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Series: Liaison with external organizations

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Fonds: Records of the Office of External Relations

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THE WORLD BANK

Washington, D.C.

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The World Bank

1818 H Street NW

Washington DC 20433

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RETURN TO BANK ADMIN. &
POLICY FILES

LIAISON 1975 / 77
United Nations Education Science & Culture
Organization (U N E S C O) Vol. II



 **Archives**
A1994-054 Other #: 29 Box # 210444B
Bank Administration and Policy : United Nations Educational Science and Cultural
Organization [UNESCO] - 1975 / 1977 Correspondence - Volume 2



30045050

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WBG Archives

This file is closed as of May 31, 1976.

For further correspondence, please see Volume III.

RECORDS MANAGEMENT SECTION

May 28, 1976

Mr. Werner Moller
Acting Director
Educational Financing Division
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Werner:

Newton Bowles of Unicef, who has among his duties a watch over the Unesco/Unicef cooperation, has called me to ask whether someone in your Division (Andre Magnen was mentioned among others) could be in contact with them regarding an informal working group on basic education which will be operating over the remainder of the calendar year. Mr. Chiba, who was with Bowles during the call and who is in charge of the Unesco/Unicef program at headquarters, will be their contact man. I told him I saw no reason why Chiba should not go directly to you and tell what it is all about, and I understand he will upon his return to Paris. I do not think it requires any extended or formalized effort by anyone from your Division, and I also remarked that there was an agreed intention to strengthen contacts between the people in your Division and the rest of the house.

By the time you get this Dimitri will be here (next week), and since I am leaving on June 6th for several weeks in Africa I will try and exchange views with him on the present status of the Cooperative Program review.

With best regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

DSB/h1

L. UNESCO

May 28, 1976

Mr. Dino Carelli
Director
Unesco Institute for Education
Feldbrunnenstrasse 70
2 Hamburg 13, Germany

Dear Dino:

Thank you for your letter of May 18, 1976 and the attached report on the mission of Mr. Botti and yourself to Mali and Mauritania. We were able to pass a copy of the report to Mr. Wilson just before he left on mission to Mali and he will comment on it in detail when he returns to Washington at the end of June. However, at a first glance we did find the mission report very useful, including a number of important technical and analytical points.

We look forward to receiving the draft full report of this first phase of the Basic Education Study by the end of June. As indicated in the terms of reference dated January 19, 1976, we would expect that report to be analytical and to present a methodology for the design of basic education programs, using the Mali and Mauritania cases as illustrative material.

We have noted your remarks regarding the timetable for the study and hope that you will not have to deviate too much from the original plan. We would appreciate it if you would send a more detailed proposal for the September meeting in Dakar for our comment. We would also like to suggest that you and Mr. Botti visit Washington to discuss the draft report with us before the September meeting. Due to staff commitments, the best time for this meeting would be either the week of July 12 or July 19. Please let us know whether this timing would be convenient for Mr. Botti and yourself.

It would be helpful administratively if you would submit a statement of expenses incurred in the study by the Institute and

Mr. Dino Carelli

-2-

May 28, 1976


Mr. Botti thus far, say up to June 30, 1976. When we have your reaction to the proposed Washington visit, we will make the appropriate travel arrangements.

I should add that, in view of my departure from the Bank at the end of June, Mr. Gilpin will be assuming responsibility in the department for coordination with you and with the West Africa Education Division.

Mr. Ballantine is fully informed about developments related to this project and he intends to be at the July meeting.

Yours sincerely

Necat Erder
Economic Adviser
Education Department



CGilpin/N.Erder:mms

cc: Messrs. Ballantine, Wilson, Cole
Moller, Botti

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

21 - UNESCO

- IBRD
- IDA
- IFC
- ICSID

TO: MARGARET BOOTH
UNESCO
7 PLACE DE FONTENOY
F 75700 PARIS

DATE: MAY 26, 1976

COUNTRY: FRANCE

ORIGINATOR'S EXT.: 5639

CLASS OF SERVICE: TELEX

LC

CABLE NO. & TEXT:

HAVE CONTACTED BOSSERMAN STOP LETTER HAS BEEN FORWARDED TO GRAFF
IN IRAN AND I WILL CABLE HIM STOP REGARDING YOUR REPEAT
INVITATION CABLES PLEASE INCLUDE WORLD BANK ADDRESS SO PROPOSALS
CAN BE SENT TO US UP TO JUNE 5 STOP HAVE NOT RECEIVED ANY DOCUMENTS
FROM YOU YET STOP HAVE PROPOSALS FOR LEGAL DIVISION OF RESPONSIBILITIES
BUT AWAIT YOUR DRAFTS STOP WILL CALL ABOUT DIVISION RESPONSIBILITIES
FRIDAY STOP REGARDS

DE REGT
INTBAFRAD
~~TOBERGX~~

NOT TO BE TRANSMITTED

REFERENCE:	Social Impact Seminar	AUTHORIZED BY (Name):	XXXXXXXXXX A. Odone
DRAFTED BY:	Mitchell de Regt/w	DEPARTMENT:	Tourism Projects
CLEARANCES AND COPY DISTRIBUTION:	cc: Messrs. Tolbert, Odone Mitchell	SIGNATURE (Of individual authorized to approve):	
SECTION BELOW FOR USE OF CABLE SECTION			
		CHECKED FOR DISPATCH:	<i>W</i>

COMMUNICATIONS SECTION

CHECKED FOR DELIVERY

MAY 26 5 59 PM 1976

COMMUNICATIONS SECTION

RECEIVED
COMMUNICATIONS SECTION
MAY 26 1976

Faded teletype text, likely containing a message body or routing information.

COMMUNICATIONS SECTION

TO: DIRECTOR
FROM: SAC, [illegible]
SUBJECT: [illegible]

RECEIVED
COMMUNICATIONS SECTION
MAY 26 1976

TELETYPE MESSAGE FORM
COMMUNICATIONS SECTION

- INFO
- FILE
- ADV
- RPD

May 21, 1976

Mr. Werner Moller
Acting Director
Educational Financing Division
Unesco
Place de Fontenoy
75700 Paris, France

Dear Werner:

As requested in your letter of 14 May, 1976, enclosed is a copy of the Uganda evaluation/completion report.

On other forthcoming completion reports, we are checking on whether they are distributed to you as part of the automatic distribution network and if not, we will ensure that they are included on the list. In this connection, we have requested a full list of what is being sent to Unesco. (We have also asked, for the third time, for van Vliet's name to be taken off the distribution list!)

Best Regards.

Sincerely yours,

Gabrielle Le Blanc
Education Department



cc: Mr. Lynn



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

7, place de Fontenoy, 75700 Paris

The Director-General

21 May 1976

référence : DG/4.3/49.25/3

*Files
N/A*

Subject: Intergovernmental Conference on Communication
 Policies in Latin America and the Caribbean

Sir,

Following my letter of 23 December 1975, I have the honour to inform you that the Government of Costa Rica has offered to host the Intergovernmental Conference on Communication Policies in Latin America and the Caribbean which was to be held in Quito, in June 1976.

The Conference will now take place in San José, Costa Rica, from 12 to 21 July 1976.

Accept, Sir, the assurances of my highest consideration.

A.A.A' Aow

Amadou-Mahtar M'Bow

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

Rec'd in IRD

5/28/76

1976
RECEIVED
1976 MAY 28 PM 2:06
INCOMING MAIL UNIT

RECEIVED

1976 MAY 28 PM 2:06

INCOMING MAIL UNIT

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Handwritten text, possibly initials or a name.

Handwritten text, possibly a date or reference number.

Handwritten text, possibly a name or address.

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Li - UNESCO

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

- IBRD
- IDA
- IFC
- ICSID

TO: MARGARET BOOTH
UNESCO
7 PLACE DE FONTENOY
F 75700

COUNTRY: PARIS
(FRANCE)

CABLE NO. & TEXT:

DATE: MAY 21, 1976

ORIGINATOR'S EXT.: 5594

CLASS OF SERVICE: TELEX

LC

TOLBERT CONTACTED DE KADT WHO IS INTERESTED IN BEING SYNTHESIZER STOP
HE WILL GIVE US DEFINITIVE RESPONSE TUESDAY MAY 25 AND WE WILL COMMUNICATE
TO YOU IMMEDIATELY STOP IN MEANTIME WE SHOULD AGREE SECOND CHOICE IF DE KADT
UNAVAILABLE STOP WE FEEL HEINTZ TOO THEORETICAL STOP POSSIBILITY IS RICARDO
ZUNIGA CHILEAN SOCIAL PSYCHOLOGIST CURRENTLY IN MONTREAL STOP HAVE RECEIVED
TEN AFFIRMATIVE AND NO NEGATIVE RESPONSES FROM TWENTYTHREE POTENTIAL
CONTRIBUTORS STOP MOST PROPOSE CASE STUDIES OR TO DRAW HEAVILY ON PAST
RESEARCH IN PARTICULAR AREAS RATHER THAN TO COVER SUBJECT TOPICS IN GENERAL
STOP WE FEEL THIS COULD BE USEFUL SINCE SEMINAR WILL SERVE TO UNCOVER LARGE
AMOUNT OF OTHERWISE UNAVAILABLE INFORMATION BUT SUGGEST WE CONSIDER INVITING
MORE THAN THE TWELVE OR THIRTEEN PAPERS INITIALLY DISCUSSED BECAUSE OF THEIR
NARROWER FOCUS STOP IN ADDITION IT IS ALSO CLEAR THAT WE WILL HAVE LOTS OF
WORK TO DO IN COMMENTING ON OUTLINES WHEN EXTENDING DEFINITE INVITATIONS
IN ORDER TO AVOID DUPLICATION STOP I WILL TELEPHONE YOU MONDAY TO PRIMO
RECONFIRM YOUR AVAILABILITY WEEK OF JUNE 7 IN WASHINGTON TO SELECT
CONTRIBUTORS comma WORK OUT DETAILS OF INVITATIONS comma IDENTIFY POSSIBLE
PARTICIPANTS comma DISCUSS FURTHER ORGANIZATIONAL DETAILS OF SEMINAR comma
HOPEFULLY WITH SYNTHESIZER PRESENT SECUNDO HEAR YOUR VIEWS ON ZUNIGA TERTIO
STATUS OF RESPONSES TO YOUR INVITATIONS AND YOUR VIEWS REGARDING NUMBER
CONTRIBUTORS STOP REGARDS DE REGT INTBAFRAD

NOT TO BE TRANSMITTED

REFERENCE:	Social Impact Seminar	AUTHORIZED BY (Name):	S.M. Tolbert
DRAFTED BY:	FMitchell:af	DEPARTMENT:	Tourism Projects
CLEARANCES AND COPY DISTRIBUTION:	cc: Messrs. Tolbert, Odone	SIGNATURE (Of individual authorized to approve):	<i>S.M. Tolbert</i>
		SECTION BELOW FOR USE OF CABLE SECTION	
		CHECKED FOR DISPATCH:	

WORLD BANK LTD
 OUTGOING MESSAGE FORM
 (TELEGRAMS/TELEX)

FORM NO. 11
 (1-78)

DATE
 TIME
 FROM

DATE: MAY 21 1978
 ORIGINATOR: 2294
 COUNTRY: (FRANCE)
 CABLE NO. / TEXT: SAIS
 TO: MANAGEMENT BOOTH
 FROM: 7 PLACE DE POWELTON
 7 2500

TOBERT CONTACTED DE KAGI WHO IS INTERESTED IN THE RESEARCH STIP
 HE WILL GIVE US DEFINITIVE RESPONSE LATER MAY 23 AND WE WILL CONTACT
 TO YOU IMMEDIATELY STOP IN MEANTIME WE SHOULD HAVE RECORD CHECKS IN THE
 UNAVAILABLE STOP WE FEEL HEAVY TOO THEORETICAL STOP POSSIBILITY IS HIGH
 WHICH CHILDREN SOCIAL PSYCHOLOGIST CURRENTLY IN MONTREAL STOP HAVE RECEIVED
 THE AFFIRMATIVE AND NO NEGATIVE RESPONSES FROM INVESTIGATOR POTENTIAL
 CONTRIBUTORS STOP MOST PROGRAM CASE STUDIES OR TO DRAW HEAVILY ON FACT
 RESEARCH IN PARTICULAR AREAS WITHIN THAT TO COVER SUBJECT TOPICS IN MONTREAL
 STOP WE FEEL THIS COULD BE BEHIND SINGLE RESEARCH WILL BECOME TO A GOOD RANGE
 AMOUNT OF OTHERWISE UNAVAILABLE INFORMATION BUT SUGGEST WE CONSIDER DRAFTING
 MORE THAN THE TWELVE OR THIRTEEN PAPERS INITIALLY DISCUSSED BECAUSE OF THEIR
 ANSWER FOCUS STOP IN ADDITION TO IT ALSO CLEAR THAT WE WILL HAVE TO
 WORK TO DO AN OPERATING ON OUTLINES WHEN EXCHANGING DEFINITE INVITATIONS
 IN ORDER TO AVOID DUPLICATION STOP I WILL TELEPHONE YOU MONDAY TO PREPARE

RECORDS YOUR AVAILABILITY WEEK OF JUNE 7 IN WASHINGTON TO SELF
 CONTRIBUTORS COME WORK OUT DETAILS OF INVITATIONS COME DISCUSS
 PARTICIPANTS COME DISCUSS FURTHER ORGANIZATIONAL DETAILS OF INVITATIONS
 HOPEFULLY WITH SYNTHESISER PRESENT SUGGEST HEAR YOUR VIEWS ON ABOVE
 STATUS OF RESPONSES TO YOUR INVITATIONS AND YOUR VIEWS REGARDING
 BE IDEAL INVITATION
 CONTRIBUTORS STOP BECAUSE
 NOT TO BE TRANSMITTED

19 PH 1910
 INVITATIONS
 SHOWS

TO: S.M. Tobert	DEPARTMENT: Social Impact Seminar
SIGNATURE: [Handwritten Signature]	CHECKER FOR DEPARTMENT: [Handwritten Signature]
cc: Robert, John	



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

7, place de Fontenoy, 75700 Paris

907

Le Directeur général

référence : DG/7.6/1.6.2/336

19 MAY 1976

Monsieur le Président,

J'ai le plaisir de vous adresser ci-joint un exemplaire de la brochure intitulée Le monde en devenir : Réflexions sur le nouvel ordre économique international, qui vient de paraître et qui a été communiquée aux membres du Conseil exécutif de l'Unesco.

Cette étude a été préparée par le Secrétariat en application de la résolution 12.1 que la Conférence générale a adoptée à sa dix-huitième session. Elle contient un certain nombre de réflexions sur le concept du nouvel ordre économique international et sur la contribution que l'Unesco peut apporter à son instauration.

En espérant que ce document retiendra votre attention, je vous prie d'agréer, Monsieur le Président, l'assurance de ma haute considération.

1 p.j.

A. M. Bow

Amadou-Mahtar M'Bow

Monsieur Robert S. McNAMARA
 Président de la
 Banque internationale pour
 la reconstruction et le développement
 1818 H Street, N.W.
 WASHINGTON D.C. 20433
 U.S.A.

