, who also fully recognize the importance of educational research. Last year the Foundation for Advancement of Educational Research was established with the purpose of providing financial support to NIER and other institutions in carrying out their research projects in the field of education. With Dr. Tohata as President, the Foundation has been raising funds willingly contributed by leading businessmen in Japan.

On the government side, both the Ministry of Education and the Ministry of Finance have greatly supported the expansion of NIER, and without their thoughtful assistance we certainly could not celebrate our twentieth anniversary in this manner today.

It should also be mentioned here that a new wing has just been added to the building of NIER thanks to the most generous contribution from the National Association of Mathematics Teachers in Japan with Prof. Tomoharu Hirano as President. The building is called the Centre for Research on Mathematics Education, and this centre is expected to become one of the most important institutions for the improvement of mathematics education in Japan.

On this special occasion of the twentieth anniversary we would like to express to all our benefactors, collaborators and friends our most sincere appreciation and gratitude, and at the same time voice again our firm determination to fulfill our ever-increasing responsibility to contribute both directly and indirectly to the advancement of education not only in Japan but also in the rest of the world. We hope that NIER, which is today a pure research organization at an advanced level, will become in the future a typical institution of higher learning in the field of education, that is to say, an institution which performs the basic function of *studium generale* as envisaged many centuries ago.

Munehiro Hirano



Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

CURRENT LISTING OF AVAILABLE OBJECTIVES

INSTRUCTIONAL OBJECTIVES EXCHANGE

Fall, 1970

The Instructional Objectives Exchange (IOX) is a non-profit educational corporation established in 1968 to:

- Serve as a clearinghouse through which the nation's schools can exchange instructional objectives, thereby capitalizing on the developmental activities of other educators rather than duplicating such efforts.
- Collect and develop measuring techniques suitable for assessing the attainment of the objectives available through the Exchange.
- Develop properly formulated instructional objectives in important areas where none currently exist, that is, fill the gaps not covered by available objectives.

Briefly, the rationale guiding the establishment of IOX was that rather than being obliged to *generate* their own measurable objectives, busy educators could more efficiently *select* such objectives from a wide array of alternatives. IOX was established primarily to provide such alternative objectives and related measuring devices so that local educational programs could be organized around instructional objectives which were, in addition to being measurable, selected specifically for a particular educational situation. The Instructional Objectives Exchange is directed by Drs. Eva L. Baker, John D. McNeil, and W. James Popham.

The objective collections listed here are those currently available from the Exchange. They are suggested for use as resource tools by individual teachers and curriculum workers as well as for text books in preservice and inservice methodology classes. *All revenues yielded by the sale of these materials will be used to develop new collections and to revise current collections.*

1. **READING, K-3** — This collection emphasizes word recognition, comprehension, and study skills. Each of these areas is respectively subdivided into the major categories of phonetic and structural analysis, literal, interpretive, critical and vocabulary comprehension, and the work skills of alphabetizing, reading rate, organization, and use of references, pictorial and graphic material. (313 objectives, 1 item per objective)
2. **READING, 4-6** — This collection treats the areas of word recognition, comprehension and study skills. Each of these areas provides objectives for the sub-categories to develop and extend the skills acquired in grades kindergarten through three. (148 objectives, 1 item per objective)
3. **READING, 7-12** — This collection stresses structural analysis, critical comprehension, and study skills. Objectives for selected phonetic analysis skills are also included, as well as extensive coverage of the major sub-categories. (93 objectives, 1 item per objective)
4. **LANGUAGE ARTS, K-3** — Contents of this collection include writing skills, simple paragraph and letter forms, grammar skills, listening and speaking skills. (84 objectives, 1 item per objective)
5. **LANGUAGE ARTS, 4-6** — Contents of this collection include structure and types of sentences, parts of speech, capitalization, punctuation, linguistics (word analysis), composition, literature. (194 objectives, 1 item per objective)
6. **LANGUAGE ARTS, 7-9** — Contents of this collection include reference skills, listening and speaking skills, composition, literature. (159 objectives, 1 item per objective)
7. **ENGLISH GRAMMAR 7-12** — This collection contains objectives and evaluation items for English grammar in secondary schools. Although there are some objectives which deal with the traditional approach, the main concentration is on the Roberts transformational approach. The sections are: traditional, syntax, morphology, and phonology. (84 objectives, 6 items per objective)
8. **ENGLISH SKILLS, 7-9** — This collection contains objectives and evaluation items for the teaching of English skills in junior high school. Content areas include: speech, composition, mass media, reference skills, and mechanics and conventions. Grammar is not included in this collection. (76 objectives, 1 item per objective)
9. **ENGLISH SKILLS, 10-12** — This collection contains objectives and evaluation items for the teaching of English skills in high school. Content areas include: speech, composition, mass media, reference skills, and mechanics and conventions. Grammar is not included in this collection. (37 objectives, 6 items per objective)
10. **ENGLISH LITERATURE, 7-9** — This collection is designed to develop the students' ability to analyze literature and to evaluate its effects. Content areas include poetry and the novel. (16 objectives, 6 items per objective)
11. **ENGLISH LITERATURE, 10-12** — This collection is designed to develop the students' ability to analyze literature and to evaluate its effects. Content areas include: poetry, the novel, drama, short story, and non-fiction. (34 objectives, 6 items per objective)
12. **MATHEMATICS, K-3** — This collection emphasizes the introduction of concepts and skills. The content area includes sets; numbers, numerals and numeration systems; operations and their properties; measurement; geometry, relations, functions, and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order, and logic. (174 objectives, 4 items per objective)
13. **MATHEMATICS, 4-6** — This collection covers intermediate concepts and skills. The content area includes sets; numbers, numerals, and numeration systems; operations and their properties; measurement; geometry, relations, functions, and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order, and logic. (233 objectives, 4 items per objective)
14. **MATHEMATICS, 7-9** — This collection covers those concepts and skills structural to the discipline of mathematics. The content areas include sets; numbers, numerals, and numeration systems; operations and their properties; measurement; geometry, relations, functions, and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order and logic. (265 objectives, 2 items per objective)
15. **GENERAL MATHEMATICS, 10-12** — This collection emphasizes general concepts and skills. Objectives are included for the following categories: sets; numbers, numerals and numeration systems; operations and their properties; measurement; geometry; probability, graphs, and statistics; applications and problem solving; order and logic. (123 objectives, 6 items per objective)
16. **BUSINESS EDUCATION (Bookkeeping), 7-12** — This collection treats the basic procedures and concepts fundamental to the bookkeeping cycle: journalizing; posting; preparing a trial balance; financial statement; balancing and ruling accounts. Objectives for the handling of banking transactions; receiving, disbursing and recording cash transactions; handling payroll records; recording accrual deferred expenses and depreciation; and bookkeeping vocabulary are also included. (17 objectives, 6 items per objective)
17. **BUSINESS EDUCATION (Business Law), 7-12** — This collection is an introduction to the basic concepts and skills of Business Law. The objectives are organized in the following categories: legal foundations, the laws of contracts, property, negotiable instruments, insurance and agency. (37 objectives, 6 items per objective)
18. **BUSINESS EDUCATION (General Business), 7-12** — This collection is designed to familiarize the student with some of the concepts which he will find most useful in the business world. Content areas include such topics as money and banking, consumer buying, credit, economic risks (insurance), money management, communication services, and transportation and shipping services. (35 objectives, 6 items per objective)
19. **BUSINESS EDUCATION (Secretarial Skills) 7-12** — This collection emphasizes basic stenographic skills: typing, shorthand, office machines, filing, telephone answering and processing and basic forms of business English. Also included are objectives covering the fundamentals of office behavior and appearance. (46 objectives, 6 items per objective)
20. **HOME ECONOMICS, 7-9** — This collection is divided into the following categories: child development, clothing and textiles, consumer practices, foods and nutrition, home management and family economics. (74 objectives, 6 items per objective)
21. **HOME ECONOMICS, 10-12** — This collection is divided into the following categories: child development, clothing and textiles, consumer practices, foods and nutrition, home management and family economics. (48 objectives, 6 items per objective)
22. **AUTO MECHANICS, 10-12** — This collection reflects major behavioral objectives required in a comprehensive course in automotive tune-up and repair. (185 objectives, 1 item per objective)
23. **ELECTRONICS, 7-12** — This collection is an introduction to basic concepts and skills of electronics. It is organized into the following categories: fundamentals; direct current circuits; primary and secondary batteries; magnetism; electro-magnetic induction; direct current generators; alternating current single phase circuits; transformers; and regulators. (50 objectives, 1 item per objective)
24. **GENERAL METALS, 7-12** — This collection is an introduction to concepts and skills in general metals. It is divided into the following categories: properties of metal, operations and functions, cutting and shearing, filing, cutting holes, grinding, bending metal, forming metal, metal spinning, threaded fasteners, soldering, riveting, sheet metal seams, polishing and buffing metal surfaces, and decorating metal. (90 objectives, 6 items per objective)
25. **MECHANICAL DRAWING, 7-12** — This collection is an introduction to concepts and skills in mechanical drawing. It is divided into the following categories: basic drafting skills, beginning lettering, making the drawing, orthographic projections, dimensioning, scale drawing, pictorial drawing, dimensioning pictorial drawings, section drawing, auxiliary views, the draftsman and the shopman, thread conventions and thread symbols, assembly and detail drawing, reference and constructions. (85 objectives, 1 item per objective)
26. **WOODWORKING, 7-12** — This collection introduces basic skills and emphasizes the processes involved in woodworking. It is divided into the following categories: tool care and use, rough stock, squaring up stock, making and fastening joints, and miscellaneous finishing processes. (56 objectives, 6 items per objective)
27. **AMERICAN HISTORY, 7-12** — This collection emphasizes political, social, and economic concepts, problems and fundamental issues in American history from the Pre-Revolutionary period to modern times. (19 objectives, 6 items per objective)
28. **GEOGRAPHY, K-9** — This collection reflects major social science concepts in the discipline of geography. (97 objectives, 1 item per objective)
29. **BIOLOGY, 10-12** — This collection emphasizes processes of inquiry and laboratory work, either directly or indirectly. Although this sequence is based on the Biological Sciences Curriculum Study (BSCS), the objectives are designed to make them serviceable to any program. (15 objectives, 6 items per objective)
30. **SPANISH, 7-12** — This collection is an introduction to the basic concepts and skills structural to the discipline of Spanish. It includes objectives covering key functions of understanding, speaking, reading, and writing. (74 objectives, 6 items per objective)
31. **MUSIC, K-6** — This collection reflects major concepts, fundamentals and applications in music appreciation. (97 objectives, 1 item per objective)
32. **HEALTH (Nutrition), K-6** — This collection reflects the major concepts related to Nutrition—Man and His Food. Content area includes daily food choices using the four food groups, nutrients from food, how the body uses food, food processing, consumer education in advertising and merchandising, and cultural and social uses of food in man's environment. (24 objectives, 6 items per objective)
33. **PHYSICAL EDUCATION, K-3** — The content area includes perceptual motor, sensory motor, locomotor skills, non-locomotor skills, balance, eye-foot skills, eye-hand skills, and dance. (44 objectives, 3 items per objective)
34. **SELF CONCEPT, K-12** — This is a collection of affective objectives which deal with the learner's self concept. Objectives are grouped according to three grade ranges (K-3, 4-6, 7-12), and a self-report inventory or observational indicator is provided to measure each objective. Subdimensions frequently employed in the measures are peer, scholastic, family, and general. (Approximately 20 objectives)
35. **ATTITUDE TOWARD SCHOOL K-12** — This is a collection of affective objectives which deal with the learner's attitude toward school. Objectives are grouped according to three grade ranges (K-3, 4-6, 7-12), and a self-report inventory or observational indicator is provided to measure each objective. Subdimensions frequently employed in the measures are attitudes toward teacher, school subject, learning, peers, social structure and climate, and general. (Approximately 40 objectives)
36. **POTENTIAL USES OF IOX OBJECTIVES** — This booklet explains alternate schemes for employing operationally-stated objectives in a school setting (no charge for single copies accompanying orders).

ORDER FORM:

The Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024.
 List each collection number and the number of copies you wish. All collections cost \$8.00 each, plus postage and handling.

Discounts on quantity purchases (e.g., for methodology classes or district-wide distribution) are available by request.
 Make checks payable to: Instructional Objectives Exchange.

Signature _____ Date _____

SUPPLEMENTARY MATERIALS FOR INSERVICE AND PRESERVICE TEACHER EDUCATION

The following filmstrip-tape programs, approximately 30 minutes each, may be ordered from VIMCET ASSOCIATES, Box 24714, Los Angeles, California 90024.

1. EDUCATIONAL OBJECTIVES - Developing precisely stated goals.
2. SYSTEMATIC INSTRUCTIONAL DECISION-MAKING - A general instructional model.
3. SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES - Taxonomies of Educational Objectives.
4. ESTABLISHING PERFORMANCE STANDARDS - Minimal proficiency levels.
5. APPROPRIATE PRACTICE - Providing relevant practice opportunities.
6. PERCEIVED PURPOSE - Promoting learner motivation.
7. EVALUATION - A system for assessing the quality of teaching.
8. A CURRICULUM RATIONALE - Essentials of Ralph Tyler's curriculum model.
9. DEFINING CONTENT FOR OBJECTIVE - Objectives with content generality.
10. IDENTIFYING AFFECTIVE OBJECTIVES - Generating non-cognitive objectives.
11. ANALYZING LEARNING OUTCOMES - Techniques of task analysis.
12. KNOWLEDGE OF RESULTS - How the learner judges his response.
13. TEACHING UNITS AND LESSON PLANS - Recommended form for instructional plans.
14. THE TEACHING OF READING - An empirical model for reading instruction.
15. DISCIPLINE IN THE CLASSROOM - Operant methods of classroom control.
16. MODERN MEASUREMENT METHODS - Criterion-reference measurement.
17. INSTRUCTIONAL SUPERVISION - A goal-referenced approach to supervision.
18. EXPERIMENTAL DESIGNS FOR SCHOOL RESEARCH - Educational evaluation designs.
19. UTILIZATION GUIDE - Printed suggestions regarding use of programs.
20. BEHAVIORAL OBJECTIVES DEBATE - A 47 min. taped debate between George Kneller and W. James Popham, moderated by John Goodlad.
21. CRITERION-REFERENCED INSTRUCTION - A 42 min. taped introduction to systematic instructional decision-making, by W. James Popham.

 Prices: nos.1-18, \$15 ea.; no. 19, \$2, nos. 20, 21, \$10; add postage, handling.
 Less 5% on orders of 10 or more. Additional information given on request.

THREE BOOKS by W. James Popham and Eva L. Baker:
Systematic Instruction (non-programmed)
Establishing Instructional Goals (programmed)
Planning an Instructional Sequence (programmed)

Available in paperback or cloth cover. Published in 1970 by Prentice-Hall, Inc.
 Order forms available from Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

An Instrument for Individualizing Instruction

JOHN E. ARENA *

MANY persons believe that there is great demand for an educational system that can meet the needs of students at all ability levels. They hold that this goal can only be achieved through some form of individualized instruction. Proponents of "status quo" will argue that in theory individualized instruction is good but that in practice it will not work. This is an absurd contradiction. If one accepts the validity of the theory, then he must accept the idea that it can be successfully applied—the problem is to determine *how*.

Educators who have recognized the need for individualization of instruction have hesitated to undertake the task because of the lack of an effective instrument for implementation. *An instrument now exists*. It has proven its effectiveness and is readily available to you through the IMS project.

The IMS Project

Since July 1, 1968, a staff of eight educators, funded by a U.S. Office of Education Title III grant, has been working on the Interrelated Mathematics Science project. The project is based at Nova High School, which is the educational research and development center for the Broward County Board of Public Instruction, Broward County, Florida. The *major objectives* of the project are:

1. To design a conceptually based program of instruction in the fields of mathematics and science, grades 9-12, in which the subjects

are interrelated, yet retain the basic course structure vital to continuity in each discipline

2. To individualize the instructional program according to the individual aptitudes, attitudes, and interests of each student

3. To devise and evaluate a systems approach to individualized instruction, utilizing multimedia and multi-mode techniques, in order to provide the necessary alternate paths to learning.

The Learning Activity Package

Specially designed booklets called Learning Activity Packages (LAPs) are being written in both mathematics and science. This learning instrument was conceived and developed at Nova High School about six years ago. Because of its proven effectiveness and increasing employment by educators throughout the nation, the LAP system was adopted by the IMS project.

The primary function of the LAP is to guide the student through a highly structured program of learning materials. Each contains a brief rationale as well as a statement of the performance objectives written in behavioral terms. Pretests and post-tests provide one means for evaluating student progress. In any LAP, several paths to reach a particular objective are possible. The path

* John E. Arena, Director, Interrelated Mathematics Science (IMS) Project, Nova High School, Fort Lauderdale, Florida

a student takes is determined by the individual's abilities, needs, and interests.

The *format* for the learning packages, which evolved after considerable trial and error, is as follows:

1. Rationale
2. Performance objectives
3. Pretest
4. Pretest analysis
5. Basic references
6. Program for learning
7. Self-evaluation test
8. Self-evaluation test analysis
9. Appendix—references, problems and applications, supplementary information, glossary, etc.

How a Student Uses the LAP

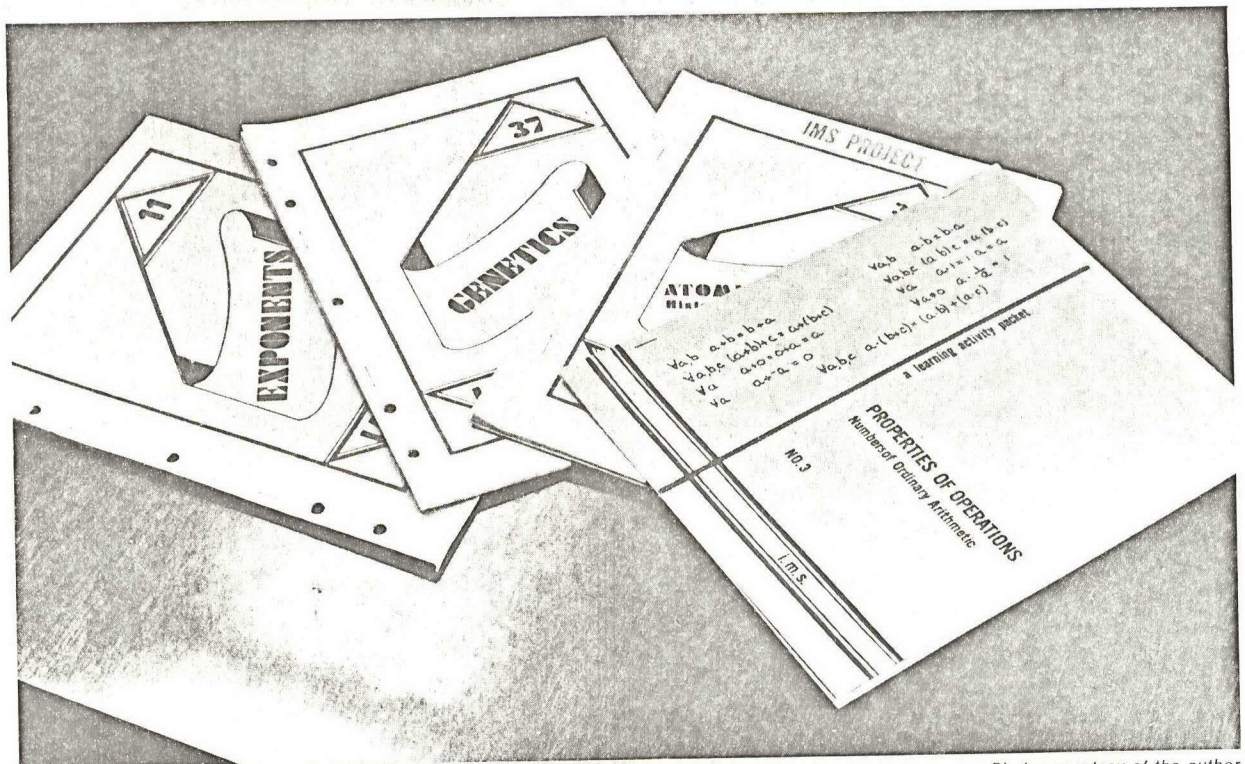
Each student receives a Learning Activity Package. The first thing he will do is read the rationale. This is a short introduction to the unit which explains why the con-

tent of the LAP is important to him. It also makes evident the continuity between LAPs and the need to progress from one to the other in an orderly fashion. All students are required to read the rationale.

A list of the behavioral objectives for the entire unit follows the rationale. By reading the objectives the student gets a clear verbal picture of what he is expected to accomplish.

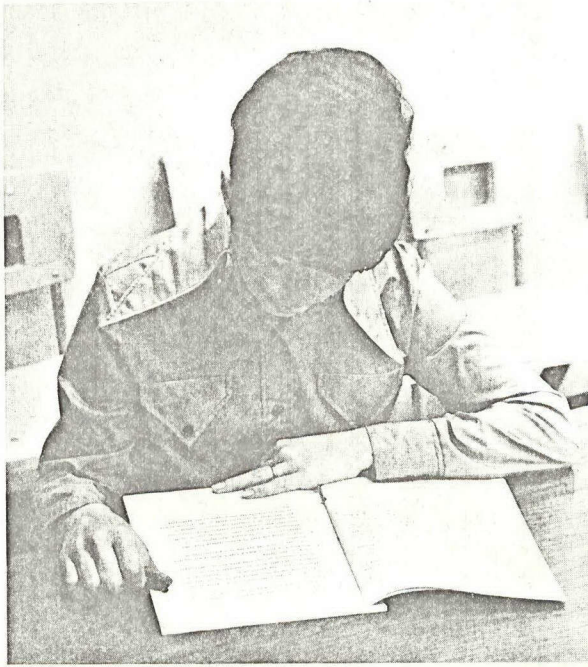
After reading the objectives the student takes the pretest. This test is keyed to the behavioral objectives. Upon completing the pretest, the student has a conference with the teacher to determine a suitable program of instruction. The teacher advises on the possibility of exempting certain objectives and assists the student in the selection of texts, audio-visual aids, and other materials that the student will use to accomplish the goals.

He is now ready to go through the program of instruction. Working independently, or at times in a small group, he will do any combination of the following activities: read, view films, solve problems, attend a lecture, go on a field trip, write a research report,



Several Learning Activity Packages have been prepared.

Photos courtesy of the author



A pupil reads the behavioral objectives.

study transparencies, listen to audio tapes, perform experiments, etc., as detailed in the program of instruction. If at any time the student needs help or advice, the teacher is available for consultation.

When the student feels that he has successfully completed the program of instruction, he takes the post-test. This test is also keyed to the objectives so that the student can determine whether he has in fact mastered the objectives or has need to recycle certain ones.

If, on the basis of post-test results and teacher consultation, it is determined that the student has successfully completed the LAP, he is permitted to take the unit test to establish a grade and receive credit for the unit.

Alternate Ways To Use a LAP

A school need not adopt a totally individualized instructional program in order to use the learning packages. The packages may be used in many different ways, a few of which are listed below:

1. In an independent study program involving only a portion of the school population

2. As an alternate means of instruction, to be used periodically in conjunction with the conventional system

3. As a mechanism for encouraging and implementing programs of study in subject areas not contained within the existing curriculum

4. To provide in-depth studies for students of higher ability

5. To provide remedial activities for students experiencing difficulty, either in the subject area or with prerequisites necessary to success in the subject area.

Applicability to All Schools

At first, the staff was writing the program of instruction phase for all the LAPs. When the LAPs were used by several schools in Broward County, Florida, and at Valhalla, New York, difficulties arose. The major roadblocks to success were the following:

1. Some of the schools did not have the prescribed texts or audio-visual materials.

2. In many cases teachers who had developed some of their own laboratory experiments, worksheets, etc., objected to not being able to incorporate these into the program of instruction.

3. Some of the texts used in the LAP were not on the list of state-adopted books or they were disliked by the teachers.

4. Even minor revisions to the scope and sequence were not possible due to the rigidity of the program of instruction.

5. Some schools lacked the physical facilities or resources to carry out the program of instruction.

On the positive side, most teachers thought the format was good and that the scope and sequence were compatible with what they had been doing. The performance objectives were clear and concise and the diagnostic pretest and post-test proved very valuable to both teachers and students.

One of the problems encountered in the evaluations was anticipated by the staff but it was decided deliberately to invoke the problem to determine its extent and effect on the program. This problem was the lack of teacher and student orientation to the meth-

ods employed in individualized instruction. Notes were made on the procedures used by teachers in implementing the program, as well as the nature and number of questions asked by the students.

As a result of all this feedback, certain very pertinent things were learned that effected some major changes and revisions. The most prominent change in procedure was concerned with the program of instruction. Instead of the IMS staff's prescribing the program of instruction, it was decided to outline a model program and provide blank spaces in the LAPs for individual schools to design and write their own program of instruction.

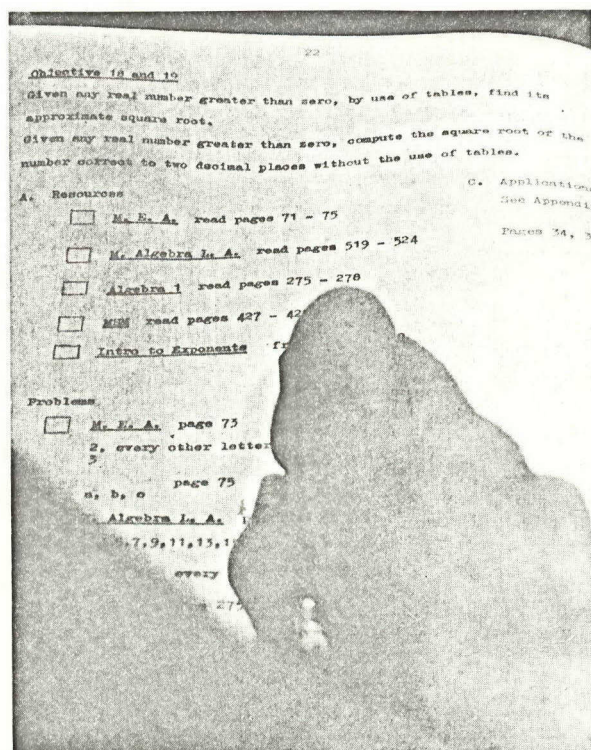
With this one simple expedient, most of the problems discussed earlier were eliminated. The LAPs could now be used by any school and could be adapted to fit almost any curriculum.

At present, different LAPs are being used employing this new idea and reevaluation of them is in progress. Indications are that the materials will prove very successful and will be employed by many more schools in the near future.

Accompanying the new LAPs is an orientation booklet for students explaining how the LAP is to be used, what the student's responsibilities are, and the educational advantages of individualized instruction. Also accompanying the LAPs is an orientation booklet for teachers. This booklet familiarizes the teacher with the basic philosophy and mechanical procedures necessary to assure a successful program. It also familiarizes the teacher with: (a) the format of the learning packages, (b) the purposes of the different parts, and (c) the role of the teacher in this unique method of instruction.

How About Individualizing?

Through the efforts of Nova High School and projects such as IMS, it is now possible for any school to achieve a successful program of individualized instruction, even on a limited scale, if so desired. The author offers the following suggestions to any administrators or teachers contemplating the individualization of instruction:



A teacher prepares for instruction.

1. Carefully study the literature and project reports available on the subject.
2. Visit some schools now utilizing this method of learning.
3. Formulate a plan which will allow a slow but cautious and deliberate entrance into this endeavor.
4. Prepare for adequate in-service training of teachers.
5. Prepare for adequate orientation of students who will be participating.
6. It would probably be best to start with the higher ability students and work toward incorporating students at all ability levels as the project progresses.
7. Employ team teaching wherever possible—*after* full orientation of staff.
8. If economically feasible, make use of teacher aides to release the teacher from clerical chores.
9. Plan ahead for possible conversion of existing space to include resource centers, special media rooms, and small group facilities.
10. By all means avoid a "crash program"—orientation is *essential*.



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

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Confidential

Dear Duncan,

MONTH/DAY/REC'D
 DEC 24 1970

- Ballantine
- ~~Calika~~
- Burt
- Hultin
- Stewart
- van Dijk
- Fennell
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- F.O. Files
- Div. Files
- Central Files

cc. Div. Chief
 Calika, Fennell
 (Fadriusim)
 15 December 1970

See also
 V. Dijk's briefing
 for Paris meeting (1)

I have been informed that the Bank has recently made copies of certain Unesco documents available to Governments, as follows: copies of our Report on Liberia to the Government of Liberia, and copies of our Report on Ghana to the Government of Canada and possibly to other Governments.

Unesco has not been consulted on this matter. Furthermore, we have not ourselves transmitted these Reports, the first because it is a Secretariat working paper not intended for the Government, and the second because we need the Government of Ghana's agreement before sending copies to the Government of Canada and possibly to other Governments. This agreement has been requested but not yet obtained.

Before making any further comments, I should be grateful if you could enquire into the matter and let me know whether the Bank has, or has not, made copies of these Unesco Reports available as indicated above.

With best personal regards,

DECLASSIFIED

MAY 22 2023

WBG ARCHIVES

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
 I.B.R.D.
 1818 H. Street, N.W.
 Washington D.C. 20433
 U.S.A.

U.S.A.
 Washington D.C. 20543
 1818 H Street, N.W.
 I.B.F.D.
 Education Projects Department
 Director
 Mr. Duncan 2 Ballantine

MBC ARCHIVES

MAY 55 2053

DECLASSIFIED

FINANCING OF EDUCATION
 DEPARTMENT OF FINANCING AND
 EDUCATIONAL FINANCING DIVISION
 DIRECTOR
 Mr. VAN ALSTED

[Handwritten signature]
 Yours sincerely,

With best personal regards,

not made copies of these UNESCO reports available as indicated above. could enquire into the matter and let me know whether the Bank has, or has before making any further comments, I should be grateful if you

agreement has been requested but not yet obtained. copies to the Government of Canada and possibly to other Governments. This because we need the Government of Canada, a agreement before sending secretariat working paper not intended for the Government, and the second have not ourselves transmitted these reports, the first because it is a UNESCO has not been consulted on this matter. Furthermore, we

Governments.
 Report on China to the Government of Canada and possibly to other
 our Report on Liberia to the Government of Liberia, and copies of our
 certain UNESCO documents available to Governments, as follows: copies of
 I have been informed that the Bank has recently made copies of

Dear Duncan,

Confidential

reference: EB/8020/1/5211

telex: 21 603 PARIS
 cables: UNESCO PARIS
 telephone: 206-2121

Place de Fontenay, 12 Paris-7e

<input type="checkbox"/>	SECRET Files
<input type="checkbox"/>	DIA Files
<input type="checkbox"/>	E.O. Files
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Bennett
<input type="checkbox"/>	Van Dijk
<input type="checkbox"/>	Stewart
<input type="checkbox"/>	Harris
<input type="checkbox"/>	Bull
<input type="checkbox"/>	Curtis
<input checked="" type="checkbox"/>	Ballantine

DEC 24 1950
 MONTH/DAY/YEAR

[Handwritten notes and signatures]
 12 December 1950
 cc: Mr. [unclear] (1)
 Mr. [unclear] (1)
 Mr. [unclear] (1)



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

UNESCO 13

UNESCO

OUTGOING WIRE

TO: VAN VLIET
UNESCO
PARIS

DATE: DECEMBER 14, 1970

CLASS OF SERVICE: ~~IT~~ *Un Poly*

COUNTRY: (FRANCE)

TEXT:
Cable No.:

REURCAB DECEMBER TEN REGARDING BODART VISIT BRUSSELS STOP
HAVE ISSUED TICKET AND ADVANCE VIA OUR PARIS OFFICE TODAY REGARDS

VAN DIJK

INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME

Mr. C.P. van Dijk

DEPT.

Education Projects

SIGNATURE

(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE

CPvD:lkh

CLEARANCES AND COPY DISTRIBUTION:

For Use By Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

ОРИГИНАЛ (или копија)

Сместено (или одлучено)

[Handwritten initials]

РЕФЕРЕНЦА: **ОБРАЗЛОЖЕНИЕ**
ПОДПИСАНИЕ: ПОДПИСАНИЕ НА ЛИЦЕТО АУТОРИЗИРАНО ЗА АПРОВОБА

За употреба од комуникационата секција

DISPATCHED

ДЕПАРТАМЕНТ: **ЕКОНОМИКА И ПРОТЕСТА**

ИМЕНА: **МР. С. В. АВИ ДИЖ**

DEC 14 6 03 PM 1970

АУТОРИЗИРАНО ЗА: **КОМУНИКАЦИИ** SERVICES AND COPY DISTRIBUTION
NOT TO BE TRANSMITTED

RECEIVED

DEC 14 5 51 PM 1970
COMMUNICATIONS

ИМЕНА

АВИ ДИЖ

НАМА ИССЛЕДОВАНИЕ ИЛИ АДМИНИСТРАТИВНО ПОМОЩНИК ЗА ПРАВИТЕЛСТВОТО ЗА ДЕЛАТА

ИМЕНАТА ДЕКЕМВЕР 1970 РЕКОМЕНДУВАНЕ БОДНИ АТЗИЛ БЕЛСЕРИТЕ СЛОБ

СЕРИЈА ИЛИ
ТЕКСТ:

СОПЛИКА: (ИМЕНА)

БАНКА

ДИРЕКТОР

СЕРВИС
КЛАСС ОФ

[Handwritten notes]

ДО: АВИ АГЕНТ

ДАТА: ДЕКЕМВЕР 14 1970

ONGOING WIRE

ASSOCIATION INTERNATIONAL DELEGATION (0-90) FORM NO. 22	RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR	CORRUPTION INTERNATIONAL FINANCE
------------------------------------------------------------------	----------------------------------------------------------	-------------------------------------



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

UNESCO

MONTH/DAY/REC'D
 DEC 11 1970

- Ballantine
- Calika
- Burt
- Hultin (qn)
- Stewart
- van Dijk
- Fennell
-
-
-
- F.O. Files
- Div. Files
- Central Files

place de Fontenoy, Paris-7^e

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

reference : EP 8050/25/2572

11 December 1970

Dear Mats,

Meeting of General and Technical Educators

This is to confirm our agreement to the dates of the meeting of general and technical educators from Tuesday 5 January to Thursday 7 January 1971. On our side we hope that we shall be able to send Messrs Chesswas, Carelli, Bolibaugh, Roosens, Costa, Ovadias, Syrimis and Harris.

We hope all your general and technical educators will also be able to attend and would be grateful if you could let us have the list of names and specialities. You will remember that the decision to hold the meeting in Washington was made on the basis of a count of heads and in order to justify our travel request with the authorities here, it would be useful to have this count.

We have discussed the proposed agenda in a staff meeting and have the following comments to offer.

As regards the plenary meeting, it was suggested :

- (a) that under item B.3, the problem of evaluation (or end-use supervision) could usefully be included. This should cover both the design of school buildings and the programme evaluation of projects ;
- (b) that item II.B.1 "integrated Management Functions" was of direct interest to both technical educators and general educators and should, therefore, be included under item I.

With respect to item II.B.2 "Curriculum Development", it was suggested that in our paper we should include the question of the vocational component or orientation of curriculum development.

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

.../

Mr. Ballantine called on Dec. 14 to Mr. Van Vliet re. lack of justification for the trip. No action.

U.S.A.
 Washington D.C. 20540
 1818 H. Street, N.W.
 I.B.E.D.
 Education Projects Department
 Education Affairs
 Mr. W. Hartman

COMMUNICATIONS SECTION

1970 DEC 17 AM 9:17

*for Mr Hartman - No signature
 in copy of report from
 on Dec 17 to Mr Hartman
 Mr Hartman's copy*

...

RECEIVED

of orientation of scientific development.
 first in our belief we should include the direction of the vocational component
 with respect to item II.B.3 "Scientific Development" if was suggested

should therefore be included under item I.
 interest to both technical educators and general educators and
 (p) first item II.B.1 "Integrated Management Functions" was of direct

of projects :
 both the design of school buildings and the programme evaluation
 administration) could naturally be included. This should cover
 (s) first under item B.2, the program of evaluation (or end-use

As regards the biennial meeting, it was suggested :

the following comments to offer.
 We have discussed the proposed agenda in a staff meeting and have
 be ready to make this point.
 order to finally our travel budget with the authorities here, it would
 meeting in Washington was made on the basis of a count of heads and in
 names and addresses. You will remember that the decision to hold the
 to attend and would be directed if you could let us have the list of
 We hope all your general and technical educators will also be able

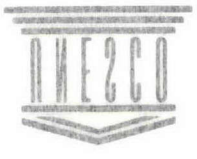
and habits.
 Messrs. Chassagnas, Carletti, Boyrassier, Boosena, Cosca, Olaytes, Zylwicz
 January 1971. On our side we hope that we shall be able to send
 general and technical educators from December 2 January to Philadelphia.
 This is to confirm our agreement to the dates of the meeting of

Meeting of General and Technical Educators

Dear Mr Hartman,
 REFERENCE: EB 8020/S2/S2AS
 telex: 21 005 Paris
 cables: UNESCO Paris
 telephone: 206-2121
 Place de Fontenay, Paris-7e

<input checked="" type="checkbox"/>	COMPLBY FILES
<input type="checkbox"/>	DIA FILES
<input type="checkbox"/>	E.O. FILES
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	BENNETT
<input type="checkbox"/>	ASH DICK
<input type="checkbox"/>	STEWART
<input checked="" type="checkbox"/>	HARTMAN (dv)
<input type="checkbox"/>	BURT
<input type="checkbox"/>	ESTER
<input type="checkbox"/>	BRITAIN
<input type="checkbox"/>	BRITAIN

11 December 1970



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

DEC 17 1970
 WOIHL/DVA/REG.D

UNESCO

Item III.A.2. "Ratios among outputs from various levels" was not entirely clear and it was suggested that it be replaced by the question as to the level (age level or education level) at which vocational and technical education could best be introduced.

We also hope that somewhere under these items you would be able to discuss such concrete things as class sizes, number of class period per week etc. and similar data given in your Appraisal Guide.

The papers you asked from us will be ready by Christmas so that you will have a few days to read them.

I should be grateful if you would soon confirm the arrangements as it will no doubt take some administrative footwork here to obtain approval of such a massive mission to Washington.

With kind regards.

Yours sincerely,



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

ROUTING SLIP

Date

December 15, 1970

NAME

ROOM NO.

Mr. McNamara

A1230

Files 6 1066

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

[Signature]
Richard H. Demuth

OFFICE MEMORANDUM

TO: Mr. Richard H. Demuth

FROM: D. S. Ballantine *1163*

SUBJECT: Summary of Unesco "Long-Term Outline Plan 1971-76"
(Document 16 C/4)

DATE: December 9th, 1970

1. In response to Mr. McNamara's request for a summary of Unesco's 6-year plan, which was recently discussed by Unesco Executive Board and General Conference, this memorandum sets out the main aspects of this document. Particular attention is given to matters of interest to the World Bank Group.
2. Following the general practice in many U.N. Specialized Agencies, the Unesco General Conference in 1968 decided that the Secretariat should prepare a long-term plan for Unesco activities during the period 1971-76. In August 1970, the Director-General presented such a program. The Executive Board and the subsequent General Conference have now completed their discussions of this long-term plan but I understand there was little added to the emphasis or content of the Document.
3. The Plan Document is divided into two main parts: The first part, "General Hypotheses" is largely the work of the Director-General himself; the second part presents a technical survey of the main elements of Unesco's future program. In the first part, Mr. Maheu covers the aims of Unesco's activity in the 6-year period, the means by which these aims would be attained and some of the problem areas under consideration.
4. In his introduction, Mr. Maheu emphasises that he is setting out a number of hypotheses and options "upon which he feels the need to consult the General Conference before presenting a sketch program and in order to be able to present it". On the basis of the General Conference's discussion, he proposes to submit a plan to the General Conference at its next session in the fall of 1972.
5. The main points of interest to the Bank Group in Part 1 of the document ("General Hypotheses") are the following:
 - (a) Development: The report states that about two-thirds of Unesco's resources are at present devoted to development. The precise nature of Unesco's contribution to development is not yet clear, but it is recognised that the organization can no longer be content with fixing "development norms"; rather it should be concerned with "patterns of action" aimed at helping member states determine the fundamental options in the national planning of their education;

./.

President has seen

w

Mr. Richard H. Demuth

- (b) Country Programming: The report notes that "a number of bodies are anxious to affect the integrated country programming of international aid". In this context, the World Bank is identified as an organization "whose planning activities are by far the most advanced and the most forcefully carried out". Other international agencies, such as UNDP, are also alluded to. Mr. Maheu emphasises that sectoral programming whether at a country level or on a worldwide basis is a presupposition of the integrated planning of the whole of international aid. Later in the report, reference is made to the relationship between the productivity of education systems and country programming:

"Everyone is aware of the serious gap existing in many countries between the 'products' of secondary and higher education and the possibility of employing them. This gap has resulted in what is called 'intellectual unemployment'. Unesco cannot hope to deal with every aspect of this problem. It could, however, be taken into consideration more specifically in country programming and in the instructions given to the experts whose task it will be to help governments coordinate their education and economic strategies. ILO and FAO representatives will accordingly be invited to join planning or identification missions to countries, and efforts will be made to arrange for Unesco specialists to be included on a reciprocal basis in economic missions organized by other international institutions in order that the interrelation of educational and employment policies may receive more systematic attention."

- (c) Budget growth rates: The long-term plan recommends the following percentages of growth for Unesco for the year period, 1973-76 :-

Programme Operations and Services

Education)	10 %
Science)	
Social Sciences, Human Sciences and Culture - Communication		8 %
International Standards, Relations and Programmes		6 %

Mr. Richard H. Demuth

<u>General Policy</u>)	
<u>General Administration and Programme</u>)	
<u>Supporting Services</u>)	
<u>Documents and Publications Services</u>)	5 %
<u>Common Services</u>)	

- (d) Decentralization of Unesco Secretariat : Mr. Maheu refers to the policy of decentralization already embarked upon in the current biennium and anticipates a continuing trend in this direction which will lead to the strengthening of regional offices in the education and science sectors. Contrary to this trend Unesco's Chiefs of Mission are to be abolished and a number of regional specialist centres (such as the Asian Institute of Education Planning and Administration or the Regional Educational Building Institute for Africa) are to be discontinued. The plan envisages that national commissions should play a greater part in the implementation of Unesco's programme in order to reduce the tendency for the headquarters secretariat to grow in size and responsibility.

6. Part II of the plan, which refers to the main elements in the programme, emphasises, as far as education is concerned, the importance of increased productivity and qualitative improvements. Reference is also made to matters of continuing interest, such as, education for women, "life-long education" in relation to curriculum reform and functional literacy. There are no new policy departures foreshadowed in the part of the outline plan dealing with the education sector.

7. The IBRD/Unesco Cooperative Programme is referred to briefly in a paragraph which suggests that the size of the programme in 1973-74 will be about the same as during the forthcoming biennium although reference is made to the qualitative change in the type of studies undertaken reflecting the Supplement to the Memorandum of Understanding which was approved by the Bank's Board of Governors earlier this year.

cc: Messrs. Aldewereld
Chadenet
Baum



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.8051/19/2571

10 December 1970

Dear Sidney,

Thank you for sending us a copy of Loewen's Report on Nigeria.
 I passed this to Chesswas who made the following comments:

"I have only two comments to make on Mr. Loewen's report attached.
 In paragraph 1.4 it is stated that Unesco, Unicef and UNDP are helping
 primary schools and the Advanced Teacher Training College, but Unesco and
 Unicef are also helping some secondary schools. It is rather slow, but
 it looked as though progress would be made over the next few months, and
 therefore it is not true to say that the whole level of secondary educa-
 tion remains without help.

"In paragraph 1.5, while in general it is true to say that priority
 in funds under the first credit would be the reconstruction of vocational
 training institutions, it is equally not true to say that assistance to
 secondary schools and primary teacher training colleges should only be
 considered under a new reconstruction loan. The discussions with the
 East-Central State ended in a list consisting solely of vocational training
 institutions, but in both the other States the Government authorities
 concerned were insistent on the inclusion in the list for the first credit
 of secondary schools and/or teacher training colleges. If the Bank
 negotiates on the basis of vocational training institutes alone, I can
 visualise strong protest from these two States."

With best wishes,

Yours sincerely,

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

Mr. S. J. G. Burt,
 Chief, Division I,
 Education Projects Department,
 I.B.R.D.,
 1818 H Street, N.W.,
 WASHINGTON D.C. 20433,
 U.S.A.

Original to: *Edu. Proj.*
 Date: *12/16*
 Communications
 Section

B.T.

UNESCO 12

December 10, 1970

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

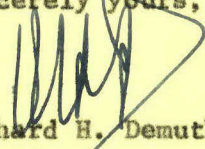
Dear Mike:

Thank you for your letter of November 25.

In answer to your question about aid coordination groups, I am enclosing several papers. The first, prepared in 1966, concerns the formation and functioning of consultative groups. The second, like the first one somewhat out of date, deals with our basic policy approach to problems of aid coordination for individual countries. I should add that the latter paper is currently being revised, though the changes will not be of major importance. Also, the list of aid coordination groups and assisting countries in the annex to the approach paper requires some up-dating. The most important change is that the Bank has assumed the chairmanship of the Ghana aid group, thus making a total of 14 groups. As Mr. McNamara stated in his ECOSOC report, we are exploring the feasibility of establishing new aid coordination groups for the Philippines, the Democratic Republic of the Congo, and Ethiopia. The table of meetings that I am enclosing gives you a good picture of the frequency of meetings and the scope of our aid coordination activity.

As for the Economic Development Institute, I enclose for your confidential use a portion of a memorandum from the Director of the Institute to Mr. McNamara setting out the substantive part of the program which the President subsequently approved as a basis for future planning. The implementation of the program, of course, is subject to annual budgetary review. I hope you will find the paper useful.

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

UNESCO -
CC Missions

OFFICE MEMORANDUM

TO: Files

DATE: December 9, 1970

FROM: R. H. S. Fennell 

SUBJECT: Notes on telephone conversation with Mr. Van Vliet, Unesco, on December 9, 1970

1. Philippines: Unesco will send terms of reference of PIM to Bangkok for consideration. Mr. Ballantine will call the Ford Foundation in New York for a copy of the Alba report. The mission will leave Paris about January 11th, and consist of Bolibaugh, General Educator; Magnen, Agricultural Educator; Herve, Economist; Krohn, (IBRD) Technical Educator. The Bank would consider whether participation by ILO and FAO is advisable.
2. Ceylon: PPM will leave Paris January 11. Mission will be composed of Ganef, General Educator; Tencalla, Agricultural Educator; Andersen, Architect; Argyropoulos, Economist; Pinglee, (Consultant) Technical Educator.
3. Iran: Mr. Ballantine will discuss with Unesco during his visit to Paris in January the scope of the proposed Unesco Working Party on the National Education Development Plan.
4. Paris Meeting: Mr. Ballantine will be in Paris on Wednesday, January 6, for discussions with Unesco, prior to the tripartite meeting between the Bank, Unesco and FAO in Rome on January 7 & 8.
5. Van Vliet will mail the revised mission schedule today.
6. Malaysia: Reports will not be available before early January.

RHSFennell:Tvv

cc: Messrs Ballantine, Calika, Burt, Hultin, Stewart, van Dijk, Gomez.

ROUTING SLIP	Date December 29, 1970
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NAME	ROOM NO.
<p>Thelma</p> <p><i>SED</i></p> <p><i>Would you figure out what needs to be done with this and then do it.</i></p>	<p><i>and</i></p> <p><i>Thanks</i></p> <p><i>JH</i></p>

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

Apologies for Christmas delay!
 Attached is Mr. Steuber's incoming memorandum addressed to Mr. Demuth (Mr. Calika's memorandum to BC of December 22 refers). Mr. Chadenet was intending to write to Paris office to send Mr. Calika's memorandum, but will not be back until January 4. *

** It was sent on, with a routing slip from BC.*

From Jenifer Hirtes

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

ROUTING SLIP

Date Dec. 8, 1970

TO -	Name	Room No.
1	Mr. Richard H. Demuth	D1128
2	Mr. Chadenet	
3	Mr. J. King) Preacher	Interlocking
4	Ballantine) Let's meet	

FOR -

<input type="checkbox"/>	Action	<input type="checkbox"/>	Initialing
<input type="checkbox"/>	Approval	<input type="checkbox"/>	Preparing Reply
<input type="checkbox"/>	Comment	<input type="checkbox"/>	Previous Papers
<input type="checkbox"/>	Filing	<input type="checkbox"/>	Noting and Returning
<input type="checkbox"/>	Full Report	<input type="checkbox"/>	Recommendation
<input type="checkbox"/>	Information	<input type="checkbox"/>	Signature

REMARKS

Bernard: What do you think of Steuber's suggestion? It seems prima facie to be a reasonable one.

UDD
12/15-

FROM - Fritz Steuber

OFFICE MEMORANDUM

DEC 18 1970

TO: Messrs. Demuth and Ballantine

FROM: Fritz Steuber *FS*

SUBJECT: Functional Literacy.

DATE: December 8, 1970

1. I refer to the attached memorandum dated December 7 concerning the recent Unesco meeting on the subject. I was told two days after the meeting by Mr. Van Vliet that my statement had been commented on favorably at a meeting of Unesco department directors. Van Vliet also volunteered to say that the Educational Financing Division would be on the look-out for possible functional literacy projects. While not wanting to discourage Van Vliet, I again pointed out to him that a functional literacy component would have to be attached, in all probability, to a Bank project in a sector other than education.
2. You will note from my memorandum that the pressure on the Unesco side is still on for the Bank to at least make a try with a functional literacy project. Of course, we can easily withstand such pressure. Also, it is true that the results so far of the UNDP-financed literacy projects have not been very conclusive. On the other hand, we do proclaim our willingness to get involved in experimentation and innovation. Lastly, it is clear to me that since in the first place we must have a bankable project, we cannot and should not expect project ideas to come from Mr. Deleon's Department.
3. It is quite possible that at one time or other Mr. Maheu might enquire with Mr. McNamara about the Bank's position with regard to functional literacy. I think that we might now take a first step forward, and I suggest that we make a spot-check on recently financed Bank/IDA projects, or those in an advanced state of preparation, or those now being identified, to find out whether the possible absence of literacy with the people affected by the project might be a problem. Such an enquiry might be limited either to a geographic area (e.g. Africa) and/or certain sectors (e.g. agriculture, especially irrigation and agricultural credit, and, say, road maintenance). As I see it, a road maintenance project containing already a training element might lend itself perhaps most easily to the possible injection of a functional literacy component.
4. I suppose that one of the problems we might encounter is that many of our projects staff outside the education sector are not sufficiently sensitized to training problems in general, not to speak of literacy considerations. If we proceed on a selective basis, it should still be possible. Finally, it might well turn out that so far there has been no serious literacy problem with any of our projects, because either it never existed or because it was taken care of in one way or another by somebody else. This in itself would be an important finding.

cc: Messrs. Karasz/Wishart

cc: Messrs. Karas/Mispart

another by somebody else. This in itself would be an important finding. either it never existed or because it was never done in one way or has been no serious interest projects with any of our projects, because still be possible. Finally, it might well turn out that so far there interest considerations. If we proceed on a separate basis, it should clearly emphasized to training programs in general, not to speak of of our projects staff outside the education sector are not sufficient. I suppose that one of the programs we might encounter is that many

most easily to the possible inclusion of a functional interest component. project containing already a training element might tend itself perhaps credit, and, say, road maintenance). As I see it, a road maintenance certain sectors (e.g. agriculture, especially irrigation and agricultural and/or mainly might be limited either to a geographic area (e.g. Africa) and/or with the people affected by the project might be a program. Such an now being identified, to find out whether the possible presence of interest Bank/IDA projects, or those in an advanced state of preparation, or those former, and I suggest that we make a spot-check on recently financed to functional interest. I think that we might now take a first step and write with Mr. Mispart about the Bank's position with regard 3. It is quite possible that at one time or other Mr. Mispart might

ideas to come from Mr. Dejeon's Department. we must have a primary project, we cannot and should not expect project involvement. Finally, it is clear to me that since in the first place we do broadcast our willingness to get involved in experimentation and interest projects have not been very conspicuous. On the other hand, sure. Also, it is true that the results so far of the UNDP-financed functional interest project. Of course, we can easily understand such presence is still on for the Bank to at least make a try with a functional 2. You will note from my memorandum that the pressure on the Unesco

primarily to a Bank project in a sector other than education. functional interest component would have to be attached, in all programming to discourage Van Dier, I again pointed out to him that a on the look-out for possible functional interest projects. While not volunteered to say that the Educational Financing Division would be favorably at a meeting of Unesco department directors. Van Dier also the meeting by Mr. Van Dier that my statement had been commented on recent Unesco meeting on the subject. I was told two days after 1. I refer to the attached memorandum dated December 7 concerning the

SUBJECT: Functional Interest
FROM: Fritz Steuber
TO: Messrs. Demuth and Ballantine

DATE: December 8, 1970

OFFICE MEMORANDUM

DEC 18 1970

Handwritten notes and signatures at the bottom right of the page.

UNESCO

cc Education
CS

OFFICE MEMORANDUM

TO : Files

DATE : December 7, 1970

FROM : Fritz Steuber

F.S.

SUBJECT : Unesco - Inter-Agency Meeting on Experimental Literacy Project, Paris, December 1-2, 1970.

1. Contrary to my earlier impression, this meeting was not a follow-up on the meeting of December 1-5, 1969 (see my report dated January 6, 1970) which covered a broad range of basic problems, including methodology, concerning the general approach and experience gained with the fairly large number of UNDP-financed experimental literacy projects. The present meeting was mostly devoted to the detailed examination of the status of a number of projects; most of the discussions on experts, supplies, government contributions, etc. were of no interest to us. There was a fairly large attendance from the Unesco staff, with Mr. Mouton presiding over most of the discussions and Mr. Deleon, Director of the Department of Out-of-School Education, making an appearance. Agencies represented were FAO, ILO and WHO, but not, for some reason or other, UNDP. Only one or two field experts were present.
2. A number of documents were distributed (see list of documents), in particular the new study by H.M. Phillips on "Literacy and Development", where the main case in favor of literacy still rests, as in many other studies, on the Russian experience of the 1920s.
3. While the mood at last year's meeting had been fairly gloomy in view of the serious difficulties encountered with almost all literacy projects, at the present meeting a number of points were made which would justify some cautious optimism. Still, the main impression gained from the project-by-project discussion was that many governments were not providing sufficient support for their projects, and that in many instances there also was a lack of local interest and participation. Once again, I had the feeling that perhaps too many literacy projects had been more or less artificially superimposed on an on-going project, or simply on a given group of people. There still seems to be only one project (Iran) that is really living up to expectations. According to Mr. Deleon the most serious weakness of the entire program is the insufficient backstopping and supervision of projects by Unesco headquarters, leading to an almost complete absence so far of "cross-fertilization", i.e. the comparison of country experiences and possible generalizations to be drawn from them.

/ . . .

W

4. On the positive side, Unesco now claims that the point has got across to an increasing number of governments that literacy is not and should not be the exclusive concern of the formal education system. It is true that, for example, Italian firms operating in the Mezzogiorno are strongly interested in functional literacy programs (see attached paper on the April 1970 Turin conference organized by the Giovanni Agnelli Foundation). A second major point made by Mr. Deleon was that there was now a generally accepted methodology regarding evaluation (see, for example, the list of "indicators" in annex VI of the Teheran paper).
5. As already in December 1969, the Unesco representatives, including Mr. Deleon, referred to the mention of functional literacy contained in Mr. McNamara's Annual Meeting speech of 1969. Unesco continued to look to the Bank as a possible "provider of new resources", most of which up to now have come from UNDP. Recently the FED has shown some interest, and a few joint Unesco-FED missions have already taken place.
6. I had intervened earlier on a few technical points, out of sheer curiosity, but after Mr. Deleon's somewhat more formal statement during which he made the reference to Mr. McNamara's speech, I replied along the following lines. I thought that Mr. McNamara's reference to functional literacy should be seen within the context of our considerably more flexible approach towards education, as well as of the increased emphasis on innovation and experimentation. Our starting point with respect to functional literacy was adult training, whether with or without literacy. A possible functional literacy project would therefore, almost by definition, not appear within the context of an education project but in conjunction with a project in other sectors such as agriculture, infrastructure, industry, etc.
7. The main problem was to find such a project, i.e. one which was both "bankable" and where the absence of literacy proved to be a serious bottleneck. Looking at the UNDP-financed projects, I wondered whether any of them (i.e. their capital investment portion) would have lent themselves to Bank/IDA financing. In any event, seen in this light, it was not realistic to look to the Bank for "additional resources" for the experimental functional literacy program.
8. I concluded by saying that the Bank certainly continued to be interested in the progress and results achieved by the dozen or so experimental projects. We would also follow with particular interest the attempts made at arriving at a proper methodology concerning evaluation and possibly cost/benefit analysis, including of course such things as unit costs, etc. The more quickly there were conclusive results in these fields, the better the chances would be that the Bank might find it possible to insert a literacy component into one of its projects, provided once again that such a project could be identified. The same was true, I supposed, for other financing institutions as well as for private industry. All these were likely to regard literacy as just another input.

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

LIST OF DOCUMENTS

- Functional literacy, why and how; Unesco.
- Literacy and development; by H.M. Phillips; Unesco.
- Final Report, Third Meeting of the Panel for Evaluation of Experimental Literacy Projects (Teheran/Esfahan, 8-17 September 1970); Unesco.
- Report and Recommendations, European Round Table on "Integration of Literacy Programmes in Economic Development Projects. The Contribution of Italian Enterprises", Turin, 22-24 April 1970.
- Literacy, A newsletter, October 1970-No. 4, Quarterly; Unesco.
- Literacy Inter Agency Meeting (1-2 Dec., Paris), Progress made since December 1969 and present situation; Unesco, 3 November 1970.



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Kilkeeran
- EDI course
- Sudan

✓

UNESCO

December 4, 1970

Mr. W. Moller
Deputy Director
Educational Financing Division
Department of Planning and Financing of Education
Unesco
place de Fontenoy,
Paris-7^e
FRANCE

Dear

We are in receipt of your letter No.8050/12/2533
dated November 20, 1970, along with the statement of
expenses for your visit to Washington between November 3-11,
1970, which have been passed on to Controller's Department
for appropriate action.

Yours sincerely,

(R.H.S. Fennell)
Programming and Planning Officer
Education Projects Department



RHSFennell:Tvv

✓ UNESCO

cc Missing

OFFICE MEMORANDUM

TO: Files

DATE: December 3, 1970

FROM: R. H. S. Fennell

SUBJECT: Notes on telephone conversation with Mr. Moller, Unesco, on December 1, 1970

1. C.A.R.: Argyropoulos would be unable to join Loewen on the Reconnaissance Mission until the beginning of next week because of illness. A cable has been sent to Unesco indicating that unless Argyropoulos can arrive in Bangui on Sunday, December 6, it is not worth his travelling.

Argyropoulos
will travel on
Sat. Dec. 5

2. EFD Staff: Alles, a candidate for EFD, is presently Director-General of Education in Ceylon. He did some consultant work for Unesco in connection with the Bangkok Ministers' Conference. All members of Malaysia PIM speak highly of Alles's knowledge and approach to education development and confirmed that he has good working relations with counterparts and fellow team members.

3. Communications with EPAD/EDS: I confirmed with Moller that all letters and reports for Lourie and Spaulding should be sent through Van Vliet in order to maintain one channel of communication.

RHSFennell:Tvv

cc: Messrs Ballantine, Calika, Burt, Hultin, Stewart, van Dijk, Gomez

December 2, 1970

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

Dear Mr. Maheu:

On Mr. McNamara's behalf I wish to acknowledge your letter of November 25 (Ref: DG/4.5/825) and to thank you for inviting the International Bank for Reconstruction and Development to participate in the second meeting of the Panel of Experts on Methodology of Human Resources Indicators to be held in Paris from December 15 to 20.

We thank you for your invitation but wish to advise that it will not be possible for the Bank to be represented at this meeting. We would, however, very much appreciate receiving any documentation arising from the meeting. Would you please send it to this address for the attention of Mr. Duncan S. Ballantine, Director, Education Projects Department.

Sincerely yours,

Federico Consolo
Special Representative
for
United Nations Organizations

Cleared with and copy to Mr. Ballantine

da

UNESCO



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

REGIONAL OFFICE FOR EDUCATION IN AFRICA
BUREAU REGIONAL POUR L'ÉDUCATION EN AFRIQUE

MONTEH/CAF/REC'D
DEC 4 1970

- Ballantine
- Calika
- Burt
- Hultin
- Stewart
- van Dijk
- Fennell
-
-
-
- F.O. Files
- Div. Files
- Central Files

12, avenue Roume - Dakar

boite postale : 3511
téléphone : 237-72 / 73
câbles : Unesco-Dakar

référence :

BREDA/70/1 116

30 November 1970

Dear Mr. Ballantine,

In the absence of Mr. Hennion on mission, I would like to thank you for your letter of the 19th November which I will transmit to him as soon as he has returned.

Yours sincerely,

P. Perrot
Acting Director

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

1970 DEC - 4 11:15:23

SEARCHED
SERIALIZED

COMMUNICATIONS
SECTION

USV

1970 DEC -4 PM 12:53

WASHINGTON D.C. 20533

1818 H Street, N.W.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

EDUCATION PROJECTS DEPARTMENT

DIRECTOR

MR. DUNCAN S. BALLANTINE

RECEIVED

Acting Director

B. PERLOF



Yours sincerely,

transmit to him as soon as he has returned.

To thank you for your letter of the 13th November which I will

in the absence of Mr. Hampton on mission, I would like

Dear Mr. Ballantine,

reference :

BRKEDV\10\1 IIE

30 November 1970

copies : Unesco-Dakar

telephone : 321-33\32

office postale : 2211

15, avenue Bourne - Dakar

<input type="checkbox"/>	COMPTON BATES
<input type="checkbox"/>	MR. BATES
<input type="checkbox"/>	MR. BATES
<input type="checkbox"/>	PERLOF
<input type="checkbox"/>	ADD BATE
<input type="checkbox"/>	SPENCER
<input type="checkbox"/>	HATPIN
<input type="checkbox"/>	BATE
<input type="checkbox"/>	CASTING
<input checked="" type="checkbox"/>	BALLANTINE

DEC 4 1970

BUREAU REGIONAL POUR L'EDUCATION EN AFRIQUE
REGIONAL OFFICE FOR EDUCATION IN AFRICA

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



ONE-800



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 8050/11/2545

27 November 1970

Dear Mats,

...
Attached you will find a copy of the final report of the Symposium on the role of social sciences in development which was held here in Paris in July.

You will remember that I mentioned this Symposium during our meeting and if you are interested I think it may be possible to obtain a set of the working papers which were prepared by various specialists prior to the meeting.

I am also sending you, under separate cover, a report prepared by the Regional Educational Building Institute for Africa on a prototype design for a primary school for the Mali which may be of interest to you and your architects.

With kind regards,

Yours sincerely,

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

Mr. M. Hultin
Education Adviser
Education Projects Department
I.B.R.D.
1818 H. Street, N.W.,
Washington D.C. 20433
(U.S.A.)

Original to: *Edu Prof*
Date: *12-4-70* Communications
Section

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	A1013
	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	A1013
	Mr. Fowler	A1219		Mr. Wright	A1136
	Mr. Goodman	C602			
	Mr. Graves	D1122			
	Mr. Gutierrez	A1136			
	Mr. Hartwich	A712			

From: Communications Section, Room C219, Extension 2023.



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/13/3/10.970

25 November 1970

Dear Dick,

I have read with great interest your President's address to ECOSOC, November 13, and I noted his reference on page 12 of the printed version sent to us recently to "some 14 formal aid coordination groups".

If it is at all possible, I should be grateful to have for our general information some details concerning these groups - what countries or subjects are there concerned, their normal membership constitution, and any important fact you might be able to provide for our information.

The second point which interests us is the reference on page 6 to the long range programme for the Economic Development Institute. I would also be grateful to have what detailed information you can give me in this regard.

Thank you in advance for your assistance.

Yours sincerely,

Michel Doo Kingué
Acting Director
Relations with Member States and
International Organizations and Programmes

Mr. Richard H. DEMUTH
Director
Development Services Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
(U.S.A.)