Rec'd in IRD

6/15/76

9/12/49
Rec'd in 1949

U.S.A.
WASHINGTON D.C. 20533
1818 H Street, N.W.
The Reconstruction and Development
Bureau International pour
le Président de la
Monsieur Robert S. McNamara

Washington-Mercat N. Bow

V. P. KAM

J b. 1*

J, assistance de ma haute considération
attention, je vous prie d'agréer, Monsieur le Président,
en espérant que ce document retiendra votre

attention que j'aurais bien voulu adresser à son institution
du monde ordre économique international et sur la confi-
sontent au certain nombre de réflexions sur le concept
général et adoptée à sa dix-huitième session. Elle
en approuvation de la résolution 12.1 que la Conférence
Celle étude a été préparée par le secrétaire

membre du conseil exécutif de l'Unesco.
du agent de liaison et qui a été communiqué aux
réflexions sur le monde ordre économique international,
exemplaire de la prosaïque intitulée le monde en devenir :
la la le bilan de vous adresser ci-joint au

Monsieur le Président,

référence : DC\1.e\1.e.s\330

STER YAMER

Le Directeur Général

3^e place de Fontenay, 75200 Paris

Top



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

UNESCO

Li - UNESCO

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

- IBRD
- IDA
- IFC
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TO: ARGYROPOULOS
UNESCO
PARIS

DATE: MAY 17, 1976

ORIGINATOR'S EXT.: 2558

COUNTRY: FRANCE

CLASS OF SERVICE: TELEX

CABLE NO. & TEXT: NO FOUR

RE PLANNING DISCUSSIONS WASHINGTON DATES SCHEDULED WITH REGIONS
FIRST WEEK JUNE ESSENTIAL YOUR PARTICIPATION PLS CONFIRM SOONEST
REGARDS

Le Blanc

NOT TO BE TRANSMITTED

REFERENCE:	AUTHORIZED BY (Name): G. Le Blanc
DRAFTED BY: G. Le Blanc/ms	DEPARTMENT: Education
CLEARANCES AND COPY DISTRIBUTION:	SIGNATURE (Of individual authorized to approve):
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OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

IBRD
 IDA
 IFC
 ICSID

Tourism LI - UNESCO

PAGE 1 of 2

BOOK OF TWO CABLES

TO:

DATE: MAY 17, 1976

DR ALEX INKELES
DEPT. OF SOCIOLOGY AND EDUCATION
STANFORD UNIVERSITY
COUNTRY: STANFORD CALIFORNIA 94305

ORIGINATOR'S EXT.: 5594

CLASS OF SERVICE: LT

CABLE NO. & TEXT: MR DAVID MAYBERRY-LEWIS
DEPT. ANTHROPOLOGY
HARVARD UNIVERSITY
CAMBRIDGE, MASS. 02138

LT/WV
TELEX

FURTHER OUR TELEPHONE CONVERSATION FOLLOWING IS BACKGROUND ON PROPOSED
JOINT UNESCO WORLD BANK SEMINAR TO BE HELD IN WASHINGTON DECEMBER 8 TO
10 ON SOCIAL AND CULTURAL IMPACTS OF TOURISM ON HOST POPULATIONS OF
DEVELOPING COUNTRIES STOP WE ARE CONTACTING POTENTIAL CONTRIBUTORS OF
BACKGROUND PAPERS ON FOLLOWING MAJOR TOPIC AREAS AA IMPACT ON CUSTOMS
TRADITIONS VALUES ATTITUDES BB IMPACT ON TRADITIONAL ARTS AND CRAFTS CC
IMPACT ON CULTURAL PROPERTY DD IMPACT ON EMPLOYMENT EE IMPACT OF TOURISM
EMPLOYMENT ON LOCAL SOCIETY FF IMPACT ON LOCAL INSTITUTIONS GG IMPACT OF
TRANSNATIONALS HH CASE STUDIES ON SPECIFIC AREAS POSSIBLY INCLUDING BALI
MEXICO AND TUNISIA TO ILLUSTRATE INTERRELATIONSHIPS THESE IMPACTS
AND TO PROVIDE REFERENCE POINTS FOR JUDGING PRACTICABILITY OF SEMINAR
RECOMMENDATIONS STOP PAPERS SHOULD ATTEMPT TO ASSESS IMPACTS OF DIFFERENT
TYPES OF TOURISM OF DIFFERENT RATES OF GROWTH OF TOURISM AND HOW IMPACTS
DEPEND ON CHARACTERISTICS OF HOST SOCIETY PROPOSE GUIDELINES FOR
PLANNERS TO DEVELOP POSITIVE AND MINIMIZE ADVERSE EFFECTS AND PROPOSE
FUTURE RESEARCH PRIORITIES STOP MORE DETAILED TERMS OF REFERENCE ON EACH
TOPIC HAVE BEEN SENT TO POTENTIAL CONTRIBUTORS WHO HAVE BEEN INVITED TO

NOT TO BE TRANSMITTED

REFERENCE: Social Impact Seminar	AUTHORIZED BY (Name): S.M. Tolbert
DRAFTED BY: FMitchell/SMTolbert:af	DEPARTMENT: Tourism Projects
CLEARANCES AND COPY DISTRIBUTION: cc: Mr. Odone Ms. de Regt	SIGNATURE (Of individual authorized to approve): <i>S.M. Tolbert</i>
	SECTION BELOW FOR USE OF CABLE SECTION
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WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

IBRD
 IDA
 IFC
 ICSID

TO: **BR. ALEX INKELES**
DEPT. OF SOCIOLOGY
AND EDUCATION
STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

MR DAVID MAYBERRY-LEWIS
DEPT. ANTHROPOLOGY
HARVARD UNIVERSITY
CAMBRIDGE, MASS.

DATE: MAY 17, 1976

ORIGINATOR'S EXT.: 5594

COUNTRY:

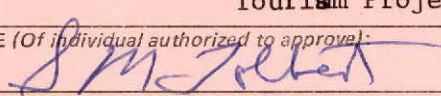
CLASS OF SERVICE: LT

CABLE NO. & TEXT:

PAGE 2 OF 3 pages

EXPRESS INTEREST BY SUBMITTING A BRIEF OUTLINE OF MATERIAL THEY WOULD EXPECT TO COVER STOP HONORARIA OF DOLLARS 500 WILL BE PAID FOR INVITED BACKGROUND PAPERS STOP TO MEET TIMETABLE CONTRIBUTORS MUST BE SELECTED EARLY JUNE AND CONTRACTS SIGNED BY END JUNE STOP WORKING DOCUMENT OF THE SEMINAR WILL BE A SYNTHESIS SUMMARIZING MAIN CONCLUSIONS OF BACKGROUND PAPERS TOGETHER WITH VIEWS OF SENIOR SOCIAL SCIENTIST SELECTED FOR THIS TASK STOP OTHER FUNCTIONS OF SYNTHESIZER WILL BE TO COMMUNICATE WITH AUTHORS AS APPROPRIATE TO SECURE HIGH QUALITY CONTRIBUTIONS AND ATTEND SEMINAR AND REVISE SYNTHESIS IN LIGHT OF SEMINAR DISCUSSIONS AND PERHAPS ASSIST IN READING BACKGROUND PAPERS AND SYNTHESIS FOR PUBLICATION STOP SEMINAR PARTICIPANTS WILL INCLUDE OFFICIALS LDC'S WORLD BANK UNESCO AND SOME CONTRIBUTORS OF PAPERS AND THREE OR FOUR SOCIAL SENIOR SCIENTISTS AND SYNTHESIZER STOP IMPORTANT IN OUR VIEW THAT SYNTHESIZER BE APPOINTED IN TIME TO PARTICIPATE IN SELECTION OF AUTHORS OF BACKGROUND PAPERS STOP AS I MENTIONED TO YOU ON THE TELEPHONE IT IS DIFFICULT TO HAVE A US NATIONAL AS SYNTHESIZER AND SO WE ARE CONCERNED TO IDENTIFY APPROPRIATE EUROPEAN OR SOMEONE FROM DEVELOPING COUNTRY STOP SINCE POTENTIAL CONTRIBUTORS ARE HEAVILY SOCIOLOGICAL AND ANTHROPOLOGICAL IT MIGHT BE DESIRABLE THOUGH NOT ESSENTIAL TO FIND A SOCIAL PSYCHOLOGIST TO FILL THIS ROLE STOP UNESCO HAS SUGGESTED THAT EMMANUAL DE KADT OF INSTITUTE FOR DEVELOPMENT STUDIES SUSSEX

NOT TO BE TRANSMITTED

REFERENCE: Social Impact Seminar	AUTHORIZED BY (Name): S.M. Tolbert
DRAFTED BY: FMitchell/SMTolbert	DEPARTMENT: Tourism Projects
CLEARANCES AND COPY DISTRIBUTION:	SIGNATURE (Of individual authorized to approve): 
	SECTION BELOW FOR USE OF CABLE SECTION
	CHECKED FOR DISPATCH:

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

IBRD
 IDA
 IFC
 ICSID

PAGE 3 of 3

BOOK OF TWO CABLES


TO: DR. ALEX INKELES MR DAVID MAYBERRY-LEWIS DATE: MAY 17, 1976
 DEPT. OF SOCIOLOGY DEPT. ANTHROPOLOGY
 AND EDUCATION HARVARD UNIV.
 STANFORD UNIV. CAMBRIDGE, MASS. ORIGINATOR'S EXT.: 5594
 STANFORD, CALIFORNIA
 COUNTRY: 94305 CLASS OF SERVICE: LT

CABLE NO. & TEXT:

OR PETER HEINTZ OF INSTITUTE OF SOCIOLOGY ZURICH WOULD BE ACCEPTABLE
 TO THEM STOP WOULD APPRECIATE YOUR COMMENTS ON THESE NAMES AS WELL AS
 ADDITIONAL SUGGESTIONS YOU CAN MAKE STOP MOST GRATEFUL YOUR WILLINGNESS
 AID IN OUR SEARCH ESPECIALLY ON SUCH SHORT NOTICE STOP REGARDS

STOKES TOLBERT
INTBAFRAD

NOT TO BE TRANSMITTED

REFERENCE: Social Impact Study	AUTHORIZED BY (Name): S.M. Tolbert
DRAFTED BY: FMitchell/SMTolbert:af	DEPARTMENT: Tourism Projects
CLEARANCES AND COPY DISTRIBUTION:	SIGNATURE (Of individual authorized to approve):
	SECTION BELOW FOR USE OF CABLE SECTION
	CHECKED FOR DISPATCH: 

RECEIVED	CHECKED FOR DELIVERY
DISPATCHED	RECEIVED FOR DELIVERY
COMMUNICATIONS SECTION	COMMUNICATIONS SECTION
MAY 17 11 53 PM 1976	

THIS IS ONE SECTION EFFECTIVE ON SUCH SHOULD BECOME STOP RECORDS
 ADDITIONAL SECTIONS FOR CAN MAKE STOP WITH CURRENT AND REVISIONS
 TO THIS END SHOULD APPEARIAL AND COMMENTS ON THESE MATTERS AS WELL AS
 ON BEING HELD OF IMPROVE OF SOCIETY WHICH SHOULD BE ACCURATE

DELIVERED
 20012 107881

DATE NO. & TIME

20012	20012	20012	20012
DEPT. OF EDUCATION	CAMBRIDGE MASS	DEPT. OF EDUCATION	20012
DEPT. OF SOCIETY	UNIVERSITY	DEPT. OF SOCIETY	20012
DEPT. OF HEALTH	DEPT. OF HEALTH	DEPT. OF HEALTH	20012

TELETYPE (CABLE/TELEX)
 OUTGOING MESSAGE FORM
 MONTH YEAR REC

PAGE 3 OF 3
 REC
 REC
 REC

Forum

12 mai 1976

Le 12 mai 1976

M. Christian Saglio
 Conseiller Technique
 Délégation Générale au Tourisme
 B. P. 4049
 Dakar, Sénégal

Cher Monsieur,

J'ai appris par M. Bauer que vous étiez en train de développer une nouvelle et intéressante formule de tourisme-circuit en Casamance et que vous seriez désireux de faire part de votre expérience en la décrivant sous forme d'étude de cas.

Le Département des Projets Touristiques de la Banque Mondiale et le Département de l'Héritage Culturel de l'UNESCO sont en train d'étudier l'impact social et culturel des pays en voie de développement.

Nous sommes en ce moment en train de contacter des spécialistes et fonctionnaires concernés par les différents problèmes liés au développement du tourisme pour leur demander de préparer des communications sur les sujets énumérés sur la pièce jointe à la présente. Dès réception de ces communications, un document de synthèse sera préparé qui en résumera les principales conclusions, proposera des axes de réflexion pour les planificateurs touristiques et identifiera les priorités pour des recherches plus approfondies. Le document de synthèse constituera le document de base qui sera discuté au cours d'un séminaire regroupant des spécialistes en provenance de pays développés et en voie de développement ainsi que certains auteurs des communications. Ce séminaire se tiendra à Washington dans le courant du mois de décembre 1976. Le texte des communications et des conclusions du séminaire sera par la suite publié.

Vous trouverez ci-inclus les termes de référence pour les études énoncées (voir paragraphe 16). J'ai conscience du fait que les termes de référence sont très détaillés mais vous devez vous sentir libre de restreindre votre analyse aux aspects qui vous sont les plus familiers. Ceci est d'autant plus recommandable que le temps est malgré tout limité. Les communications doivent être remises au milieu du mois d'août, de sorte que nous puissions en faire des résumés que nous distribuerons aux participants du séminaire bien avant qu'ils ne se réunissent. A cause de la rigueur de ce calendrier, les communications devront être basées sur des recherches déjà

Le 12 mai 1976

effectuées par les auteurs ou sur des sources de seconde main rapidement disponibles plutôt que sur de nouvelles recherches de terrain. Les auteurs fixeront la longueur de leur communication mais nous nous attendons à ce qu'elle soit de l'ordre de 25 pages en moyenne. Des honoraires de 500 dollars US seront payés à chaque auteur de communication (ces honoraires comprennent les éventuelles dépenses liées à la préparation de la communication). Les langues de travail pour ce séminaire seront l'anglais et le français.

Parce que nous souhaitons pouvoir réunir une large représentation de nationalités et d'expériences professionnelles, nous ne pouvons pas transmettre d'invitation ferme à préparer des communications tant que nous ne savons pas qui sont ceux qui sont réellement intéressés à y participer. Si vous l'êtes, pourriez-vous m'adresser avant le 30 mai un plan (approximativement deux pages) de la communication que vous voudriez préparer ainsi qu'une copie récente de votre curriculum vitae? Les invitations officielles seront adressées au début du mois de juin.

Dans l'attente du plaisir de vous lire, je vous prie de croire, cher Monsieur, à l'assurance de ma considération distinguée.

[Faint text, likely bleed-through from the reverse side of the page]

Stokes M. Tolbert
Directeur
Département des Projets
Touristiques

Pièce Jointe

Cleared with: Messrs. Odone, Mitchell
cc: Messrs. Gillette, Brown

[Faint text at the bottom of the page, likely bleed-through from the reverse side]

Dr. K. Kanagaratnam, Dir., PNP Dept.

May 12, 1976

Alexander Shaw, PNP Dept. 8

Discussions with UNESCO, Paris
Back-to-Office Report

According to the Terms of Reference, dated February 4, 1976, I visited UNESCO Headquarters, Paris, on the way to Tunisia. I spent a working evening and one and a half days in the Secretariat (March 11, 12, and 15).

1. General: There is an atmosphere of unease throughout the building. This is due to a combination of circumstances; problems connected with UNESCO's own budget, the drying up of the UNDP cash flow which has led to the cutting down of existing projects and the postponement of future ones. UNFPA funding continues but uncertainties about the future and decision delays are a handicap. Another negative factor is that the major secretariat reorganization planned last year has not yet been put into operation and everyone is uncertain, not only about their own future, but about that of their departments and divisions. Certainly, the Communication Sector will be split up with part of it going to the Social Sciences. Family Planning Communications will move to the Population Department which is already under Social Sciences while Population Education remains where it was with Education. After the long reign of the late Director they find it hard to adjust to the new one. Uncertainty is the keynote at the moment but UNESCO has weathered storms before and will no doubt recover from this rather prolonged one.

2. Population Department: During two or three meetings with Alexander Graham, the Director, we reviewed UNESCO activities and it would appear that new emphasis will be on population research. As an example Graham gave me a copy of their project request to UNFPA entitled "Comparative and Cross-Cultural Studies on the Relationship between Family Structure, Status of Women and Demographic Behavior".

3. Population Education: A meeting with Mr. Rodriguez, chief, and his new assistant, Mr. Burleson, revealed that they are happy with the way in which Population Education has developed and, feeling that the school pattern is now well established, they will concentrate on introducing population education into out-of-school education. We were agreed that this is going to be a much more complicated task and discussed the matter at some length. Any work they can achieve in this area will be of great help to all the member states and therefore to the Bank, since we are always being asked about how to approach this disorganized field (Thailand, Indonesia, Bangladesh). We reviewed areas of common interest and it was hoped that the Bank Loan for Indonesia II can help to bridge the gap between the end of their expert in Indonesia's contract and the beginning of his new contract when the Loan starts. They were happy to hear that we think highly of Dr. Mehta's work.

May 12, 1976

4. Communications in Family Planning: With Kamwar Mathur and Yvette Abrahamson I reviewed all the areas where UNESCO and the Bank are working either together or separately, but in the same field. I was happy to note that the lengthy negotiations with the Indian film producer who will make films and slides as part of the UNESCO input into Indonesia I had just been completed and a final contract was ready for signature.
5. Communication Sector: Discussions were held with M. Navaux about general trends in UNESCO's communication policy and he gave me a think piece entitled UNESCO Position Paper: Communication Policies and Planning (Navaux is the strategy man of the whole Sector).
6. Evaluation of IAVRS: Ms. Lertlak had not arrived when I briefed the evaluation team at UNFPA, New York, in February. I met her in Paris and again in Jakarta (she is officially training officer of the DSCS, Bangkok), and we discussed at some length her views on the usefulness of the IAVRS project. She seemed rather bewildered and quite understandably so. IAVRS was probably seen as a threat to DSCS but that organization had just received news of a 50% cut in funds, so what is being threatened?

Cleared with and cc: Mr. Jones
cc: Mr. Messenger
Mr. Bravo, Inf. & Public Affairs
Mr. Kang
Mr. Mills
Mrs. Domingo
Div. Files

AShaw:sb

CNE/PNP

✓ LI-UNESCO
cc Tourism

May 12, 1976

Ms. T. Groen
Netherlands Institute of
Tourism Development Consultants
P.O. Box 436
Arnhem
The Netherlands

Dear Ms. Groen:

It was a pleasure talking to you during my recent short visit to The Netherlands. I am grateful for the information you gave me and, in turn, I am now able to send you the information on the seminar on the social and cultural impact of tourism on the host populations in the developing countries. The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are organizing this seminar jointly.

At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, and identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington December 8-10 this year. The background papers, together with the conclusions of the seminar, will be published.

If you think someone you know may be interested in contributing a background paper for this seminar, please feel free to inform them. We want a two-page outline by the end of May on the topic they have chosen (see attachment). Because the terms of reference are very inclusive, the authors should feel free to restrict their analysis to those aspects with which they are most familiar. This is all the more true since time is limited, and we want papers to be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar. Honoraria of \$500 will be offered for papers; we expect papers to average around 25 pages.

Ms. Groen

- 2 -

May 12, 1976

I will also send a letter to VIRO (Ms. G. de Boer) to ask for the report of experts on which the symposium on Tourism and Development will be based in September 1976. If you have any information that you think could be useful for my work, please forward it to me.

I look forward to hearing from you,

Yours sincerely,



Jacomina P. de Regt
Tourism Projects Department

Attachment: Background Document

JPdeRegt:mk

IBRD/UNESCO Seminar on Social/Cultural Impact of Tourism, Washington D.C., 12/76
(Research -- Social Impact
Study -- R.707)



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

7, place de Fontenoy, 75700 Paris

864

The Director-General

11 MAY 1976

Reference: DG/4/FCP/143

Dear Mr. McNamara,

I should like to bring to your attention a proposal for international action to alleviate the recurring shortages of paper for printing, and the attendant spiralling of prices, which have been a handicap to the efforts of the developing countries to provide reading material for new literates and for educational purposes generally.

The origin of the proposal is a draft resolution submitted by the Delegation of India to the General Conference of Unesco at its eighteenth session which, with strong support from other developing countries, was adopted by the Conference. The resolution (18 C/4.142), which took note of "the immediate critical situation for educational and social institutions in the developing countries which are suddenly deprived of paper supplies", called for world action to be taken by Unesco in cooperation with the other interested organizations of the United Nations. Among the objectives of the programme was "the establishment of a world paper bank which would hold or identify stocks of paper available to meet urgent educational, cultural and communication needs, particularly in the developing countries." I attach the full text of the resolution.

An initial inter-agency consultation concerning the resolution, held at FAO Headquarters in Rome with the participation of FAO, UNCTAD and Unesco, concluded that although the ultimate solution to the problem of shortages of cultural paper in developing countries was the construction of additional manufacturing capacity in these countries, interim arrangements were required to ensure essential supplies to developing countries while they are building up capacity. Accordingly, it was recommended that the United Nations agencies concerned should explore further the possibility of "establishing a limited 'strategic reserve' of newsprint and other cultural papers to alleviate the

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

Rec'd in IRD

5/20/76

... attach →

2/30/48

RECEIVED

NOV 10 1948

U.S.A.
WASHINGTON, D.C. 20533
1918 H Street, N.W.
and Delegation
International Bank for Reconstruction
Development
Mr. Robert S. McInnes

NOV 20 11 10 45
COMMUNICATIONS UNIT

articles, of members and other staff members to evaluate the
concerned about exchange further the board of directors a limited
to examine essential activities to developing countries which are providing
international services in these countries, international arrangements were reviewed
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concluded that although the ultimate solution to the problem of shortages of
of IBO headquarters in Rome with the participation of IBO, UNESCO and UNESCO
in further international cooperation concerning the resolution, with

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the full text of the resolution
committee needs, particularly in the developing countries. I stress
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Delegation of India to the General Conference of UNESCO at the fifteenth
The origin of the proposal is a draft resolution submitted by the

and for educational purposes generally.
of the developing countries to provide research material for new techniques
efficiency and quality of work, which have been a hindrance to the efforts
action to evaluate the resulting products of labor for training, and the
I would like to bring to your attention a proposal for international

Dear Mr. McInnes:

Reference: DG/4/ES/143

The Director-General

11 MAY 1948

Handwritten initials "R.S."

1 Place de Fontenay, 75300 Paris



Organization des Nations Unies pour l'Education, la Science et la Culture
United Nations Educational, Scientific and Cultural Organization

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shortages which developing countries were again expected to encounter from 1976." It was agreed that Unesco should carry out such a study, with the technical help and guidance of FAO and UNCTAD, and that it would be advisable, for this purpose, to secure the services of a highly qualified consultant.

not attached

The consultant to whom the study was assigned was Mr. Carl J. Bergendahl, a Swedish expert with long experience in this field including services to FAO, to governments and to the paper industry. Mr. Bergendahl conducted an extensive enquiry in the course of which he gathered information by visits to a number of paper-producing countries and by consultations at the headquarters of various United Nations organizations.

I am pleased now to attach a copy of Mr. Bergendahl's study entitled "A Cultural Paper Reserve Scheme". An initial version of the study was the subject of further consultations held at FAO Headquarters in Rome and the present report incorporates a number of suggestions made by the FAO Secretariat.

You will note that Mr. Bergendahl's proposal calls for the establishment of a reserve inventory of cultural paper designed to offset the acute shortages which he anticipates, on the basis of FAO forecasts, will in the near future deprive the developing countries of adequate supplies to meet basic needs. The reserve inventory, estimated at 300,000 tons of newsprint and 150,000 tons of other printing and writing paper, would be created during periods of paper machine surplus capacity, i.e. using capacity that would otherwise be shut down due to lack of orders. Mr. Bergendahl describes the "basic principle" in this way:

"All major producers of newsprint and printing and writing paper have regular customers (contract buyers) with well established specifications on their home markets or in nearby markets. During periods of surplus capacity extra inventories of paper would be built up for these customers thus creating a reserve machine capacity that would be used to make paper for developing countries when market conditions interrupt the normal flow of paper to these countries. The mills' regular (contract) buyers would then receive deliveries from the reserve inventory". (Page 29 of the report)

Mr. Bergendahl estimates that the capital requirements of establishing a reserve inventory of the size mentioned above would be in the neighbourhood of 125 to 135 million dollars. This fund would be drawn upon for loans to the participating paper mills as an incentive for the maintenance of production at levels adequate for the creation of the required reserve inventories. Loans would be repaid when the inventories had been liquidated, each loan cycle being estimated to last from three to five years. The beneficiaries, in Mr. Bergendahl's view, would be the developing countries, which under this system would be protected against any repetition of the skyrocketing prices which they were obliged to pay during past periods of short supply. "It would appear logical, therefore, " Mr. Bergendahl concludes, "that the proposed scheme should get financial support from such an institution as the International Bank for Reconstruction and Development". Manifestly, any commitment on the part of the Bank to a scheme of this quite considerable magnitude would require investigation in depth, and in his section on Financing (pp.44-46) Mr. Bergendahl sets forth some of the initial questions to be explored.

For the administration of this scheme Mr. Bergendahl suggests the establishment of a Cultural Papers Reserve Board, to be attached to an international agency concerned with the demand and supply of paper on a world-wide basis. The Board would be made up of some ten members representing the principal United Nations organizations concerned, together with representatives of the developing and the paper-producing countries. The main function of the Board would be the allocation of reserve paper-production capacity among the developing countries in the light of educational needs. The Board would also act as the intermediary between the international institutions financing the scheme and the participating paper mills.

May I, with this highly condensed summary, commend Mr. Bergendahl's report to your favourable consideration. It seems to me that his proposal would give practical effect to the resolution of the General Conference requesting world action for the establishment of a paper bank intended to meet urgent educational, cultural and communication needs.

Accordingly, I would be grateful if you could consider the possibility, as suggested by Mr. Bergendahl, of an informal meeting being held at your Headquarters in Washington to explore the feasibility and the possible financing of this plan. If you should be agreeable to such a meeting, the administrative arrangements could then be settled by our two Secretariats.

I am sending a copy of my letter, together with Mr. Bergendahl's report, to the other United Nations agencies which in one way or another may be interested in this proposal.

Sincerely yours,

A. A. A. Bow

Amadou-Mahtar M'Bow


May 11, 1976

Dear Mr. van den Broek:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated April 15, 1976 requesting nominations for the ITC-UNESCO Centre for Surveys and Development 10th Standard Course on Surveys and Development, beginning in October 1976.

We thank you for the opportunity extended to the World Bank to nominate candidates, but I have been asked to inform you that we have no nominations to offer for this course.

Sincerely yours,

Mahmud Burney 
Deputy Special Representative for
United Nations Organizations

Mr. J.M. van den Broek
Director
ITC-UNESCO Centre
144 Boulevard 1945
Enschede
The Netherlands

Cleared in substance with Mr. Bruce

Files with incoming letter

:mmcd

Tourism

Yellow Copy

LI-UNESCO

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

May 10, 1976

Professor Ngurah Bagus
Chairman
Department of Anthropology
and Sociology
University of Denpasar
Denpasar, Bali
Indonesia

Dear Professor Bagus:

I understand from discussions with Dr. Philip McKean and Dr. Mary Elmendorf that you have been involved in the studies done by the University of Denpasar on tourism and cultural change. I wonder if you would be in a position to assist us with some related work.

The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are collaborating in a joint study of the social and cultural impacts of tourism on host populations in developing countries.

Would you be interested in contributing a background paper? We thought you might be especially interested in writing a case study on the impact of tourism on Bali (see attachment, para. 16). I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you are, could you send me, by May 30, an outline (approximately two pages) of the paper which you would like to prepare and a copy of your latest CV? We expect to extend formal invitations to contribute in early June.

Professor Ngurah Bagus

-2-

May 10, 1976

I look forward to hearing from you soon, either directly by mail or you may contact one of my staff members, Mr. Peter Krippel, who will be in Bali on May 22 and 23 at the Hotel Bali Hyatt. Mr. Krippel can also be reached through Mr. Inskeep.

Sincerely yours,

Stokes M. Tolbert
Director
Tourism Projects Department

Attachment

Cleared with Messrs. Odone, Mitchell

cc: Mr. Baneth, Jakarta, Indonesia
Messrs. Sandberg, de Silva

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

Le 10 mai 1976

M. Ahmed Smaoui
Office National du Tourisme Tunisien
1, Avenue Mohamed V
Tunis, Tunisie

Cher Monsieur,

J'ai été heureux d'apprendre par la bouche de M. Biancarelli que vous étiez intéressé par le thème de l'étude que nous nous proposons de mener en collaboration avec le Département de l'Héritage Culturel de l'UNESCO sur l'impact social et culturel du tourisme sur les populations des pays en voie de développement.

Nous sommes en ce moment en train de contacter des spécialistes et des fonctionnaires concernés par les différents problèmes liés au développement du tourisme pour leur demander de préparer des communications sur les sujets énumérés sur la pièce jointe à la présente. Dès réception de ces communications, un document de synthèse sera préparé qui en résumera les principales conclusions, proposera des axes de réflexion pour les planificateurs touristiques et identifiera les priorités pour des recherches plus approfondies. Le document de synthèse constituera le document de base qui sera discuté au cours d'un séminaire regroupant des spécialistes en provenance de pays développés et en voie de développement ainsi que certains auteurs des communications. Ce séminaire se tiendra à Washington dans le courant du mois de décembre 1976. Le texte des communications et des conclusions du séminaire sera par la suite publié.

Seriez-vous disposé à préparer une communication pour ce séminaire? Nous pensons que vous pourriez être particulièrement intéressé à traiter soit de l'impact du tourisme sur l'emploi - vu l'importance des données disponibles sur cet aspect en Tunisie (voir pièce jointe, paragraphe 12), soit une étude de cas de l'impact du tourisme sur une région tunisienne à vocation touristique (voir paragraphe 16); dans ce contexte, nous pensons qu'il pourrait être du plus haut intérêt de mener une étude comparative sur les comportements du corps social dans deux régions tunisiennes: l'une où l'activité touristique a été le facteur déterminant du développement (cela pourrait être le cas de Sousse), l'autre où des activités de type industriel ont joué un rôle moteur dans le processus de développement (cela pourrait être le cas de Sfax). J'ai conscience du fait que les termes de référence sont très détaillés mais vous devez vous sentir libre de restreindre votre analyse aux aspects qui vous sont les plus familiers. Ceci est d'autant plus recommandable que le temps est

Le 10 mai 1976

malgré tout limité. Les communications doivent être remises au milieu du mois d'août, de sorte que nous puissions en faire des résumés que nous distribuerons aux participants du séminaire bien avant qu'ils ne se réunissent. A cause de la rigueur de ce calendrier, les communications devront être basées sur des recherches déjà effectuées par les auteurs ou sur des sources de seconde main rapidement disponibles plutôt que sur de nouvelles recherches de terrain. Les auteurs fixeront la longueur de leur communication mais nous nous attendons à ce qu'elle soit de l'ordre de 25 pages en moyenne. Des honoraires de 500 dollars US seront payés à chaque auteur de communication (ces honoraires comprennent les éventuelles dépenses liées à la préparation de la communication). Les langues de travail pour ce séminaire seront l'anglais et le français.

Parce que nous souhaitons pouvoir réunir une large représentation de nationalités et d'expériences professionnelles, nous ne pouvons pas transmettre d'invitation ferme à préparer des communications tant que nous ne savons pas qui sont ceux qui sont réellement intéressés à y participer. Si vous l'êtes, pourriez-vous m'adresser avant le 30 mai un plan (approximativement deux pages) de la communication que vous voudriez préparer ainsi qu'une copie récente de votre curriculum vitae? Les invitations officielles seront adressées au début du mois de juin.

Dans l'attente du plaisir de vous lire, je vous prie de croire, cher Monsieur, à l'assurance de ma considération distinguée.

Stokes M. Tolbert *DMJ*
Directeur
Département des Projets
Touristiques

Pièce Jointe

cc: M. Sadok Bouraoui
Directeur Général
ONTT

Cleared with: Messrs. Odone, Mitchell
cc: Mr. Schulte, Ms. Ruggeri

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

Li - UNESCO

- IBRD
- IDA
- IFC
- ICSID

TO: D FELENDLER
UNESCO
PARIS

DATE: MAY 7, 1976

ORIGINATOR'S EXT.: 5309

COUNTRY: FRANCE

CLASS OF SERVICE: TELEX *lc*

CABLE NO. & TEXT: 4

EDUCATION PROJECTS APPROVED TO DATE CREDITS MILLIONS SIERRA
LEONE 7.25 MALAWI 11.6 ZAIRE 21.0 HAITI 5.5 YEMEN ARAB
REPUBLIC 8.0 ~~XXXX~~ TANZANIA 11.0 BANGLADESH 12.0 STOP LOANS
PHILIPPINES 25.0 GUATEMALA 14.5 ALGERIA 47.0 MOROCCO 25.0
NICARAGUA 11.0 STOP REFERENCE YOUR QUERY ISRAEL LOAN IS
INDUSTRIAL PROJECT WITH EDUCATION COMPONENT

GOMEZ

NOT TO BE TRANSMITTED

REFERENCE:	RG/nm	AUTHORIZED BY (Name):	<i>G. LeBlanc</i>
DRAFTED BY:	R. Gomez <i>R Gomez</i>	DEPARTMENT:	Education Department
CLEARANCES AND COPY DISTRIBUTION:		SIGNATURE (Of individual authorized to approve):	<i>[Signature]</i>
		SECTION BELOW FOR USE OF CABLE SECTION	
		CHECKED FOR DISPATCH:	

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

May 7, 1976

Professor David McClelland
Department of Psychology
Harvard Business School
Cambridge, Massachusetts 02138

Dear Professor McClelland:

I understand that one of my staff members, Jacomina de Regt, called you the day after your presentation at the Bank, and that you expressed interest in the idea of collaborating with us on the following project.