RECEIVED
NOV 25 1970

NOV 25 1970

(U.S.A.)
Washington, D.C. 20540
1818 H Street, N.W.
and Development
International Bank for Reconstruction
Development Services Department
Director
Mr. Richard H. Dewar

COMMUNICATIONS
SECTION

1970 DEC -3 PM 2:53

RECEIVED

International Organizations and Programmes
Relations with Member States and
Acting Director
Michael Doonan



Yours sincerely,

Thank you in advance for your assistance.

to have what detailed information you can give me in this regard.
range programme for the Economic Development Institute. I would also be grateful
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If it is at all possible, I should be grateful to have for our general

sent to us recently to "some 14 formal and coordination groups".
November 12, and I noted with reference on page 12 of the attached letter
I have read with great interest your President's address to ECOSOC.

Dear Dick,

reference : EIO/PBC/12/3/10.220

22 November 1970

telex : 21002 Paris
cables : Unesco Paris
telephone : 222-2121

adresse postale : B.P. 301 Paris

1, rue Miollis, 12 Paris-12e

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 1/1



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

DEC 1 1970

The Director-General

reference : DG/4.5/825

25 November 1970

Dear Mr. McNamara, ✓

The second meeting of the Panel of Experts on Methodology of Human Resources Indicators, which I set up in 1969 to develop a research project on the methodology of the establishment and use of human resources indicators, will take place at Unesco Headquarters from 16 to 19 December 1970. The agenda for this meeting, as well as a copy of the report of the first meeting, which was held in Paris from 15 to 20 December 1969, are enclosed for your information.

In view of your Organization's interest in this subject, I have pleasure in inviting you to send a representative to participate in the coming meeting of the Panel.

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.

ack - 12/2/70

U.S.A.

Washington, D.C. 20543
International Bank for Reconstruction
and Development
President
Mr. Robert S. McNamara

Gene Maren



ENC1

Yours sincerely,

of the Panel.

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in view of your organization's interest in

to 30 December 1969, are enclosed for your information.
The first meeting, which was held in Paris from 12
for this meeting, as well as a copy of the report of
Headquarters from 12 to 18 December 1969. The agenda
human resources indicators, will take place at UNESCO
the methodology of the establishment and use of
I set up in 1968 to develop a research project on
on methodology of human resources indicators, which
The second meeting of the Panel of Experts

Dear Mr. McNamara,



Reference: DG/4.2/832

22 December 1969

The Director-General

Place de Fontenay, Paris-7e

DEC 1 1969



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

UNESCO



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

Int'l Centre for Advanced Tech & Voc Training

✓ CC UNESCO

place de Fontenoy, 75 Paris-7^e

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

référence : EP/8058/1/2540

DEC 2 1970

[Signature]
 25 November 1970

Dear Mr. Hultin,

I have pleasure in sending you under separate cover, the final report of the "Seminar on the Application of Programmed Instruction to Technical and Science Teaching", which was held at the International Centre for Advanced Technical and Vocational Training in Turin, in July 1970.

I hope you will find this document useful.

With best personal regards,

Yours sincerely,

[Signature]

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

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

1310070-1 67 3:21

UNESCO

cc missing

INCOMING CABLE

DATE AND TIME
OF CABLE: NOVEMBER 25, 1970 2140

LOG NO.: ITT 1/26

TO: INTBAFRAD

FROM: PARIS

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

TEXT:

FOR BURT

REUR CABLE 19TH REGARDING C.A.R. MISSION PROPOSE ARGYROPOULOS
ECONOMIST AVAILABLE TILL 10 DECEMBER

VAN VLIET UNESCO 20548

bf

COMMUNICATIONS
NOV 26 4 07 PM '70

SB

TYPED

Nov 26 4 01 PM 1970
COMMUNICATIONS

PL

AMERICAN OVERSEAS BANK

MEMORANDUM FOR THE DIRECTOR

RE: ECONOMIC SERVICES (E.S.) - AMERICAN OVERSEAS BANK

FOR INFO

TEXT:

FROM: E.S. UNIT
TO: DIRECTOR
DATE: 11/26/70

RE: ECONOMIC SERVICES - AMERICAN OVERSEAS BANK
DATE AND TIME: NOVEMBER 25, 1970 3:10

RECORDED BY:	
CLASSIFICATION:	
ACTION COPY:	ECONOMIC SERVICES
NOV 26 1970	

ECONOMIC SERVICES

ASSOCIATION INTERNATIONAL DE DELEGATION

RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR

COMMUNICATIONS INTERNATIONAL FINANCE

Handwritten signature

UNESCO

OUTGOING WIRE

TO: UNESCO
PARIS

DATE: NOVEMBER 24, 1970

CLASS OF SERVICE: ~~FULL RATE CABLE~~ *W*
Telex

COUNTRY: FRANCE

TEXT:
Cable No.:

FOR DOOKINGUE

REFERRING YOUR CABLE NOVEMBER 24 COMMA HAVE WRITTEN YOU
YESTERDAY ADVISING THAT STEUBER OF OUR PARIS OFFICE WILL REPRESENT
US MEETING LITERACY 1-2 DECEMBER STOP REGARDS

BALLANTINE

COMMUNICATIONS SECTION
NOV 24 9 02 PM 1970

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME O. H. Calika

DEPT. Education Projects

SIGNATURE *[Signature]*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE OHCalika:Tvv

CLEARANCES AND COPY DISTRIBUTION:

For Use By Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

ORIGINAL (BY COPY)

Checked for Dispatch

REFERENCE SYMBOL: JAA

FOR USE BY COMMUNICATIONS SECTION

SIGNATURE

(SIGNATURE OF INDIVIDUAL AUTHORIZED TO DISPATCH)

DISPATCHED

DEPT

Education Projects

NAME

O. H. SUTTER

Nov 24 6 21 PM 1970

AUTHORIZED BY

COMMUNICATIONS SECTION

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RECEIVED

Nov 24 6 05 PM 1970
COMMUNICATIONS

INITIALS

AS MEETING HELD ON 1-5 DECEMBER 1968

REGARDING MATTERS WHICH RELATE TO OUR BUREAU OFFICE WITH REFERENCE

REGARDING YOUR OFFICE MATTERS WHICH HAVE BEEN

FOR DOCKING

Copy No:

TEXT

COPYING: FINANCE

DATE

TO: MESSOR

SERVICE

CLASS OF

TYPE OF SERVICE

DATE RECEIVED BY: J.S.O

OUTGOING WIRE

ASSOCIATION

INTERNATIONAL DELEGATION

(9-66)

FORM NO. 33

RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL BANK FOR

COOPERATION

INTERNATIONAL FINANCE

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

NOVEMBER 24, 1970 1225

LOG NO.: WU28/24

TO: BALIANTINE INTBAFRAD

FROM: PARIS

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

TEXT:

REF MY LETTER 5 NOVEMBER APPRECIATE REPLY SOONEST BE YOUR PARTICIPATION MEETING
LITERACY 1-2 DECEMBER.

DOOKINGUE UNESCO 20406

ES

SECTION
COMMUNICATIONS
NOV 24 4 07 PM '70

TYPED

Nov 24 4 01 PM 1970

COMMUNICATIONS
SECTION

NOV 24 1970

TO: DIRECTOR, FBI

FROM: SAC, NEW YORK (100-100000) (P)

RE: MURKIN

INFO:

NY 100-100000

DATE:

11/24/70

BY:

SP-5 JAL

CLASSIFICATION:

UNCLASSIFIED

DATE OF REVIEW:

SEARCHED BY:	INDEXED BY:
SERIALIZED BY:	FILED BY:
NOV 24 1970	
FBI - NEW YORK	

INCOMING COPY

UNESCO

November 24, 1970

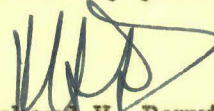
Mr. Michel Doo Kingue
Acting Director
Relations with Member States and
International Organizations and
Programmes
United Nations Educational, Scientific
and Cultural Organization
place de Fontenoy
75 Paris-7e, France

Dear Mr. Doo Kingue:

I wish to acknowledge and thank you for your letter of November 5 (Ref: RIO/PRG/12/2/10.935) inviting the Bank to send an observer to a consultative meeting of experts to advise on action to be taken by Unesco in the study of seismic phenomena.

The Bank is very interested in the work of this Committee and would very much like to participate in the meeting. Unfortunately, due to other commitments, our staff with the appropriate background to participate will not be available, and it is regretted that we will be unable to accept your invitation. It would be appreciated however, if any documentation arising from this meeting could be sent direct to Mr. Mervyn L. Weiner, Director, Public Utilities Projects Department, at this address.

Sincerely yours,



Richard H. Demuth
Director

Development Services Department

Cleared with and copy to Messrs. Weiner/Howell
Central Files with incoming correspondence

:da

UNESCO

November 23, 1970

Mr. M. DooKingue
Acting Director
Relations with Member States and
International Organizations & Programmes
Unesco
Place de Fontenoy
Paris 7e, France

Dear Mr. DooKingue:

Thank you for your letter of November 5 inviting the International Bank for Reconstruction and Development to be represented at an Inter-Agency Meeting on Work-oriented Literacy at Unesco Headquarters on December 1 and 2. We are hoping to arrange for Mr. Fritz Steuber of our Paris Office, who participated in last December's meetings on this subject, to represent us again. I would suggest that you send the documentation to him.

Sincerely yours,



Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

cc: Mr. Steuber, Paris Office
Mr. Consolo

UNESCO ce

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

DATE AND TIME
OF CABLE: NOVEMBER 20, 1970 13.25

LOG NO.: ITT TELEX/20

 TO: INTBAFRAD

 FROM: PARIS

R O U T I N G	
ACTION COPY:	MR GRAVES
INFORMATION COPY:	
DECODED BY:	

TEXT:

1642 FOR GRAVES

REYURCAB 1451 TO KARASZ. STEUBER CAN ATTEND FUNCTIONAL LITERACY MEETING
ALL DAY DECEMBER ONE BUT FOR MORNING ONLY DECEMBER TWO. PRESUME YOU WILL
ADVISE UNESCO AND SEND US NECESSARY BRIEFING REGARDS

WISHART

TS



UNESCO

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

place de Fontenoy, Paris-7^e

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

reference : EP 8050/6/2529

19 November 1970

DECLASSIFIED

CONFIDENTIAL

MAY 11 2023

WBG ARCHIVES

Dear Ron,

This is in reply to your letter of 4 November concerning Mr. Charles Wagner.

His appointment with Unesco has been prolonged until 31 July 1971. Should he then maintain his application with you we shall be glad to provide you with an assessment of his work.

...

I also enclose a CV for Mr. Richard Durstine whom Mr. Lourié wishes to consider as a candidate for the third vacant post created under the expanded Co-operative Programme in EPAD. Mr. Lourié sent me this CV to Washington last week but his letter arrived after my departure and was returned to me.

You, therefore, now have data on three candidates proposed viz. Messrs Vu Cong Luong, Taylor and Durstine.

Yours sincerely,

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

Mr. R.H.S. Fennell
Administrative Officer
Education Projects Department
I.B.R.D.
1818 H. Street, N.W.
Washington D.C. 20433
U.S.A.

103000453 11/23/70
Date: 11/23/70
to: Educ. Proj
Communications
Division

UNESCO

Files

November 18, 1970

Fritz Steuber

Unesco Executive Board - 86th Session -
November 16-18, 1970.

The writer attended the opening session, only to assure himself that, as expected, this brief session was entirely devoted to house-keeping matters, mainly as a result of the election of a dozen new Board members at the recent General Conference. There is therefore nothing to report about.

cc: Messrs. Demuth ✓
Ballantine
Karasz/Wishart

FS:ar

RECEIVED

NOV 18 1970

UNESCO

COMMUNICATIONS
SECTION

1970 NOV 23 AM 11:07

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LS:SK

KALAN/MTARAT
WILLIAMS

cc: Messrs. Deming ^

nothing to report about.

Board members at the recent General Conference. There is therefore
keeping matters, mainly as a result of the election of a dozen new
that, as expected, this other session was entirely devoted to house-
The matter attended the opening session, only to arrange himself

November 19-18, 1970.
UNESCO Executive Board - 38th Session -

Bill Williams

Bill

November 18, 1970

MESCO

UNESCO

OUTGOING WIRE

TO: KARASZ
INTBAFRAD
PARIS
COUNTRY: FRANCE
TEXT:
Cable No.: 1451

DATE: NOVEMBER 18, 1970
CLASS OF SERVICE: TELEX

ITT

WOULD APPRECIATE QUICK ADVICE WHETHER STEUBER COULD REPRESENT BANK
AT INTER-AGENCY MEETING ON FUNCTIONAL LITERACY BEING HELD AT UNESCO
HEADQUARTERS DECEMBER ONE AND TWO

REGARDS

GRAVES

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Harold Graves:mcj

DEPT. Development Services

SIGNATURE *Harold Graves*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE

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(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *JD DM*

COMMUNICATIONS
NOV 18 8 32 PM 1970

COMMUNICATIONS SECTION
NOV 18 1970

ORIGINAL (1st COPY)

Checked for dispatch

[Handwritten initials]

For use by Communications Section

REFERENCE

(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

SIGNATURE

[Handwritten signature]

DISPATCHED

DEPT

Development Services

NAME

James G. [unclear]

Nov 19 8 35 PM 1970

AUTHORIZED BY

COMMUNICATIONS SECTION

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SEALS

RECORDS

REARDOUAVLEES DECEMBER ONE AND TWO

VI INTER-AGENCY MEETING ON FINANCIAL FLEXIBILITY BEING HELD AT WASHINGTON

WOULD APPROPRIATE CHECK VARIOUS MEETING SCHEDULES SHOULD REPRESENT BANK

Serial No:

1421

TEXT:

COPYING:

SERVICE

UNIT

FINANCIAL

TO:

UNIT

SERVICE CLASS OF

INDEX

DATE

NOVEMBER 19, 1970

OUTGOING MESSAGE

ASSOCIATION

INTERNATIONAL DEVELOPMENT

REGISTRATION AND DEVELOPMENT

INTERNATIONAL BANK FOR

COOPERATION

INTERNATIONAL FINANCE

[Handwritten number]



UNESCO -
Commissions

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/13/3/10.945

noted
see 11/25

17 November 1970

Dear Dick,

Thank you for your letter of 4 November, announcing the arrival of the up-dated schedule of IBRD economic sector and special missions.

In reply to your question concerning the address for this documentation, I would be grateful if it were sent to the Director, Bureau of Relations with Members States and International Organizations and Programmes. We would ensure that it goes to the Department of Educational Planning and that such comments as you request or are relevant are channelled back to you.

With personal regards.

Yours sincerely,

Michel Doo Kingué
Acting Director
Relations with Member States and
International Organizations and Programmes

RECEIVED

Mr. Richard H. Demuth
Director
Development Services Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
(U.S.A.)

1970 NOV 13 53 6W 1:13

SECTION
MEMBERS

(A*2*V*)
Washington, D.C. 20540
1818 H Street, N.W.
and Delegation
International Bank for Reconstruction
Development and the
Director
Mr. Richard H. Smith

COMMUNICATIONS
SECTION

NOV 23 PM 1:17

RECEIVED

International Organizations and Programmes
Relations with Member States and
Acting Director
Michel Doo Kungie

Yours sincerely,

With personal regards.

Comments as you request or are relevant are channelled back to you.
enable that it goes to the Department of Educational Planning and that such
with Member States and International Organizations and Programmes. We would
sation. I would be grateful if it were sent to the Director, Bureau of Relations
in reply to your question concerning the address for this document.

of the up-dated schedule of IBRD economic sector and special missions.
Thank you for your letter of 4 November, announcing the arrival

Dear Dick,

reference : BIO/PBC/IS/2/JO*042
telex : 21002 Paris
cables : Unesco Paris
telephone : 222-2221
adresse postale : B.P. 207 Paris
1, rue Miollis, 12 Paris-12e
Place de Fontenay, 12 Paris-7e

13 November 1980



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

communications
UNESCO

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE: NOVEMBER 17, 1970

LOG NO.: RCA TELEX/ 17

TO: INTBAFRAD

FROM: PARIS

ROUTING
ACTION COPY: MR. FRANCO-HOLGUIN
INFORMATION COPY:
DECODED BY:

TEXT:

1617 FOR FRANCO HOLGUIN

YOUR 1430 RE UNESCO BOARD. STEUBER WILL COVER THREE-DAY MEETING WHICH OF
LITTLE INTEREST TO US SINCE DEALING MAINLY WITH HOUSEKEEPING MATTERS AFTER
ELECTION OF NEW BOARD MEMBERS AMONGST WHOM DIEZ HOCHLEITNER OF SPAIN. AM
INFORMING UNESCO. REGARDS

KARASZ

COMMUNICATIONS
NOV 13 10 28 AM 1970

ES

TYPED

Nov 17 10 56 AM 1970
COMMUNICATIONS

23

UNRECORDED

INCOMING CABLE

RECEIVED BY THE COMMUNICATIONS SECTION FROM THE DEPARTMENT OF STATE
ON 11/17/70 AT 10:56 AM. THE MESSAGE IS FROM THE DEPARTMENT OF STATE
AND IS BEING FORWARDED TO THE DEPARTMENT OF STATE. THE MESSAGE IS
FROM THE DEPARTMENT OF STATE.

TEXT:

FROM: WASH DC

TO: WASHINGTON

INFO: WASH DC

DE: WASH DC

DATE AND TIME

RECEIVED BY: DATE: TIME: ACTION COPY:	WASHINGTON 11/17/70 10:56 AM
RECEIVED	

INCOMING CABLE

RECEIVING DIVISION
INTERNATIONAL DEPARTMENT

RECORDING AND DELETION
INTERNATIONAL BANK FOR

RECEIVING DIVISION
INTERNATIONAL FINANCE

Handwritten signature or initials

UNESCO coop Progr.

cc Missions

OFFICE MEMORANDUM

TO: Files

DATE: November 17, 1970

FROM: RHS Fennell

SUBJECT: Notes on telephone conversation with Mr. Moller, Unesco.Morocco

I confirmed that the Morocco Appraisal Mission would be in Paris on Monday, November 23, for discussions with Unesco. Mr. Moller indicated that the WHO Regional Representative, Tysarovsky, was being asked to remain in Rabat until the arrival of the Appraisal Mission to explain the background to the Project Preparation Mission's recommendation for a new medical faculty. Moller would inform the Bank as soon as he received confirmation from Tysarovsky that he was able to stay in Morocco.

Niger

Unesco would be prepared to send a PPM to Niger on or about November 25, provided the Bank was able to notify Unesco of the project content. Mr. Futagami should join the PPM.

Ghana

Mr. Ballantine confirmed that the Ghana PPM would not be able to leave Paris until the Bank have had consultations with Mr. Braithwaite on the composition of the project.

Thailand

Unesco needs Bank approval for a Secretary to proceed to Bangkok to assist the Mission in the preparation of the request document.

cc: Messrs. Ballantine, Calika, Burt, Hultin, Stewart, van Dijk, Gomez



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

Gen Files
 UNESCO

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 : EDS/948/1
 9092

NOV 20 REC'D

- Belmont
- Clark
- Hart
- Stewart
-
-
- Div. Files
- Op. Files

*no reply
 need necessary
 WJF*

16 November 1970

Dear Mr. Hultin,

It was a great pleasure to speak with you during your recent visit to UNESCO and we wish to thank you very much for your most helpful letter of 16 October 1970. We shall write to all of the Organizations listed with whom we are not already in contact and to the individual consultants, plus Mr. Gordstedt of Sweden. As you may have guessed, we especially hoped that you would bring us into contact with high-level technical educators. Should you think of any other people during the coming months, please do us the favour of sending on the names of such people.

As we develop a coherent consultant roster, we shall in turn send you a list of those people with whom we are working closely.

I hope that your work with the IBRD will bring you back to Paris very soon and I look forward to seeing you when you do come. With best wishes for a happy Holiday Season,

Sincerely yours,

Emily Vargas-Baron
 Division of Curriculum and Research
 Department of School
 and Higher Education

Mr. Mats Hultin
 Education Adviser
 Education Projects Department
 IBRD
 1818 H Street, N. W.
 Washington D. C. 20433
 United States of America

RECEIVED
 18 NOV 1970 11:22

COMMUNICATIONS SECTION

1970 NOV 19 PM 1:55

UNITED STATES OF AMERICA
WASHINGTON D. C. 20433
1818 H STREET, N. W.
IBED
EDUCATION PROJECTS DEPARTMENT
EDUCATION ADVISER
MR. MARK HOFFIN

RECEIVED

and Higher Education
Department of School
Division of Curriculum and Research
UNITED STATES DEPARTMENT OF

Sincerely yours,

With best wishes for a happy holiday season,
Bests very soon and I look forward to seeing you when you do come.
I hope that your work with the IBED will bring you back to

and you a part of those people with whom we are working closely.
As we develop a competent consultant roster, we shall in turn

avail of sending on the names of such people
of any other people during the coming months, please do us the
into contact with high-level responsible educators. Should you think
you may have suggested, we especially hope that you would bring us
to the individual consultants, like Mr. Goldstedt of Sweden, as
organizations stated with whom we are not already in contact and
previous letter of 19 October 1960. We shall write to all of the
staff to UNESCO and we wish to thank you very much for your work.
It was a great pleasure to speak with you during your recent

Best MR. HOFFIN

Reference: EDA/24/T
Telex: 21803 Paris
Cables: UNESCO Paris
Telephone: 200-2121
Adresse postale: B.P. 301 Paris
1, rue Miollis, 12 Paris-12e
Place de Fontenay, 12 Paris-16

- Mr. Hoffin
- Mr. Goldstedt
-
-
- Mr. Goldstedt
- Mr. Hoffin
- Mr. Goldstedt
- Mr. Hoffin

19 November 1960

NOV 20 1960



United Nations Educational, Scientific and Cultural Organization
UNESCO

UNESCO

UNESCO

OUTGOING WIRE

TO: INTBAFRAD
PARIS

DATE: NOVEMBER 16, 1970

CLASS OF SERVICE: TELEX
Wui

COUNTRY: FRANCE

TEXT: 1430
Cable No.:

FOR KARASZ STOP INVITATION TO 86TH SESSION OF UNESCO EXECUTIVE
COUNCIL COMMENCING TODAY AND ENDING NEXT WEDNESDAY JUST
RECEIVED STOP ASSUME YOUR OFFICE CAN COVER STOP PLEASE INFORM
UNESCO DIRECT REGARDS

FRANCO

NOT TO BE TRANSMITTED

AUTHORIZED BY:

[Signature]

NAME Ernesto Franco-Holguin

DEPT. Development Services

SIGNATURE
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: EF:da

CLEARANCES AND COPY DISTRIBUTION:

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

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(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch:

[Signature]

SECTION
COMMUNICATIONS
NOV 16 2 16 PM 1970

ORIGINAL (with copy)

REFERENCE

EL:02

SIGNATURE

DEPT

Development Services

NAME

Chicago Police-Porter

AUTHORIZED BY

[Handwritten signature]

Nov 16 6 58 PM 1970

COMMUNICATIONS SECTION

cc: Mr. [illegible] [illegible] with my copy to: Mr. [illegible]
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COMMUNICATIONS SECTION

Nov 16 5 16 PM 1970

LEVINCO

LEVINCO DIRECT RECORDS

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COMMUNICATIONS SECTION AND [illegible] [illegible] [illegible] [illegible] [illegible]

FOR [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

Serial No: 1130
FILE

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17000
LEVINCO

TO: LEVINCO
INVESTIGATION

DATE: NOVEMBER 16, 1970

OPERATING MIBS


ASSOCIATION INTERNATIONAL DEVELOPMENT (3-20) FORM NO 31	REGISTRATION AND DEVELOPMENT INTERNATIONAL BANK FOR	CORPORATION INTERNATIONAL FINANCE
------------------------------------------------------------------	--------------------------------------------------------	--------------------------------------

113000

✓ UNESCO
CC MISSIONS

OFFICE MEMORANDUM

TO: Files

FROM: R. H. S. Fennell 

SUBJECT: Telephone Conversation with Mr. Moller, Unesco

DATE: November 13, 1970

Niger:

Unesco will probably be able to mount a preparation mission to Niger before Christmas. Unesco will cable us on the composition of its mission and may need Mr. Futagami from the Bank. Unesco would like an early response from the Bank to go ahead with the mission as soon as the above cable is received.

Nigeria:

Mr. Chesswas on his return to Paris indicated that the Area Department (Mr. Mirza) and Mr. Hammerschmidt would be reporting that the preparation of a rehabilitation project could be completed by a Bank mission since it was Unesco's understanding that the work to be done did not fit within the normal frame of reference of a project preparation mission. Unesco, therefore, do not expect to provide staff for Nigeria.

Philippines:

Unesco would find it impossible to staff a PIM or RID before January but it would assume it was first priority for that month. They are aware of the contents of Mr. Koulourianos' cable of November 11 but wish to have an opportunity to study the Alba Report particularly in view of the second paragraph of that cable which indicates that Mr. Koulourianos is assisting the Commission in clarifying policy and objectives of the survey.

Liberia:

A preparation mission to Liberia before Christmas would be very difficult to mount if Mr. Braithwaite's reconnaissance is not completed well before the end of November.

Venezuela:

I indicated that we would like Unesco to provide Mr. Carelli and an educator with experience in engineering education (post-secondary level) to join Mr. Johanson sometime in December. Mr. Moller would like to know whether the proposed Unesco planning mission to Venezuela in the early part of 1971 followed by a reconnaissance-in-depth will be affected by the proposed timing of the above reconnaissance mission.

Algeria:

Unesco have received a cable concerning briefing of Mr. Erder and notes that the economic mission leader will telephone to fix an appropriate date.

C.A.R.:

Unesco need confirmation on the proposed reconnaissance mission for which they have been asked to provide an economist. I suggest we might consider Mr. Braithwaite as the educator on this mission following his reconnaissance visit to Liberia.

Thailand:

Preparation mission arrives Bangkok on November 16. Mr. Ramos Saco has asked that a secretary from EFD be authorized to help during the last three weeks of the mission in compiling the project request.

Ceylon:

Unesco wish to know the Bank's position regarding the timing of the Ceylon preparation mission since the present schedule of pre-appraisal activity in the first quarter of 1971 is so full that one of the missions already planned would have to slip if Ceylon is to be included during that period.

Recruitment of Staff:

Mr. Palm, an Economist, is now thought to be a firm candidate for the Educational Financing Division.

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

RHSFennell:mc

✓ UNESCO -
CC Missions

Messrs. Ballantine, Calika, Burt, Hultin,
Stewart, van Dijk
R. H. S. Fennell

November 12, 1970

Pre-appraisal Activities: For Review Monday, November 16, 9:15 a.m.

The attached chart shows the tentative timing of Unesco PIM and PPM missions for the period January through September 1971. Detailed mission composition is shown in the draft mission schedule submitted by Unesco and modified following discussions between Messrs. Moller, Burt and van Dijk.

The chart will be reviewed at the Monday morning meeting. At the same time, consideration of "candidates" for review by consultant groups will be discussed further (my memo of October 26) in the light of the current 1973 Lending Program (Annex B of my memo of October 26).

Attachments

RHSFennell:mc

cc: Mr. Gomez (for information)

EDUCATIONAL FINANCING DIVISION

Draft Mission Schedule - 1971

<u>January</u>		<u>February</u>		<u>March</u>		<u>April</u>		<u>May</u>	
<u>Liberia - PPM</u> ^{1/}		<u>East Pakistan - PPM</u>		<u>Dahomey - RID</u>		<u>Cameroon - PPM</u>		<u>Philippines - PPM</u>	
Costa	TEC	Ramos Saco	AGR	Botti	ECO	Kluchnikov	ECO	Chesswas	GEN
Carelli	GEN	Palm	ECO	Ganeff	GEN	EDS/SCP	GEN	Costa	TEC
EPAD/SCP/5	ECO	Ovadias	TEC	FAO Cons.	AGR	Tencalla	AGR	Tencalla	AGR
FAO Cons.	AGR	Alles	GEN	EDS/SCP	TEC	Ovadias	TEC	EPAD/SCP	ECO
Matellana (Cons.)	ARC	Ziogas, EPAD	ARC			Andersen	ARC	Aujame	ARC
				<u>Madagascar - RID</u> ^{3/}		<u>Spain - RID</u> ^{3/}		<u>Iraq - PPM</u>	
<u>Philippines - RID</u> ^{2/}		<u>Paraguay - PPM</u>		Magnen	AGR	Ramos Saco	AGR	Ganeff	GEN
Bolibaugh	GEN	Carelli	GEN	EDS/SCP	GEN	Fuller	GEN	Ping Lee (Cons)	TEC
Baritsch (Cons.)	TEC	Argyropoulos	ECO	Palm	ECO	IBRD(?)	ECO	FAO Cons.	AGR
Tencalla	AGR	Costa	TEC	Harris	TEC	Roosens	TEC	Andersen	ARC
Herve	ECO	Matellana (Cons.)	ARC					Argyropoulos	ECO
				<u>Nigeria - PIM</u> ^{4/}		<u>Greece - RID</u> ^{3/}			
		<u>C.A.R. - PPM</u>		Chesswas	GEN	Herve	ECO		
		Kluchnikov	ECO	Taylor	ECO	Alles	GEN		
		EDS/SCP/5	GEN	Brain	AGR	FAO Cons.	AGR		
		Syrimis	TEC	Roosens	TEC	Syrimis	TEC		
		Aujame	ARC						
		<u>Niger - PPM</u>							
		(No names yet)							

1/ Possible combined PPM/Appraisal; may be scheduled as joint mission in December (staff from IBRD & Unesco).

2/ If not scheduled in November/December.

3/ Timing depends partly on inclusion in Lending Program.

4/ Additional "rehabilitation" project in Nigeria might be prepared and/or appraised in December.

5/ EPAD/SCP & EDS/SCP = Staff from Expanded Cooperative Program.

Note: THE MODIFICATIONS TO THE SCHEDULE MADE DURING DISCUSSIONS WITH MR. MOLLER WILL INVOLVE CHANGES IN MISSION COMPOSITION.

Draft Mission Schedule - 1971 (cont.)

June

Greece - PPM ^{3/}

Ganeff	GEN
Herve	ECO
Baritsch (Cons.)	TEC
FAO Cons.	AGR
Kimmins	ARC

Honduras - PIM ^{3/}

Carelli	GEN
Botti	ECO
Ovadias	TEC
FAO Cons.	AGR

Colombia - PIM ^{3/}

Magnen	AGR
Argyropoulos	ECO
EPAD/SCP	GEN
Syrimis	TEC

July

Rwanda - PPM

Kimmins	ARC
Fuller	GEN
EPAD/SCP	ECO

Ecuador - PIM ^{3/}

Ramos Saco	AGR
EDS/SCP	TEC
Fuller	GEN
EPAD/SCP	ECO

P.S. = Pre Investment Study
Program Mission

I = Identification
P = Preparation

R = Reconnaissance

Rid = in Depth

Based in Draft Unesco
Mission Schedule of 10/15/70

III 11/15/70
Rev. I 9/1/70

PRE-APPRAISAL ACTIVITY

September 1970 - September 1971

	DV.	Land Prog	Bank	IDA	Donor	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	COMMENTS
BURUNDI	3	73		5.0															Timing for Discussion w Area.
CONGO (K)	2	72		7.0	Jan 72	P				A									
KENYA III	2	73		7.0															
MALAGASY II	2	73		7.0								Rid?							
RWANDA	3	73		3.0				R✓								P			
ZAMBIA III	3	73	10.0																
CAMEROON II	1	73		7.0				IV					P						
C.A.R.	1	72		3.0	Feb 72		R				P								
DAHOMEY	2	73		5.0								Rid						P	
GHANA	2	72		4.0	Sep 71			N/P?											
LIBERIA	3	72		3.0	Mar 72			R		← P✓									
NIGER	3	72		4.0	Sep 71		R				P?								
NIGERIA II	1	73	20.0				R✓					I				P			
CHINA III	1	73	10.0																I
INDONESIA II	2	72		5.0	May 72		FAO	IV			I(2nd) FAO								
INDONESIA III	2	73		5.0															
KOREA II	3	73	15.0					R✓											Radio Broadcasting
MALAYSIA II	1	72	10.0		Jan 72			IV											
PHILIPPINES II	1	72	10.0		Mar 72														
THAILAND III	1	72	10.0		Nov 71														
CEYLON	2	72		5.0	Oct 71														
INDIA	1	72	20.0					I (FAO)											P (FAO)
IRAN II	1	73	20.0																
PAKISTAN I(E)	2	72		7.0				R			P								
GREECE II	2	73	10.0																
IRAQ I	3	72	10.0		Mar 72			R✓											
ISRAEL	2	73	15.0																
MOROCCO II	3	71	5.0	5.0	June 71			P											
SPAIN II	2	72	25.0																
TURKEY II	1	73	10.0																
GUATEMALA II	2	73	6.0																
VENEZUELA																			
HONDURAS	1	73		5.0															
JAMAICA III	1	73	8.0																
CHILE IV	3	73	5.0							R									P
COLOMBIA III	2	73	10.0																P
ECUADOR II	2	73	5.0																
PARAGUAY	3	72		5.0	Nov 71			R			P								

Economic Missions
IVORY COAST
TUNISIA

E (Bank Staff: Locwen)
E(?)