The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are collaborating on a joint study of the social and cultural impacts of tourism on host populations in developing countries.

At this time we are contacting social scientists and government officials concerned with tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, and identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

You will note in the attachment (para. 12) that small entrepreneurs are included as one category of tourism employment. The role of local, indigenous entrepreneurs in tourism has not, to my knowledge, received the attention it deserves. Hence, I am doubtful that the general 'employment' paper will have much to say on the subject. Nevertheless, it is quite clear that tourism development gives rise to many small-scale entrepreneurial opportunities, running from producers of investment inputs (e.g., furniture, decorations for hotels and restaurants), operational inputs into hotels and restaurants (e.g., foodstuffs), and sales of a wide variety of goods and services directly to tourists (e.g., pensions, taxi-drivers, vendors of curios and souvenirs and producers of these, impresarios of 'traditional' cultural performances, organisers of ground transport of tourists, etc.). Since the investments involved in these various enterprises are normally small, large financial institutions -- and certainly the Bank in its tourism lending operations -- do not become much involved in them. Yet the growth of such enterprises in response to the demands opened up by the large investments in infrastructures and hotels is normally assumed, and the

Professor McClelland

- 2 -

May 7, 1976

assumptions about receipts and costs of these enterprises is quite critical to the benefit/cost analysis of tourism programs. It should be noted that the 'technology' of several of these enterprises has a large 'cultural' component, that is, knowledge of what the tourists want is a fundamental requirement for success. In addition, of course, the successful entrepreneur must follow practices which would lead to success in any line of business. It is my impression, perhaps faulty, that (a) the 'cultural' component of these activities has given a comparative advantage in many LDC destinations to resident foreigners carrying out these activities (often tourists who have decided to stay in the destination rather than to indigenous people), and (b) that there are often unexploited market opportunities in these activities in LDCs (compared with European or North American tourist resort areas), due to inadequate knowledge by local entrepreneurs. It may well be that the approaches you have developed would be useful for improving this situation. Indeed, it might even be that a 'small entrepreneurship' component should be included in all tourism development programs.

Ms. de Regt has mentioned to me that you have been planning some motivation training for small tourism entrepreneurs in Barbados and Curacao. The experiences thus gained would, I am sure, be of interest to the seminar. I wonder, therefore, whether you would be interested in contributing a background paper for the seminar which would deal with the above range of issues? Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation). If you are interested, could you send me a short outline -- say two pages -- of the paper you would prepare, by May 30, to aid us with our detailed planning of seminar sessions? The final paper should be ready by mid-August, so that it may be taken into account in the synthesis and circulated to participants before the seminar is held.

I hope that it will be possible for you to contribute.

Sincerely yours,

Stokes M. Tolbert *SM T*
Director
Tourism Projects Department

Attachments

Cleared with: Messrs. Odone, Mitchell

LI - UNESCO


May 6, 1976

Dear Mr. Havet:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated April 23, 1976 (Ref: ADG/SS/05/3.5), inviting the World Bank to be represented at the Meeting of Experts on the Study of the Impact of Transnational Corporations on Development and International Relations within the fields of competence of Unesco, to be held in Paris from June 1 to 5, 1976.

We are grateful for the invitation but I have been asked to inform you that the Bank will not be in a position to send a representative to this meeting due to previous commitments at that time.

Sincerely yours,

Mahmud Burney 
Deputy Special Representative for
United Nations Organizations

Mr. Jacques Havet
Acting Assistant Director-General
Sector of Social Sciences and their Applications
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Ballantine

Files with incoming letter

:mmcd



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

7, place de Fontenoy, 75700 Paris

The Director-General

30 APR 1976

référence : DG/1.6

Subject : Recommendation to Member States on
the development of adult education

Files
N/A.

Dear Mr. McNamara,

By letter DG/1.6, dated 12 February 1976, your Organization was invited to send an observer to the meeting of the Special Committee which will be held from 2 to 12 June 1976 at Unesco Headquarters in Paris for the purpose of preparing a draft recommendation to Member States on the development of adult education.

As promised, I have the honour to enclose a new document (ED/MD/40) which supplements the preliminary report (document ED/MD/37) sent to you previously, and which, together with it, should be regarded as constituting the final report drawn up in accordance with Article 10.3 of the Rules of Procedure concerning Recommendations to Member States and International Conventions covered by Article IV, paragraph 4, of the Constitution.

If you have not already done so, I should be grateful if you would be so good as to let me have the name and titles of the observer whom you have appointed to represent your Organization at the meeting of the Special Committee.

With my thanks in advance,

Yours sincerely,

A. Mahtar M'Bow

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

Amadou-Mahtar M'Bow

Rec'd in IRD

5/5/76



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

7, place de Fontenoy, 75700 Paris

The Director-General

Reference: DG/1.6

30 APR 1976

Subject: Recommendation to Member States on
the development of adult education

Dear Mr. McNamara,

By letter DG/1.6, dated 12 February 1976, your Organization was invited to send an observer to the meeting of the Special Committee which will be held from 2 to 12 June 1976 at Unesco Headquarters in Paris for the purpose of preparing a draft recommendation to Member States on the development of adult education.

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If you have not already done so, I should be grateful if you would be so good as to let me have the name and titles of the observer whom you have appointed to represent your Organization at the meeting of the Special Committee.

With my thanks in advance,

Yours sincerely,

A. R. Bow

Ambou-Mahlar M'Bow

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

Rec'd in IRD
5/2/76

RECEIVED
1976 MAY -5 PM 2:06
ADMINISTRATIVE UNIT

Tourism

Yellow Copy

LC-UNESCO

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

April 29, 1976

Mr. Abdelwahad Radi
c/o Mr. Hassan El Khettar
Director General
SOMET
2, Rue Regoud
Rabat, M o r o c c o

Dear Mr. Radi,

I understand that you participated in the planning for the Agadir Bay tourism project and I wonder if you would be interested in relating some of your experiences to a wider audience.

The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are collaborating in a joint study of the social and cultural impacts of tourism on host populations in developing countries.

At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

Would you be interested in contributing a background paper? We thought that you might be interested in the impact of tourism on employment or on the local institutions (see attachment, paras. 12, 13, and 14). I realize the terms of reference cover these subjects extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

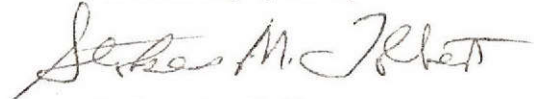
Mr. Abdelwahad Radi

April 29, 1976
Page -2-

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you are, could you send me, by May 20, an outline (approximately two pages) of the paper which you would like to prepare and a copy of your latest CV? We expect to extend formal invitations to contribute in early June.

I look forward to hearing from you soon.

Sincerely yours,



Stokes M. Tolbert
Director
Tourism Projects Department

Attachment

Tourism

Yellow Copy

LI-UNESCO

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

April 29, 1976

Ms. Nancy Evans
336 Peach Tree Lane
Newport Beach, California 92660

Dear Ms. Evans,

As I mentioned at the meeting in San Francisco, the plans for a seminar on the social and cultural impacts of tourism on host populations in developing countries are now materializing. We are organizing this seminar jointly with the Department of Cultural Heritage of UNESCO.

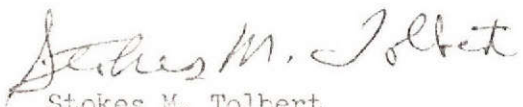
At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

Would you be interested in contributing a background paper? We thought that you might be especially interested in writing on the impact on local institutions, maybe based on your visit to Mayarit this summer. Terms of reference are attached. I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you are, could you send me, by May 20, an outline (approximately two pages) of the paper which you would like to prepare? We expect to extend formal invitations to contribute in early June.

I look forward to hearing from you soon,

Sincerely yours,



Stokes M. Tolbert
Director
Tourism Projects Department

Attachment

April 28, 1976

Dear Mr. Havet:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated April 8, 1976, and your cable 10207 of April 16, inviting the World Bank to be represented at the Unesco Expert Meeting on mid-term evaluation and revision of objectives of the Second UN Development Decade to be held in Paris from May 17 to 21, 1976.

We are grateful for the invitation but I have been asked to inform you that the Bank will not be in a position to send a representative to the meeting due to previous commitments already scheduled for that time. We would, however, appreciate receiving the report of the meeting when issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Jacques Havet
Acting Assistant Director-General
Sector of Social Sciences and
their Applications
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Ballantine
cc: Mr. Carriere (Paris) for info.
Files with incoming letter

mmcd
[Handwritten signature]

LI - UNESCO

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

- IBRD
- IDA
- IFC
- ICSID

TO: ARGYROPOULOS
UNESCO
PARIS

DATE: APRIL 27, 1976 ²⁸

ORIGINATOR'S EXT.: 2557

COUNTRY: FRANCE

CLASS OF SERVICE: TELEX *c/e*

CABLE NO. & TEXT: No. 1

EMENA PRELIMINARY REQUIREMENTS FY 77 AS FOLLOWS APPRAISAL WORK
 1 MAN EACH ON 2 MISSIONS TOTAL 20 MANWEEKS STOP ECONOMIC MISSIONS
 1 MAN EACH ON 2 MISSIONS TOTAL 20 MANWEEKS STOP PARTICIPATION IN
 FOLLOWING MISSIONS ONE MAN NOT YET DETERMINED SPECIALIST TYPE
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 COPY OF PIM UPDATE IN YEMEN PDR STOP TOTAL MANWEEK REQUIREMENT
 64 MANWEEKS REGARDS

Le Blanc

NOT TO BE TRANSMITTED

REFERENCE:	AUTHORIZED BY (Name): G. Le Blanc
DRAFTED BY: G. Le Blanc <i>G. Le Blanc</i>	DEPARTMENT: Education
CLEARANCES AND COPY DISTRIBUTION: cc: Mr. Stewart	SIGNATURE (Of individual authorized to approve): <i>[Signature]</i>
SECTION BELOW FOR USE OF CABLE SECTION	
CHECKED FOR DISPATCH: <i>[Signature]</i>	

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

Mr. Stephen Auerbach
Department of Anthropology
University of Wisconsin
Milwaukee, Wisconsin 53201

April 28, 1976

Dear Mr. Auerbach,

I understand from one of my staff members that you have done your field work in Tunisia, looking at modernization among traditional and factory weavers and that you are now interested in comparing the influence of industrialization with the changes brought about by tourism. I wonder if your analysis has progressed far enough for you to be in a position to assist us with some related work.

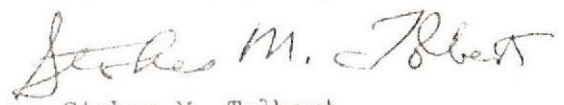
At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

Would you be interested in contributing a background paper? We thought that you might be especially interested in writing on the impact of employment in the tourism sector on the local society (see attachment, para. 13). I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you are, could you send me, by May 20, an outline (approximately two pages) of the paper which you would like to prepare? We expect to extend formal invitations to contribute in early June.

I look forward to hearing from you soon.

Sincerely yours,



Stokes M. Tolbert
Director
Tourism Projects Department

Enclosure

April 28, 1976

Dr. Augustin Reynoso
Fondo Nacional de Fomento al Turismo
Isabel La Catolica 24 - 3 y 4 Pisos
Mexico 1, D.F.

Dear Dr. Reynoso:

Mr. Vera has mentioned to you the interest of the Bank in examining the social and cultural impacts of tourism, and the possibility that you might be able to assist us in this endeavor.

The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are collaborating in a joint study of the social and cultural impacts of tourism on host populations in developing countries.

At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

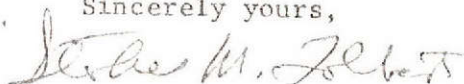
Would you be interested in contributing a background paper? We thought that you might be especially interested in writing a case study on Zihuatanejo or perhaps contrasting developments in Acapulco with the proposals for Zihuatanejo/Ixtapa (para. 16 of the attachment mentions the topics which might be covered). I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

April 28, 1976

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you are, could you send me, by May 20, an outline (approximately two pages) of the paper which you would like to prepare and a copy of your latest CV? I would note that the working languages of the seminar will be French and English, and would hope that this would not constitute a barrier to your participation. We expect to extend formal invitations to contribute in early June.

I look forward to hearing from you soon.

Sincerely yours,



Stokes M. Tolbert

Director

Tourism Projects Department

Attach.

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

April 28, 1976

Mr. Kenneth Moore
Department of Anthropology
University of Notre Dame
Notre Dame, Ind. 46556

Dear Mr. Moore:

I understand that you are already aware of our plans to organize a study, jointly with the Department of Cultural Heritage of UNESCO, on the social and cultural impacts of tourism on the host populations in the developing countries. We have enjoyed reading your contribution to this new field.

At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

Would you be interested in contributing a background paper? We thought that you might be especially interested in writing on the impact of tourism on local institutions (see attachment, para. 14). I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you are,

Mr. K. Moore

- 2 -

April 28, 1976

could you send me, by May 20, an outline (approximately two pages) of the paper which you would like to prepare and a copy of your latest CV? We expect to extend formal invitations to contribute in early June.

I look forward to hearing from you soon.

Sincerely yours,



Stokes M. Tolbert
Director
Tourism Projects Department

Attach.

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

April 27, 1976

Mr. Reginald Herbold Green
Institute of Development Studies
University of Sussex
Andrew Cohen Building
Falmer, Brighton BN1. gRE.
E n g l a n d

Dear Mr. Green,

I understand from Mr. Frank Mitchell, a staff member in this Department, that you have been working on questions related to tourism development. I wonder whether you would be interested in doing some related work.

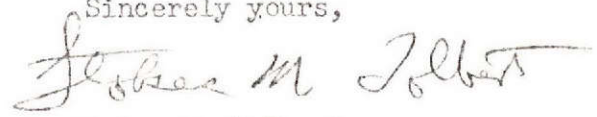
The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are collaborating in a joint study of the social and cultural impacts of tourism on host populations in developing countries.

At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar, will be published.

Would you be interested in contributing a background paper? We thought that you might be especially interested in writing on the impact of transnationals in tourism (see attachment, para. 15). I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$500 will be offered for papers (including any expenses connected with their preparation).

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I look forward to hearing from you soon.

Sincerely yours,


Stokes M. Tolbert
Director
Tourism Projects Department

Attachment

Tourism Yellow Copy
LI-UNESCO

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

April 27, 1976

Professor Mario Gaviria
c/o Ediciones Turner S.A.
Genova 3
Madrid 20, Spain

Dear Professor Gaviria:

I understand that a group of researchers directed by you has carried out studies on tourism in Spain and I am informed by members of my staff that the publication "Espana a Go-Go" contains a valuable contribution to the understanding of modern tourism trends. I therefore wonder whether you would be in a position to assist us with some related work.

The Tourism Projects Department of the World Bank and the Department of Cultural Heritage of UNESCO are collaborating in a joint study of the social and cultural impacts of tourism on host populations in developing countries.

At this time we are contacting social experts and government officials concerned with different aspects of tourism development, to prepare papers on the subjects listed in the attachment to this letter. Upon receipt of these background papers, a synthesis will be prepared, summarizing the papers' main conclusions, proposing draft guidelines for tourism planners, identifying priorities for further research. The synthesis will serve as a basis for a small seminar of experts from developing and developed countries, including some contributors of background papers, to be held in Washington this December. The background papers, together with the conclusions of the seminar will be published.

Would you, or someone of the research group, be interested in contributing a background paper? We thought that you might be especially interested in writing on the impacts of the transnational corporations (para. 15 in the attachment to this letter). I realize the terms of reference cover this subject extensively, but you should feel free to restrict your analysis to those aspects with which you are most acquainted. This is all the more true since time is limited. Papers must be ready by mid-August in order that they can be summarized and circulated to participants well before the seminar is held. Given this tight schedule, papers will have to be based upon past research of the contributors and readily available secondary sources, rather than new field research. Authors will determine the length of papers but we expect these to average around 25 pages. Honoraria of \$ 500 will be offered for papers (including any expenses connected with their preparation).

Prof. Mario Gaviria

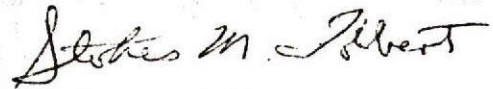
- 2 -

April 27, 1976

Because we are aiming at a broad representation of nationalities and professional backgrounds, we cannot extend firm invitations to prepare papers until we know who is interested in contributing. If you or someone of this group is interested in contributing could you send me, by May 20, an outline (of approximately two pages) of the material which would be covered? The languages of the seminar will be English and French, and we would hope that this administrative need could be accommodated. Could you please also send me the latest CV of the prospective author? We expect to extend formal invitations to contributors in early June.

I look forward to hearing from you soon.

Sincerely yours,



Stokes M. Tolbert

Director

Tourism Projects Department

Attach.



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

7, place de Fontenoy, 75700 Paris

téléphone : 577-16-10
câbles : Unesco Paris
téléc : 270602 Paris
204461 Paris

référence : ADG/SS/05/3.5

23 April 1976

Files

Subject : Meeting of Experts on the Study of the
Impact of Transnational Corporations on
Development and International Relations
within the fields of competence of Unesco
Paris, 1 - 5 June 1976, Room VII

Dear Sir,

... The General Conference, at its eighteenth session (Paris, 1974) adopted Resolution 3.232 (full text attached to this letter), which invites the Director-General "to convene in 1975 a group of experts in order to :

- (a) assess the conclusions of the above-mentioned report (i.e., "the report of the group of eminent persons to study the impact of transnational corporations on development and international relations" : U.N. document E/5500/Rev. 1 ST/ESA/6);
- (b) report on the impact of transnational corporations in the fields of education, science, culture, communication, environment and development;
- (c) propose such further studies as may be necessary to permit adequate understanding of these questions;
- (d) place the experts' report and recommendations before the nineteenth session of the General Conference, with proposals for further action to be included in the Draft Programme for 1977-1978;
- (e) co-operate as appropriate with United Nations agencies in any other action to follow up the Economic and Social Council report".

In pursuance of this Resolution, an expert meeting is being convened at Unesco Headquarters, from 1 to 5 June 1976 inclusive, in Room VII. The working languages will be English and French, with simultaneous interpretation in both languages.

The President
International Bank for Reconstruction
and Development
1818 H Street, N.W.,
WASHINGTON, D.C. 20433

Rec'd in IRD
4/30/76

WASHINGTON, D.C. 20540
 1875 H Street, N.W.
 and Delegation
 International Bank for Reconstruction
 and Development
 RECEIVED
 1976 APR 30 PM 1:48
 INCOMING MAIL UNIT

4/30/76
 Rec'd in 180

at Washington, D.C. in room VII.
 The working sessions will be held in room VII
 on Tuesday, April 27, 1976, from 10:00 a.m. to 12:00 p.m.
 in connection with the meeting of experts on the

topic "Development of the
 (e) in any other action to follow up the economic and
 co-operation as appropriate with United Nations agencies

the draft programme for 1976-1980:
 (g) with proposals for further action to be included in
 the intergovernmental session of the General Conference,
 before the experts, reports and recommendations before

relevant agencies under consideration of these questions:
 (c) propose such further studies as may be necessary to

employment and development:
 (p) the fields of education, science, culture, communication,
 report on the impact of transnational corporations in

document E/2200/Vol. I (E/CN.4):
 development and international relations: U.N.
 study the impact of transnational corporations on
 (f.e.) the report of the Group of eminent persons to
 (a) assess the consequences of the above-mentioned report

In order to:

invite the Director-General to convene in 1976 a Group of experts
 adopted resolution 2.525 (XVI) text attached to this letter, under
 the General Conference, at its intergovernmental session (Paris, 1976)

Dear Sir,

Paris, 1 - 2 June 1976, room VII

within the fields of competence of UNESCO
 Development and International Relations
 Impact of Transnational Corporations on

Subject: Meeting of experts on the study of the

reference: VDC/22/02/2.2

52 April 1976

304401 Paris
 telex: 310005 Paris
 cables: UNESCO Paris
 telephone: 212-10-10

Y. Basc de Fontenay, 2200 Paris



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

UNESCO

The subject and the scope of the meeting have been defined by the General Conference in the above quoted paragraphs of the Resolution. Hence, in connexion with its paragraph (b), the Secretariat commissioned a number of papers which assess the state-of-the-art of the research on the impact of transnational corporations in the fields of education, science, culture, communication, environment and development.

The participants will be expected :

(i) on the basis of the United Nations document entitled : "The Impact of Multinational Corporations on Development and on International Relations", reference E/5500/Rev. 1 STA/ESA/6 above-mentioned and a short Secretariat background document, to respond to paragraph (a) above;

(ii) to study the papers commissioned by the Secretariat to specialists and draw up the conclusions they will deem appropriate and useful and,

(iii) to formulate recommendations for further studies and action to be included in the Draft Programme for 1977-1978.

The experts' report and recommendations will be submitted to the nineteenth session of the General Conference (October-November 1976) as requested by paragraph (d) of the Resolution under consideration.

I have the pleasure, on behalf of the Director-General, to invite you to this meeting of experts. I would be much obliged if you would let me know at your earliest convenience whether the International Bank for Reconstruction and Development will send an observer to this meeting, and if so, the name of the person whom you have designated.

The provisional agenda, the time-table, the terms of reference of the meeting, all the working papers and the Secretariat background document will be sent out to you later. For any questions and further clarification, please address your correspondence to Mr. G.B. Kutukdjian, Division for the Study of Development (extension 56.04).

Yours truly,



Jacques Havet
Acting Assistant Director-General
Sector of Social Sciences and their Applications

THE WORLD BANK

INCOMING MAIL

DATE:

APR 27 1976

Adm. Services Dept.	N-635	Pub. Utilities Dept.	D1031
Agriculture Dept.	D-823	Mr. Reese	C1103
Mr. Alisbah	C-514	Mr. Reid	B1105
Mr. Armstrong	F-713	Mr. Renger	B-802
Mr. Arnold	A-437	Mr. Ribí	A-337
Mr. Asfour	C-708	Mr. Roulet	B1008
Mr. Bazin	A-409	Mr. Sandberg	C-622
Mr. Bickers	B1100	Mr. Schloss	C-822
Mr. Brandreth	B-307	Mr. Schott	B1017
Mr. Bronfman	F-805	Mr. Schulte	E-728
Mr. Bruce	D-803	Secretary's	
Mr. Calika	C-809	Mr. Sekse	D-737
Mr. Chaffey	C-307	Mr. Shibusawa	C-508
Mr. Cole	F-315	Mr. Shields	B-410
Mr. Collier	A-535	Mr. Siebeck	E-705
Controller's		Mr. Skillings	C-802
Mr. Dahlberg	H-712	Socio-Economic Data	
Mr. Davar	E-743	Mr. Soges	B-310
Mr. Davis	D-842	Mr. Spall	A-543
Mr. de Lusignan	C-719	Staff Relations	
Dev. Fin. Cos.	F-428	Mr. Steckhan	C-309
Documents Services	N-631	Mr. Stewart	B-708
Mr. Dunn	C-522	Mr. Sutherland	B-608
Mr. Dutt	A-343	Mr. Takeuchi	D-434
Mr. D. I.		Mr. Taylor-Lewis	F-302
Education Dept.	D-729	Mr. Thint	A-818
Mr. Elliott	F-618	Mr. Thys	A-742
Mr. Erkmen	F1034	Mr. Tolley	A1019
Mr. Favilla	C-813	Tourism Projects	D-923
Mr. Fernandes	A-919	Transp. & Urban Proj.	
Mr. French-Mullen	D-751	Travel Office	C-209
Mr. Fish	F-702	Treasurer's	
Mr. Flood	C-903	Mr. Turnham	D-840
Mr. Frank	E-736	Mr. van Gigch	A-200
Mr. Gibbs	C-615	Mr. Vasudevan	D1007
Mr. Gillette	C-316	Mr. Wadsworth	A-243
Mr. Goffin	A-942	Mr. Walden	A1037
Mr. Golan	A-642	Mr. Walton	C1014
Mr. Gonzalez	C-908	Mr. Wessels	F-918
Mr. Gould	A-617	Mr. Williams	A-442
Mr. Greening	C-915	Mr. Young	B-402
Mr. Haasjes	A-942	Mr. Zavala	A-843
Mr. Helmers	C-607		
Mr. Hidalgo	F-417		
Mr. Horsley	B-714		
Mr. Howard	F-602		
Industrial Projects	F1006		
Inf. & Pub. Affairs			
Internal Auditing	N-835		
International Rel.			
Mr. Johanson	C-402		
Mr. Kapur	B-913		
Mr. King	D-544		
Mr. Kirpich	C-913		
Mr. Kopp	C-711		
Legal			
Mr. Leibert	C-816		
Mr. Le Moigne	A-718		
Mr. Loh	A1002		
Mr. Loos	C-611		
Mr. Malone	F-818		
Miss Murphy	H-719		
Mr. Nelson	A-912		
Off. Support Services			
Mr. Parsons	B-507		
Mr. Pennisi	A1117		
Personnel	H-733		
Pop. & Nutrition	D-928		
Mr. Powell	A-413		
Mr. Franich	A-522		
Procurement Div.	N-734		
Projects			

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+ to: S.I. file



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

7, place de Fontenoy, 75700 Paris

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

référence : CC/CH/B/6

22 April 1976

Tourism Projects Department
 Date Received: **APR 28 1976**
 Replied by: _____

Dear Jacomina,

As agreed, I have prepared a summary record of the discussions we had on 1 and 8 April concerning the preparation of the seminar on the social and cultural impacts of tourism. A copy is attached herewith. I am now submitting the proposals we worked out to my Director and will let you know his reaction as soon as possible.

With best regards.

Yours sincerely,

M. Booth

J. Margaret Booth
 Division of Cultural Heritage

Ms. Jacomina de REGT
 Tourism Projects Department
 The World Bank
 1818 H Street, N.W.
 Washington, D.C. 20433
 U.S.A.

MCOWING UNIT ONE
 1976 APR 28 11:05
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RECEIVED

1976 APR 27 PM 1:42

INCOMING MAIL UNIT

U.S.A.
Washington, D.C. 20543
1818 H Street, N.W.
The World Bank
Polymers Projects Department
Ms. Accounting de REGI

Director of Cultural Heritage
1. Margaret Booth

Margaret Booth

Yours sincerely,

With best regards.

as soon as possible.
We worked out to my director and will let you know his reaction
A copy is attached herewith. I am now approving the proposals
of the seminar on the social and cultural impacts of polymers.
Discussions we had on 1 and 8 April concerning the preparation
as agreed. I have prepared a summary record of the

Dear Accounting

Received by: _____
Date received: _____
APR 28 1976
POLYMERS PROJECTS DEPARTMENT

SS April 28

reference : CC/CH/B/e

telex : 51803 Paris
address : UNESCO Paris
telephone : 266-2323

1, place de Fontenay, 75200 Paris



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

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UNESCO/WORLD BANK Seminar on Social and Cultural

Impacts of Tourism

Meetings were held in Paris on 1 and 8 April 1976 between World Bank and Unesco staff members (Ms. Jacomina de Regt and Mr. Frank Mitchell for the World Bank; Ms. Margaret Booth for Unesco) to discuss the preparation of the above-mentioned seminar. Agreement was reached on the following points which would be subsequently submitted to the directing staff of both Organizations for their approval:

1. The objectives of the seminar would be as follows:
 - to improve the understanding of social and cultural impacts of tourism with special reference to the developing countries;
 - to define guidelines for authorities responsible for the planning and management of tourism in those countries; and
 - to identify priority areas for further research in social and cultural impacts of tourism.
2. Date and place of the seminar: Washington, during the month of December 1976 (week beginning 6 December?).
3. Issues on which background papers would be prepared:
 - impact on traditional arts and crafts (2 papers)
 - impact on customs, traditions, values, beliefs and attitudes (2 papers)
 - impact on cultural property (1 paper)
 - impact on employment (1 paper)
 - impact of new employment patterns on society (1 paper)
 - impact on institutions (1 paper)
 - impact of transnational corporations (1 paper)
 - impact of tourism on selected geographical areas (3 papers)making a total of 12 papers.

4. Synthesizer: It was considered useful to appoint one synthesizer who would assist in elaborating terms of reference for the preparation of the background papers and prepare the working document for the seminar. This working document would provide the main conclusions of the background papers, propose guidelines for consideration by the seminar and identify priority research areas. The person appointed might also be called upon to act as rapporteur and to assist in any editing work that might be necessary for preparation for publication of the proceedings of the seminar. A decision on the name of the synthesizer should be taken by the end of April.

5. Potential authors: An outline draft letter to be sent to various social scientists and other experts interested in the social and cultural impacts of tourism was drawn up. Attached would be a note giving short terms of reference for the background papers and a summary of the main conclusions of the literature reviews (or the reviews themselves). This draft letter would be submitted to the directing staff of the two Organizations for approval and it was hoped that it could be despatched to potential authors by the end of April. This letter would request potential authors to submit a two-page outline of the paper they would propose to prepare. A final selection of authors would be made by the end of May.

6. Calendar for the preparation of documentation:

- letters contacting potential authors for preparation of background papers to be sent out by ... 30 April
- receipt of replies together with outline plan of paper ... 15 May
- final choice of authors ... 31 May
- preparation of background papers by authors ... 1 June - 31 July
- receipt of background papers (although authors will be given deadline of 31 July) and despatch to synthesizer ... 15 August
- receipt of "synthesis" (to be translated) ... 15 October
- despatch of papers to participants ... 1st week of November

7. Participants:

It is proposed to invite 16 participants, to be selected from tourism officials in developing countries and experts from the developed and developing world working in the different disciplines connected with social and cultural impacts of tourism.

Although some obvious advantage was seen in inviting all the authors of background papers (12 in all + 1 synthesizer) to attend

the seminar (added incentive to authors; better preparation of participants, etc.), it was considered that this might lead to too "academic" a gathering, with the risk that the practical applicability of the conclusions and recommendations contained in the synthesis might be overlooked. It was felt, rather, that there should be among the participants several representatives from national bodies responsible for tourism who have an overall view of the problems related to tourism planning - even if they have not been involved in the preparation of background papers.

The following list of possible participants was proposed and the general outline accepted. Modifications would obviously have to be made in the light of the authors selected (disciplines, geographical region, etc.):

- | | | |
|---|--|---|
| - tourism officials from:
(to be invited in
a private capacity) | Senegal
Yugoslavia
Spain
Thailand/Indonesia/Nepal
Mexico
Tunisia/Morocco
Caribbean | 7 |
| - presenters of three case-studies | | 3 |
| - authors of background papers on 3 of the issues | | 3 |
| - representative of exporting country
(Fed. Rep. of Germany - Nettekoven?) | | 1 |
| - "generalist" (Krippendorf?) | | 1 |
| - "synthesizer" | | 1 |

16

8. Observers: A limited number of observers would be invited to attend, but would not have the right to intervene in the debate, except on special permission from the Chairman. It was noted that WTO had requested an invitation to participate in the seminar; it was proposed that the WTO be invited in the capacity of observer.

9. Organisation of the seminar: The seminar would last three days and four sessions would be organized each day. One case-study would be taken up each day, preferably during the first morning session; these would serve, inter alia, to illustrate the "substantive" issues discussed and place them in a concrete context.

Further consideration would be given to the proposal to divide the seminar into workshops for one session per day. Workshops could, for instance, review the specific problems relating to the development of tourism in the different geographical regions. During these workshops, a drafting committee could meet to work on the planning guidelines.