* Possible additional "quick"
Reconstruction Loan.
is not shown here

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

reference : **RIO/ORG/30.6.2/1195**

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 86^{ème} session du Conseil exécutif, qui se tiendra à Paris du 16 au 18 novembre, et dont l'ordre du jour provisoire est joint en annexe (86 EX/1).

La première séance plénière aura lieu au Siège de l'Organisation, place de Fontenoy, le lundi 16 novembre à 10 heures (salle IX).

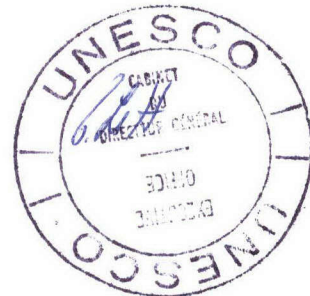
Le Directeur général souhaiterait connaître en temps utile le nom du ou des représentants qui auront été désignés.

1 P.J.

Paris, le 7 novembre 1970

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

U.S.A.



EXECUTIVE BOARD

Eighty-sixth Session

16-18 November 1970

86 EX/1

PARIS, 9 November 1970

Translated from the French

PROVISIONAL AGENDA

- Item 1. OPENING OF THE SESSION BY THE PRESIDENT OF THE SIXTEENTH SESSION OF THE GENERAL CONFERENCE
2. ADOPTION OF THE AGENDA (86 EX/1)
3. ELECTION OF THE CHAIRMAN AND FOUR VICE-CHAIRMEN
4. ESTABLISHMENT OF THE PERMANENT COMMISSIONS OF THE EXECUTIVE BOARD:
 - (a) Programme and External Relations Commission
 - (b) Finance and Administrative Commission and election of their Chairmen
5. ESTABLISHMENT OF OTHER SUBSIDIARY BODIES OF THE EXECUTIVE BOARD (Special Committee, Committee on Conventions and Recommendations in Education, Committee on Non-Governmental Organizations)
6. EXECUTION OF THE PROGRAMME
 - 6.1 Conferences and governmental meetings in the programme for 1971
 - 6.1.1 Invitations to conferences and governmental meetings in the programme for 1971 (86 EX/2)
 - 6.1.2 International Conference of States on the Protection of Phonograms (86 EX/5)
 - 6.2 Amendment of the Statutes of the International Advisory Committee on Documentation, Libraries and Archives (86 EX/3)
7. RELATIONS WITH INTERNATIONAL ORGANIZATIONS
 - 7.1 Subventions proposed for certain international non-governmental organizations in 1971 (86 EX/4)
8. ADMINISTRATIVE AND FINANCIAL QUESTIONS
 - 8.1 Consultation concerning nominations to posts in the Secretariat (private meeting)

Item 9. OTHER BUSINESS

9.1 Time-table of sessions and meetings of subsidiary bodies in 1971.

GENERAL ASSEMBLY

1-19 June 1971

1-19 June 1971
1-19 June 1971
1-19 June 1971

REGIONAL COMMISSIONS

1-19 June 1971
1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

(a) Study and External Relations Committee
(b) Finance and Administrative Committee and Mission of Experts

1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

1-19 June 1971

UNESCO

OUTGOING WIRE

TO: VAN VLIET
UNESCO
PARIS

DATE: NOVEMBER 6, 1970

CLASS OF SERVICE: ~~NET~~ *Wa Pelf*

COUNTRY: FRANCE

TEXT:
Cable No.: PLEASE INFORM TAYLOR RESERVATION MADE AT PRESIDENTIAL HOTEL

FENNEL

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME R. H. S. Fennell
DEPT. Education Projects

SIGNATURE *[Signature]*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: RHSFennell:mc

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For Use By Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

ORIGINATOR (NAME ONLY)

REFERENCE

INFORMATION

SIGNATURE

SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE

DEPT

DEPARTMENT

NAME

M. H. S. BENNETT

AUTHORIZED BY

CLASSIFICATION
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DATE

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NOV 6 7 31 PM 1970

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NOV 6 5 17 PM 1970
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REMARKS

SERIAL NO.
TEXT

MESSAGE NUMBER AND/OR REFERENCE NUMBER OF PRESIDENTIAL ORDER

COPY TYPE

MESSAGE

TO

UNIT
ADDRESS
UNIT ADDRESS

SERVICE
CLASS OF

DATE

NOVEMBER 6, 1970

ORGANIC UNIT

ASSOCIATION

(INTERNATIONAL ORGANIZATION)

REGISTRATION AND DEVELOPMENT

(INTERNATIONAL BANK FOR)

CONTRIBUTION

(INTERNATIONAL FINANCE)

FORM NO. 31

12 64 1011

UNESCO
5 November 1970

NOV 10 1970

UNESCO

NOTE FOR THE RECORD

Educational Financing Division

Staff Meeting - 3 November 1970

E. ...
 Calina
 Burt
 Hultin
 Stewart
 van Dijk
 Fennell

 F.O. Files
 Div. Files
 Central Files

1. The PADs would probably have to be prepared during the period 15 - 30 November i.e. immediately after the General Conference. With regard to missions, the PADs can only give a global indication, not a detailed schedule, for the calendar year 1971.

On the other hand, it would be useful to give a fairly precise formulation of the studies to be undertaken by EFD staff. Staff members are invited to submit suggestions for studies as soon as possible but preferably not later than 15 November so that they might be discussed in a divisional meeting. A selection of the various proposals to be made will then be included in the PAD. In this connection it was pointed out that some of the papers could be included in a revised edition of the Compendium.

2. Members of the Malaysia PIM briefly reported on their findings. A general discussion arose with respect to changes, innovations and improvements suggested by our missions.

It was obvious that our proposals for change, however well they might have been conceived technically, would remain without effect unless they were acceptable, or could be made acceptable, to those concerned in the country itself.

It was pointed out that receptiveness to change was usually greater amongst top government officials than amongst teachers and other education personnel at lower levels, perhaps because most top government officials were familiar with cultures other than their own. However, the successful implementation of innovative projects depends to a large extent on the willingness of teachers and other education personnel to put new ideas into effect.

3. The Malaysia Project Identification Mission will distribute a detailed draft outline of the Report and a meeting will be held on Friday 6 November at 4 p.m. (Room 5020) to discuss this draft outline in the Division.

W. van Vliet
W. van Vliet

cc. Messrs. Platt, Lourié (3), Ballantine (IBRD), All EFD Project Officers

EP.F/3878/5.11.70

COMMUNICATIONS
SECTION

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UNESCO - e

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

place de Fontenoy, Paris-7^e

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

reference : EDA/70/135

<input checked="" type="checkbox"/>	Ballantine
<input type="checkbox"/>	Lurt
<input type="checkbox"/>	Multin
<input type="checkbox"/>	Stewart
<input type="checkbox"/>	van Dijk
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5 November 1970

Dear Mr. Ballantine,

I have pleasure in inviting the International Bank for Reconstruction and Development to be represented at an Inter-Agency Meeting on Work-oriented Literacy, to be held at Unesco Headquarters on 1 and 2 December 1970.

The proposed agenda for the meeting is as follows:

- i) General review of activities since the Special meeting convened by the Director-General from 1-5 December last, and which your representative attended;
- ii) inter-Agency co-operation in future projects;
- iii) Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), and the Regional Centre for Functional Literacy in the Rural Areas of Latin America (CREFAL);
- iv) Co-operative research in the field of functional literacy.

I hope that you will be able to accept this invitation, and I look forward to receiving the name of your representative at your earliest convenience, in order to forward to him certain general information documents concerning the World Experimental Programme.

Yours sincerely,

M. Dookingué
Acting Director

Relations with Member States and
International Organizations and Programmes

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

RECEIVED
NOV 10 1970
UNESCO

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

COMMUNICATIONS
 SECTION
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 1970 NOV 10 AM 11:29

INTERNATIONAL ORGANIZATIONS AND PROGRAMMES
 RELATIONS WITH MEMBER STATES AND
 ACTING DIRECTOR
 M. DOCKING

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 JONES

ation documents concerning the World Experimental Programme.
 earliest convenience, in order to forward to him certain general information
 and I look forward to receiving the name of your representative at your
 I hope that you will be able to accept this invitation.

IV) Co-operative research in the field of functional literacy.

(SUBJECT):

FUNCTIONAL LITERACY IN THE BRITISH AREAS OF LATIN AMERICA
 FOR THE WEST STATES (ASLWC) and the Regional Centre for
 REGIONAL CENTRE FOR FUNCTIONAL LITERACY IN BRITISH AREAS

II) Inter-agency co-operation in future projects:

and which your representative attended:

I) convened by the Director-General from 1-2 December last,
 GENERAL MEETING OF EXPERTS SINCE THE SPECIAL MEETING

The proposed agenda for the meeting is as follows:

on 1 and 2 December 1970.

Meeting on Work-oriented Literacy to be held at Unesco Headquarters
 Reconstruction and Development to be represented at an Inter-agency

I have pleasure in inviting the International Bank for

Dear Mr. Ballantine:

reference: EDV/10/132

telex: 51 001 Paris
 cables: Unesco Paris
 telephone: 200-2121

Place de Fontenay, Paris-7e



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

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2 November 1970

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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
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/12/2/10.935

5 November 1970

Dear Mr. Demuth,

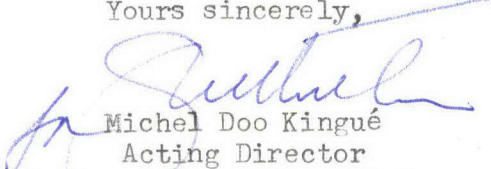
At its meeting held at Unesco Headquarters in August 1969, the Joint Committee on Seismology and Earthquake Engineering recommended that Unesco should undertake a study of the seismic phenomena sometimes associated with the filling of large reservoirs.

In view of the evident importance of such phenomena, not only for the safety of large dams but also for the light they throw on the causes and mechanism of natural earthquakes, it has been decided to convene at Unesco Headquarters, on 14-16 December 1970, a consultative meeting of experts to advise on the action, if any, Unesco should take to promote international co-operation in the study of these phenomena. We have invited seven experts whose names have been suggested to us by the following international non-governmental scientific organizations interested in this matter :

- (1) International Association of Seismology and Physics of the Earth's Interior;
- (2) International Association of Earthquake Engineering;
- (3) International Commission on Large Dams;
- (4) International Union of Geological Sciences;
- (5) International Association of Engineering Geology;
- (6) International Society for Soil Mechanics and Foundation Engineering;
- (7) International Association of Rock Mechanics.

I am transmitting this information to you in order that you be advised of the activities being undertaken. On the other hand, Unesco would welcome an observer from IBRD at this meeting and should you care to send one, I would be grateful to have his name as soon as possible.

Yours sincerely,


 Michel Doo Kingué
 Acting Director
 Relations with Member States and

International Organizations and Programmes

Mr. Richard H. Demuth
 Director,
 Development Services Department,
 International Bank for Reconstruction
 and Development,
 1818 H. Street, N.W.
 Washington, D.C. 20433
 (U.S.A.)

RECEIVED
 1970 NOV 10 09:11:58
 INTERNATIONAL ORGANIZATIONS

(U.S.V.)
Washington, D.C. 20540
1818 H Street, N.W.
and Delegation
International Bank for Reconstruction
Developmental Services Department
Director
Mr. Mitchell H. Demuth

COMMUNICATIONS
SECTION

1970 NOV 10 AM 11:29

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International Organizations and Programmes
Relations with Member States and
Visiting Director
Michael Doo Kyoung
Dimitris Stamatopoulos

be directed to have his name as soon as possible
an observer from IBRD at this meeting and should you care to send one, I would
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I am transmitting this information to you in order that you be advised

- (1) International Association of Rock Mechanics
- (2) International Society for Soil Mechanics and Foundation Engineering
- (3) International Association of Engineering Geology
- (4) International Union of Geological Sciences
- (5) International Commission on Large Dams
- (6) International Association of Earthquake Engineering
- (7) International Association of Geomorphology and Players of the Earth's Interior

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the filling of large reservoirs.
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Committee on Geomorphology and Earthquake Engineering recommended that UNESCO
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Dear Mr. Demuth,

reference : BTO/BFC/JS/S/JO.832

2 November 1970

telex : 31003 Paris
cables : UNESCO Paris
telephone : 206-21.21

adresse postale : B.P. 300 Paris
1, rue Miollis, 12 Paris-12e
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

UNESCO
C Missions

November 4, 1970

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

Dear Mike:

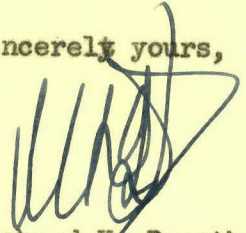
Further to my letter of August 14, 1970 to Mr. Maheu, I am sending you under separate cover a copy of the updated schedule of IBRD economic, sector and special missions. The qualifications concerning the document in my previous letter still obtain.

We will be in touch with you with specific requests concerning any individual missions on which we desire your cooperation. As before, I would welcome any comments that you might have on the document.

We intend to make arrangements in the near future for routine transmittal of future mission schedules by our Reports Desk, so I would appreciate your letting me know whether the document should be addressed to you or to someone else in Unesco.

It was good to see you in New York last week and I hope to see you again soon. With best regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department


AEE:RHD:lp

UNESCO

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

DATE AND TIME OF CABLE: NOVEMBER 4, 1970 2045
LOG NO.: ITT 3 / 5
TO: BALLANTINE INTBAFRAD
FROM: PARIS

R O U T I N G	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

TEXT:

REFERENCE VENEZUELA. FOLLOWING DISCUSSIONS WITH GENCONF DELEGATION PROPOSE FOLLOWING

PRIMO RECONNAISSANCE VISIT DECEMBER BY CARELLI AND EPAD STAFF MEMBER PRENAU LLIMOS. BANK PARTICIPATION WELCOME.

SECUNDO PLANNING ADVISORY MISSION FEBRUARY ORGANIZED BY EPAD MOSTLY WITH PANEL STAFF UNDER SUPPLEMENTAL COOPERATIVE PROGRAMME AND EFD PARTICIPATION IF NECESSARY

TERTIO SOONEST THEREAFTER RID. THIS PROCEDURE WOULD SATISFY VENEZUELAN DESIRE TO DETERMINE THEIR OWN POLICY OPTIONS WITH ASSISTANCE UNESCO PLANNING TEAM BEFORE IDENTIFICATION OF PROJECTS. GRATEFUL YOUR EARLY COMMENTS AND CONCURRENCE.

VAN VLIET UNESCO 19104

jao

COMMUNICATIONS SECTION
NOV 10 1970

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COMMUNICATIONS

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 THIS UNIT HAS BEEN REORGANIZED TO INCLUDE...
 DESIRE TO EMPLOY THIS UNIT ONE MONTH...
 THIS UNIT WILL BE REORGANIZED...
 INVESTIGATION IS UNDERWAY...
 ALL UNIT STAFF WILL BE REASSIGNED...
 DURING REORGANIZATION...
 UNIT WILL BE REORGANIZED...
 THIS REORGANIZATION WILL BE COMPLETED...
 BEFORE...
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FROM: [REDACTED]
 TO: [REDACTED]
 CDS NO: [REDACTED]
 OF [REDACTED]
 DATE AND TIME [REDACTED]

DECODED BY:	[REDACTED]
CLASS:	[REDACTED]
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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 : ED/800/212/8209

3 November 1970

DECLASSIFIED

Confidential

MAY 11 2023

Dear Duncan,

WBG ARCHIVES

... I am sending you herewith the curricula-vitae of two additional potential candidates for the technical assistance posts financed from IBRD/IDA credits.

They are :

1. Pierre Michel Maison :

Mr. Maison has been an Unesco expert in planning of technical education since 1963. His work as an expert has been highly rated by our Department. His knowledge of Spanish is good.

2. René-Charles Gauthier :

Mr. Gauthier was an I.L.O. expert until September 1970. He has participated in the creation and organization of several technical institutes in Latin America. He is fluent in Spanish. In spite of his age (61 years old), we think he could be an excellent expert for organization of technical schools.

I notice that we do not have any candidate approved for the post ECUADOR/IBRD/IDA/1. The six candidates we submitted to you as specialists in organization and administration of general secondary schools (Messrs. Krotz, Monnier, Gomez, Sacristán, Vera, and Gutierrez Guerra), were either rejected or not considered suitable for the above-mentioned post.

Mr. Duncan S. Ballantine
Director
Education Projects Department
IBRD
1818 H. Street, N.W.
Washington DC 20 433
U.S.A.

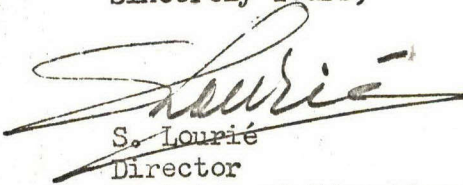
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In my opinion, the person we are seeking for that post would be someone who has good experience in running general secondary schools, who is progressive-minded and who has a certain amount of international experience. He has to be specially qualified in school administration and must have a certain amount of authority to communicate his ideas.

We had the opportunity to interview Mr. Monnier and we think that he would be most suitable for that post. Therefore, I wonder if you could not review the dossier of Mr. Monnier and please give us your reasons for not including him on the roster if your re-appraisal is still negative.

Sincerely Yours,



S. Lourie
Director

Division of Educational Planning
and Administration (EP)

Original to:	Edue. Proj.
Date:	11/6/70
	Communications 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

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no book necessary

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

référence : EP 8050/1/3498

- Bellamine
- C. J. K. K.
- Mart
- Stewart
-
-
- Div. Files
- Op. Files

3 November 1970

Dear Mats,

Many thanks for your letter of 23 October requesting ten additional copies of a Unesco publication called: "The Statistical Measurement of Educational Wastage".

These ten copies have been dispatched to you by air on 30 October.

With best personal regards,

Yours sincerely,

W. van Vliet

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

Mr. Mats Hultin
Education Adviser
Education Projects Department
I.B.R.D.
1818 H. Street, N.W.
Washington D.C. 20433
USA

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1030 MOA-8 BN 3: P5

SECTION
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COMMUNICATIONS
SECTION

USA
Washington D.C. 20543
1818 H. Street, N.W.
I.B.B.D.
Education Projects Department
Education Adviser
Mr. Mats Hoffman

1970 NOV -6 PM 3:42

RECEIVED

FINANCING OF EDUCATION
Department of Planning and
Educational Financing Division
Director
M. van Dier

Yours sincerely,

With best personal regards,

on 30 October.

These ten copies have been dispatched to you by air

Statistical Measurement of Educational Materials.

ten additional copies of a Unesco publication called: "The

Many thanks for your letter of 23 October requesting

Dear Mats,

- Mr. Pines
- Mr. Pines
-
-
- Mr. Pines
- Mr. Pines
- Mr. Pines
- Mr. Pines

reference : EP 8020/L/3488

telex : 33 005 Paris
cables : Unesco Paris
telephone : 222-2323

Place de Fontenoy, 75 Paris-7e

3 novembre 1970

NOV 09 REC.D

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

UNESCO

UNESCO

OUTGOING WIRE

TO: MOLLER
UNESCO
PARIS

DATE: NOVEMBER 2, 1970

CLASS OF
SERVICE: *LT*

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COUNTRY: FRANCE

TEXT:
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FOR BOLIBAUGH AND ANDERSEN SECURED AT CLARIDGE HOTEL 820 CONNECTICUT
AVENUE NORTHWEST

FENNELL

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NOV 5 2 30 PM 1970
COMMUNICATIONS

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME R. H. S. FENNELL

DEPT. EDUCATION PROJECTS

SIGNATURE *[Signature]*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: RHSFennell:mc

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NOV 5 1 16 PM 1970
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ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *7 70*

ORIGINATOR (SEE COPY)

REFERENCE: **UNDEVELOPMENT**

SIGNATURE: *[Handwritten Signature]*

DEPT: **EDUCATION SERVICES**

NAME: **K. H. B. BENNETT**

AUTHORIZED BY: *[Handwritten Signature]*

DISPATCHED

Nov 2 7 16 PM 1970

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**Nov 2 5 30 PM 1970
COMMUNICATIONS**

BENNETT

UNDEVELOPMENT

FOR INFORMATION AND INTEREST, REPLY TO OFFICE OF THE DIRECTOR, U.S. COMMUNICATIONS

COPY NO. 1 EX1

REPLY TO OFFICE OF THE DIRECTOR, U.S. COMMUNICATIONS

COPY NO.

UNDEVELOPMENT

UNDEVELOPMENT

SERVICE: *[Handwritten]*
CLASS OF: *[Handwritten]*

DATE: **NOVEMBER 5 1970**

OPTIONAL FORM NO. 10

ORGANIZATION: INTERNATIONAL DEPARTMENT	RESPONSIBILITY AND DEPARTMENT: INTERNATIONAL BUREAU FOR	COOPERATION: INTERNATIONAL FINANCE
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UNESCO -

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

DATE AND TIME OF CABLE: **OCTOBER 31, 1970 2005**
LOG NO.: **ITT8/2**
TO: **FENNELL INTBAFRAD**
FROM: **PARIS**

R O U T I N G	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

TEXT:

**PLEASE RESERVE ROOMS FOR BOLIBAUGH ANDERSEN PRESIDENTIAL 4 TO 10
NOVEMBER**

MOLLER UNESCO 18832

blp

COMMUNICATIONS
NOV 5 8 44 AM 1970

TYPED

Nov 2 9 44 AM 1970
COMMUNICATIONS

1

NOTES 19850 J8935

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SECRET

TEXT

FROM: NY 12

TO: SECRETARY OF DEFENSE

TOP SECRET: 12/19/5

DATE AND TIME: 0800PM 27 1970 0002

DECODED BY:	
CLASS:	
EXEMPTION:	
EXEMPTION CODE:	EXEMPTION 12/19/5
SECRET	

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UNESCO
cc Education

Mr. R. Johanson

October 29, 1970

Mauri Krohn *lk*

Meeting of Bank/Unesco Technical Educators

1. The proposed agenda for the above meeting seems to cover the most important issues for projects in the field of technical education and vocational training.
2. However, I do not quite agree with the suggestion that the discussion be confined to engineer and technician levels. If the training of craftsmen is left out of the discussion it would be like trying to build a pyramid without basement. The number of engineers and technicians required depends on the number of skilled workers available.
3. In my opinion, the meeting would be more useful if it would deal with the training of technical personnel at all levels.

MKrohn/l.s.

✓ UNESCO
cc Education

Mr. R. Johanson

October 29, 1970

S. Z. Sung

IBRD/EFD Technical Educators' Proposed First Meeting

I noted from the Tentative Agenda that discussions during the proposed first meeting would be confined to engineer and technician levels. In reply to your request, I suggest that among the many topics to be discussed, the following might be included, if considered to be of sufficient importance:

1. Social pressure vs. manpower requirement on the total capacity of training at the engineer level;
2. Difficulty in defining the fields and the numbers in each field, especially due to shortcomings in manpower statistics;
3. Cost problem of small classes and practical difficulties in combining classes at institutional level or on regional basis.
4. Relationship of governing board, principal and teaching staff with the chambers of commerce and industry and individual firms and enterprises; methods of effective communication; ways and means of homogenizing academic studies and industrial experience;
5. Problems associated with the poor understanding of the differences between courses at engineer, technician and craftsman levels; shortage of textbooks, specially written for technician level courses;
6. Alternatives on the administration of technical education: A sub-section in the Ministry of Education under the general education section; a section parallel to the general education section; a separate unit outside the Ministry of Education; or a section in another appropriate Ministry.

SZSung:vmh

UNESCO
cc Education

Mr. R. Johanson

October 29, 1970

R. E. Byron

Joint Bank/UNESCO Meeting of Educators

1. The UNESCO suggestion to limit discussion in order to facilitate the reaching of conclusions should be endorsed. Further, it is recommended that technical education discussions be confined to "Technician training for industry and services", deleting references to "engineer".

2. The UNESCO suggestion should be amended as follows:
Technician Training for Industry and Services

Topics for discussion:

1. Methods for assessing quantitative and qualitative requirements for manpower trained at post secondary (non-degree) levels.
2. Methods (and their relative merits) of organizing technical training:
 - (i) Within the formal education system
 - (ii) Outside the formal education system
3. The articulation of technician training with other levels of education.
4. Administrative and instructional staff development.
5. Sources of technical assistance for technician training.
6. Preparation of educational worksheets for technician training.

REByron:pp

ROUTING SLIP	Date October 26, 1970
---------------------	--------------------------

NAME	ROOM NO.
Mr. R. Byron	D-739

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 A joint meeting between Bank and Unesco (EFD) general and technical educators, similar to previous meetings between architects, is being planned for around Christmas time. The purpose of the meeting is to identify, discuss and hopefully solve some common operational problems. In preparing the agenda for this meeting we would like to include your opinions. What topics do you think we should discuss? Please let me know, in writing if possible, by Friday, October 30th. I have attached a copy of Unesco's proposed agenda for your reference. Thank you.

From
R. Johanson

REVIEW MEETING

Paris 22-26 September, 1970

Tentative Agenda for a Proposed First Meeting
of IBRD/EFD Technical Educators

Point 7. (b)

1. Need of developing countries for trained personnel in industry and services
 - (i) Levels and types required
 - (ii) Ways of assessing qualitative and quantitative requirements
 - (iii) Determination of ratios required between the various levels

2. Alternative schemes for training technical personnel at various levels
 - (i) Within the formal education system
 - (ii) Outside the formal education system
 - (iii) Criteria for comparing alternative schemes of training

Note:

In view of the desirability to reach some workable conclusions, it is suggested that discussion during this first meeting be confined to engineer and technician levels.

*built in
(revisions to growth-
& staff development needs -*



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

NOV 06 REC'D

telephone : 566-5757
cables : Unesco Paris
telex : 27 602 Paris

référence : EP 8050/26/3491

- Bellamine
- Čučić
- Nurt
- Stewart
-
-
- Div. Files
- Op. Files

29 October 1970

Dear Ron,

Thank you for your letter of 20 October together with the draft minutes of the sixteenth Review Meeting.

We agree with the text with one exception. On page 9 we would suggest the following text for section 12, paras (a) and (b) :

"12. Sector Studies, Project Identification Missions, Reconnaissance in depth and Country Profiles

(a) PIM Reports

Changes in format and content of PIM Reports since the inception of the Cooperative Program reflected changes in the basic approach to meeting development needs. Three stages could be discerned.

- 1964-66
 - . Basic description of the education system
 - . Identification of specific projects
- Rwanda PIM to end 1969
 - . Systematic Description
 - . Identification of priority needs not merely catalog of all needs
 - . Continued concentration on specific types and levels of education
- Jan. 1970 (Thailand, Pakistan, Ghana)
 - . Analysis of the system of education and training looked at from the point of view of the needs of the economy as a whole.
 - . Examination of government policy objectives
 - . Study of implications of alternative strategies
 - . Identification of projects designed to assist Governments in attaining development objectives.

Mr. R. Fennell
Administrative Officer
Education Projects Department
I.B.R.D.
1818 H. Street, N.W.
Washington D.C. 20433
U.S.A.

.../

The Bank representatives welcomed this development but found that the increase in the size of PIM Reports made it sometimes difficult to find specific data, and suggested that the Reports include deeper financial analysis and a more detailed summary. This was agreed."

PIM reports would be increasingly used by other international and bilateral aid agencies.

(b) Sector Studies and PIMS

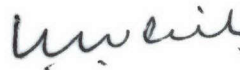
(text unchanged)

- lettering of paragraphs will have to be changed accordingly -

Assuming that you will agree to these modifications we will insert this revised page 9 in the text of the minutes.

With kind regards.

Yours sincerely,



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

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1970 MAR 2 - 10:30 AM

COMMUNICATIONS SECTION

COMMUNICATIONS
SECTION

1970 NOV -6 AM 9:41

RECEIVED

FINANCING OF EDUCATION
Department of Planning and
Economic and Financial Relations
Director
M. van Amer



Yours sincerely,

With kind regards.

revised page 3 in the text of the minutes.

Assuming that you will agree to these modifications we will insert this

accordingly -

- referring of paragraphs will have to be changed

(text unchanged)

(p) Sector Studies and BIMs

and bilateral and agencies.

BIM reports would be increasingly used by other international

analysts and a more detailed summary. This was agreed.

and specific data, and suggested that the reports include deeper financial
that the increase in the size of BIM reports made it sometimes difficult to

The Bank representatives welcomed this development but found

28 October 1970
NOV 06 REC'D

UNESCO

NOTE FOR THE RECORD

Educational Financing DivisionStaff Meeting - 27 October 1970

<input type="checkbox"/>	Ballantine	cc:Ballantine
<input type="checkbox"/>	Calika	Calika
<input type="checkbox"/>	Burt	Burt
<input type="checkbox"/>	Hultin	Hultin
<input type="checkbox"/>	Stewart	Stewart
<input type="checkbox"/>	van Dijk	van Dijk
<input type="checkbox"/>	Fennell	Fennell
<input type="checkbox"/>	Div. Files	Div. Files
<input type="checkbox"/>	Op. Files	Dept. Files

1. The meeting expressed general satisfaction at the replacement of outmoded typewriters and the acquisition of new equipment. It is clear that the new equipment (IBM 72 and photocopy machine) may help in speeding up the typing and presentation of Reports, but that the reproduction of final Reports, and in certain cases, draft Reports, will have to be handled by DP, as before. Since we now have some practice with this new equipment, Mrs. Dariel and Miss Parker-Smith will work out a step by step proposal on how to use it in the most efficient and economical manner.
2. In connection with the forthcoming visit of Messrs. Moller, Bolibaugh and Andersen to Washington, the meeting discussed the work of PPMs. Mention was made of the fact that the preparation of all the detailed data included in Part A of our PPM Guide was time consuming, and unnecessary in cases where these data were already included in PIM Reports. The meeting also emphasized the need for a clear agreement with the Government and the Bank on the various items to be included in the request, because otherwise PPMs have to spend a good deal of their time on discussions on the scope of the request. Another problem raised in connection with PPMs was the need for the mission to have at least one "interlocuteur valable" through whom the mission would be able to obtain the Government's views and participation in the formulation of the request.
3. It was also suggested that we might envisage a basically different approach to the problem of preparing requests. Instead of going from the general to the specific (as is done if we follow the PPM Guide to the letter), our missions should perhaps begin by studying and planning each individual institution and, subsequently, consider ramifications of a more general nature such as the place of the proposed institution in the structure and administrative framework of the system of education.
4. Mr. Moller will draft terms of reference for his forthcoming discussions in Washington and a further meeting will be held to discuss these terms of reference, if possible on Friday 30 October.
5. In some cases it may be necessary to send a secretary from HQ with PPM's to supervise the typing and reproduction of requests. Only those secretaries who handle similar work with respect to PIM Reports at HQ will be eligible for participation in PPM's, in order of seniority in the Division (1).

W. van Vliet
W. van Vliet

(1) At present these include Mrs. Rongère, Miss Ritch, Miss Parker-Smith, Mrs. Dariel, Miss Paul, Mrs. Rubin.

COMMUNICATIONS
SECTION

1970 NOV -6 AM 9:48

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UNESCO

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

DATE AND TIME OF CABLE: **OCTOBER 26, 1970** **2216**
LOG NO.: **ITT 9 / 27**
TO: **INTBAFRAD**
FROM: **PARIS**

R O U T I N G	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

TEXT:

FOR BREWIN

**FOLLOWING BODARTS TELEPHONE DISCUSSIONS BELGIAN AUTHORITIES BRUSSELS
MEETING OCD THURSDAY FIFTEEN HOURS AND FED FRIDAY UNESCO HEADQUARTERS
ELEVEN HOURS FED OFFICER BEING IN PARIS PLEASE INFORM TERREFE.**

VAN VLIET UNESCO 18362

jao

COMMUNICATIONS
OCT 28 8 15 AM '70

Oct 27 8 15 AM 1970
COMMUNICATIONS

TYPED

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED

DATE 08-14-2001 BY 60322 UCBAW/STP
EXEMPT FROM AUTOMATIC DOWNGRADING AND DECLASSIFICATION
AUTHORITY 50 CFR 171.22 (b) (5) - INFORMATIONAL

[Handwritten scribbles]

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SERIALIZED BY:	FILED BY:
OCT 27 1970	
FBI - [illegible]	

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OFFICE MEMORANDUM

TO: Files

FROM: R. H. S. Fennell

SUBJECT: Telephone Conversation with Mr. Moller, Unesco

DATE: October 26, 1970

Ghana:

Mr. Moller confirmed that twenty-three copies of PIM Report had been received in Accra and that the Ministry of Education was ready to receive a reconnaissance mission on November 4. The Permanent Secretary who was a member of the Ghana delegation at the Unesco General Conference in Paris was agreeable to the proposed schedule of the preparation/appraisal mission and confirmation of its timing was awaited from Accra. Unesco would like a response from the Bank on van Vliet's cable regarding the details of the joint mission. In particular, the proposal that Syrimis should be deputy leader and how the mission timetable would be established.

Liberia:

RID Report was unlikely to be ready for two or three weeks because of the preoccupation of the print shop with the General Conference business'.

Thailand:

Mr. Koulourianos planned to arrive in Bangkok on November 1 and would be staying at the Intercontinental Hotel. According to Unesco, the PPM was scheduled for November 16 which was an acceptable date for the Thai authorities.

Iraq:

Mr. Ganeff would leave Washington on Friday, October 23 via Paris for Baghdad.

Philippines:

Mr. Koulourianos would visit Manila on his way back from Thailand to discuss the progress on the Alba Report which had not yet been received in the Bank.

Rwanda:

Mr. Terreffe would meet Mr. Bodart in Brussels on the morning of October 29 in OECD where they would have a meeting with Monsieur Bittremieux. In the afternoon, they would see the European Development Fund. Mr. Terreffe would stay in Paris on the night of October 29.

Ecuador:

I notified Mr. Moller that the project director had reported Ecuador had no problems with the technical assistance arrangements proposed by Unesco. Mr. Moller should find out from Mr. Lourie the current status of the agreements and notify the Bank as soon as possible.

Morocco:

Mr. Moller would take steps to see that Unesco's confidential reports on the Morocco request was sent to the Bank immediately.

Iran:

No further developments of proposed UNDP-financed survey mission.

General:

(a) Unesco would send a complete mission schedule for the remainder of the 1970 immediately so that the Bank could consider utilization of "spare" manpower.

(b) All notification of Unesco staff visiting Washington would specifically state if hotel accommodations should be booked.

cc: Messrs. Ballantine, Calika, Burt, Hultin, Stewart, van Dijk

RHSFennell:mc

UNESCO

INCOMING CABLE

DATE AND TIME OF CABLE: **OCTOBER 26, 1970**

LOG NO.: **ITT TELEX / 26**

TO: **INTBAFRAD**

FROM: **PARIS**

ROUTING

ACTION COPY:	TRAVEL OFFICE
INFORMATION COPY:	EDUCATION PROJECTS
DECODED BY:	

TEXT:

1510 FOR HAUENSTEIN COPY BREWIN

REOUR 1505 PLEASE ADVISE SOONEST RE UNESCO MEMBER BODART.

BAZIN

PARIS OFFICE

JAO

COMMUNICATIONS
OCT 28 10 02 AM 1970

TYPED

OCT 26 10 06 AM 1970
COMMUNICATIONS

170

RECEIVED

DATE

FROM: DIRECTOR, FBI (100-442000) (P)
TO: SAC, NEW YORK (100-100000) (P)

RE:

FROM: BUREAU

TO: NEW YORK

RE: MURDER OF MARTIN LUTHER KING, JR.

DATE: OCTOBER 25, 1970

RECORDED BY	
INDEXED BY	
FILED BY	
SEARCHED BY	
SERIALIZED BY	
OCT 26 1970	

INCOMING CABLE

COMMUNICATIONS SECTION

RECORDS MANAGEMENT AND DEVELOPMENT

COMMUNICATIONS 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 8058/1/2841

OCT 29 1969
24 October 1969

Dear Ronald,

During our discussions you mentioned that it might be useful to have an indication of the type of information Unesco collects with regard to enrolment statistics and financial expenditure statistics.

...

The attached questionnaires should be of help to you in this connection.

You will notice that the information collected is somewhat more detailed than what finally appears in the Statistical Yearbook.

We look forward to the final version of the type of information you would like to have for your budgeting.

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

Mr. R. Fennell
Administrative Officer,
Education Projects Department,
I.B.R.D.,
1818 H. Street, N.W.,
Washington D.C. 20433
(U.S.A.)

1969 OCT 28 PM 1:33

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RECEIVED

RECEIVED
GENERAL FILES

(U.S.V.) 1969 OCT 28 PM 1:33
MEXICO D.C. 50433
1818 N. Gleason St. N.W.
I.B.B.D.
Education Projects Department
Administrative Officer
Mr. B. Bennett

FINANCING OF EDUCATION
DEPARTMENT OF PLANNING AND
EDUCATIONAL FINANCING DIVISION
M. MOTTET

Information you would like to have for your reporting.
We look forward to the final version of the type of
Yearbook
more detailed than must finally appear in the statistical
You will notice that the information collected is somewhat
this connection.
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expenditure statistics.
collects with regard to employment statistics and financial
needed to have an indication of the type of information UNESCO
During our discussions you mentioned that it might be
Dear Honorable

...

reference :

EB 8028/J/S84T

28 October 1969

telex : 21 602 Paris
cables : Unesco Paris
telephone : 200-2121

Place de Fontenay, 12 Paris-16

OCT 28 1969



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

UNESCO



✓ UNESCO
CC Missions

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 8050/24/3483

OCT 29 REC'D

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

Original: Ballantine ✓
 cc: Calika
 Burt
 Hultin
 Stewart
 van Dijk
 24 October 1970
 Fennell
 Gomez

Dear Ron,

...

With reference to our telephone conversation of yesterday please find attached the present mission schedule until the end of the year.

With kind regards.

Yours sincerely,

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

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 N E S C O

EDUCATIONAL FINANCING DIVISIONDRAFT MISSION SCHEDULE

(November - December 1970)

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

Thailand (PPM) ✓

<u>Ramos Saco</u>	AGR
<u>Ganeff</u>	GEN
Hervé	ECO
Andersen	ARC
Ovadias	TEC

Thailand (REC)

Ramos Saco	AGR
Koulourianos (IBRD)	ECO

Paraguay (PPM) ✗

<u>Garelli</u>	GEN
Argyropoulos	ECO
Costa	TEC
(Consultant)	AGR
Matellana (Cons)	ARC

Cameroon (PIM) ✓

<u>Botti</u>	ECO
Zieglé (SCP)	GEN
Roosens	TEC
Tencalla	AGR

Ghana (PPM) ✓

<u>Syrimis</u>	TEC
Fuller (Cons)	ECO
Aujame	ARC
Magnen	AGR

Ghana (REC)

Syrimis	TEC
Braithwaite (IBRD)	GEN

Philippines (RID) ✗
(very doubtful)

<u>Magnen</u>	AGR
Chesswas	GEN
Taylor	ECO
Ping Lee (Cons)	TEC

1971

7

COMMUNICATIONS
SECTION

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October 23, 1970

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

Dear Van:

Your letter to Duncan of October 9 with copy of the recent Unesco publication "The Statistical Measurement of Educational Wastage" has been given to me for appropriate disposition.

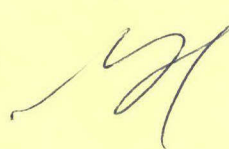
Mr. Markgren reported during a recent staff meeting on this Unesco study of educational wastage and we had an interesting discussion over the issue.

I would appreciate it if you would submit to us ten additional copies of this study for distribution to our general educators.

Sincerely yours,

Mats Hultin
Education Adviser
Education Projects Department

MH/mms



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/ORG/12.6/1140

MAIL ADDRESSED
TO THE
PRESIDENT

COPIE

23 October 1970

Dear Mr. Hill, ✓

... I have pleasure in sending you herewith, for transmission to the Committee for Programme and Co-ordination and to the Economic and Social Council, document 85 EX/2 part III containing the Director-General's preliminary observations on the "Report on United Nations activities and operations in Nepal" (JIU/REP/70/41) which was submitted to the Executive Board of Unesco at its 85th session (21 September to 14 November 1970).

... Following its examination of this document, the Executive Board adopted decision 3.1, the text of which is 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.

Yours sincerely,

Michel Doo Kingué
Director

Bureau of Relations with International
Organizations and Programmes

Mr. Martin Hill,
Assistant Secretary-General,
Office for Inter-Agency Affairs,
United Nations,
New York,
U.S.A.

Original to: Mr. Derrill
Date: 10/23/70
Communications
Section

NOTE FOR THE RECORD
Educational Financing Division

cc: [initials]
[initials] Stewart
[initials] Jenness
[initials] Files
11/4
File

1. It has been impossible recently to find a suitable meeting room for regular staff meetings of the Division. Accordingly, we shall from time to time hold meetings which are called at the last minute and for which no specific agenda is established in advance. Such an unscheduled meeting was held on 20 October.
2. Most of the discussion centered around two topics, namely the use of the Unesco Educational Simulation Model and the Unesco computer, and the application and possible revision of the Guide for Project Preparation Missions.
3. The meeting voiced considerable caution, if not scepticism, about the use of the Unesco Educational Simulation Model in connection with the preparation of PIM Reports. It was held that most of the problems we have to deal with in these Reports are based on a somewhat subjective assessment of the situation, that a true model reflecting planning and strategy problems does not exist, and that certainly there exists no universally applicable model. Further, it was pointed out that the solution of many of our problems is so obvious that laborious computer calculations were unnecessary and indeed wasteful*.
4. However, it was agreed that a number of calculations, which are now in any case carried out by PIMs staff, could perhaps be worked out more quickly with the help of a set of equations and a computer. This remains, however, to be demonstrated. In consultation with other staff, Mr. Fuller will select one or more cases from recent reports (e.g. Thailand or Ghana) where the use of a model (and a computer) would seem to have advantages. Such specific problems will be worked out in some detail during one of our next meetings.
5. As regards the application of elaborate guides for PPMs (and possibly for PIMs), we are faced by the following dilemma. On the one hand such guides tend to be interpreted by some Unesco as well as by some Bank staff as a rigid framework to be adhered to in all cases. However, this conflicts with the imperative demand for greater flexibility as regards curricula and, therefore, the design of physical plant adaptable to new curricula. Although guides of this kind are useful as checklists we should not lose sight of the more important need for innovation.

.../...

* For a systematic exposé of the use of mathematical models, see Paul Dressel's comments in "Mathematical models in educational planning", OECD, Paris 1967.

cc : Messrs. Platt, Lourié, Auerhan, Solomon, Chase, Ballantine (IBRD)
All EFD staff.

6. The following was agreed:

- (a) in cases where recent PIM Reports exist there would be no need for PPMs to deal with the data indicated in part A of the PPM Guide (general background data). PPMs will be free to provide additional data as may be required, but should not feel bound by this part of the PPM Guide;
- (b) as agreed during the Review Meeting, Mr. Moller and other colleagues will visit Washington early in November to discuss a revision of the Guidelines for Project Preparation Mission, as well as the Guide for Appraisal Missions prepared by the Bank. He may be accompanied by other EFD staff*.

Yes! | 7. In this connection, mention was made of the minimum basic statistical data required in our PIM Reports. There has been a tendency lately to include more and more statistical data in these Reports on the grounds that they might be useful for subsequent Project Preparation or Appraisal Missions, or even on the grounds that you never know how at some later stage they might serve some other purpose. It is recommended that statistics in PIM Reports be limited to those data that are relevant and necessary for the analysis. Other data might, of course, be collected by PIMs but could probably be better reproduced separately.

8. Joint meetings of EFD and Bank staff may be organized either in Paris or in Washington during the week before Christmas or during the first week of the New Year. These include meetings of architects, general educators, technical educators and economists. Proposals for such meetings should include a fairly detailed agenda of the topics to be discussed.



W. van Vliet

* After examination of the mission schedule, I propose Andersen and Bolibaugh

RECEIVED

1970 OCT 27 PM 3:39

COMMUNICATIONS SECTION

UNESCO

OUTGOING WIRE

TO: VAN VLIET
UNESCO
PARIS

DATE: OCTOBER 21, 1970

CLASS OF SERVICE: ~~IP~~ *Wu Pely*

COUNTRY: FRANCE

TEXT:
Cable No.:

MAGNEN ARRIVING PARIS ORLY OCTOBER 24 TEN HOURS PAA052 PLEASE
NOTIFY FAMILY REGARDS

KOULOURIANOS

INDEVAS

RECEIVED
OCT 21 3 20 PM 1970
COMMUNICATIONS

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Mr. D. Koulourianos

DEPT. Education Projects Department

SIGNATURE *Dimitri Koulourianos*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: AM/bml

CLEARANCES AND COPY DISTRIBUTION:

OCT 21 4 15 PM 1970

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For Use By Communications Section

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(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *[Signature]*

ORIGINAL (BY COPY)

REFERENCE: AM/AMT

TELEVISION OF INTERNATIONAL AFFAIRS TO MEMBERS

TO: Education Professors Department

NAME: Mr. D. Kouloukianov

APPROVED BY:

DISPATCHED

OCT 21 4 40 PM 1970

COMMUNICATIONS SECTION

NOT TO BE REWRITTEN

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OCT 21 3 50 PM 1970

COMMUNICATIONS

INDEXED

RECORDED

MOBILE AMERICA SERVICE

BUSINESS UNITING UNIT'S OFFICE OCTOBER 21 1970

TYPE: TEXT

COPY: THREE

TO: AMERICA
URGENT
AM-AMT

SERVICE: IS
CLASS OF: IS
DATE: OCTOBER 21 1970

OUTGOING WIRE

ASSOCIATION
INTERNATIONAL DEVELOPMENT
13-10
FORM NO. 33

REGISTRATION AND IDENTIFICATION
INTERNATIONAL BANK FOR

COOPERATION
INTERNATIONAL FINANCE

UNESCO

Mr. Robert Jones

October 20, 1970

R. H. S. Fennell

Visit of Mr. Werner Moller, Unesco

Mr. Moller will visit Washington from November 3 through 13 to participate in the current EDI course on November 4 and 10. He will also be concerned with discussion groups connected with the course. During his stay in Washington, Mr. Moller (probably accompanied by two other staff members of the Educational Financing Division) will also participate in a working party in this Department on appraisal and preparation guidelines.

It has been agreed with Mr. Sirken of the Institute that this Department will pay half of Mr. Moller's travel costs and the same proportion of his expenses. Reimbursement to Mr. Moller will be on the basis of actual expenses.

cc: Mr. Roberto Barahona, Controller's
Mr. Irving Sirken, EDI

RHS/fennell:mc

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

OCTOBER 20, 1970 1240

LOG NO.:

ITT 2/21

TO:

KOULOURLIANOS INTBAFRAD

FROM:

PARIS

TEXT:

REURCAB OCTOBER 19 PLEASE CANCEL DUPONT PLAZA RESERVATION. BOTTI ALREADY
BOOKED AT ROGER SMITH

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

VANVLIET UNESCO 17963

MT

UNESCO —
Commissions —

October 20, 1970

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

Dear Van:

I enclose three copies of the record of the Review Meeting for your comments. Duncan has cleared the text but you may have a few amendments which you would like to be made before it is given wider circulation although I think the conclusions are substantially the same as those set out in the summary statement which Dimitri Argyropoulos prepared.

We think it would be quite useful to circulate this record to the staff members of this Department to give them some background of the discussions and in particular to clarify the relationship between different types of missions in the pre-appraisal phase.

Yours sincerely,

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

Enclosures

RHSF:fennell:mc



cc. Mr. Fennell, 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
télex : 27 602 Paris

référence : EP 8050/25/3469

COPY

OCT 28 1970
[Signature]

20 October 1970

Dear Mr. Sirken,

Attached I am sending you at long last the requested outline for the discussion on Project Preparation on 4 November.

You will note that I have broadened the canvass a little as in former times much of the work about project preparation mission was of a type now called identification. However, I am quite prepared to condense should the need arise. I do not propose to give a full scale lecture but rather proceed by few introductory remarks to stimulate discussion.

I also enclose a short biographical note as requested.

I only have one copy of the Iran Project Request which I unfortunately need to prepare the questions for the workshop on project preparation. I hope that you will have been able to reproduce sufficient other copies for the participants. I will send you some suggestions for questions and tasks to be done at the end of this week.

My travel arrangements are in order except that I am waiting for confirmation as to where I should be staying.

With many thanks and kind regards.

Yours sincerely,

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

Mr. Irving A. Sirken
Economic Development Institute
International Bank for Reconstruction
and Development (IBRD)
1818 H. Street, N.W.
Washington D.C. 20433
U.S.A.

COMMUNICATIONS
SECTION

1970 OCT 27 PM 2:38

RECEIVED



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

CONFIDENTIAL

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

DECLASSIFIED

référence : ED 803/26/8107

MAY 11 2023

17 October 1970

WBG ARCHIVES

Dear Duncan,

As had been agreed during the last review meeting, Sylvain Lourié prepared the following set of documents concerning Messrs. Bodart and Reiff whom he nominated as members of EPAD's panel :

1. Mr. Bodart's Curriculum Vitae with up to date information, the posts held since the filling of the form as well as a bibliography of his publications and the following papers entitled :

Problems of Measuring Educational Yield in order to Assess Educational Productivity;

The Concept of the Economies of Scale applied to Education;

The Methods and Techniques of Integrating the Auxiliary Groups in the Process of Educational Planning.

2. Mr. Reiff's Curriculum Vitae also brought up to date together with two papers entitled :

Indicators of educational maturity (a systematic approach);

Policy Planning for the Educational Future of Asia and the Role of Unesco.

Thus EPAD's panel would comprise Messrs. Bekri, Bodart and Reiff together with three professionals to be appointed under the expanded programme and whose biographical notices will be sent you as soon as possible after the selection has taken place.

Yours sincerely,

RECEIVED

W. van Vliet

Director
Educational Financing Division

Mr. Duncan Ballantine,
Director,
Education Projects Dept.,
I.B.R.D.,
1818 H. Street, N.W.
Washington D.C.



17 October 1970

UNESCO
OCT 26 REC'D

17 October 1970

Balkans
 Africa
 East
 Stewart
 Huelin
 Fennell (2)
 Van Dijk
 Div. Files
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10/28

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e

Execution of the Expanded Cooperative Programme
with the World Bank

1. Paragraph 3(a) of the "Supplement to the Memorandum of Understanding with respect to working arrangements between Unesco and IBRD/IDA" stipulates that agreement on services to be performed under the Cooperative Programme by staff members of EDS and EPAD will normally be reached and subsequently reviewed during periodic Review Meetings of the Programme. The first periodic Review Meeting dealing with EDS and EPAD activities was held from 22-26 September. The present note contains the main decisions made during the Review Meeting as well as the practical steps which now need to be taken.

Programme

2. During the Review Meeting the following categories of services were agreed upon by Unesco and the Bank.

3. EDS will undertake a number of studies falling within the field of its competence and which will be so designed as to make a contribution to the existing Cooperative Programme. They might deal for example with educational technology, and problems relating to the development of particular types or levels of education. Each of these studies should be limited in scope: a subject or a study which would normally take several man/years is to be excluded from the Programme. Also, mere titles or subject headings would not be sufficient as a definition of a proposed study.

4. The second type of activity agreed upon is the participation in missions organized under the Cooperative Programme by the EFD. Such participation will normally take place at the request of EFD.

5. EPAD will likewise undertake a number of studies. Essentially these will be constituted by the establishment of country profiles, work on educational indicators, and the elaboration of models for educational reform. As for EDS, each study or paper will have to be clearly defined and must have a bearing on the regular Cooperative Programme. EPAD staff will participate in EFD missions in the same way as EFD staff.

6. EPAD and EDS are now invited to draw up proposals for the preparation of a limited number of studies. In conformity with Article 6 of the

.../...

cc : Messrs. Adiseshiah, Deleon, Platt, Spaulding, Tanguiane, Lourié,
Harper-Smith, de la Guardia, Cohen, Doo Kingué;
EFD Project Officers;
Mr. Ballantine (IBRD)

Supplement to the Memorandum of Understanding, these studies will be transmitted to the Bank by the Director of the Educational Financing Division. It should be noted that as yet no activity or service has been agreed upon by Unesco and the Bank, with the exception of the participation of one EPAD staff member in a Project Identification Mission.

Staff

7. As stated in Article 4(b) of the Supplement, EDS and EPAD will each designate a panel of staff members for work on Cooperative Programme activities to be agreed upon. The new staff who will fill the Cooperative Programme posts to be established, (3 posts in EDS and 3 in EPAD) may, or may not be designated as members of the panel. However, the Directors of EDS and EPAD have indicated that these new staff members will indeed be designated as members of the panel.

8. Accordingly, it would seem useful to follow the same procedure for recruitment of staff for these new posts as has been agreed upon for new EFD staff. That is to say, the Departments concerned will make a recommendation to the Bureau of Personnel, and after consultation of a SPAB, the ADG for Administration will indicate on which candidates the Bank will be consulted. This consultation will take place through Mr. van Vliet's office who will submit the necessary data to Mr. Ballantine.

9. Existing staff of EDS and EPAD can, from now on, be formally proposed by the heads of these units.^{1/} Such proposals, together with a brief summary of the background and experience of the staff members concerned, will be transmitted to the Bank for consultation, by Mr. van Vliet's office.

10. The cost of secretaries working with panel members may be charged to the Joint Account of the Cooperative Programme on a ratio of 1 secretary : 2 professionals.

11. Staff of EDS and EPAD who are not included in the panel may, like all Unesco secretariat staff, be invited to participate in missions organized by EFD under the Cooperative Programme. As before, the lending unit or department will be reimbursed from the Joint Account on the basis of standard budget cost for the staff member concerned, (in other words, EFD would not only pay for travel and per diem but also for the salary and allowances of the staff member it borrows for a particular mission).

12. There is not at present any budgetary provision for travel of panel members in EDS and EPAD (except for participation in EFD missions).

^{1/} EDS will make a selection from the list established in July. The proposal by EPAD concerning three staff members needs to be formally submitted.

13. It will be necessary for EPAD and EDS to establish a mechanism for staff time accounting. It is suggested that for each panel member a statement will be prepared as to what percentage of his time has been devoted to each activity to be agreed upon under the Cooperative Programme. Such statements should preferably be made on a weekly basis.

Finance

14. For the Bank's current fiscal year, which runs from 1 July 1970 to 30 June 1971, it has been estimated that the total cost of the expanded Cooperative Programme will be US \$ 93,750. Of this amount the Bank will pay 75 per cent, and Unesco 25 per cent. The estimates are based on the expectation that the appointment of staff will be made, for the most part, during the first half of the calendar year 1971.

15. As regards expenditure control, it should be noted that obligations can be incurred only for activities that have been agreed upon jointly by the Bank and Unesco. Mr. van Vliet will keep the Administrative Unit of the ED Sector regularly informed of agreed activities. As indicated above, at present there are no such agreed activities for either EPAD or EDS.

Quality control and supervision

16. It will be clear from the Supplement to the Memorandum of Understanding that the heads of EDS and EPAD are responsible for the quality of the services to be provided under the Cooperative Programme.

Communications

17. In accordance with the Supplement, communications concerned with normal operations of the Cooperative Programme will be through the Director of the Educational Financing Division. We should avoid that different units of the Secretariat begin writing to Mr. Ballantine. It would be preferable, at least for the time being, that all correspondence be dealt with by the Educational Financing Division.

Summary of follow-up action

18. For EDS and EPAD the action now to be taken in the light of the Review Meeting may be summed up as follows:

- (a) to make proposals for clearly defined studies and/or Country Profiles;
- (b) to designate from their own staff at most three staff members for the panel, and to prepare a summary of their background and experience for consultation with the Bank;

.../...

(c) to proceed with recruitment of the new staff authorized under the Supplement to the Cooperative Agreement.

19. At a later stage the division of responsibilities between EFD, EPAD and EDS should be more clearly defined.

Division of responsibilities

16. It will be clear from the report that the responsibility of coordinating the work of EFD and EPAD are primarily for the benefit of the various activities under the Cooperative Program.

Administrative matters

17. In accordance with the Supplement, communications concerned with the operations of the Cooperative Program will be through the Director of the Educational Planning Division. He should avoid that direct communication with the Educational Planning Division. It would be preferable, as far as the time delay, that all correspondence be dealt with by the Educational Planning Division.

Report of follow-up action

18. For EFD and EPAD the action to be taken in the light of the various findings are as follows:

RECEIVED
1970 OCT 23 PM 3:32
COMMUNICATIONS SECTION

Education
✓ cc Unesco

October 16, 1970

Dr. Emily Vargas-Baron
Department of School and Higher Education
Division of Curriculum and Research
Unesco
Place de Fontenoy
Paris 7^e, France

Dear Dr. Vargas-Baron:

I am now finally returning to my letter of August 4 and would like to provide you with some information about experts in the field of technical-vocational education and teacher training.

I am afraid that I cannot provide you with many names of individual consultants, as our recent interest has been in organizations which could provide us with comprehensive consulting services rather than in individual experts.

Several such organizations having experience in technical-vocational education and teacher training have approached us recently and expressed their interest in our activities. I am not in a position to recommend any of them particularly, and list them without any evaluation.

1. Abt Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts
2. Comerint S.P.A.
8 - 00184
Rome, Italy
3. Dunwoody Industrial Institute
818 Wayzata Boulevard
Minneapolis, Minnesota 55403
4. Education Systems Resources Corporation
Suite 803
Arlington, Va. 22209

Dr. Emily Vargas-Baron

-2-

October 16, 1970

5. New York State University
Albany, New York
6. Republic Industrial Education Institute
3950 Kelley Avenue
Cleveland, Ohio 44114
7. Technical Education Resource Group
Garnet College
Mount Clare
Minstead Gardens
London, S.W. 15, England
8. Transworld Management Corporation
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036
9. University of Michigan
School of Education
Corner East and South University Avenue
Ann Arbor, Michigan 48104

As you will notice, most of the organizations are American. The reason is, of course, that so far very few European organizations (outside France) exist which can provide desirable services.

We have used some consultants recently such as:

Mr. J. C. Jones
26 Grand Marine Court
Durley Gardens
Bournemouth, England

Mr. John S. McName
University of Kansas
School of Engineering
Lawrence, Kansas 66044

Mr. deForest Trautman
103 Wilson Drive
Port Jefferson, New York 11777

You might be able to find some good Swedish technical educators if you write to: Mr. Elger Gardstedt, Skolöverstyrelsen, Fack, Stockholm, Sweden. He is in charge of the Swedish technical education system.

Dr. Emily Vargas-Baron

-3-

October 16, 1970

I regret that I cannot give you more comprehensive information but I hope that this can anyhow be of some use to you.

Sincerely yours,

Mats Hultin
Education Adviser
Education Projects Department

MH/mas



✓ UNESCO
cc Appraisal Prep of Projects

October 16, 1970

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

Dear Werner:

Ron gave me your letter of October 9 about the project appraisal and preparation meeting in Washington, starting on November 5.

We are in agreement with your proposal, and Messrs. Fennell, F. Lethem, K. Thint and myself would participate from our side, and occasionally our division chiefs.

Sincerely yours,



Mats Hultin

cc: Messrs. Ballantine/Calika, Fennell, Stewart

Burt, van Dijk

MH/mas

UNESCO

October 16, 1970

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

Dear Mr. Cairns:

After my return from a mission some time ago, Mr. Ballantine handed me your Report and Recommendations of the European Round Table on "Integration of Literacy Programmes in Economic Development Projects".


I have read the report and its recommendations and have no comments on it.

I participated in the conference on functional literacy in Rome in 1960 and notice that these recommendations are well in line with the proposals of the Rome conference.

Sincerely yours,

Mats Hultin
Education Adviser
Education Projects Department

MH/mms
cc: Mr. Ballantine



UNESCO

OFFICE MEMORANDUM

TO: Files

DATE: October 15, 1970

FROM: Arthur Karasz *Karas*SUBJECT: UNESCO - General Conference.

The 16th Session of the General Conference opened on October 12th. The first day, which was attended by George Wishart, was spent on the usual opening speeches.

On October 13th, Maheu made an important statement. He submitted his "Long-Term Outline Plan 1971-76" (see Steuber's memorandum to Files of Oct. 9, 1970) and his budget for two years to come, amounting to \$90 million. He emphasized that the budget is too low as compared to needs, especially as we are at the beginning of the Second Development Decade. He quoted several times from Mr. McNamara's Copenhagen speech and emphasized the data used in Copenhagen to compare the amounts for aid to those for military expenditures.

Thereafter, an important part of the statement was on the internal problems of UNESCO itself. As we reported at previous occasions (see memorandum to Files by Steuber dated June 17) very strong criticism of UNESCO's policies and administration have started within the Secretariat itself. According to Mr. Maheu, this criticism has taken forms which, in the outside world, will harm the image of UNESCO considerably. He admitted however that basically the movement was "worthy of great attention" because it was led by a desire of participation by everyone and by a desire to renovate the Secretariat. Therefore, he decided last spring to call a round-table discussion composed of representatives elected by the members of the Secretariat and by his own representatives (the round-table was composed of 26 elected members and 5 nominated by the Director General). The round-table met from April to September and completed a report which is being examined at present by the Director General.

On basis of this report, he hopes to be able to take useful measures before the end of the year in order to carry out some of the report's recommendations. He emphasized that he would probably not be able to accept all the suggestions contained in the document, but he thinks that it contains constructive and well meant ideas.

./.

We have not yet been able to obtain the text of the document, but according to reliable reports, among others, Le Monde, October 15, the document consists of the following:

1. Analysis

UNESCO fails to analyze the results of its operations (in Bank language one could say there is a lack of end-use supervision). And, what is worse, there is a practice of camouflaging reality. Failures are hidden and efforts are made to please one's superiors. This is all the more so as there are no satisfactory criteria established to judge the usefulness of operations.

The main defects of the present system: objectives are diffuse, priorities and norms are ill defined, operations are often made in a hurry and in an improvised way, efforts are duplicated. As a result, no-one assumes responsibility, controls are only bureaucratic and not substantive.

2. Administration

To remedy these shortcomings, the report proposes a complete rehaul of the administrative process. The present "pyramidal hierarchy" should be demolished and new integrated units should be created. Instead of being scattered over a number of units, activities and projects of the same nature should be treated in the same place. Successes and failures should be admitted openly: such new policy might help to increase the creditworthiness of the institution in the eyes of all the member countries.

3. Organization

The present organization is too complex, no-one is able to control it. There is need for a complete "transformation of structures in a multidisciplinary sense".

In short, the present rigid organization does not allow for any initiative coming from lower towards upper levels. Such structure inevitably leads towards authoritarian and over-centralized working methods. This is all the more dangerous as the member nations, similar to shareholders in a corporation, only discuss with the man at the top from whom they expect immediate results: the man at the top, feeling responsible for all failures, and being eager to satisfy the shareholders, feels obliged to control every operation. This leads to paralysis and lack of incentives at all other echelons. The remedies proposed in the report are well-known: creation around the Director General of a team of "real advisers", team work, creation of small working parties, establishment of individual responsibilities. (These ideas are similar to the ideas of "participation" expressed in the course of the French Events of 1968.)

(In his statement to the Conference, Maheu announced his intention to "strengthen the Directorate General of the institution". He intends to create "horizontal structures for multidisciplinary enterprises "but, he added, this very complicated operation will have to move rather slowly.)