10. Information documentation: In view of the informal nature of the seminar, no agenda would be prepared. A note, setting out a proposed timetable and giving general information on times of sessions, rooms, etc. would be sent in advance to participants.
11. Working languages: It was proposed that background papers would not be translated at the initial stage - this might be necessary later should they be included in any publication. The synthesis would be issued in English and French. Interpretation English/French and French/English only would be provided.
12. Reporting: Since the basic working document (containing main conclusions, draft guidelines and recommendations on future research) would form the basis of the "final report" of the seminar, it was not considered necessary to foresee further reporting on proceedings. However, it might be useful to arrange for the proceedings to be recorded on tape.
13. Division of responsibilities between The World Bank and Unesco: The different tasks to be undertaken in preparation for the seminar were reviewed and ideas exchanged on the division of responsibilities. Official correspondence between the two organizations will be exchanged on this subject.



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

7, place de Fontenoy, 75700 Paris

814

The Director-General

référence : DG/7.6/275

22 APR 1976

Dear Mr. McNamara,

I have pleasure in sending you, under separate cover, Unesco's Draft Medium-Term Plan for 1977-1982 (document 19 C/4). This document will be examined by the Executive Board at its 99th session (26 April-28 May 1976) and by the General Conference at its nineteenth session which opens on 25 October 1976.

I should be grateful if you would let me have any comments that you might wish to make on this document before 1 July 1976. These comments would, if you so wish, be brought to the attention of the General Conference.

Yours sincerely,

A. A. A. Adw

Amadou-Mahtar M'Bow

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

INCOMING MAIL UNIT

APR 27 1976 8:58

RECEIVED

Rec'd in IRD

4/27/76

RECEIVED

1976 APR 27 AM 8:28

INCOMING MAIL UNIT

REC'D IN 180

Handwritten initials in red ink.

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

Washington-Martin M. Bow

Handwritten initials in blue ink.

Yours sincerely,

be brought to the attention of the General Conference
before 1 July 1976. These comments would, if you so wish,
and comments that you might wish to make on this document
I should be grateful if you would let me have

session which opens on 22 October 1976.
1976) and by the General Conference at its nineteenth
the Executive Board at its 80th session (26 April-28 May
(document ID C\4). This document will be examined by
cover, UNESCO's Draft Medium-Term Plan for 1977-1982
I have pleasure in sending you, under separate

Dear Mr. McNamara,

reference : DG\1\9\512

25 APR 1976

The Director-General

3, place de Fontenay, 75200 Paris

Handwritten initials in red ink.



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

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LI-UNESCO



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

7, place de Fontenoy, 75700 Paris

The Director-General

814

référence : DG/7.6/226

21 April 1976

Dear Mr. McNamara,

I have pleasure in sending you, under separate cover, Unesco's Draft Programme and Budget for 1977-1978 (document 19 C/5), which will be examined by the Executive Board at its 99th session (26 April to 28 May 1976) and by the General Conference at its nineteenth session, which opens on 25 October 1976.

I should be grateful if you would let me have any comments that you may wish to make on the Draft Programme and Budget for 1977-1978 before 1 July 1976. These comments will, if you so wish, be brought to the attention of the General Conference.

Yours sincerely,

A.N.N'ATW

Amadou-Mahtar M'Bow

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

Rec'd in IRD
4/26/76

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

- IBRD
- IDA
- IFC
- ICSID

TO: M'BOW
UNESCO
PARIS

DATE: APRIL 20, 1976

ORIGINATOR'S EXT.: 3641

COUNTRY: FRANCE

CLASS OF SERVICE: *LC*
TELEX 620628

CABLE NO. & TEXT:

REYUR COMMUNICATION OF APRIL 2 CONCERNING EXECUTIVE BOARD MEETING PARIS
APRIL 26 TO MAY 28 STOP AM PLEASED TO INFORM YOU THAT WORLD BANK WILL BE
REPRESENTED BY MARK CHERNIAVSKY OF BANK'S EUROPEAN OFFICE IN PARIS STOP
REGARDS

BURNEY

INTBAFRAD

NOT TO BE TRANSMITTED

REFERENCE:	1168 57	AUTHORIZED BY (Name): Mahmud Burney
DRAFTED BY: <i>mmcd</i>		DEPARTMENT: International Relations
CLEARANCES AND COPY DISTRIBUTION: cc: Mr. Ballantine		SIGNATURE (Of individual authorized to approve): <i>Mahmud Burney</i>
		SECTION BELOW FOR USE OF CABLE SECTION
		CHECKED FOR DISPATCH: <i>W</i>

CC: MR. BELMONT

CHECKED FOR DELIVERY

13

ORGANIZATION AND COMMUNICATION

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INVESTIGATION SECTION

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APR 20 6 55 PM 1976

COMMUNICATIONS SECTION

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AT 6 55 PM APRIL 20 1976. MR. BELMONT IS ADVISED THAT THE
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COMMUNICATIONS SECTION

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WORLD BANK / IFC
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- IBRD
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- ICSID

TO: CARRIERE
INTBAFRAD
PARIS

DATE: APRIL 19, 1976

ORIGINATOR'S EXT.: 3641

COUNTRY: FRANCE

CLASS OF SERVICE: *LC*
TELEX 620628

CABLE NO. & TEXT: *757*

WE HAVE RECEIVED INVITATION TO UNESCO EXECUTIVE BOARD MEETING PARIS
APRIL 26 TO MAY 28 STOP WOULD APPRECIATE IF PARIS OFFICE COULD COVER
FROM TIME TO TIME EDUCATION DEPARTMENT INTERESTED IN ITEM 7 OF AGENDA
ON RELATIONS WITH INTERNATIONAL ORGANIZATIONS STOP PLEASE ADVISE REGARDS

BURNEY

NOT TO BE TRANSMITTED

REFERENCE:	1065 11	AUTHORIZED BY (Name):	Mahmud Burney
DRAFTED BY:	<i>mmcd</i>	DEPARTMENT:	International Relations
CLEARANCES AND COPY DISTRIBUTION:		SIGNATURE (Of individual authorized to approve):	<i>M Burney</i>
		SECTION BELOW FOR USE OF CABLE SECTION	
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40

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COMMUNICATIONS SECTION

101

INTERNATIONAL RELATIONS

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COMMUNICATIONS SECTION

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FROM THE U.S. DEPARTMENT OF STATE
TO THE U.S. DEPARTMENT OF STATE
RE: [Illegible]

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OUTGOING MESSAGE FORM
MAY 1976

FROM: PARIS
April 16 1976

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LI - UNESCO

SS

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Mrs. Boskey ✓
Mr. McNamara

WASH =

1976 APR 16 AM 9:12

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COMMUNICATIONS

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UNESCO 204461F (Telex No.)

Bank

21 - UNESCO

INTERNATIONAL INSTITUTE FOR AERIAL SURVEY AND EARTH SCIENCES (ITC)
ITC-UNESCO CENTRE FOR INTEGRATED SURVEYS
ENSCHEDA (THE NETHERLANDS) 144 BOULEVARD 1945 - P.O. BOX 6

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

Files

YOUR REF.

DATED

OUR REF. IS/1

DATE 15 April 1976

SUBJECT:

Dear Sir,

The ITC-UNESCO Centre for Surveys and Development (formerly "Integrated Surveys"), part of the International Institute for Aerial Surveys and Earth Sciences (ITC) in Enschede, the Netherlands, has organized post-graduate courses in Surveys for Regional Development Planning and Implementation since 1966.

This year, 1976, is a milestone in the life of both ITC and the ITC-UNESCO Centre.

ITC will celebrate its 25th anniversary on December 17th with, among other events, an International Symposium on "Surveys for Development" which will be attended by many alumni from all ITC departments.

The Centre is now organizing its 10th Standard Course on Surveys and Development. In the past 10 years the course has evolved considerably, following the trend in concepts and realization of development.

On file in the records of the Centre are the names of more than one hundred alumni from 28 countries. The Course is given for specialists involved in the process of data collection on surveys for development as well as for experts in the fields of regional and rural planning or project implementation.

The Course concentrates on the following subjects:

- The identification and analysis of development problems and the subsequent data requirements.

/2...

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1976 APR 19 PM 2:30
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- The planning and organization of surveys for development requiring a multidisciplinary approach.
- The evaluation, processing and presentation of survey data for the preparation of development plans.
- The appraisal of development projects.
- The co-ordination of planning and organization of project implementation.
- The monitoring of projects for timely recognition of side effects and the organization of necessary adjustments.
- Selected survey methods and techniques of specific relevance to the planning and execution of surveys, and the evaluation and presentation of survey results for regional planning and implementation.

The Course has a duration of 9 months and comprises lectures, workshops, case studies, and an extensive field study in Tunisia focussed on a specific development problem.

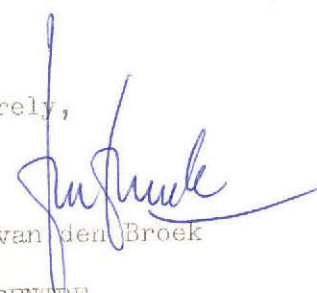
We should like to know if you wish to take advantage of this opportunity to nominate qualified candidates for the Standard Course which will begin the first week of October 1976.

In view of the importance of assembling a balanced team of participants, it is essential that we be informed in due time with regard to the application of interested candidates. Only then can the selection of applicants meet the requirements of both the candidates and their organizations.

In addition, we would appreciate your suggestions on topics you feel to be relevant for the participants from your country and your organization and which should be highlighted in the Course.

Looking forward to your reply,

Yours sincerely,



Ir. J.M.M. van den Broek
Director,
ITC-UNESCO CENTRE

Annex: Programme

✓ LI - UNESCO
cc LI - IBRD

April 15, 1976

Mr. Rupert Prohme
Chief, Relations with International Organizations
World Tourism Organization
Avenida del Generalísimo 59
Madrid 16, Spain

Dear Mr. Prohme:

This is with reference to your letters of March 18 and April 1, which Mr. Tolbert has passed on to me for reply.

With reference to your interest in being represented at the seminar planned by IBRD and UNESCO on the socio-cultural impact of tourism, I cabled you on April 9 that we would of course welcome a representative from WTO at the seminar. The planning and development of the seminar are reasonably well advanced now on the basis of discussions with UNESCO over the last six months, including, most recently, a visit by two of our staff members during the last two weeks to Paris and to a number of other cities in Europe for discussions with social scientists who may be involved in the preparation of the papers for the seminar. As soon as the papers are prepared, we shall be happy to send copies to you; this will probably be in October. We also hope to be able to send you in November a "synthesis report," which would summarize the issues and set out the agenda for the seminar. We expect the seminar to run for three days and the starting date has been tentatively set for December 6, 1976 here at the Bank's headquarters in Washington.

I should note that the schedule is very tight. It is by no means certain that we will be able to get all the papers prepared in time for the seminar to take place as planned in December. I should also make clear that the seminar is in no way an "official" UN meeting -- invitations would not be extended to all United Nations agencies, for example -- but would include mostly academic social scientists, plus a few representatives of tourism ministries and planning agencies, staff of the two sponsoring organizations, WTO, and probably ILO.

I am sending a copy of this letter, with your incoming letters, to Mr. G. Bolla in UNESCO, with whom we are jointly planning the seminar, and with whom you presumably would have been talking to in Paris.

With reference to an interagency agreement between WTO and the Bank, I would like to suggest that it would probably be preferable for us to work out informal means of collaboration until such time as the breadth and scope of any joint activities may become such as to justify a formal interagency agreement. The Bank now has formal cooperative

April 15, 1976

programs with UNESCO, FAO, WHO and UNIDO; these have grown out of many years' work with those organizations. On the other hand, we do not, for example, have an interagency agreement with ILO, with which we have a number of joint activities related to the development of hotel training projects or of hotel training components in some of our infrastructure projects. I might note also that the Bank's cooperative program agreement with UNESCO covers only the field of education; it does not cover activities in tourism, despite the abovementioned seminar as well as extensive help and cooperation we have obtained from UNESCO in developing cultural preservation components of Bank-financed projects in Jordan, Turkey, Senegal and other countries. In both these cases, we find it advantageous to have the flexibility of ad hoc collaboration rather than a formal agreement.

I would suggest, therefore, that we start with discussions of areas in which mutual collaboration is desirable, before considering the administrative or other means of effectuating our cooperation. I would hope that such exploratory discussions could be initiated fairly soon. We would welcome a visit to Washington by you and any of your colleagues as appropriate. If it is not possible to meet before July, perhaps the Ad Hoc Interagency Meeting on Tourism in Geneva at that time would afford an opportunity. Please advise us whether your schedule would bring you to Washington soon.

The department of the Bank concerned with relationships with other UN system organizations generally and which would assist us in drawing up any interagency agreement in the field of tourism is the International Relations Department, whose director is Mrs. Shirley Boskey. I have discussed your letters with her and she agrees that the proper first step would be exploratory discussions regarding possible areas of collaboration. I would like to suggest that you address all future correspondence on this subject to Mr. Mahmud Burney, Deputy Special Representative for UN Organizations, in Mrs. Boskey's Department.

We look forward to collaboration with WTO and I hope to have the opportunity of meeting you personally in the not too distant future.

Sincerely yours,

Augusto Odone
Chief, Division II
Tourism Projects Department

cc: Mr. G. Bolla, UNESCO

LI - UNESCO

INCOMING TELEX

sd

APR 14 10 15 AM 1976

Distributions

SECTION

Mr. Worthington

APR 14 1976

IBRD A PARIS

884 WORTHINGTON

AT A MEETING TODAY WITH THE CHIEFS OF INTERNAL AUDIT SERVICES FOR UNESCO AND THE UN GENEVA THERE WAS SOME UNCERTAINTY ABOUT WHETHER OR NOT THE DIRECTOR OF THE UN INTERNAL AUDIT SERVICE IN NEW YORK HAD BEEN SENT A COPY OF OUR QUESTIONNAIRE ON THE NATURE OF INTERNAL AUDITING IN THE UN ORGANIZATIONS STOP PLEASE CHECK WITH VIRGINIA AND IF NOT ARRANGE TO SEND A COPY ON MY BEHALF ASAP TO MR MARC PASQUET WITH AN APPROPRIATE LETTER REGRETTING OVERSIGHT STOP HOPE ALL GOES WELL. REGARDS

RAPLEY IBRD PARIS

EG@

INTIBAFRA WASH DC



L I - UNESCO

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

7, place de Fontenoy, 75700 Paris

téléphone : 577-16-10
 câbles : Unesco Paris
 télex : 270602 Paris
 204461 Paris

référence : SS/ADG/ETD/53/58

8 April 1976

Subject: Expert meeting on mid-term evaluation and revision of objectives of the Second United Nations Development Decade

Dear Sir,

I have the pleasure, on behalf of the Director-General, to invite your organisation to be represented by an observer at the Expert meeting on mid-term evaluation and revision of objectives of the Second United Nations Development Decade which will be held at Unesco Headquarters, in Paris, from 3 to 7 May inclusive 1976 in Room VIII. The working languages will be English and French, with simultaneous interpretation in both languages.

This meeting is being convened in accordance with the work plan of the Approved Programme and Budget for 1975-1976 of Unesco, related to the implementation of the objectives of the Second United Nations Development Decade. A series of Resolutions were adopted by the General Conference of Unesco, during its sixteenth session, at the thirty-ninth plenary meeting, on 14 November 1970, on the "Evaluation of the results of the First Development Decade in Unesco's fields of competence and draft programme of the Organization for the Second Decade" (copy attached). Resolution 9.11 invites the Director-General, inter alia, "to review regularly progress achieved, taking into account the need for a contribution by Unesco to the reviews decided by the General Assembly in its resolution on the Second Development Decade and to submit to the General Conference at its nineteenth session a special report on the progress achieved at mid-decade". (Enclosed you will find a copy of the report of the meeting convened by Unesco in 1972. The report of the meeting held in 1970 will be sent to you under separate cover.) Therefore, in relation to this paragraph 9.11.4(h) of the resolution, a special report will be drawn up by the Secretariat, which will be submitted to the General Conference of Unesco at its nineteenth session (October-November 1976) evaluating at mid-term the results achieved in the Organization's fields of competence. Moreover, Resolution 3517(XXX) adopted by the General Assembly of the United Nations at its 30th session (copy attached), inter alia, "9. Requests the governing bodies of the United Nations Conference on Trade and Development, the United Nations Industrial Development Organization, the United Nations Development Programme, the United Nations Environment Programme and the Specialized Agencies, in the light of this mid-term review and appraisal, to recommend in their respective Sectors new goals and objectives as appropriate for the remainder

SECTION
 COMMUNICATIONS

not attached letter only

The President,
 International Bank for Reconstruction and Development,
 1818 H Street NW;
 WASHINGTON D.C. 20433,
 U.S.A.