4. Decision making

There are a number of committees in UNESCO to collect the views of the staff but they only deal with administrative matters. In other words, staff is often asked for its views on how it wants to be administered but not on what it thinks should be done. The staff should participate in the preparation of decisions. The Director General should call periodic staff meetings, discuss new ideas, etc.

5. Recruitment

Need for a better equilibrium between geographical quotas (pressure by member countries) and expert knowledge. The report also contains a number of requests for improved salaries, better social security conditions, etc.

As mentioned above, the Director General called the report a constructive piece of work. He promised to examine its proposals carefully. At the end of his speech, he became somewhat more dramatic and pointed out that he had a mandate of six years to lead the institution and had the intention to fulfill it to the very end.

cc: Messrs. Demuth ✓
Ballantine
Wishart/Steuber

AK:mcl

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, AVENUE D' IENA, 75-PARIS 16^E - FRANCE
Telephone - 553-2510

October 15, 1970

Dear Dick,

The 16th session of the General Conference of UNESCO opened on October 12th.

Maheu made a very interesting statement to the Conference. Enclosed, please find a memorandum I have prepared concerning the statement.

We hope next week to be able to give you a report on further developments.

Yours sincerely,

Arthur Karasz
Director, European Office

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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Encl.

1810 OCT 15 11:32

NOTICE
COMMUNICATIONS

COMMUNICATIONS SECTION

1970 OCT 20 AM 11:35

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RECEIVED

Washington D.C. 20542.
Reconstruction and Development
International Bank for
Room D 1158
Development Services Department
Director
Mr. Herbert H. Dennis

Director, European Office
Arthur Katsas

AK

Yours sincerely,

on further developments.

We hope next week to be able to give you a report
I have prepared concerning the statement
conference. Enclosed, please find a memorandum I
have made a very interesting statement to the

UNESCO opened on October 15th.

The 15th session of the General Conference of
Dear Dick,

October 12, 1970

Telephone - 223-2210

22 AVENUE D'ILEY, 12-BASIS 102 - PARIS
EUROPEAN OFFICE:

СРП° УЧР°С°С° - ИНДЕЛЪС БУВІС

INTERNATIONAL DELEGATION ASSOCIATION

СРП° УЧР°С°С° - ИНТВАРЪВД БУВІС

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT



Washington, D.C. U.S.A.
Национална:

UNESCO



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 Deputy Director-General

reference :

14 October 1970

Dear Mr. McNamara, ✓

As I leave Unesco to return home at the end of the year, I send you a book published by Unesco setting forth some of my reflections and writings on Development. I have been, in my work in Unesco and in the general field of development, greatly inspired by you and your predecessors, Mr. Eugene Black and Mr. George Woods.

Your address at the Copenhagen meeting of the Governors of the Bank is a beacon and guidepost for the seventies.

With my grateful thanks,

Yours sincerely,

Malcolm S Adiseshiah
Malcolm S. Adiseshiah
Deputy Director-General

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

Original to: Mr. McNamara
Date: 10/20/70
Communications
Section

OFFICE MEMORANDUM

TO: Files

FROM: R. H. S. Fennell

SUBJECT: Telephone Conversation Today with Mr. Moller, Unesco

DATE: October 9, 1970

- Ghana: PIM report dispatched two weeks ago. Unesco require confirmation that Mr. Braithwaite would arrive in Ghana on October 30 so that Mr. Syrimis could coordinate his travel plans.
- Thailand: Mr. Ramos Saco will plan to meet Mr. Koulourianos in Bangkok on November 2. Unesco will send additional copies of the PIM report as requested in a recent cable from Thailand.
- Philippines: I confirmed that the Alba Commission's Report had not yet been received and told Moller it was unlikely that an RID mission would be mounted until we had an opportunity to study the report.
- Liberia: Unesco would work out which economist would be free to accompany Mr. Braithwaite on reconnaissance mission.
- Pakistan: PIM report was being rewritten following discussions in Unesco and reconnaissance mission would probably not be able to go to Pakistan until the middle of December at the earliest.
- Working Party on Preparation Guidelines: Mr. Moller has written suggesting November 5 through 13 as a suitable time for the working party on the revised guidelines. Depending on mission commitments, Messrs. Argyropoulos and Andersen would accompany Mr. Moller for these discussions on their way to preparation missions in Paraguay and Thailand.

cc: Messrs. Ballantine, Calika, Burt, Stewart, van Dijk, Hultin

October 9, 1970

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

Dear Van:

Your letter to Duncan of October 1 about the new Convention entitled "Customs Convention on the temporary importation of pedagogic material" has been referred to me for proper disposition. Many thanks for the document, the content of which will be conveyed to the EDP staff.

Finally, I would like to thank you for the nice days I spent in Paris with you and your staff.

Yours sincerely,

Mats Hultin
Education Adviser
Education Projects Department

MH/mms



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

OCT 14 REC'D

Original Bellantini
 Copy Calika
 Kuhlén
 Burt (Kontmanns)
 Stewart
 van Dijk
 9 October 1970

place de Fontenoy, Paris-7^e

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

référence : EP 8050/25/3450

- Bellantini
- Calika
- Burt
- Stewart
-
-
- Div Files
- Op Files

Dear Ron,

You will remember that during the Review Meeting we agreed to hold a Working Party on the various guidelines for project appraisal and project preparation. This was to be combined with my visit to Washington in connection with a course at the Economic Development Institute.

We have discussed the timing of this meeting here in view of our revised mission schedule and would now suggest that the Working Party assemble in Washington on 5 November, consisting, on our side, of Knud Andersen, Dimitri and myself. Both Dimitri and Knud would be on their way to project preparation to Paraguay and Thailand respectively. They would both have sufficient time to stay until Friday 13 November if need be.

I hope that you will be able to arrange from the Bank side for a corresponding Working Party.

We, at any rate, are very keen to have this meeting so as to have a firm basis for our future work.

...

I enclose a copy of my letter to Mr. Sirken concerning documents and travel arrangements for the course and I should be grateful if you could soon confirm the proposals for the dates of the Working Party.

With kind regards.

Yours sincerely,

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

Mr. R. Fennell
 Administrative Officer
 Education Projects Department,
 I.B.R.D.,
 1818 H. Street, N.W.,
 Washington D.C. 20433
 U.S.A.

RECEIVED

18 OCT 13 6M 3:17

SECTION COMMUNICATIONS

COMMUNICATIONS SECTION

U.S.V.

Washington D.C. 20542
 1818 H. Street, N.W.
 I.B.B.D.
 Education Projects Department
 Administrative Office
 Mr. B. Bennett

1970 OCT 13 PM 3:44

RECEIVED

FINANCING OF EDUCATION
 DEPARTMENT OF PLANNING AND
 EDUCATIONAL FINANCING DIVISION
 M. MOJER



LOUIS ARCELEJA

With kind regards

soon continue the negotiations for the dates of the working party.
 Please arrangements for the course and I should be grateful if you could
 I enclose a copy of my letter to Mr. Stikem concerning documents and

with regard to our future work.

We are very keen to have this meeting so as to have a

collaborating working party.

I hope that you will be able to arrange how the work will be

conducted from the start until the end of the year. It need be
 necessary to have a meeting and discuss the arrangements. They would be
 directly and indirectly. Both directly and kind would be on their way to project
 in Washington on 2 November, concerning, on all side, of kind and design,
 related matters schedule and would now suggest that the working party arrange
 We have discussed the timing of this meeting here in light of our

from with a course at the Economic Development Institute
 Washington. This may be completed with a date to Washington in connection
 a working party on the various activities for project activities and project
 you will remember that during the recent meeting we agreed to hold

Best Hon

Reference: EB 8020/S2/2420

Telex: 21 200 Paris
 Cable: UNESCO Paris
 Telephone: 200-2121

Place de Fontenay, Paris-7e

- Mr. Mojer
- Mr. Stikem
-
-
- Mr. [unclear]
- Mr. [unclear]
- Mr. [unclear]
- Mr. [unclear]

2 October 1970
 M. Mojer
 M. Stikem
 M. [unclear]
 M. [unclear]
 M. [unclear]

OCT 14 1970



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

Handwritten notes and signatures at the bottom right, including "UNESCO" and other illegible text.



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

OCT 16 REC'D

telephone : 566-5757
 cables : Unesco Paris
 telex : 27 602 Paris

reference : ED 8050/1/3451

- Ballantine
- Collins
- Burt
- Stewart
- Neelke - prepare reply*
- Div. Files
- Op. Files

9 October 1970

Dear Duncan,

Under separate cover I am sending you by airmail, a copy of a recent Unesco publication "The Statistical Measurement of Educational Wastage". This study proposes a conceptual framework for the analysis of drop-out, repetition and school retardation, and contains flow charts and other statistical data for over 50 countries.

In my view this study is extremely valuable for our work and I am recommending it for reading by all our Project Officers.

In case you would like to have additional copies for your own staff, please let me know, and we shall be glad to supply them free of charge.

Yours sincerely,

W. van Vliet

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

RECEIVED

Mr. Duncan S. Ballantine
 Director
 Education Projects Department
 IBRD
 1818 H Street, NW
 Washington DC, 20433
USA

TO: 10:11:18 AM 10/16/70

SECTION
 COMMUNICATIONS

USA
Washington DC 20533
1818 H Street, NW
IBED
Education Projects Department
Director
Mr. Duncan S. Bellentine

COMMUNICATIONS
SECTION

1970 OCT 16 AM 10:07

RECEIVED

FINANCING OF EDUCATION
Department of Planning and
Educational Financing Division
Director
M. VAN ALST

Yours sincerely,

of course.
I would be glad to send you a copy of the
report in case you would like to have additional copies for your own

and recommending it for reading by all our project officers.
In my view this study is extremely valuable for our work and I

copies and other statistical data for over 20 countries.
of "World Education and School Registration" and contains the
message". This study proposes a conceptual framework for the analysis
recent UNESCO jurisdiction "The Statistical Measurement of Educational
under separate cover I am sending you by airmail, a copy of a

Dear Duncan,

- Mr. Van Alst
- Mr. [unclear]
- [unclear]
- [unclear]
- [unclear]
- [unclear]
- [unclear]

Handwritten note in red: [unclear]

Reference: ED 8020/L/0208

8 October 1970

Address: 21 002 Paris
Copies: UNESCO Paris
Telephone: 200-2121

Place de Fontenoy, Paris-7e

OCT 16 1970



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

Handwritten UNESCO logo

op. file

OFFICE MEMORANDUM

TO : Files

DATE : October 9, 1970

FROM : Fritz Steuber *F.S.*

SUBJECT : Unesco - "Long-Term Outline Plan 1971-76"

1. The 1968 General Conference decided that the Secretariat should prepare a long-term (medium-term would be a better characterization) plan for Unesco activities during the period 1971-76. This, of course, coincides with the general trend in almost all UN specialized agencies to devise such plans. In the case of Unesco, it was always understood that such a plan would be a revolving one, being up-dated at two-year intervals at the occasion of the General Conference.

2. A document (16C/4, attached) has now come out which will be submitted to the October/November session of the General Conference and which has been already discussed during the present session of the Executive Board. The plan is mainly an extrapolation of past trends, rather than a bold enunciation of new strategies. This was recognized quite humbly by Mr. Maheu in his oral presentation to the Board. He blamed the deficiencies of the document on insufficient planning machinery and the fact that only two months were available. He emphasized that the plan followed quite closely the presentation of the biennial budget 1971/72 which will have to be approved by the General Conference.

3. The plan is divided into three main chapters:

- a) Aims
 - (i) Peace (paragraphs 8 to 10)
 - (ii) Development (paragraphs 11 to 28)
 - (iii) The promotion of human rights and the struggle against racialism and colonialism
 - (iv) Types and fields of action to be given priority (paragraphs 31 to 36)
- b) The means
 - (v) The budget (paragraph 37 to 48)
 - (vi) The Secretariat (paragraphs 49 to 63)
 - (vii) Headquarters premises (paragraphs 64 to 66)
- c) The methods
 - (viii) The fate of the regional centres and institutes set up with the help of the Organization (paragraphs 67 to 77)
 - (ix) The programming of governmental conferences (paragraphs 78 to 84)
 - (x) The participation of National Commissions and international non-governmental organizations in the implementation of Unesco's programme.

4. Regarding development, the report states that about two-thirds of Unesco's resources are at present devoted to it. An important aspect of Unesco's work concerns resource mobilization; in this context the Bank, Unicef, the World Food Programme, etc., are mentioned. But the precise nature of Unesco's contribution to development is still not clear, the report states, concerning the fields in which the organization should be active, the approaches, methods and techniques to be used, the evaluation of their impact, the volume, nature and origin of the resources needed, etc. Perhaps even more important, it is recognized that so far Unesco has, at least in the education field, only proposed "norms" instead of "strategies" or "patterns of action". The report then reverts to the need for a "typology of under-development", one of Mr. Maheu's favorite themes.

5. Following recent discussions in the Board on country programming, a good deal of attention is given to this subject (pages 8 and 9). Specific mention is made of the Bank, "whose planning activities are by far the most advanced and the most forcefully carried out", but also to UNDP, etc. Some critical remarks are made concerning the different criteria used by various UN bodies in country programming, and the resulting confusion, overlapping, etc. This also has been one of Mr. Maheu's persistent concerns. But in the end not much is said regarding Unesco's own effort with respect to country programming which, by common knowledge, is still at a very preliminary stage. The report states (paragraph 28) that "it is not possible at present to foresee the measures which will eventually prove necessary to ensure Unesco's full participation in country programming/", and that "much will depend on the results of experiments which are only just beginning, such as the missions of the International Bank and others...".

6. Throughout the document the accent is very much on quality rather than quantity. This is also apparent, for example, in the discussion regarding problems concerning the Secretariat staff. Perhaps the most prophetic statement made by Mr. Maheu in his introduction (paragraph 34) is that while in the present state the immediate needs of development in education and science outweigh all others and will for a long time to come, the real calling of Unesco is essentially a cultural one; the organization's centre of gravity is destined to shift from education first to science and then eventually from science to culture.

7. The chapter on education with "regeneration of education" as the overall theme, is rather unexciting. The cooperative program is briefly dealt with (paragraphs 194 through 197) under the heading of "Project Development and Capital Aid".

8. Regarding the budget, the document states that it would be desirable to reach agreement on the rate of growth of Unesco's biennial budget, and desirable growth rates are stated for each main sector of Unesco's activities. Education and science, with a desirable growth rate of 10%, should receive highest priority.

October 9, 1970

9. The Board did not go into the substance of the document. In a long resolution, it draws the attention of the General Conference to particular aspects. The writer will report on those discussions in due time.

cc: Messrs. Demuth
Ballantine (4)
Karasz/Wishart

FS/gp

UNESCO-

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INCOMING CABLE

DATE AND TIME OF CABLE: **OCTOBER 7, 1970 1255**

LOG NO.: **WU 21 / 7**

TO: **INTBAFRAD**

FROM: **PARIS**

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

TEXT:

FOR BALLANTINE

**RE STEDMANS CABLE 2 OCTOBER WILL ATTEMPT TELEPHONE YOU WITH PORTER ON
8 OCTOBER NOON YOUR TIME IN ORDER DISCUSS OPTIMUM USE TECHNICAL ASSISTANCE
COMPONENT EDUCATION LOAN. IF DATE HOUR IMPRACTICAL PLEASE SUGGEST
ALTERNATIVE.**

LOURIE UNESCO 17118

jao

SECTION
COMMUNICATIONS
OCT 15 5 13 PM '70

DEPT

INCOMING CABLE

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

DATE AND TIME OF CABLE: OCTOBER 7, 1970 1255

LOG NO.: BU 21 \ 7

TO: INTERMAD

FROM: PAR IS

TEXT:

FOR MALAYSIAS

RE SYMBIONESE LEADER 2 OCTOBER WILL ATTEMPT ESTABLISHING YOU WITH MATRONS ON

3 OCTOBER FROM YOUR TIME IN ORDER DURING OPTIMUM USE TECHNICAL ASSISTANCE

COMPONENTS NEGOTIATION PLAN. IF DATE MORE EMERGENCY, PLEASE SUGGEST

ALTERNATIVE

FOR THE UNITED STATES

TYPED

OCT 7 2 45 PM 1970

COMMUNICATIONS SECTION



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/L3/3444

~~OCT 13 1970~~

OR

17 October 1970

19/13

Dear Ron,

Compendium

Some weeks ago you asked me for 50 extra copies of the Compendium. This has now been reproduced and I am sending you, under separate cover, the copies you have asked for.

With kind regards.

Yours sincerely,

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

Mr. R. Fennell
Administrative Officer
Education Projects Department
I.B.R.D.,
1818 H. Street, N.W.
Washington D.C. 20433
U.S.A.

RECEIVED

1970 OCT 15 10:30 AM

SECTION
COMMUNICATIONS

COMMUNICATIONS
SECTION

1970 OCT 12 AM 10:39

RECEIVED

U.S.V.
Washington D.C. 20432
1818 H. Street, N.W.
I.B.B.D.
Education Projects Department
Administrative Officer
Mr. R. Bennett

Director of Education
Department of Planning and
Educational Financing Division
Mr. Weller

Yours sincerely,

With kind regards,

Your order separate cover, the copies you have asked for.
Compendium. This has now been reproduced and I am sending
some weeks ago you asked me for 20 extra copies of the

Compendium

Dear Hon,

10/12

Reference: EP 8020/G2/2444

13 October 1970

telex: 21 005 Paris
cables: UNESCO Paris
telephone: 206-2121

25

Place de Fontenoy, Paris-7e

~~OCT 12 1970~~



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

UNESCO

Mr. Duncan S. Ballantine

October 7, 1970

B. Chadenet B. Chadenet

Meeting with Mr. Maheu of UNESCO
on Tuesday, September 29, 1970

Messrs. Aldewereld, Karasz and Chadenet met with Mr. Maheu at Place de Fontenoy on the above date. With Mr. Maheu were Mr. van Vliet and (?), his temporary "Chef du Cabinet".

In a very cordial atmosphere Messrs. Aldewereld and Maheu expressed satisfaction with the way in which the Cooperative Programme was working. I mentioned briefly the complexity that would result from the extension of the Programme to planning and special studies. Mr. Maheu insisted that Mr. van Vliet should be the sole channel within UNESCO for all communications with the Bank.

The most important point of the meeting was Mr. Maheu's great insistence on UNESCO playing a larger role in economic missions. He emphasised this for two reasons:

1. He believed UNESCO could give the Bank more help for this kind of activity than in the past.
2. More importantly, he wanted to make sure that the studies of education sectors made by UNESCO were consistent with the development programs of the country as formulated by the Bank's economic reports.

BChadenet:jfh

c.c. Mr. Knapp
Mr. Aldewereld
Mr. Demuth
Mr. Karasz
Mr. Chenery
Mr. Baum



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

Handwritten initials

référence :

EP 8050/26/3433

2 October 1970

OCT 07 REC'D

Dear Ron,

I am enclosing a copy of the draft summary conclusions of the Review Meeting which have been prepared by Dimitri following your discussions with him before you left Paris.

If you have any immediate reactions to the document perhaps you would let us know. In any case we look forward to receiving your draft of the full minutes within the next few days.

- Folio
- Carter
- Burt
- Stewart
- Fennell
- [unclear]
- Div. Files
- Op. Files

Yours sincerely,

W. van Vliet

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

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

RECEIVED

1310 OCT - 8 AM 3:28

EDUCATION DIVISION

COMMUNICATIONS SECTION

1970 OCT -6 AM 9:56

U.S.A.
WASHINGTON D.C. 20540
1818 H Street N.W.
I.B.F.D.
Education Projects Department
Mr. B. Fenwick

RECEIVED

of Education
Department of Planning and Financing
Educational Financing Division
Director
M. van Alst

M. van Alst

Yours sincerely,

minutes within the next few days.
We look forward to receiving your draft of the full
document before you would let us know. In any case
if you have any immediate reactions to the

plan before you left Paris.
prepared by promptly following your discussions with
conclusions of the recent meeting which have been
I am enclosing a copy of the draft summary

Dear Hon,

- Mr. Liza
- Mr. Liza
-
- M. van Alst*
- Director*
- Unit*
- Coord*
- ...*

OCT 02 REC.D

reference : EB 8020\28\2422

5 October 1970

telex : 31 005 Paris
cables : Unesco Paris
telephone : 200-2121

Place de Fontenoy, Paris-7e

M. van Alst



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

UNESCO

Draft Summary Conclusions of 16th

Review Meeting

(Paris, 22 - 25 September)

30.9.70

Mr. van Vliet
Mr. Moller
Mr. Argyropoulos
Mr. Fennell ✓
file.

The Bank policy paper was discussed and it was agreed that it reflected the actual current operational practice of the Cooperative Programme. ✓

Item 2. Expansion of Cooperative Programme

(a) Establishment of programmes for EPAD and EDS.

The programme for EPAD was agreed to include : 1) participation in EFD missions, 2) country profiles, 3) models for reform and 4) indicators. ✓

The programme for EDS includes : 1) participation in EFD missions (including preparation of Technical Assistance items for project implementation) and 2) studies.

Detailed programmes for the preparation of studies, country profiles and other papers will be submitted by each Division as soon as possible, in the light of the discussions. These should be limited in scope, clearly defined and relevant to the needs of the Cooperative Programme.

(b) Staff Time Accounting.

(i) Post descriptions for the 6 new posts were agreed upon. ✓

(ii) Two panels, one for EPAD and one for EDS, each to include the 3 new posts plus approximately 3 more staff members will be established. These panels would provide the 72 man/months required under the Expanded Cooperative Programme. Names both for candidates for the 6 new posts and for the remaining members of the panels will be submitted by Unesco to the Bank for comments. ✓

There is at present no provision for services above and beyond the 72 man/months foreseen in the supplement to the Memorandum of Understanding. ✓

(iii) Staff time accounting : Unesco would devise some forms for internal time computing, on a trial basis.

for

Item 1 (a) : Technical Assistance and Pre-Investment Studies

(i) Technical Assistance should be identified and included in PIM reports whenever considered necessary. However, the Bank will not finance technical assistance unless it is in conjunction with and for the implementation of specific projects to be financed by IBRD/IDA, and provided that UNDP or other international or bilateral agency has not picked up the technical assistance component of the project. Bank financing of technical assistance component is usually limited to the project implementation period.

(ii) Pre-Investment Studies : The Bank will, under certain conditions, agree to include the financing of pre-investment studies in a loan or credit agreement. These are designed to pave the way for a second project. The Bank will not finance studies of sub-sectors or special problem areas in other cases.

Item 1 (b) : Arrangements and Procedures for Technical Assistance

It was agreed that arrangements for consulting the Bank concerning the roster were satisfactory, but that the Bank should indicate whether an expert was (a) generally suitable for the roster and/or (b) qualified for a specific post under the technical assistance programme. Supervision and back-stopping by Unesco experts appointed under Bank-financed technical assistance agreements should be reinforced. It was agreed that since the Bank had overall responsibility for evaluating the project as a whole and Unesco responsibility for supervision of its own staff, communications between the two organizations should be more active concerning the progress of project implementation.

Item 5 : Sector Studies, PIMs and RIDs

RIDs were defined as follows :

- (i) used for countries where analysis and strategy have been dealt with, or in very small countries
- (ii) limited in scope
- (iii) do not contain analysis or policy recommendations
- (iv) emphasize identification of projects.

Item 3 (a) : Streamlining of operations

(a) IBRD participation in PIM report discussions at divisional level was not considered to be a good idea. However, Bank comments on the first draft of the report would be welcome. Exchange of comments between IBRD and Unesco on PIM and Appraisal reports (first draft) would be more regular.

(b) It was agreed that a working party would be convened in Washington some time around 10 November, to work out the revised guidelines for PPMs, based on the material needed for Appraisal missions.

The Bank would consider the possibility of including EFD secretaries on PPMs, whenever needed.

Item 4 : Evaluation and Feedback

Points 4 (a) and (b) of the agenda were useful principles on which to evaluate Bank projects but this evaluation should be done by an outside group. It was in any case difficult to include evaluation missions in the already overcrowded mission schedule.

Item 6 : Cooperation between IBRD, Unesco and FAO

It was likely that FAO would be undertaking more self-contained missions in future, concerned solely with agricultural education projects. It was expected that FAO mission schedules would be made available regularly to Unesco and the Bank for the purpose of planning Cooperative Programme missions.

Item 7 : Meetings of Bank and Unesco Specialists

Such meetings were agreed upon. They should be scheduled when convenient to all concerned, probably before or after Christmas. The Bank should elaborate the items proposed by Unesco and come up with a "nuts and bolts" agenda.

Item 10 : Programme matters

The necessity for innovation as a solution to growing educational problems was stressed. Probable ways to this solution were through the installation of coordinated research, production, training and management programmes, rather than institutions. The Bank would consider financing the hardware required if the preliminary work had been undertaken by other agencies.

UNESCO

cc Missions

October 2, 1970

Mr. W. van Vliet, Director
Educational Financing Division
Unesco
Place de Fontenoy
Paris 7e, France

Dear Van:

The following is in confirmation of our telephone conversation this morning.

Nigeria

Further to that part of my letter of September 25, 1970, which deals with the proposals for a Unesco project identification mission in early 1971, as a preliminary step to a national education project in Nigeria, we would be glad if this mission could take place in March, 1971, subject, of course, to Government agreement. This timing is proposed because Bank missions will be in Nigeria during each month during January to May, 1971, excepting only March. March would therefore be most suitable for your PIM because we should avoid burdening the administration with too many missions in the country at the same time.

The Bank mission scheduled for May, 1971, will be an economic survey mission which would lean heavily on your mission for material concerning education and training and its financing. To provide liaison between this mission and your PIM, it may be helpful if we can supply a Bank staff member for the PIM.

Thailand

For Thailand, we are proposing to the Government that a joint Bank/Unesco reconnaissance mission should take place in early November. Our representative would be Mr. Koulourianos, the new Deputy Chief of our Division I, and he would travel after I return from Nigeria and have been briefed by him. He cannot therefore arrive in Bangkok before about November 2, 1970. If it can be arranged, we suggest that your representative on the reconnaissance mission, who might be a member of your project preparation mission, and Mr. Koulourianos, should spend the week of November 2-6 in discussions with the Thai Government on the scope and preparation of the project. Following these discussions and, hopefully, agreement on the project items to be prepared, the remainder of your PPM team might then join their colleague in Bangkok on about November 9, 1970, and complete project preparation before Christmas.

The dates given for the reconnaissance mission are fairly firm but depend, firstly, on Government agreement to our proposed timetable and, secondly, on the date of the Executive Board meeting to consider the Iran education project which Mr. Koulourianos must attend. If the Government does not agree with our proposals or if the Board presentation appears likely to be delayed, we will inform you at once.

Yours sincerely,

SJGB:lm
cc: Messrs. Gibbs
Mirza
Fennell, Sung, Bar

S. J. G. Burt
Chief, Division I
Education Projects Department

OFFICE MEMORANDUM

TO : Files

DATE : October 2, 1970

FROM : Fritz Steuber *Ff*SUBJECT : UNESCO Executive Board - 85th Session -
Education Fund

1. The possibility of establishing a fund for "promoting the qualitative and quantitative improvement of education in the LDCs" had been raised in a resolution of the 1968 General Conference. At that time, many LDCs had expressed the hope that such a fund would be set up during the 1970 International Education Year. A Secretariat paper was submitted to the 83rd session of the Board in September 1969. That paper explored, in a rather superficial way, the possibility of educational research and innovation being financed out of the proposed fund. No attempt was made to survey the present state of financing of research and innovation and to arrive at a judgement about what the additional financing needs in these fields might be. Last year's Board discussion showed little results; there was still a widely held opinion that the fund should help closing a supposed financing gap in educational capital investment. The Director-General was asked to make a new study.

2. This study (85 EX/5 and 16 C/71 - attached), which will also be on the agenda of the forthcoming General Conference comes to the conclusion that:

- a) On the basis of discussions with potential donors, Mr. Maheu is unable to recommend a fund on the grounds that it would be unlikely to command support. Donors interviewed felt that the proposed functions of such a fund are sufficiently covered by existing machinery, and that it would not add to existing resources.
- b) Since, however, it would appear that a measure of support could be mobilized for a fund which would sponsor research into the application of new media and technologies of education in the developing countries, the General Conference may wish to authorize the Director-General to continue his studies on the possibility of attracting funds for the promotion of research and innovation.
- c) Whether or not a fund is established, the Director-General considers it feasible and opportune to strengthen and expand Unesco's existing funds-in-trust arrangements.

COMMUNICATIONS
SECTION

1970 OCT -8 AM 9:29

RECEIVED

October 2, 1970

3. The discussion which took place in the Board's Program Commission during the week of September 21 showed that with many LDC Board members the idea that the education fund should close a financing gap is still alive. Numerous references were made to the 1 percent of GNP aid target and the share which education should receive within total aid flows. The approximate 10 percent of total flows devoted to education "were inadequate". Several LDCs suggested that the share of education should reflect the 15-25 percent which many LDCs reserved for education in their budgets. While thus most LDC members expressed great disappointment with the negative results of the Secretariat findings (Mr. Platt carried out most of the investigations and several months ago had extensive discussions with the writer), no very useful guidance was given to the Director-General regarding the type of innovation and research projects which might be financed out of a small fund which, as the Secretariat study states, might still be a possibility.

4. The discussion also touched on Unesco's funds-in-trust arrangements which seem to enjoy considerable popularity, especially with the smaller donors. Sweden, for example, has channelled contributions of more than \$8 million in this manner. At the meeting, Japan announced its intention to use funds-in-trust arrangements.

5. A draft resolution was agreed upon (attached) which will no doubt be voted by the full Board in due time and which, amongst other things:

- Recommends that an adequate share of the 1 percent of GNP aid target should be devoted to education;
- Further recommends that the World Bank group continue its policy of extending loans and credits for promoting the qualitative and quantitative improvement of education in the developing countries and expresses the hope that such loans and credits be increased;
- Invites the Director-General to pursue his efforts concerning the points made in paragraph 2(b) and 2(c) above.

cc: Messrs. Demuth
Ballantine
Karasz/Wishart

FS/ep

UNESCO

OFFICE MEMORANDUM

TO : Files

DATE : October 2, 1970

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cc: Messrs. Demuth
Ballantine
Karasz/Wishart

FS/gp

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



INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
Cable Address - INTBAFRAD PARIS

INTERNATIONAL DEVELOPMENT ASSOCIATION
Cable Address - INDEVAS PARIS



EUROPEAN OFFICE:
4, AVENUE D'ÏÉNA, PARIS (16^E) - FRANCE
Telephone - 553-2510

October 1, 1970

OCT 07 REC'D

- ~~Mr. Duncan~~
- ~~Mr. Stewart~~
- Mr. Stewart
- Mr. Stewart
- Div. Files
- Op. Files

Dear Duncan:

Please find attached a number of documents I picked up at the Documentation desk of the Unesco Executive Board, concerning:-

- (a) Cooperation with the Organization of American States - Report of the Third Meeting of the Joint Unesco-OAS Committee
- (b) Reports by Members of the U.N. Joint Inspection Unit concerning Unesco operations in Colombia, Madagascar and Nepal.

These reports usually contain useful observations and comments concerning education projects in which sooner or later we might take an interest (e.g. School of Engineering of the National University in Bogota, the functional literacy project in Madagascar, etc.).

With best regards,

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Fritz Steuber".

Fritz Steuber

Encls.

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

RECEIVED

OCT - 2 10:01 AM

RECEIVED

COMMUNICATIONS
SECTION

International Bank for Reconstruction and Development
1970 OCT -6 AM 10:07
Education Projects Department
Mr. Duncan S. Valentine, Director

RECEIVED

Subject:

Press Release

[Handwritten signature]

Don't discuss it

With press release:

International Presses Association (I.P.A.)
of the International Presses Association in Geneva, the
take an interest (I.P.A. group of representatives
in Geneva in order to meet with the
representatives and committee concerning education
these representatives contain matter

(p) in Geneva, Switzerland and meet.
Investment and concerning press operations
beyond the members of the I.P.A. group

(r) meeting of the group press-ops committee
American states - report of the I.P.A.
cooperation with the organization of

exchange world concerning:-
checked in at the documentation desk of the press
please find attached a number of documents

Dear Duncan:

[Handwritten notes and signatures on the right margin]

October 7, 1970

OCT 07 1970

Telephone - 222-3210

4 WASHINGTON FIELD OFFICE
WASHINGTON OFFICE

OFFICE - WASHINGTON FIELD OFFICE

INTERNATIONAL DEVELOPMENT ASSOCIATION

OFFICE - INTERNATIONAL BANK

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, Paris-7^e

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

référence : EP 8050/1/3434

OCT 07 REC'D

- ~~Ballantine~~ (2)
- ~~Ballantine~~
- ~~Ball~~
- ~~Ballant~~
- ~~Hullten~~ (1)
- ~~Hullten~~
- Div. Fin
- Op. Fin

1 October 1970

Dear Duncan,

...

Herewith please find the text of a new Convention entitled "Customs Convention on the temporary importation of pedagogic material". It provides for duty-free entry of materials for education or vocational training, including audio-visual aids, close circuit television equipment, etc. The Convention was adopted by the Customs Co-operation Council at the request of Unesco. It remains open for signature until 30 June 1971 and will enter into force three months after five States have signed it without reservation of ratification or have deposited their instruments of ratification or accession.

I shall be glad to provide you with additional copies if you so desire.

With best regards,

Yours sincerely,

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

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

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1970 OCT - 2 AM 10:30

SECTION
NOTICE

COMMUNICATIONS SECTION

P. S. V.
Washington D.C. 20543
1818 H. Street, N.W.
I.B.B.D.
Education Projects Department
Director
Mr. Duncan S. Ballantine

1970 OCT -6 AM 10:30

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FINANCING OF EDUCATION
Department of Planning and
Educational Financing Division
Director
M. Ash Dyer

Yours sincerely,

With best regards,

Dear Sir,

I shall be glad to provide you with additional copies if you so

of ratification or accession.

Without legislation of ratification or have deposited their instruments
and will enter into force three months after the States have signed it
the least of UNESCO. It remains open for signature until 30 June 1971
etc. The Convention was adopted by the States Co-operation Council of
Planning, including sub-agency staff, close scientific relationship
provides for duty-free entry of materials for education of vocational
Convention on the temporary importation of pedagogic materials. If

Herewith please find the text of a new Convention entitled "States

Dear Duncan,

- Mr. Lee
- Mr. Lee
-
- Mr. (1)
-
-
- (5)

1 October 1970

Reference: EP 8020/L/3737

Telex: 31 005 PARIS
Cables: UNESCO PARIS
Telephone: 206-2121

Place de Fontenay, Paris-16

OCT 10 1970 REC.D



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

UNESCO

UNESCO

September 30, 1970

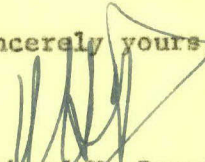
Mr. Rene Maheu, Director-General
United Nations Educational, Scientific
and Cultural Organization
place de Fontenoy
Paris VII^e, France

Dear Rene:

I was in Moscow recently for a few days and found the attached article and picture in the "Moscow News". Since your clipping service may not cover that particular periodical, I thought you might like to have the clip.

With best personal regards,

Sincerely yours,



Richard H. Demuth
Director
Development Services Department

RHD:jg

UNESCO

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

DATE AND TIME
OF CABLE:

SEPTEMBER 30, 1970

2015

R O U T I N G

LOG NO. :

ITT 3 / 1

TO:

BALLANTINE INTBAFRAD

FROM:

PARIS

ACTION COPY:

EDUCATION PROJECTS

INFORMATION
COPY:

DECODED BY:

TEXT:

MARKGREN ARRIVAL DULLES OCTOBER FIRST FLIGHT TW 811 AT FIFTEEN
HOURS. PLEASE NOTIFY FAMILY

VAN VLIET UNESCO 16644

FAMILY NOTIFICATION HAS BEEN MADE

COMMUNICATIONS
OCT 1 3 35 AM 1970

IR

TYPED

OCT 1 9 12 AM 1970
COMMUNICATIONS

15

SECRET INFORMATION HAS BEEN RECEIVED

AND WILL BE DECLASSIFIED

ON THE DATE INDICATED

UNLESS OTHERWISE INDICATED BY THE CLASSIFICATION AUTHORITY

CLASS:

FROM:

TO:

CC NO.:

OF CYCLE:

DATE AND TIME

SECRET

INTERNATIONAL INFORMATION

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SECRET

SECRET

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INTERNATIONAL	
SECTION COBY:	INTERNATIONAL INFORMATION
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INTERNATIONAL CYCLE

UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INCOMING CABLE

DATE AND TIME
OF CABLE:

SEPTEMBER 30, 1970

LOG NO.:

WU TELEX / ,30

TO:

INTBAFRAD

FROM:

NEW YORK

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

TEXT:

75 CONSOLO

IN VIEW OF REQUEST CONTAINED IN UESCO LETTER OF THIS SUMMARY
AND PROSPECT OF ADDITIONAL ITEMS BEING REQUESTED FOR CONSIDERATION
WE WISH NOW TO PROPOSE THAT SIXTY-SIXTH SESSION OF PREPCOMM BE
CONTINUED THROUGH MONDAY 19 OCTOBER

LISTER NEW YORK

IR

SEP 30 11 22 AM 1970
COMMUNICATIONS
SECTION

13

UNITED STATES POSTAL SERVICE

CONTINUED FROM PAGE 12
AND WILL BE TO BECOME A FULL-TIME MEMBER OF THE POSTAL SERVICE
AND SUBJECT OF THE FOLLOWING LETTER BEING RECEIVED FOR CONSIDERATION
IN AID OF MEMBERSHIP IN THE POSTAL SERVICE OF THE UNITED STATES
AT CONCORD

NAME:

ADDRESS:

CITY:

STATE:

DATE AND TIME

MR. JONES

12345678

PO BOX 1234

SEPTEMBER 30, 1970

RECEIVED BY: COPY: INFORMATION ACTION COPY:	MR. JONES
POSTAL SERVICE	

INCOMING CYRIL

UNESCO

September 30, 1970


Mr. W. van Vliet
Director
Educational Financing Division
Unesco
Place de Fontenoy
Paris 7e, France

Dear Van:

I am sending attached for your information and information of your immediate associates a copy of list of country assignments in the Education Projects Department. As you will notice, we now have three divisions.

With best regards,

Yours sincerely,


O. H. Calika
Deputy Director
Education Projects Department

Attachment

1970 OCT -1 6W 5:25

SECTION
COMMUNICATIONS

COMMUNICATIONS
SECTION

1970 OCT -1 PM 2:52

RECEIVED

Attachment

Education Projects Department
Deputy Director
O. H. SUTTKER

Yours sincerely,

With best regards,

have three categories
in the Education Projects Department. As you will notice, we now
of your immediate associates a copy of that of country assignments
I am sending attached for your information and information

Best Dan:

Bette de France
Bette de Fontenay
UNESCO
Educational Financial Division
Director
Mr. M. van Lier

September 30, 1970

PRE 300

UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

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

DATE AND TIME
OF CABLE:

SEPTEMBER 29, 1970

2030

LOG NO.:

ITT 1 / 30

TO:

CALIKA INTBAFRAD

FROM:

PARIS

TEXT:

R O U T I N G	
ACTION COPY:	EDUCATION PROJECTS
INFORMATION COPY:	
DECODED BY:	

GHANA RECONNAISSANCE SUITABLE DATE 26 OCTOBER. SUGGEST THAI PPM
BE PRECEDED BY RECONNAISSANCE TO AGREE ON PROJECT CONTENT

VAN VLIET UNESCO 16529

IR

COMMUNICATIONS
26 30 8 52 AM 1970

TYPED

SEP 30 8 29 AM 1970
COMMUNICATIONS

11

THE ABOVE MESSAGE

IS BEING REPRODUCED IN FULL IN THE

COMMUNICATIONS SECTION

TEXT

FROM

WASH

TO

COMMUNICATIONS SECTION

DATE

SEP 30 1970

OF
PAGE

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DECODED BY:	
CLASS:	
INTERNATIONAL	
SECTION	COMMUNICATIONS SECTION
KODAK	

INCOMING CYCLE

UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

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

DATE AND TIME
OF CABLE:

SEPTEMBER 29, 1970

2048

LOG NO. :

WU 13 / 30

TO:

INTBAFRAD

FROM:

PARIS

R O U T I N G

EDUCATION PROJECTS

ACTION COPY:

INFORMATION
COPY:

DECODED BY:

TEXT:

FOR LETHEM

ABIDJAN CLUB MEETING NINTH OCTOBER TEN OCLOCK ROOM SEVEN UNESCO.

IBRD WILL RECEIVE OFFICIAL INVITATION FROM MINISTER EDUCATION

THROUGH ABIDJAN OFFICE

NAJMAN UNESCO 16522

IR

SEP 30 10 54 AM 1970
COMMUNICATIONS
SECTION

IS

1970 SEP 30 10 54 AM

INFORMATION RECEIVING

INFORMATION RECEIVING INCOMING CYBERS' PLEASE CALL THE COMMUNICATIONS SECTION' EXT. 3051

INFORMATION RECEIVING INCOMING CYBERS' PLEASE CALL THE COMMUNICATIONS SECTION' EXT. 3051

FOR INFO

TEXT

FROM

INFORMATION

TO:

INFORMATION

FOR INFO

INFORMATION

OF CYBERS
DATE AND TIME

INFORMATION

INFO

DECODER BY:	
COPIES:	
INFORMATION:	
ADDITIONAL:	INFORMATION
FOR INFO	

INFORMATION RECEIVING

UNESCO

September 23, 1970

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

Dear Mr. Adiseshiah:

On the President's behalf I wish to acknowledge your letter of August 31 and enclosure, and to thank you for inviting the World Bank to attend a Meeting of Experts on the National Planning of Documentation and Library Services in Africa to take place in Kampala, from December 7 to 15.

While we appreciate your invitation I wish to inform you that it will not be possible for the Bank to be represented at this meeting.

Sincerely yours,

Harold Graves
Associate Director
Development Services Department

Cleared with Messrs. Ballantine and Twining
Central Files with incoming correspondence

:da

Handwritten signature

*VUABSCO -
C Missions*

OUTGOING WIRE

TO: VAN VLIET
UNESCO
PARIS

DATE: September 22, 1970

CLASS OF
SERVICE: *LT Wa Felix*

COUNTRY: (FRANCE)

TEXT:

Cable No.: CHAD JONES REPORTING YOUR OFFICE MONDAY SEPTEMBER 28 1000 HOURS STOP
LEAVES PARIS FOR PORT LAMY SEPTEMBER 29 1045 HOURS FLIGHT UAT 1771 STOP
RETURNING PARIS ABOUT OCTOBER 14 STOP ARRANGING MAGNENS TICKET ACCORDINGLY
STOP GRATEFUL YOU INFORM FAC MISSION TRAVEL SCHEDULE NIGER LOEWEN WILL
ARRIVE YOUR OFFICE MONDAY OCTOBER 5 1400 HOURS FOR BRIEFING STOP GRATEFUL
IF YOU WOULD ARRANGE FOR HIM TO VISIT FAC AT ABOUT 1600 HOURS SAME DAY
STOP DEPARTS PARIS FOR NIAMEY AT 0840 HOURS TUESDAY OCTOBER 6 STOP PALMS
TRAVEL REQUEST BEING PROCESSED NIGERIA DUE URGENT NECESSITY MAKE FIRST
CALL AT FREETOWN COMMA BANK MEMBERS ARRIVING LAGOS OCTOBER 16 STOP TRAVEL
REQUEST FOR CHESSWAS TO ARRIVE LAGOS OCTOBER 19 BEING PROCESSED
MALAYSIA SULAIMAN OF EPU REQUESTS COPY YOUR MISSIONS TOR STOP GRATEFUL IF
YOU WILL SEND HIM AMENDED VERSION REGARDS

BURT

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Mr. S. J. G. Burt
DEPT. Education Projects Dept.

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: SJGB:lm

CLEARANCES AND COPY DISTRIBUTION:

cleared and cc: Mr. Mirza

For Use By Communications Section

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: _____

RECEIVED

COMMUNICATIONS SECTION
SEP 22 1970

SJB

7/ Fu

OUTGOING WIRE

TO: VAN VLIET
UNESCO
PARIS

DATE: September 22, 1970

CLASS OF SERVICE: *W*

COUNTRY: (FRANCE)

TEXT: CHAT JONTE

REVERSE SIDE (mirrored text):
WILL SEND HIM AMENDED VERSION REGARDS
YOUR MISSIONS FOR STOP GRATUITU
TO ARRIVE LAGOS OCTOBER 12 BEING PROCESSED
CALL AT FREETOWN COMMA BANK MEMBERS ARRIVING LAGOS OCTOBER 10 STOP TRAVEL
REQUEST BEING PROCESSED NIGERIA BUT URGENT NECESSITY MAKE FIRST
STOP DEPARTS PARIS FOR NIAMEY AT 0810 HOURS TUESDAY OCTOBER 6 STOP PAIMS
IF YOU WOULD ARRANGE FOR HIM TO VISIT FACT AT ABOUT 1600 HOURS SAME DAY
ARRIVE YOUR OFFICE MONDAY OCTOBER 5 1100 HOURS FOR BRIKING STOP GRATUITU
STOP GRATUITU YOU INFORM TAG MISSION TRAVEL SCHEDULE NIGER LOWMEN WILL
RETURNING PARIS ABOUT OCTOBER 11 STOP ARRANGING MAGNENS TICKET ACCORDINGLY
LEAVES PARIS FOR PORT LAMY SEPTEMBER 29 1045 HOURS FLIGHT UAT 1771 STOP
CHAT JONTE RESPONDING YOUR OFFICE MONDAY SEPTEMBER 28 1000 HOURS STOP

SEP 22 5 28 PM 1970
COMMUNICATIONS

RECEIVED

BURT

NOT TO BE TRANSMITTED

COMMUNICATIONS SECTION
SEP 23 7 41 AM 1970
Mr. Hillis

[Handwritten Signature]

AUTHORIZED BY: Mr. S. J. G. [Signature]
NAME: Education Projects Dept.
DEPT: [Signature]
SIGNATURE: [Signature]

ORIGINAL (File Copy)



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 : BMS/RIO/255

NOTED
OK
9/28/70
21 September 1970

Dear Dick,

I am writing to acknowledge your letter to the Director-General of 14 August and the subsequent receipt of your first document on the scheduling of missions.

This prodigious publication, having arrived during the absence of practically all concerned, is being studied and you will have specific comments on plans, timing, and content shortly.

In the meantime, I can say that we welcome this form of information and look forward to seeing the next issue announced for October.

Yours sincerely,

Manuel Jiménez
Director,
Relations with Member States and
International Organizations and Programmes

Mr. Richard H. Demuth
Director
Development Services Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A

1705 27 2 52

U.S.A
Washington, D.C. 20542
1818 H Street, N.W.
and Development
International Bank for Reconstruction
Development Services Department
Director
Mr. Richard H. Denton

International Organizations and Programmes
Relations with Member States and
Director,
General Director

[Handwritten signature]

Yours sincerely,

For Oxford.
Information and look forward to seeing the next issue announced
in the meantime, I can say that we welcome this form of
specific comments on plans, timing, and content strongly.
of practically all concerned, is being studied and you will have
this programmatic participation, reading articles during the absence
the scheduling of missions.
of it which and the agreement receipt of your first document on
I am writing to acknowledge your letter to the Director-General

Dear Dick,

27 September 1980

reference : BM2/BIO/S22

telex : 33 003 Paris
cables : Unesco Paris
telephone : 206-2123

Place de Fontenay, 12 Paris-16

[Handwritten notes: d/28/80, M...]



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

[Handwritten UNESCO logo]

✓ UNESCO
cc Missions

Messrs. Ballantine, Calika, Burt, Stewart,
van Dijk, Hultin
R. H. S. Fennell

September 18, 1970

Pre-appraisal Activities, September, 1970 - September, 1971

The attached chart updates the one that was attached to my memorandum of September 14 and will be used as a basis for discussing Unesco's mission schedule for the next six to nine months.

The following countries have been tentatively earmarked as candidates for identification by organizations other than Unesco:

<u>PROJECT</u>	<u>TENTATIVELY SCHEDULED IDENTIFICATION</u>
Malagasy II (73)	March
Korea II (73)	No date
Colombia III (73)	January
Ecuador II (73)	June
China III (73)	September ?
Iran II (73)	June
Zambia II (73)	July

Further discussions on identification by consultants will be arranged after the review meeting.

Attachment

RHSFennell:ac

September 18, 1970

Mr. S. Schor, Chief
Division of Statistics on Science & Technology
Communication Sector
U.N. Education Scientific & Cultural Organisation
Place de Fontenay 75
Paris 7e, France

Dear Mr. Schor:

With reference to your Fourth Meeting of Experts on Methodology of Science Statistics, and referring to our discussion on September 2, we are pleased to provide some suggestions we received regarding the draft questionnaire.

1. Some data appear to be missing from the biennial questionnaire, regarding the training of scientists, engineers and technicians, e.g.:
 - (a) Number of institutions providing training by major category;
 - (b) Duration of studies by major category;
 - (c) Enrollment by major category, and specially
 - (d) Annual output by major category.


It would be useful to have such information added to the total stock of Section A.

2. Data on objects of expenditure seem essential. It would be distributed into the main national objectives of R & D: defense, advanced technology, agriculture, industry, health and education, etc. (Section C).

3. Since in Table 2 of the annual questionnaire, we didn't have the field of specialization or training of technicians, would it be possible to include it in the biennial questionnaire Section A.

We hope that our suggestions arrive in time for consideration at the meeting.

Sincerely yours,


Arthur E. Tiemann
Chief
Statistical Services Division
Economics Department

cc: Messrs. Stevenson
Kundu

JEGholl/A. Kundu:ss



✓ UNESCO -
cc Mission

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

18 September 1970

référence : ED 8051/19/3412

Dear Mr. Burt,

With reference to the proposed Nigeria Reconnaissance Mission and following Mr. Van Vliet's telegrams of 11 and 16 September 1970 in reply to yours of 10 September, I have provisionally booked to arrive at Lagos on Tuesday 13 October at 17.20 by flight UTA 1781 subject to the finalization of arrangements for the mission and your notifying Paris Bank Office.

I have been seeking information in Unesco Headquarters and am still awaiting details of Unesco activities in the field of science and adult education but I think that I am already in a position to suggest that there is no need for you to visit Paris.

I think the most important link with Unesco activities will be with the administration and planning team under the leadership of Mr. Raymond Lyons and a Unicef/Unesco Rehabilitation Project for the war affected areas for whom the contact is Mr. H. Godicke who will be in Nigeria during the time of the mission.

Apparently Mr. Lyons has now toured all of the States and is just finishing a draft of his report. We should be able to meet him in Lagos and I think that he could bring us up-to-date probably better than anyone else.

Mr. Godicke is in close touch with the rehabilitation situation in the three Eastern States and I have suggested that we should visit him if and when we are in Enugu. There is a \$ 2.7 million project for equipment and text-books for primary and secondary schools, science equipment for secondary schools, material for the reconstruction of one thousand primary and 120 secondary schools and aid to the Advanced Teacher Training College at Owerri.

It should be noted that there is nothing in the project for primary teacher training.

This will cover about 15 per cent to 20 per cent each of the primary and secondary schools in the States and Mr. Godicke thinks that there is about another equal number of schools which need aid but which have not been covered in the project. Some of them are important schools in urban areas which have been so bombed as to need complete rebuilding. In the case of some rural primary schools, the community has rebuilt them in mud and thatch as against normal concrete block and corrugated iron construction.

Mr. S.J.G. Burt
Chief - Division I
Education Projects Department
IBRD
1818 H Street NW
Washington DC, 20433

Original to: Educ. Proj.
Date: 9/24/70 Communications Section

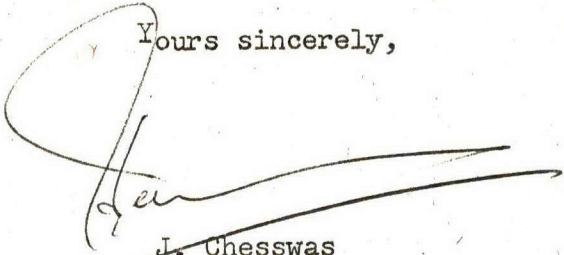
Apparently most of the trained teaching forces in primary and secondary schools have reported back for duty but there are difficulties over paying them.

I have also received material on the four Advanced Teacher Training Colleges. The general pattern now is that they are, or are being, virtually taken over by the universities with a special relationship; Lagos by the University of Lagos, Zaria by Ahmadu Bello University and Ondo by the University of Ife. Before it was closed in 1967, Owerri already had a close link with Nsukka University. The Unesco project was completed at Lagos in 1968 and will probably be completed at Ondo at the end of 1970.

There has apparently been a move to extend the project at Zaria until the end of 1972 but I have not been able to get the latest information on the Unesco attitude to this as the officer concerned is on leave.

So far these are the main points. If anything more occurs before I go on leave on 26 September 1970, I shall drop you another line.

Yours sincerely,



J. Chesswas
Educational Financing Division

Mr. A. Kundu

September 17, 1970

Mats Hultin/R. Johanson

Comments on Draft Unesco Questionnaire on Science of Technology

1. Some vital data appear to be missing regarding the training of scientists, engineers and technicians, e.g.:

- (a) Number of institutions providing training by major category;
- (b) Duration of studies by major category;
- (c) Enrollment by major category; and especially
- (d) Annual output by major category.

2. Data on objects of expenditure seem essential. For example, how much of the expenditures on R & D is spent on defense, agriculture, industry, health, education project, etc.

3. Table 2, "Personnel Engaged in Research and Experimental Development, by Type and Field of Specialization or Training", would perhaps be more useful if it were restricted to full-time equivalent only and had two columns corresponding to rows c-h, namely: (1) scientists and engineers, and (2) technicians.

4. Other: (Table 1) - Is the sex of personnel really one of the "most important indicators"? Table 6 should indicate the sectors to which it refers. If it is total current expenditure, it should be so stated in the title.

RKJ/MH:tk



Mr. D. S. Ballantine

September 17, 1970

J. J. Stewart

Unesco Review Meeting; suggested additions to agenda

1. More effective format of PIM reports.

In my view, a re-arrangement of the material in PIM reports is needed in order to facilitate finding recommended project items and the justifications for the items. I would suggest that the material dealing with educational development and recommended project items (usually chapters 3 and 4 in current PIM reports) should be advanced to chapters 1 and 2. The material in chapters 1 and 2 in current PIM reports might well be made appendices. The great number of annexes distributed throughout the report could also be put in the back of the report. It would be helpful too if somewhere in the report, either in the front or the back, a one or two page summary of all recommended project items together with their costs could be listed.

2. How can countries be encouraged at an early stage to develop reliable construction costs figures? (Our experience in Greece and Iran where government architects worked for 4-6 months after appraisal mission's departure and were able to justify higher unit construction costs).

3. Possibility of Bank staff regularly sending comments to Unesco on the quality of the project preparation documents. Comments on PPM documents received during the past year are attached. Because of the elapsed time since these documents were examined, present impressions are general in character. More specific comments would be possible if collected upon the appraisal mission's return from the field.

Attachments



JJStewart/ms

Comments on Recent PPM Reports received in Division II

FY70 - SPAIN: Well prepared, except for two project items (Institutes of Education and the Polytechnic) which were not prepared.

FY71 - IRAN: Weak economic section.

UGANDA: Inadequate identification of teacher shortages in all fields.

SENEGAL: A weak request, with items costing as little as \$5,000; little information on teacher requirement planning; and no strategy for improving supply.

INDONESIA: The agricultural component of the request had not been adequately prepared and had to be withdrawn. Officials of the Ministry of Agriculture disclaimed any knowledge of the project item requested, and stated that one member of the PPM had visited the Ministry of Agriculture only once, for about 15 minutes.

September 16, 1970

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

Dear Mr. Maheu: ✓

On the President's behalf I wish to acknowledge your note verbale of August 24, 1970 and enclosure and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the 85th Session of the Executive Council of Unesco to be held in Paris from September 21 to November 14, 1970.

I am pleased to inform you that the Bank will be represented by Mr. Arthur Karasz, Director, Mr. George Wishart, Chief of Liaison Operations and Mr. Fritz Steuber, all of our European Office. We would appreciate it if you would send any documentation relating to the meeting direct to Mr. Karasz at our Paris Office.

Sincerely yours,

Harold Graves
Associate Director
Development Services Department

Stub

Cleared with and cc: Mr. Ballantine
Mr. Karasz (Paris Office)

Central Files with incoming correspondence and attachments

:da

UNESCO

Mr. Warren C. Baum
R.H.S. Fennell

September 15, 1970

The attached briefing papers are for your visit to Unesco and include the following documents:

1. Organization Chart - UNESCO - 1971-72
2. Briefing paper for Mr. McNamara of February 1969. Although this is now out of date it offers a general introduction to the organization and activities of Unesco, particularly in relation to the Cooperative Program.
3. Reviews of Cooperative Program submitted for the information of ED's - 1967, 1968 and 1969
4. A brief memo from Mr. Calika to Mr. Aldewereld - June 29, 1970.
5. An extract from Unesco draft Program and Budget relating to the Cooperative Program.
6. Various departmental memoranda dealing with budgetary details and staffing arrangements for the expanding of Cooperative Program.
7. The current supplement to the Memorandum of Understanding with the 1967 edition of that memorandum and the related Aide Memoire.
8. The Education Policy Paper

RHSFennell:jsc

Attachments

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 8051/52/3410

15 September 1970

Dear Duncan,

You will recall that we agreed to send a Project Identification Mission to Cameroon some time in November.

As we have not yet received an official request we should perhaps contact the Ministry of Education. Could you please let me know whether the Bank has discussed the matter with the Ministry of Finance, or intends to do so in a near future ?

In view of the very heavy mission schedule for the next few months we would appreciate being informed of the Government's intentions as soon as possible so that we can make the necessary arrangements for the preparation of the mission.

I am looking forward to receiving your comments as soon as possible.

Yours sincerely,

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

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

Original to: *Educ. Proj.*
Date: *9/18/70* Communications
Section



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

place de Fontenoy, Paris-7^e

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

reference : EP 8055/23/3407

15 September 1970

Dear Duncan,

The Project Preparation Mission to Paraguay will probably take place late October/early November, and owing to the heavy workload on our architects at that time we intend to employ a consultant.

To this end we have been in touch with Mr. Ismael Matallana of Columbia, well known and highly thought of by these members of the Educational Financing Division who know and worked with him. Matallana has signified his willingness to participate in the mission. In addition to using his services as a consultant we would also be assessing his suitability for the post of the fourth architect in E.F.D which we eventually intend to fill.

With best wishes,

Yours sincerely

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

Mr. Duncan S. Ballantine
Director
Education Projects Department
IBRD
1818 H Street, N.W.
WASHINGTON D.C.-20433 (USA)

Original to: Mr. Ballantine
Date: 9/18/70
Communications
Section

UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

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

DATE AND TIME
OF CABLE:

SEPTEMBER 15, 1970

LOG NO.:

RCA TELEX / 15

TO:

INTBAFRAD

FROM:

PARIS

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

TEXT:

1276 FOR FRANCO

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COMMUNICATIONS SECTION

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COMMUNICATIONS SECTION

IN

ON SEPTEMBER TWENTY SEVEN LAST THE BOARD OF DIRECTORS OF THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT HAS APPROVED THE FOLLOWING RESOLUTIONS:

TEXT:

FROM:

SECRET

TO:

ALL MEMBERS

FROM:

SECRET

DATE AND TIME OF CABLE:

SEPTEMBER TWENTY SEVEN LAST

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UNESCO

TO: KARASZ
INTBAFRAD
PARIS

DATE: SEPTEMBER 14, 1970

CLASS OF
SERVICE: TELEX

COUNTRY: FRANCE

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TEXT: 1129
Cable No.:

BALLANTINE UNABLE TO ATTEND EIGHTY FIFTH SESSION OF UNESCO'S EXECUTIVE
COUNCIL TO BE HELD FROM SEPTEMBER 21 TO NOVEMBER 14 STOP PLEASE CABLE
WHETHER YOUR OFFICE CAN CONVENIENTLY COVER STOP UPON RECEIPT YOUR REPLY
WILL OFFICIALLY INFORM UNESCO REGARDS

FRANCO

NOT TO BE TRANSMITTED

MESSAGE AUTHORIZED BY:

NAME Ernesto Franco-Holguin

DEPT. Development Services

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

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cc: Messrs. Hoffman
Graves

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Mr. R. Fennell

September 11, 1970

F. Lethem

Unesco Review Meeting, Paris, September 22 - 26. Comments

1. Para A 1. Technical Assistance. An example of what is implied by proposal under (a) can be found in Annex 2 to the RID report of May 15, 1970 on the Congo (K).

2. The possibility of reducing a PFM to about three weeks in the field: if the preparation missions are to produce a completed request in the field, on behalf of the government, 4 weeks appear as a minimum.

3. It may be useful to outline some criteria for replacing a PIM by a RID: for instance, whenever there would be a risk of work duplication in cases where a recent sector survey or sector economic report is available.

4. Should we also raise the question of how adequately the cooperative program could tackle the very fundamental problem of how to improve employment opportunities for higher education graduates (cases of Ceylon, Pakistan, India, etc.) e.g. through retraining opportunities?

5. We have recently (Greece, Iran) had to recast a project at the last minute as a result of in depth cost studies made by the prospective borrower to determine basic unit and foreign exchange costs. These studies are the direct consequence of questions raised during our appraisal work. We should encourage PFM's to get these studies underway before the visits by our appraisal teams.

cc: Messrs. Stewart, Johanson.

FJL:sh

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

UNESCO — SEP 22 1970



INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
Cable Address - INTBAFRAD PARIS

INTERNATIONAL DEVELOPMENT ASSOCIATION
Cable Address - INDEVAS PARIS



EUROPEAN OFFICE:
66x, AVENUE D'ÏÉNA, PARIS (16^e) - FRANCE
Telephone - 553-2510

September 11, 1970

Dear Ernesto,

In compliance with your letter of June 17 last, I attach copy of a report prepared by UNESCO, and summarizing the views expressed at the UNESCO meeting on Social Sciences and Development held from June 29 to July 6, 1970.

Duncan Ballantine had expressed an interest in getting the documents produced by the meeting.

Yours sincerely,

DK

Arthur Karasz
Director, European Office

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

Enclosure

ENCLOSURE

Washington D. C. 20540.
Reconstruction and Development
International Bank for
Roads and Ports
Development Relations Department
United Nations Organization
Development Representative for
Mr. Ernesto Prisco-Hojas

Director, Embassy Office
Vladimir Kuznetsov

Yours sincerely,

Referring to the documents produced at the meeting.
Prisco-Hojas expressed an interest in

to study the IDA
on social sciences and development work from the SD
summarizing the items expressed at the UNESCO meeting
I attach copy of a report prepared by UNESCO, and
in compliance with your letter of June 11 last.

Best regards,

September 11, 1960

Telephone - 223-2510

Секция Управления Делами, Бюро (10) - РУКОВОДИТЕЛЬ
EMBASSY OFFICE

Секция Управления - ИНТЕЛЛЕКТУАЛЬНОЕ БЮРО

INTERNATIONAL DEVELOPMENT ASSOCIATION

Секция Управления - ИНТЕЛЛЕКТУАЛЬНОЕ БЮРО

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT



Washington, D.C. 20540
Headquarters

SEP 23 1960

U N E S C O

A : Mr. Arthur Karasz
B.I.R.D.

DASS/70/memo

De : G. Kavadias
Unesco

25 août 1970

Objet : Symposium "Sciences sociales et
développement - Paris, 29 juin-
6 juillet 1970.

Je me permets de vous envoyer ci-joint un exemplaire du rapport final de la réunion "Le rôle des Sciences sociales dans le Développement", qui s'est tenue au Siège du 29 juin au 6 juillet 1970.

Ce rapport, qui fait le point sur le problème du développement, comporte un nombre important de recommandations dont le contenu et la mise en oeuvre pourraient intéresser votre secteur.

Je vous serais reconnaissant de bien vouloir éventuellement me faire parvenir vos commentaires et suggestions.

Je vous en remercie d'avance.