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4/14/76

U.S.A.
 WASHINGTON D.C. 20533
 1818 H Street NW
 INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
 THE President

RECEIVED

4/14/78
 Rec'd in ID

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COMMUNICATIONS SECTION

The attached document contains the agenda and objectives of the workshop for the workshop ...
 in the light of the mid-term report and objectives to be achieved in ...
 Development Programme, the United Nations Educational Programme and the Specialized ...
 the United Nations Industrial Development Organization, the United Nations ...
 the following points of the United Nations Conference on Trade and Development ...
 the United Nations at its 30th session (CDBL 1975), under title "D. Education ...
 conference. Moreover, resolution 3211 (XXX) adopted by the General Assembly of ...
 (1967) establishing at mid-term the working schedule in the Organization, a list of ...
 to the General Conference of UNESCO at its nineteenth session (October-December ...
 a special report will be drawn up by the secretariat, which will be approved ...
 later. Therefore, in relation to this background document of the Organization, ...
 in 1975. The report of the meeting held in 1970 will be sent to you under separate ...
 (Enclosed you will find a copy of the report of the meeting convened by UNESCO ...
 nineteenth session a special report on the progress achieved at mid-term." ...
 Second Development Decade and to submit to the General Conference at its ...
 UNESCO to the agenda decided by the General Assembly in its resolution on the ...
 long-term development objectives, taking into account the need for a contribution by ...
 staff). Resolution 311 invites the Director-General, under title "to report ...
 conference and draft programme of the Organization for the Second Decade," (copy ...
 "Establishment of the agenda of the Fifth Development Decade in UNESCO, a list of ...
 session" at the first interim biennial meeting, on 14 November 1970, on the ...
 resolutions were adopted by the General Conference of UNESCO, during its sixteenth ...
 of the objectives of the second United Nations Development Decade. A series of ...
 approved Programme and Budget for 1972-1974 of UNESCO, referred to the implementation ...
 This meeting is being convened in accordance with the work plan of the ...

with appropriate interpretation in your languages.
 industrial 1974 in Room XIII. The working languages will be English and French,
 Decade which will be held at UNESCO Headquarters, in Paris, from 3 to 1 May
 evaluation and relation of objectives of the second United Nations Development
 Organization to be represented by an observer at the experts meeting on mid-term
 I shall be present, on behalf of the Director-General, to invite you

Dear Sir,

Subject: Experts meeting on mid-term evaluation and relation of objectives ...
 of the second United Nations Development Decade

TELEPHONE: 225 4000/23228
 20441 Paris
 210005 Paris
 217-10-10

8 APR 1978

L'Espresso



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

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... of the Decade, taking into account the conclusions and recommendations of the international conferences which have taken place since the adoption of Resolution 2626(XXV)" - the latter Resolution 2626(XXV) (copy attached) setting up the "International Development Strategy for the Second United Nations Development Decade". In addition therefore, to the aforementioned evaluation section, the special report will include two more sections. One related to revised objectives within Unesco's fields of competence for Member States and for the Organization, and the other to new objectives within the same realm.


The participants will be expected to :

- (a) assess the evaluation section of the Secretariat's report at mid-term on the activities of Unesco related to the Second Development Decade;
- (b) examine the revised objectives for the Member States and for Unesco for the remaining period of the Decade;
- (c) study the new objectives set forth and
- (d) formulate recommendations in the light of the discussions on the former three items.

Some fifteen participants from different regions and covering the main programme areas of Unesco are being invited in their personal capacity to this meeting. If, as I hope, you will find it possible for your organization to attend this meeting, even at such short notice, for which I would like to apologize, I would be much obliged if you would let me know at your earliest convenience the name(s) of your representative(s). I would like to remind you, however, that the travel expenses and daily subsistence allowance of your representative(s) will have to be borne by your organization.

The provisional agenda, terms of reference of the meeting and the Secretariat special report will be sent out to you later by air mail. For any questions and further clarification, please address your correspondence to Mr. N. Bodart, Director, Division for the Study of Development (extension 46.21).

Yours truly,



Jacques Havet
Acting Assistant Director-General
Sector of Social Sciences and
their Applications



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

7, place de Fontenoy, 75700 Paris

577.16.10
téléphone : ~~566-3753~~
câbles : Unesco Paris
téléc : 27 602 Paris

référence : COM/DBA/RPC/49/25.2

5 APR 1976

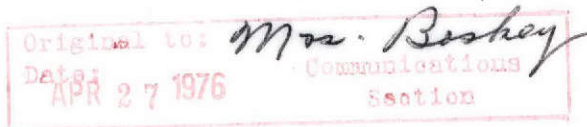
INTERGOVERNMENTAL CONFERENCE ON COMMUNICATION
POLICIES IN LATIN AMERICA AND THE CARIBBEAN

(Quito, 14-23 June 1976)

Further to the letter (DG/4.4/49/25.3) of 23 December 1975, the Director-General has the honour to send you herewith the following information documents:

- COM/76/LACCOM/1, Add. - Provisional Annotated Agenda
- COM/76/LACCOM/INF.4 - List of Documents

The main Working Document and additional information will be despatched to you at a later date.



Mr. Robert S. McNamara,
President,
INTERNATIONAL BANK FOR RECONSTRUCTION
AND DEVELOPMENT
1818 H Street N.W.
WASHINGTON D.C. 20433
USA

LI-UNESCO



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

7, place de Fontenoy, 75700 Paris

Files

Le Directeur général

référence : **DG/7.6/30.6/229**

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 99e session du Conseil exécutif, qui se tiendra à Paris du 26 avril au 28 mai 1976, et dont l'ordre du jour provisoire annoté est joint en annexe (99 EX/1).

La première séance plénière aura lieu le lundi 26 avril, à 11 heures (salle IX). Au cours de cette séance, le Conseil adoptera son ordre du jour, déterminera les points à attribuer à ses commissions et établira le calendrier des travaux de la session.

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

Paris, le 2 avril 1976



1 pièce jointe

Monsieur le Président
de la Banque internationale pour
la reconstruction et le développement
1818 H Street, N.W.
WASHINGTON, D.C. 20431
U.S.A.

SECTION
COORDINATION
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COMMUNICATIONS SECTION

U.S.A.
WASHINGTON, D.C. 20531
1818 H Street, N.W.
The Reconstruction and Development
of the World International Bank
Monument to President

1 piece jointe

Paris, le 3 avril 1976



afin de nommer des représentants qui auront été désignés
Le Directeur Général soumettra au Comité en temps
session
à ses commissions et équipes le calendrier des travaux de la
soubiers son ordre qui sont déterminés les points à étudier
à II points (série IX)* au cours de cette session, le Conseil
la présente session bien que sans rien de l'ordre de
qui sont l'objet de la note est jointe en annexe (à l'EX\I)*
du se tiendra à Paris du 3 au 12 mai 1976, et dont l'ordre
à se faire représenter à la 30e session du Conseil exécutif,
Reconstruction et le développement et à l'honneur de l'Institut
comptes au Président de la Banque Internationale pour la
Bank Education, la science et la culture présente ses
Le Directeur Général de l'Organisation des Nations Unies

REFERENCE : DE\1*E\30*E\330

Le Directeur Général

1 piece de l'original 12200 Paris



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

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Quatre-vingt-dix-neuvième session

99 EX/1

PARIS, le 15 mars 1976

Original français

ORDRE DU JOUR PROVISOIRE

(Annoté)

- POINT 1 ADOPTION DE L'ORDRE DU JOUR (99 EX/1)
- POINT 2 APPROBATION DES PROCES-VERBAUX DE LA 98e SESSION (98 EX/SR.1-27)
- POINT 3 METHODES DE TRAVAIL DE L'ORGANISATION
- 3.1 Etude approfondie des implications juridiques et pratiques qui résulteraient d'un changement éventuel du cycle budgétaire (99 EX/2)
- (Note : Le Directeur général soumet cette étude au Conseil exécutif, en application de la décision 3.5.1 (5-d) prise par le Conseil lors de sa 97e session.)
- 3.2 Corps commun d'inspection des Nations Unies
- 3.2.1 Maintien du Corps commun d'inspection des Nations Unies (99 EX/3) et Rapport du Comité spécial (99 EX/4)
- (Note : Le Directeur général fait rapport au Conseil sur les avis qu'il a formulés à l'intention du Comité administratif de coordination et qui sont fondés sur les principales conclusions exprimées par le Conseil dans la décision 98 EX/Déc., 3.1.1)
- 3.3 Rapports du Corps commun d'inspection des Nations Unies
- 3.3.1 Rapport sur les bureaux attribués aux personnel hors budget dans les organismes des Nations Unies (JIU/REP/75/6) (99 EX/5) et rapport du Comité spécial (99 EX/4)
- (Note : Le Directeur général soumet ce rapport au Conseil exécutif, conformément à la pratique établie, accompagné de ses propres commentaires et/ou de toutes observations qui auront pu être formulées d'un commun accord par le Comité consultatif pour les questions administratives et le Comité administratif de coordination.)

3.3.2 Rapport sur les structures régionales du système des Nations Unies (JIU/REP/75/2) (99 EX/6) et rapport du Comité spécial (99 EX/4)

(Note : Le Directeur général présente ses observations préliminaires relatives au Rapport sur les structures régionales du système des Nations Unies et, en particulier, aux recommandations qui concernent directement l'Organisation et sa politique de décentralisation. Les observations définitives du Directeur général seront soumises au Conseil exécutif quand le Comité administratif de coordination (CAC) aura achevé l'examen de ce rapport du Corps commun d'inspection à sa session d'avril 1976.)

POINT 4

PROJET DE PLAN A MOYEN TERME POUR 1977-1982 (19 C/4) ET
PROJET DE PROGRAMME ET DE BUDGET POUR 1977-1978 (19 C/5)

4.1 Examen du projet de plan à moyen terme pour 1977-1982 (19 C/4)

(Note : En exécution de la résolution 18 C/Rés., 10.1 (24-g), le Conseil exécutif examinera le Projet de plan à moyen terme pour 1977-1982 (19 C/4), établi par le Directeur général conformément aux dispositions de la résolution 18 C/Rés., 10.1 et des décisions 97 EX/Déc. 5.1 et 98 EX/4.1. En application du paragraphe 24 de la décision 98 EX/Déc. 4.1, le Conseil exécutif est également appelé à élaborer, après avoir examiné le document 19 C/4, un guide de discussion pour faciliter les débats de la Conférence générale. Le calendrier figurant dans la résolution 18 C/Rés., 10.1 (par. 24 (1)) prévoit pour la 100e session du Conseil : "l'étude finale du projet de plan à moyen terme (19 C/4)".)

4.2 Examen du Projet de programme et de budget pour 1977-1978 (19 C/5) et recommandations du Conseil exécutif.

(Note : Faisant suite à la résolution 18 C/Rés., 10.1 (24-g), le Conseil exécutif examinera le Projet de programme et de budget du Directeur général conformément aux dispositions de l'article V.B.5.a de l'Acte constitutif (articles 3.4 et 3.6 du Règlement financier) et formulera au sujet de ce document des recommandations qui seront communiquées aux Etats membres et aux Membres associés au plus tard le 15 juillet.)

POINT 5

EXECUTION DU PROGRAMME

5.1 Activités de l'Organisation en 1975

5.1.1 Rapport du Comité spécial sur son étude en profondeur des questions qu'il doit examiner en se basant sur les activités de l'Organisation en 1975 (99 EX/7).

(Note : Le Comité spécial présente ce rapport au Conseil exécutif conformément à la décision 98 EX/Déc., 5.1.1 (5).)

5.2 Education

- 5.2.1 Rapport du Comité sur les conventions et recommandations dans le domaine de l'éducation relatif à l'examen des rapports des Etats membres sur l'application de la Convention et de la Recommandation concernant la lutte contre la discrimination dans le domaine de l'enseignement (99 EX/8)

(Note : En vertu du mandat qui lui a été confié par le Conseil lors de sa 96e session (96 EX/Déc. 8.2 (3 et 4), pour donner effet aux résolutions 17 C/Rés., 31.1 (3) et 18 C/Rés., 6.111 (b), le Comité est appelé à examiner les rapports reçus au 8 janvier 1976. Il présente son rapport au Conseil à ce sujet.)

- 5.2.2 Université des Nations Unies : Rapport annuel du Conseil de l'Université et rapport du Directeur général (99 EX/10)

(Note : Lors de sa 98e session (98 EX/Déc., 5.2.2 (11), le Conseil exécutif a décidé de consacrer chaque année un point particulier de l'ordre du jour de sa première session à cette question.)

- 5.2.3 Modalités d'élection au Conseil du Bureau international d'éducation (99 EX/57)

(Note : Le Directeur général soumet un rapport au Conseil exécutif en application de la résolution 18 C/Rés., 1.53. Le Conseil exécutif est appelé à présenter ses recommandations à ce sujet à la dix-neuvième session de la Conférence générale.)

- 5.2.4 Examen des dispositions qu'il serait possible de prendre à partir de 1977 pour contribuer à la continuité du travail de l'Office du baccalauréat international (99 EX/9)

(Note : Le Directeur général présente ce rapport au Conseil exécutif, en application de la résolution 18 C/Rés., 1.321 (c-1v).)

- 5.2.5 Invitations à la Conférence intergouvernementale sur l'éducation relative à l'environnement, URSS, juin 1977 (99 EX/26)

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et du plan de travail approuvé pour 1975-1976 (18 C/5 appr. par. 1356), le Conseil exécutif est appelé à décider des invitations à cette réunion.)

5.3 Sciences exactes et naturelles

- 5.3.1 Rapport du Directeur général sur l'établissement d'un compte spécial intitulé "Fonds spécial de l'Unesco pour la recherche et le développement expérimental (R-D) en Afrique" (99 EX/52)

(Note : Le Directeur général soumet ce rapport au Conseil exécutif en application de la résolution 18 C/Rés. 2.122 et conformément aux dispositions du Règlement financier (articles 6.6 et 6.7).

5.4 Sciences sociales, sciences humaines et culture

5.4.1 Invitations à la Conférence intergouvernementale sur les politiques culturelles en Amérique latine et dans les Caraïbes (1977) (99 EX/11)

(Note : En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco et de la résolution 18 C/Rés., 3.321), le Conseil exécutif est appelé à décider des invitations à cette réunion, sous réserve de la décision que prendra la Conférence générale à sa dix-neuvième session quant à la convocation de cette conférence en 1977.)

5.4.2 Réglementation internationale éventuelle relative à la condition et au statut social de l'artiste (99 EX/12)

(Note : En application du plan de travail approuvé pour 1975-1976 (18 C/5 appr. par. 3205), et conformément à l'article 3 du Règlement relatif aux recommandations aux Etats membres et aux conventions internationales prévues par l'article IV, paragraphe 4, de l'Acte constitutif, le Directeur général soumet au Conseil exécutif une étude préliminaire sur les aspects juridiques et techniques de cette question. Il appartient au Conseil exécutif de se prononcer sur l'inscription à l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale, d'un point relatif à cette question.)

5.4.3 Révision éventuelle du Règlement annexé à la Recommandation concernant les concours internationaux d'architecture et d'urbanisme, adoptée par la Conférence générale à sa neuvième session (1956) (99 EX/13)

(Note : En application de l'article 3 du Règlement relatif aux recommandations aux Etats membres et aux conventions internationales prévues par l'article IV, paragraphe 4 de l'Acte constitutif, le Directeur général soumet au Conseil exécutif une étude préliminaire sur les aspects juridiques et techniques de cette question. Il appartient au Conseil exécutif de se prononcer sur l'inscription à l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale, d'un point relatif à cette question.)