G. Kavadias

G. Kavadias

SS/3224/2608

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SYMPOSIUM ON THE ROLE OF SOCIAL SCIENCES IN DEVELOPMENT

Paris, 29 June - 6 July 1970

FINAL REPORT

The discussions in this symposium ranged widely over many issues, including the conceptualization of development, the definition and measurement of objectives for development, and the problems accompanying development in various historical contexts. The central focus of these discussions was on the contributions of social science to the analysis and planning of development. It was understood that these contributions can only be made if social science can function in an atmosphere of free expression of opinions, in the spirit of the United Nations Declaration of Human Rights. Without attempting to summarize the discussions, this report will review :

- a) some of the working assumptions shared by the participants in their approach to development as a problem for the social sciences;
- b) some of the conclusions reached about the rôle of social sciences in development policies in the spheres of education, science, culture and communication; and
- c) the recommendations upon which the participants agreed.

I. WORKING ASSUMPTIONS

The discussions revealed a number of assumptions about the nature of development, the rôle of the social sciences, and the best way of organizing social science contributions. These assumptions underlie our conclusions about the rôle of social science in various development policies and our specific recommendations.

A. The nature of development

(1) Development must be viewed not as the achievement of a particular end-state - according to models represented by currently industrialized nations - but as a series of processes promotive of certain broad economic, social and human goals. There are a variety of institutional arrangements

that may be consistent with the goals of development, depending on the values, the experiences and the resources of a particular society. By pursuing their own models of development, developing societies are in a better position to create institutions appropriate to the historical context in which they find themselves and to avoid some of the negative consequences of development experienced by the currently industrialized countries.

(2) Development represents the confluence of many processes of change at different levels, not only the economic, and only if we conceive of development as an integration of these different processes can we arrive at plans that are realistic and conducive to a balanced outcome. These processes do not necessarily move in the same direction; change in one sphere may facilitate changes in other spheres, but it may also impede them. Thus, one cannot assume that economic growth will inevitably lead to the achievement of other development goals. Conversely, one cannot assume that there are certain set preconditions without which development is impossible. To be sure, one can specify conditions that facilitate development, but there is no single set of conditions without which development is impossible. By the same token, we do not view development as a series of stages that automatically follow one another, or that a society must necessarily go through before reaching the desired end-state.

(3) The goals of development represent value choices that must be made in each society. There are some broad goals for development that are probably shared by most societies - such as economic growth, improvement of the living conditions of individual citizens, effectiveness and legitimacy of the political system, and an increased sense of personal efficacy of the individual (of being an agent rather than an object). Most societies would agree that development must be authentic and integral, and that it must promote the good of every man and of the whole man. These goals can perhaps be subsumed under some theoretical conception of development (e.g., development as representing the expansion of choices). Nevertheless, the goals for development do not flow directly from economic or sociological analysis, but express certain value preferences. Social scientists can help to clarify these goals; they can also help in assessing whether the specific objectives set by a development programme are conducive to these general goals. But the selection of goals, and even the choice among means for the achievement of such goals, are inevitably matters of value preference.

(4) Development must be viewed as a universal process in two senses. First, the responsibility for development in the developing countries is a universal responsibility, shared by the industrialized nations and by international agencies. The developing countries cannot generate all of the resources required for development under the present historical and economic circumstances without

such cooperation, particularly since the relationship between developing and developed countries has tended to be one-sided (to the detriment of the developing countries). Moreover, the success or failure of development efforts in any country has repercussions on the entire international system and development must therefore be studied in an international-relations context. Secondly, development is a universal process in the sense that it is not unique to the so-called developing nations. If one conceives of development as a process between industrialization and economic growth, then all countries are "developing" - are still moving towards the achievement of such development goals as better distribution of real income, greater participation of citizens in the society's economic and political life, and greater opportunities for personal fulfillment and choice.

B. The rôle of the social sciences in development

- (1) The contributions of social science to development are of necessity interdisciplinary in nature, since the problems of development do not fall neatly into the categories defining the individual disciplines. The rôle of economic, geographical and historical factors, for example, can be understood more fully with the help of social-psychological studies of social change. The linking of economic analyses with those of the other social sciences is particularly important if one views development as a multi-faceted, integrated process.
- (2) A major contribution of the social sciences derives from their general theoretical and empirical analysis of the functioning of social systems, particularly of the national system. Such research can yield conceptual frameworks for analyzing development processes, for defining the relationships between the ends and means of development, and for planning specific development programmes. A significant feature of the social scientist's rôle is to provide, on the basis of his general approach to social systems, an independent critical perspective on development policies and on existing or planned institutional arrangements (in developed as well as developing societies.)
- (3) A second type of contribution from the social sciences consists in the broad and detailed examination of the effects of various development policies and programmes (or the prediction of the probable effects of proposed policies and programmes). The aim of such research is not merely to assess whether a given approach or programme is likely to achieve its specific objectives, but to study the entire range of consequences - intended and unintended - that it is likely to produce. The social scientist engages here in what is essentially a system analysis, exploring the ramifications of a change effort across the entire social system.
- (4) At a more operational level, social science can contribute to the matching of actions with specific objectives. For any given objective of a development effort (whether it be economic growth, or increased complexity of the social structure, or expanded political participation), social scientists can develop appropriate theoretical models that would

suggest the kinds of policies and actions that are conducive to the achievement of that objective. Conversely, for any given development programme, social scientists can evaluate the extent to which it has succeeded in achieving its objectives. Both of these types of research require the translation of objectives into operational terms, i.e. their statement in terms of objective social as well as economic indicators. Such indicators can serve as criteria for testing the validity of theoretical propositions about the relations between actions and outcomes, and for evaluating the effectiveness of action programmes in achieving their objectives. Methodological research is needed for the development and elaboration of two kinds of social indicators : those based on aggregative data derived from national statistics; and those based on content analysis and scaling of qualitative data.

(5) Beyond their contribution to analysis and evaluation, the social sciences can help in translating their theoretical conclusions into specific policies and actions that decision-makers can carry out. Given a particular goal, the social scientist should be able to spell out some of the detailed action steps that can be taken to achieve that goal. This type of contribution presupposes a systematic analysis of the processes of utilization of social science knowledge, which social scientists (other than economists) have only recently begun to undertake.

C. The organization of social science contributions to development

(1) The contribution of the social sciences to development depends on the existence of a cadre of social scientists in the developing countries. These social scientists would be thoroughly trained in social theory and in the methods of social research, but would also be familiar with the conditions of their own societies and regions, and would in most cases be specialists in research on development and social change. The existence of such a cadre of specialists would assure that research strategies and the answers produced by social research would reflect the values and orientations of the country in which the research takes place.

(2) If social scientists are to use their skills and knowledge most effectively for the promotion of development, they must be free to engage in their research without external interference and to undertake independent, critical examination of the policies of their own and other governments and of other public and private agencies. Such independence presupposes the existence of a free community of scholars within the society, who have regular opportunities to communicate and exchange ideas with each other and with the international social science community.

(3) The research and training of social scientists in each country can greatly benefit from collaboration and exchange with scholars and institutions in other countries - both industrialized and developing. Outsiders can help in providing a comparative perspective for local research and in extending the range of experiences on which conclusions can be based. They can contribute to training by teaching at local universities on a visiting basis, or by accepting students from the country at their own institutions. Such arrangements are most likely to be successful when they are worked out on a reciprocal basis. Scholars from more developed countries who participate in the training of students from developing countries must keep in mind the importance of preparing them for research on the problems of their own societies, rather than for work that is unlikely to have relevance for and receive support in their own countries. Similarly, scholars from abroad who do research in developing countries must accept some responsibility for embracing the capabilities for independent research in the local social science community, and for avoiding a diversion of local talent and energy into directions irrelevant to the country's development.

(4) The important decisions about development are made by politicians, government officials, and planners. If social scientists are to contribute to development, therefore, they must find ways of entering into the decision-making and planning processes at different levels (including the level of public opinion). Their influence will depend on the extent to which they can translate their theoretical ideas into practical programmes. The rôle of the social scientists vis-à-vis the decision-making process ought to consist not merely in proposing means to implement the goals set by decision-makers, but in bringing his special perspective and knowledge to bear on the definition of goals and the setting of priorities.

II. GENERAL CONCLUSIONS

The discussions yielded certain general conclusions about the rôle of the social sciences in development policies in the spheres of special UNESCO concern. These will be summarized briefly, before we turn to the more specific recommendations.

A. Education policies

(1) There are a variety of concrete inputs that social science theory and research can make into educational policies and practices. For example, social scientists can contribute to the development of new pedagogic methods, to the adaptation of curricula to local conditions, to assessment of the effectiveness of various curricula, to re-examination of school schedules, to training in functional literacy and in the use of numbers, and to policies designed to expand access to educational opportunities.

(2) Another type of contribution of social sciences stems from its ability to provide an independent, critical perspective on educational policies, processes, and institutions. The social scientist can make the educational system itself his object of study. Thus, he can examine the effects of the educational system on the individual student : what are the goals to which education is in fact directed, even though these may not be explicitly stated or even recognized ? What kinds of skills, knowledge, and values are fostered by different educational institutions ? How can educational procedures be changed in favour of a different set of goals than the ones that are usually pursued - for example, how can they be designed not only to affect skills and knowledge, but also to reduce dependence and to increase individuals' capacities and self-concepts as agents of change ? (In addressing such questions, the social scientist must be particularly sensitive to the ethics of intervention and manipulation). The social scientist can also examine the relationship of education to the occupational structure and opportunity systems of the society : On the one hand, how does position in society affect access to educational opportunities and what rôle do educational selection procedures play in this relationship ?

On the other hand, what effects do the skills and values acquired at various levels of the educational system have on the graduate's reactions to his experiences in the occupational sphere ? How can educational policies be geared to the opportunity systems, thus minimizing unemployment, maldistribution, and frustration ? Finally, the social scientist can study the process of education as a societal process, in which the school is one, but not the only relevant institution. Such an analysis may contribute to more realistic planning of educational goals, by distinguishing between educational tasks appropriate to schools and those more appropriate to other institutions.

(3) Social science knowledge is an important part of the contents of education at various levels. It is particularly relevant to training in schools of technology, journalism, law, medicine, social work, education, and other professional schools. Aspects of social science should also be introduced into the curricula of secondary and perhaps even primary schools. What is most significant in this connection is not the introduction of social sciences as disciplines, but the introduction of new information and perspectives from the social sciences in courses on social studies, civics, history, and geography.

(4) An aspect of higher education of particular concern to the present symposium is the training of social scientists. There is a great need for producing a cadre of social scientists within developing countries who are able to take an active rôle in the planning and evaluation of development programmes. Their training must equip them to engage in critical analyses of development policies and approaches; to conduct basic and applied research; and to offer systematic advice on the utilization of social research. Educational planning for social science must also concern

itself with assuring the utilization of social science skills in the society and matching training efforts to the expansion of occupational opportunities for social scientists.

B. Science policies

(1) There are a variety of contributions that social science research can make to policy and planning in the area of science and technology. One is in the determination of the general objectives and directions of scientific and technological policies. Though reasonably good techniques exist for planning of scientific and technological advances once objectives have been set, social science inputs are needed in the setting of these objectives. It must be kept in mind, however, that the technical contributions of the social sciences to this task cannot themselves provide answers, since they must be taken in conjunction with political and value assumptions that enter into the choice of goals. One specific contribution that social science can make to the determination of goals and directions for scientific and technological development is in suggesting ways in which such developments can be responsive to human needs and can contribute to the quality of human life, rather than create a situation in which man is dominated by technology. Another way is by assessing the capacity that a society has for absorbing science and technology, which must supplement and balance assessments of how much science and technology is necessary and desirable. Finally, social science can elucidate the poorly understood non-technical grounds on which scientific and technological decisions are often made.

(2) Scientists (including social scientists) in developing countries often fail to use their skills and knowledge in research relevant to the problems of development within their own societies. It would be important to examine the factors that encourage this state of affairs - in the motivations and orientations of individual scientists, in the pattern of training they receive, and in the reward systems and expectations that characterize the universities and scientific organizations and associations within which they function. It would be particularly valuable to study those instances in which a group of scientists in a developing country has made effective use of outside training and cooperation to build a local intellectual community actively engaged in research on its own problems.

(3) National science policy, particularly in the determination of manpower and budgetary needs, must include the social sciences in its purview. The social sciences must also be included in the study and planning of the institutional structure of science, of its organizational characteristics, and of the scientific community in its relationship to other intellectual and professional groups. It is essential, however, that social scientists participate in these planning processes, to formulate the objectives and priorities for social science policy. It is essential that, as a matter of course, a certain percentage of national research budgets be allocated for the development of the social sciences.

C. Cultural Policies

(1) The relationship of cultural policies to development can be elucidated by social science analysis in a number of ways. Thus, social science research might examine the influence of cultural ideas and values, and of individual and group creativity, on the processes of development - for example, on the perception of what changes are needed and what form they would take. Research can reveal the conditions under which cultural contacts between different countries, or different elements within the same country, have positive versus negative effects on creative growth processes. It can study the ways in which developmental changes affect the quality of life for better or for worse, and the conditions under which the "uprooting" that may result from development increases or decreases cultural activity. A problem of special interest for social science research is the change in cultural orientations that accompanies migration from rural to urban areas, and the possibilities for creatively combining traditional and modern cultural elements. Finally, social science research might address itself to the adaptability of cultures and the manner in which changes in one cultural sphere react upon and produce changes in other cultural spheres.

(2) Development of necessity breaks the equilibrium of a culture and leads to the destruction or disturbance of certain cultural elements. While recognizing the inevitability and positive aspects of this process, some social scientists have expressed concern about its negative implications, because of their respect for the integrity of traditional cultures and because of their awareness of the latent functions that seemingly irrational cultural elements may fulfill. The question of what cultural changes should or should not be introduced, and at what cost, is a matter of social policy involving fundamental value choices, not simply a matter of social science analysis. The social scientist can make an important contribution, however, by assessing the probable effects of a given change on various parts of the system in which the existing cultural pattern is embedded. In particular, it would be important to study the psychological and the political consequences of rapid social change that destroys existing cultural attributes. Part of the task of the social scientist here is to distinguish between the kinds of cultural changes that are and those that are not likely to have highly disruptive system consequences. As has already been pointed out in another context, we are assuming here that the task of the social scientist is not merely to advise on the implementation of changes that have been decided by others, but also to advise on the choice and balance of objectives for change.

D. Information policies

(1) Social science research has been largely concerned with studying the effectiveness of various media in achieving a given purpose. This continues to be an important research problem, particularly if the research focuses, not only on evaluating the method and the message, but also on the social processes involved in diffusing the message.

Such research has obvious relevance for development, since the mass media are a major vehicle for the induction of social change. Beyond studies of effectiveness, however, social science research must address itself to the overall effects on a society of the vast amount of communications that is flooding it. What are the broader consequences for developing societies of the increasing rôle of the mass media? Here it is essential to examine both the positive consequences - such as the rôle of the mass media as the major form of adult education - and the negative consequences. Among the potential dangers that the mass media pose for developing (as well as "developed") countries are those of cultural domination, invasion of privacy, and stimulation of hostility.

(2) The effectiveness and effects of the mass media depend in large part on their structure and functioning and their rôle within the society. An important contribution of social science research, therefore, would be a study of the mass media themselves, within their societal context. Three problems are of special interest: First, research can focus on the types and sources of pressure and control - both governmental and private - that impinge on the mass media, and that set limits on their ability to disseminate information freely. Secondly, there would be great value in studies of the profession of journalists and mass media specialists - their background, their training, their values, their conditions of work. In this connection, it might be mentioned that the introduction of social science information and perspectives into the training of journalists is of special importance. Thirdly, social science research ought to examine the processes by which the uses of the mass media are determined - for example, how it is decided whether the media will be used to reinforce traditional values or to promote change.

III. RECOMMENDATIONS

The recommendations which follow are designed to link the social sciences to the development process. In order to accomplish this general objective, given the present position of the social sciences, it is necessary also to give special attention to the strengthening of basic social science operations and the community of social science scholars. Hence this latter objective is also included in the recommendations as a means to the development end.

While the above is of general importance, the point applies particularly to the growth of the social sciences in the developing countries themselves, since a strong social science community in those countries is indispensable for creating theories and interpretations that are necessary in their circumstances. In this connection, special attention must be given to the growth of research itself, to the publication of results, and to the exchange of views and experience, through such means as :

- 1) supporting, strengthening and creating centres of research, research coordination, and documentation;
- 2) support of international, regional, and national journals of significance to development interests, and
- 3) international symposia and conferences dealing with social science applications to specific developmental problems. The autonomous development of the social sciences in the developing areas is considered to be essential as a requisite of development.

In the interpretation of these themes the point should be re-emphasised that the movement of so-called developed countries is fundamental to the future of developing countries; hence research upon the developing countries themselves should be included in the research strategy. The themes are not presented in a priority order, and others may be deduced from points made in the main body of the report:

1. ORGANIZING INSTITUTIONS

The question of creating a strong applied international social science infrastructure, with disciplinary, interdisciplinary, national and international components, should be given the organizational status within Unesco of a major project; and, on the foundation of such a major project, the United Nations and the specialized agencies should coordinate their interests in the applications of the social sciences, and should link such applications to the growth of the social science community and the advance of basic knowledge and methodology.

2. To assist in the above process, the Unesco social science Secretariat should be strengthened and reinforced to enable it to promote increased communication and research through contact with national and international social science associations and institutions, including the International Social Science Council.
3. Unesco, in cooperation with such groups as the International Social Science Council, and the Society for International Development, should :
 - a) sponsor meetings, and
 - b) stimulate the establishment of a coordinating body for development studies, linking social scientists, international and national civil servants, for the purpose of reviewing and debating the state of knowledge and its applications in areas of development policy.
4. Unesco should create standing inter-disciplinary commissions :
 - a) to review the formation and effectiveness of social science indicators, with particular reference to the components, determinants and processes involved in development;
 - b) in consultation with the social science community to establish terminological standards in appropriate fields to reduce ambiguities and misunderstandings, particularly on matters of interdisciplinary concern;
 - c) to work towards internationally compatible methods of data storage and processing.

2. Development of the Social Sciences

- 1) Social Sciences should be included in national science policy, provided that social scientists are strongly represented in bodies making recommendations to government about such policy or overseeing implementation, and a specific proportion of the national science budget should be devoted to basic and applied social sciences.
- 2) Special attention should be given to means for improving the status and position of social scientists in developing countries, both within universities and vis-à-vis governments.
- 3) An increased volume of technical assistance effort should be directed towards the improvement of the social science training and research infrastructure in developing countries, and toward increasing its independence and its effectiveness as a source of advice for national institutions.

4) Unesco should establish a closer liaison with the social science community; in particular by exploring the possibility that National Commissions establish working groups representative of their social science communities to study Unesco social science policies and to make appropriate suggestions; and that on occasion the social scientists on the working groups be brought together at Unesco headquarters to exchange views internationally on the same matters.

3. Training

1) Unesco should strengthen its programmes and actions in the field of social science education, with a view to systematically improving the applications and quality of such education, with special reference to social science components in professional education, in teacher training, and in the treatment of issues in school education. This should be done through surveying curriculum experiments, through sensitizing teachers to social analysis, and through motivating social scientists to engage in professional education. Special note should be taken of the facts that in some countries : a) the rôle of some social science disciplines is overlooked, and b) the applications are sometimes not in terms of up to date conceptualization and methods.

2) Fellowships should be increased for the purpose of training social scientists; these should especially include provision for re-training, and for the education of social scientists to participate in planning operations.

3) Unesco should sponsor international meetings for the exchange of information on current curriculum and methods used in training for various social science disciplines (including geography) and at various points in educational systems, as well as for inter-disciplinary purposes.

4) Unesco, in consultation with the U.N. and other Specialized Agencies concerned with development, should take steps to devise an inter-disciplinary curriculum appropriate for the training of social science advisers for development analysis at various government levels, to create a pilot training project, and to indicate to universities and planning institutes the results achieved.

5) Unesco, in association with Regional Organizations such as ECAFE, ECA, ECLA, should establish short-term research training seminars dealing with themes in applied social science, such as cross-cultural research in social change, particularly aiming at increasing communication and experience among the younger social scientists on a regional basis. Where possible, such training seminars should be organized on an inter-disciplinary basis, with the cooperation of representatives from relevant international social science associations.

4. Research

1) Unesco should, in cooperation with international social science associations and with other organs of the United Nations family, sponsor inter-disciplinary meetings to consider research themes relevant to development and to recommend action to establish or support research on topics which require attention. In the meantime, the attention of national governments, research institutes and the scholarly community, is drawn to themes which were discussed in the colloquium and which indicate productive research possibilities :

- a. The significant relations between models of development and models of political processes and structures;
- b. the interactions between the aspirations and attitudes of various elements in populations (such as youth, the peasantry) and development processes;
- c. the sociology of planning as it has been undertaken in both developed and developing countries and as it has developed over time; including a study of the effects of planning upon the spontaneity of action and the social position of population groups; and of the efficacy of prediction and forecasting;
- d. the influence of changes in the social environment on the psychology and behaviour of man;
- e. ways in which perceptual and cognitive conditions influence reactions to innovative possibilities; in particular so that technological and institutional arrangements can be designed to adapt to the objectives of men, rather than the other way about;
- f. careful study of the implications of the idea of an international "design for living"; including both the technological and the social environment, and of steps leading towards implementation.
- g. the study of the social consequences of alternative technologies oriented toward assistance in making choices between them;
- h. the socio-anthropological study of science; its values, organization, communication, and its relations with wider social and cultural phenomena;
- i. factors which create differences in scientific capability and utilization in developing countries, oriented toward understanding the rôle of science and technology in development;
- j. the implications for development of curriculum, of values reflected in the educational system, educational organization and similar elements in the educational and socialization systems, in the context of their socio-cultural and economic environment;

- k. the factors which affect, positively or negatively, cultural change, cultural dynamism, innovation, extension of choice;
- l. the social and cultural values, conception and formation of key professionals, such as journalists, engineers, scientists, planners, as linked to their rôle in society;
- m. the implications of, and factors involved in, geographical imbalances and regional planning, as related to processes of development;
- n. the rôle of foreign capital in development;
- o. the effects of developmental inequality on questions of world security and peace.

2) A study should be made, as joint venture of the United Nations and the specialized agencies, of the existing use of the social sciences in development applications, with a view to evaluating effectiveness and difficulties; it should include a critical survey of the basic, general characteristics of social science research, with particular focus on the approaches and methodology applied, from the point of view of their appropriateness for the rôle of the social sciences in development.

3) Unesco should consult with international social science associations, and national bodies representing the social sciences, to find ways and means of ethical guide-lines for scholarly behaviour which would ensure that the international research work of scholars would contribute maximally to the support and growth of scholarship, particularly as related to development.

5. Information

1) Unesco should consider the publication of a journal, directed to the general public, designed to report on current applications of the social sciences to areas of public policy concern.

2) Unesco should re-evaluate its publication support programme, and should support regional journals of social science and development run by scholars indigenous to the regions.

3) Unesco should sponsor a biennial or triennial Annotated Survey of social research related to development, arranged by topic rather than by discipline.

4) Unesco should establish country or regional surveys and directories of social science personnel, or training and research infrastructure, and bibliographies of research studies produced in developing countries.

5) A programme of regional conferences should be established, designed to inform governments of the uses and limitations of social research, and to assist them in using social science advice and knowledge;

6) To improve the understanding between planners and social scientists, continuing studies should be made of communication between them, and of the flows of information between social scientists concerned with practical applications to development;

7) Documentation, coordination, and information centres should be established for appropriate regions, such as in Africa, and the work of foreign scholars should be registered and deposited with such centres, as well as in the States in which they are working.

UNESCO

INCOMING CABLE

DATE AND TIME
OF CABLE:

SEPTEMBER 11, 1970

1340

LOG NO.:

WU 19/12

TO:

BURT INTBAFRAD

FROM:

PARIS

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ACTION COPY:

EDUCATION PROJECTS

INFORMATION
COPY:

DECODED BY:

TEXT:

PLEASE ARRANGE BRIEFING BRAIN KLUCHIKOV 17 AND 18 SEPTEMBER AND
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COMMUNICATIONS SECTION

~~Mr. Ballantine~~ / ~~Fe. 11/12~~

cc. Div. Chief
Mr. Hultin 9/21

① cc. for my files
② file original
UNESCO

10 September 1970

SEP 21 1970

UNESCO
GOTISCO

NOTE FOR THE RECORD

Educational Financing Division

Staff Meeting - 8 September 1970

1. The meeting agreed that it would be useful to establish a set of objectives for EFD's activities during the period 1 September 1970 to 31 August 1971. Whatever the programme, EFD could then arrange many of its activities (missions, meetings with Bank, the expanded Co-operative Programme) in such a way as to contribute towards the agreed targets. It might also be possible to center EFD's programme around a new edition of the Compendium. Staff are invited to reflect on the matter, which will be discussed again at a staff meeting on 15 September. One suggestion made during the meeting was that we should aim at innovations.
2. The position paper concerning the shortening of the time for PPM in the field was discussed in some detail and approved, subject to a few minor modifications.
3. It was agreed that we should work out a set of data that could be prepared by the Government during the time between the Reconnaissance visit and the arrival of the PPM.
4. With regard to the distinction between Sector Studies, PIMs, RIDs and country profiles, it was agreed :
 - (a) that there exists no basic qualitative difference between Sector Studies and PIMs and that it would, therefore, be advantageous to abandon the distinction between these two types of missions ;
 - (b) that RIDs should not be regarded as a substitute for PIMs. The main purpose of RIDs would be to identify projects, but this can only be done in a professional manner if we have at our disposal an analysis of the national system of education and training.

W. van Vliet

W. van Vliet

cc. Mr. Ballantine, IBRD

UNESCO

September 10, 1970

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

Dear Werner:

As you requested during our recent telephone conversation, I am sending you herewith six copies of Mr. Hultin's "Draft Guidelines on Technical Assistance in Education Projects". These have not yet been fully discussed here, but we hope to have an opportunity to do so before the review meeting.

Yours sincerely,

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

Enclosures

RHSFennell:mc

cc: Mr. Ballantine
Mr. Calika: Could we discuss this during the week of
Sept. 14? prior to the Unesco review meeting.

DECLASSIFIED

MAY 11 2023

Messrs. Calika(o/r), Burt, Stewart, van Dijk,
Lethem, Koulourianos, Hultin(o/r)
R. H. S. Fennell

WBG ARCHIVES

September 8, 1970

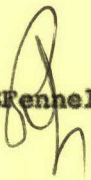
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Unesco Review Meeting: Paris, September 22-26

Mr. Ballantine would like your comments and any suggestions for items to be added to the proposed agenda, a copy of which is attached.

Mr. Ballantine has suggested the following additional points:

- 1) Implications of substituting RID for PIM (see item 5);
- 2) Length of PIM (and RID) Reports;
- 3) Appointments - trade off of US/UK for Europeans;
- 4) Project preparation - items such as faculties of education in Iran Mashad et alia.


RHSFennell:mc

REVIEW MEETING

Paris, 22 - 26 September 1970

Provisional Agenda

A. Administration and Organization

1. Technical Assistance and Pre-Investment Studies

- (a) To what extent should we include proposals for TA and Pre-investment studies in PIM Reports ?
- (b) Arrangements and procedures for IBRD financed TA administered by Unesco

2. Expansion of Co-operative Programme

- (a) Establishment of programmes for EPAD and EDS
- (b) Staff time accounting

3. Streamlining the operation

- (a) IBRD comments on PIM Reports (e.g. participation of a Bank staff member in EFD discussions of draft reports)
- (b) Definition of the data required for PPM and Appraisal - establishment of a joint working party
- (c) Estimate of total time lapse between PIM and Appraisal (yellow cover draft)
- (d) Possibility of reducing PPM to about 3 weeks in the field

4. Evaluation and Feedback

- (a) Are Bank financed schools in fact used as foreseen during PPM and appraisal ?
- (b) Comparison between project schools and a random sample of non-project schools
- (c) Inclusion of evaluation missions in our regular mission schedules

.../

5. Sector Studies, PIMs, RIDs and Country Profiles
 - (a) Terms of reference of each type of missions
 - (b) Countries and types of mission
 - (c) Composition and time required
6. Co-operation between IBRD, Unesco, FAO and ILO
7. Meetings of Bank and Unesco specialists in :
 - (a) General education
 - (b) Technical education
 - (c) Agricultural education (with FAO)
 - (d) School construction
 - (e) Economics

B. Programme Matters

8. The contribution of educational buildings to the learning process (are they just "brick and mortar" or should they stimulate learning ?)
9. Buildings and equipment required for education and training outside the formal school system, with special reference to education in rural areas
10. Research and development institutions designed to make education and training more efficient, more productive, and more relevant to the economic and social development of the country concerned.

-:-:-:-

26 August 1970

UNESCO

Mr. Mats G. Hultin

September 4, 1970

A. Kundu *CU*

UNESCO Programme of Collection of Statistics on Science and Technology

You may remember that Mr. S. Scher, Chief of the Division of Statistics on Science and Technology, UNESCO Office of Statistics, visited the Bank on March 10, 1970 to discuss with us the questionnaires and collection system of the above programme. Mr. Scher visited us again on September 2, 1970 and informed us that the annual inquiry with a concise questionnaire with core statistics was in operation now.

Mr. Scher also gave us a draft questionnaire of their biennial inquiry which was intended to supplement the core statistics with more detailed information on related aspects of Science Statistics. It is envisaged that the future biennial inquiries will be geared to problems of topical interest.

Mr. Scher would like us to comment on the draft biennial questionnaire and to indicate any changes that might be useful from the Bank's point of view. These will be taken into consideration before the questionnaire is finalised and sent out in the spring of 1971. Later on we may also suggest a theme for the next biennial inquiry.

I am enclosing copies of annual and biennial questionnaires for your review. Please let us know if you or any other members of your department have any comments as soon as possible.

Attachments

cc: Messrs. Stevenson
Tiemann

AKundh:ss



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 : ED/800/212/7862

DECLASSIFIED

2 September 1970

Confidential

MAY 11 2023

Dear Duncan,

WBG ARCHIVES

I. I am sending you herewith, the curricula-vitae of three additional potential candidates for the technical assistance posts financed from IBRD/IDA credits. They are :

1. Francis Arthur Gomez :

The curriculum-vitae of Mr. F.A. Gomez is from 1964. From 1964 to 1967 he was a lecturer (Borough Polytechnic, London). Since 1967, Mr. Gomez has been a Unesco Expert in Kenya (Kenya Polytechnic). His assignment in Kenya is to teach workshop technology and practice to ordinary and higher diploma courses in electrical engineering. He has produced teaching materials for use by the staff of the section, and taken an active part in the training of counterpart staff. He also works for the technical education section of the Kenya Ministry of Education, in connection with the development of the secondary technical and vocational schools. Mr. Gomez has very good reports for his work with Unesco.

2. Juan Enrique Perez :

Mr. J.E. Perez has a long experience in administration and supervision of technical and vocational education.

3. Luis Gutierrez Guerra :

The curriculum-vitae of Mr. L. Gutierrez Guerra is until 1969. At present, he is Professor of school administration in "La Universidad Católica de Quito".

Mr. Duncan S. Ballantine
Director,
Education Projects Department
IBRD
1818 - H. Street, N.W.
Washington D.C. 20 433
U.S.A.

.../...

Original to: Educ - Proj
Date: 9/4/70
Communications
Section

II. On 30 July 1970, Mr. Moller sent you the curricula-vitae of 5 candidates, and we have not yet received your comments. I would be very grateful if you could accelerate now the evaluation of all the candidatures sent to you, including the three ones enclosed, so that we may submit our candidates to the Government as soon as possible.

III. Mr. Del Rio has informed us that he will not be available for the post. We should like to have your evaluation of Mr. Vera:

Sincerely Yours,



S. Lourie,
Director

Division of Educational Planning
and Administration, EP

UNESCO

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TO: VAN VLIET
UNESCO
PARIS

DATE: SEPT. 2, 1970

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COUNTRY: (FRANCE)

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AND REQUEST HER TO ARRANGE FOR THREEHUNDRED DOLLARS ADVANCE

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AUTHORIZED BY:

NAME Mr. S. J. G. Burt
DEPT. Education Projects Dept.

SIGNATURE *[Signature]*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

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