5.4.4 Réglementation internationale éventuelle concernant la prévention et la couverture des risques encourus par les biens culturels mobiliers (99 EX/14)

(Note : En application de la résolution 18 C/Rés., 3.423 et conformément à l'article 3 du Règlement relatif aux recommandations aux Etats membres et aux conventions internationales prévues par l'article IV, paragraphe 4, de l'Acte constitutif, le Directeur général soumet au Conseil exécutif une étude préliminaire sur les aspects juridiques et techniques de cette question. Il appartient au Conseil exécutif de se prononcer sur l'inscription à l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale, d'un point relatif à cette question.)

5.4.5 Constitution du Comité consultatif de la culture arabe
(99 EX/15)

(Note : Conformément à la résolution 18 C/3.313 (f) et en application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco, le Directeur général présente au Conseil exécutif le projet de texte des statuts d'un Comité consultatif de la culture arabe.)

5.5 Information

5.5.1 Réglementation internationale éventuelle concernant la normalisation des statistiques relatives à la science et à la technologie (99 EX/16)

(Note : En application du plan de travail approuvé pour 1975-1976 (18 C/5 appr. par. 4222), et conformément à l'article 3 du Règlement relatif aux recommandations aux Etats membres et aux conventions internationales prévues par l'article IV, paragraphe 4, de l'Acte constitutif, le Directeur général soumet au Conseil exécutif une étude préliminaire sur les aspects juridiques et techniques de cette question. Il appartient au Conseil exécutif de se prononcer sur l'inscription à l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale, d'un point relatif à cette question.

5.5.2 Révision éventuelle de la Recommandation concernant la normalisation internationale des statistiques de l'éducation, adoptée par la Conférence générale à sa dixième session (1958)
(99 EX/17)

(Note : En application du plan de travail approuvé pour 1975-1976 (18 C/5 appr. par. 4219), et conformément à l'article 3 du Règlement relatif aux recommandations aux Etats membres et aux conventions internationales prévues par l'article IV, paragraphe 4, de l'Acte constitutif, le Directeur général soumet au Conseil exécutif une étude préliminaire sur les aspects juridiques et techniques de cette question. Il appartient au Conseil exécutif de se prononcer sur l'inscription à l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale, d'un point relatif à cette question.)

5.5.3 Invitations à la réunion du Comité spécial d'experts techniques et juridiques chargés d'élaborer un projet de recommandations aux Etats membres sur la normalisation des statistiques relatives à la radiodiffusion et télévision (Paris, 1976) (99 EX/56)

(Note : Le Conseil exécutif s'est prononcé à sa 98e session sur les invitations à cette conférence (98 EX/Déc., 5.1.1). En application du Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'Unesco, le Conseil est invité à se prononcer sur une proposition additionnelle concernant ces invitations.)

5.6 Normes internationales et affaires juridiques

- 5.6.1 Protocole instituant une Commission de conciliation et de bons offices chargée de rechercher la solution des différends qui naîtraient entre Etats parties à la Convention concernant la lutte contre la discrimination dans le domaine de l'enseignement : Transmission à la Conférence générale de la liste des personnes présentées en vue de pourvoir les sièges qui deviendront vacants en 1976 (99 EX/18).

(Note : Conformément à l'article 5 du Protocole instituant cette commission, le mandat de trois de ses membres prendra fin le 5 novembre 1976. En exécution de l'article 3, paragraphe 2 dudit protocole, le Directeur général communique au Conseil exécutif la liste des personnalités présentées par les Etats parties au protocole en vue de pourvoir les sièges qui deviendront vacants à la date précitée. Aux termes de cette même disposition, il incombe au Conseil exécutif de transmettre cette liste à la Conférence générale, avec les suggestions qu'il pourrait estimer utiles.)

- 5.6.2 Double imposition des redevances de droit d'auteur transférées d'un pays dans un autre : Rapport du Directeur général sur les travaux du Comité d'experts gouvernementaux (Paris, novembre 1975) (99 EX/19)

(Note : Le Directeur général rend compte au Conseil exécutif des résultats de la réunion du Comité d'experts gouvernementaux qui s'est tenue en novembre 1975 en application de la résolution 18 C/Rés., 6.17, en vue de la préparation d'un projet d'instrument international et lui soumet des propositions concernant la poursuite des travaux dans ce domaine.)

- 5.6.3 Reproduction photographique d'oeuvres protégées par le droit d'auteur : Rapport du Directeur général sur les résultats des travaux des sessions du Comité intergouvernemental du droit d'auteur et du Comité exécutif de l'Union de Berne (99 EX/20)

(Note : Le Directeur général soumet au Conseil exécutif, conformément à la résolution 18 C/Rés., 6.14 (2), un rapport sur les résultats des travaux des sessions de ces Comités.)

POINT 6 CONFERENCE GENERALE

- 6.1 Préparation de l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale (99 EX/21)

(Note : Conformément aux dispositions des articles V.5 (a) de l'Acte constitutif et 9 du Règlement intérieur de la Conférence générale, le Conseil exécutif est invité à préparer l'ordre du jour provisoire de la dix-neuvième session de la Conférence générale.)

- 6.2 Projet de plan pour l'organisation des travaux de la dix-neuvième session de la Conférence générale (99 EX/22)

(Note : Le Directeur général soumet au Conseil exécutif des propositions concernant l'organisation des travaux de la dix-neuvième session de la Conférence générale. Ces propositions tiennent compte des décisions et recommandations de la Conférence générale et du Conseil exécutif, et conformément à la décision 98 EX/Déc., 6.1 (3) des opinions exprimées au cours des débats sur cette question.)

- 6.3 Invitation du gouvernement du Kenya à tenir la dix-neuvième session de la Conférence générale à Nairobi (99 EX/23)

(Note : Le Directeur général présente ce rapport au Conseil exécutif en application de la décision 98 EX/Déc., 6.3 (10, 11.)

- 6.4 Invitations à la dix-neuvième session de la Conférence générale (99 EX/24)

(Note : Conformément aux dispositions des articles 6.4, 6.5, 6.6 et 7 du Règlement intérieur de la Conférence générale, le Conseil exécutif est chargé d'établir la liste des invitations à la dix-neuvième session.)

- 6.5 Forme du rapport du Conseil exécutif sur sa propre activité en 1975-1976, à l'intention de la dix-neuvième session de la Conférence générale

(Note : Le Conseil exécutif est appelé à décider sous quelle forme sera présenté à la Conférence générale son rapport sur sa propre activité. Il a été d'usage, en vue des précédentes sessions de la Conférence générale, que le Président du Conseil exécutif soit invité par le Conseil à présenter son rapport, oralement.)

POINT 7 RELATIONS AVEC LES ORGANISATIONS INTERNATIONALES

- 7.1 Décisions et activités récentes des organisations du système des Nations Unies intéressant l'action de l'Unesco (99 EX/25)

(Note : Le Directeur général rend compte des décisions intéressant l'Unesco prises par les organisations du système des Nations Unies et des activités récentes de ces organisations intervenues depuis la 98e session du Conseil exécutif.)

- 7.2 Rapport du Comité spécial (99 EX/27) sur son étude en profondeur des documents 98 EX/19 et addenda (Décisions et activités récentes des organisations du système des Nations Unies intéressant l'action de l'Unesco)

(Note : Le Comité spécial présente son rapport au Conseil exécutif, en application de la décision 98 EX/Déc. 7.1 (7).)

- 7.3 Action opérationnelle et coopération avec le Programme des Nations Unies pour le développement (99 EX/28)

(Note : Le Directeur général rend compte de la coopération avec le PNUD et, en particulier des récentes difficultés financières de ce dernier et de leurs incidences sur le programme exécuté par l'Unesco. Le Directeur général fait également rapport sur les décisions adoptées par le Conseil d'administration du PNUD à sa 20e session.)

- 7.4 Rapport sexennal du Conseil exécutif à la Conférence générale sur le concours apporté à l'action de l'Unesco par les organisations internationales non gouvernementales (catégories A et B) (99 EX/30) et rapport du Comité sur les ONG (99 EX/31)

(Note : En application des directives concernant les relations de l'Unesco avec les organisations internationales non gouvernementales, le Conseil exécutif établit le rapport qu'il est tenu conformément aux dispositions de la Directive VIII.3 de présenter tous les six ans à la Conférence générale. Le projet de rapport soumis par le Directeur général a été préparé en tenant compte des recommandations formulées par le Conseil lors de sa 97e session (97 EX/Déc. 7.7.1). En vertu du mandat qui lui a été confié par le Conseil exécutif lors de sa 96e session (96 EX/Déc., 8.3), le Comité sur les ONG présente au Conseil son rapport à ce sujet.)

- 7.5 Classement des organisations internationales non gouvernementales (99 EX/32) et rapport du Comité sur les ONG (99 EX/31)

(Note : En application de la décision 61 EX/15.2 (II), le Conseil exécutif examine à sa session de printemps les demandes de classement d'organisations internationales non gouvernementales en catégorie A ou B. Le Directeur général informe le Conseil des décisions qu'il a prises au sujet du classement en catégorie C. En vertu du mandat qui lui a été confié par le Conseil exécutif lors de sa 96e session (96 EX/Déc., 8.3), le Comité sur les ONG présente au Conseil son rapport à ce sujet.)

- 7.6 Enquête sur les ONG ayant des branches, sections, adhérents ou autres éléments dans la République sud-africaine ou en Rhodésie du Sud (99 EX/33) : Rapport du Comité sur les ONG (99 EX/31)

(Note : Le Directeur général soumet un rapport au Conseil en application de la résolution 17 C/Rés., 10.1 (V). En vertu du mandat qui lui a été confié par le Conseil exécutif lors de sa 96e session (96 EX/Déc., 8.3), le Comité sur les ONG présente au Conseil son rapport à ce sujet.

- 7.7 Mouvements de libération d'Afrique reconnus par l'Organisation de l'Unité africaine : Rapport du Directeur général en application du paragraphe 4 de la décision 94 EX/Déc., 7.4.1 (99 EX/34)

(Note : Conformément à la décision 97 EX/Déc., 7.3 (4), le Directeur général présente au Conseil un rapport en application des mesures prévues au paragraphe 4 de la décision 94 EX/Déc., 7.4.1)

- 7.8 Projet d'accord entre le secrétariat exécutif permanent de la Convention "Andrès Bello" (SECAB) et l'Unesco (99 EX/35)

(Note : Conformément à la décision 97 EX/Déc., 7.6, le Directeur général soumet au Conseil exécutif, pour approbation, le texte du projet d'accord susmentionné.)

- 7.9 Projet d'accord entre l'Unesco et l'Agence de coopération culturelle et technique (ACCT) (99 EX/38)

(Note : Conformément à la décision 97 EX/Déc. 7.8, le Directeur général soumet au Conseil exécutif, pour approbation, le texte du projet d'accord susmentionné.)

- 7.10 Relations avec la Banque arabe pour le développement économique en Afrique (BADEA) (99 EX/29)

(Note : Le Directeur général soumet au Conseil exécutif un rapport sur les événements qui l'ont amené à envisager la possibilité d'établir des relations de travail efficaces avec la Banque arabe pour le développement économique en Afrique (BADEA).)

POINT 8 QUESTIONS ADMINISTRATIVES ET FINANCIERES

- 8.1 Situation budgétaire et financière de l'Organisation (99 EX/36 et Add.)

(Note : Lors de sa 98^e session (98 EX/Déc. 8.1 (14)), le Conseil exécutif a prié le Directeur général de lui soumettre, à sa 99^e session, "un rapport sur la situation budgétaire et financière de l'Organisation à la lumière des faits nouveaux intervenus".)

- 8.2 Virements de crédits proposés à l'intérieur du budget pour 1975-1976 (99 EX/37)

(Note : Le Directeur général soumet au Conseil exécutif des propositions de virements, conformément aux dispositions de la résolution portant ouverture de crédits (18 C/Rés. 8 (I.A(b) et (c).)

- 8.3 Rapport du Directeur général sur les progrès de l'introduction du système de mesure des coûts à l'Unesco (99 EX/39)

(Note : Le Directeur général soumet ce rapport au Conseil exécutif conformément à la décision 97 EX/Déc. 3.5.2 (3).)

- 8.4 Rapport sur les services d'informatique (99 EX/40)

(Note : Le Directeur général soumet ce rapport au Conseil exécutif conformément à la décision 97 EX/Déc. 8.6 (4).)

- 8.5 Acceptation de dons, legs et subventions et rapport sur l'établissement et la clôture des Fonds de dépôt, Réserves et Comptes spéciaux (99 EX/41)

(Note : Conformément aux dispositions de la résolution portant ouverture de crédits (18 C/Rés. 8 (I.A.(f)) et du Règlement financier (articles 6.6 et 6.7) le Directeur général soumet à l'approbation du Conseil exécutif des propositions concernant l'acceptation de dons, legs ou subventions et le rapport sur l'établissement et la clôture des Fonds de dépôts, Réserves et Comptes spéciaux.)

- 8.6 Communication du rapport annuel (1975) de la Commission de la fonction publique internationale (99 EX/42)
- (Note : Faisant suite à la décision 97 EX/Déc. 8.1.1, et conformément à l'article 17 du Statut de la Commission de la fonction publique internationale, le Directeur général transmet au Conseil exécutif le premier rapport annuel de la Commission.)
- 8.7 Rapport du Directeur général sur l'exécution du plan de recrutement à long terme (99 EX/43)
- (Note : Le Directeur général soumet ce rapport au Conseil exécutif, conformément à la décision 98 EX/Déc. 8.4 (6).)
- 8.8 Répartition géographique des postes du Secrétariat (99 EX/44)
- (Note : Le Directeur général soumet ce rapport au Conseil exécutif, conformément à la décision 98 EX/Déc. 8.5 (6).)
- 8.9 Ouverture des droits à pension : Rapport du Directeur général (99 EX/45)
- (Note : Le Directeur général soumet ce rapport au Conseil exécutif, en application de la résolution 18 C/Rés. 29.2 de la Conférence générale, qui invitait le Conseil exécutif et le Directeur général "à faire de nouvelles études approfondies de la question et à lui en rendre compte lors de sa dix-neuvième session".)
- 8.10 Etude du Directeur général sur le barème des traitements du personnel de la catégorie de service et de bureau et propositions concernant la révision des allocations pour charges de famille (99 EX/46)
- (Note : Le Directeur général soumet ce rapport au Conseil exécutif, en application de la résolution 18 C/Rés. 28.3.)
- 8.11 Rémunération du personnel du cadre organique et de rang supérieur ; rapport du Directeur général sur les changements intervenus dans l'ajustement de traitement payable à Paris depuis la 97e session du Conseil exécutif (99 EX/47)
- (Note : Faisant suite aux décisions 97 EX/Déc. 8.1.3 et 98 EX/Déc. 8.10, le Directeur général rend compte au Conseil exécutif des changements intervenus depuis la 97e session.)
- 8.12 Consultations en application de l'article 54 du Règlement intérieur du Conseil exécutif (en séance privée)
- 8.13 Rapport du Directeur général sur les activités du Fonds des publications et du matériel auditif et visuel pour la dernière période décennale (99 EX/48)
- (Note : Le Directeur général soumet ce rapport au Conseil exécutif, en application de la résolution 18 C/Rés. 7.11 (4-a).)

- 8.14 Déficit de la Caisse d'assurance-maladie.
Consultation sur les dispositions à prendre en relation avec le budget 1977-1978 (99 EX/55)

(Note : Avant d'en saisir la Conférence générale, à la dix-neuvième session, le Directeur général consulte le Conseil exécutif sur l'ensemble des mesures envisagées en vue de rétablir l'équilibre financier de la Caisse d'assurance-maladie.)

POINT 9 QUESTIONS DIVERSES

- 9.1 Contribution de l'Unesco à l'instauration d'un nouvel ordre économique et social international : Examen par le Conseil exécutif du rapport du Directeur général sur l'application de la résolution 18 C/Rés. 12.1 à l'intention de la dix-neuvième session de la Conférence générale, et présentation de ce rapport à la Conférence générale par le Conseil exécutif, avec ses commentaires et observations (99 EX/49)

(Note : Le Directeur général soumet ce rapport au Conseil exécutif, en application de la résolution 18 C/Rés. 12.11 (15, 16).)

- 9.2 Rapport du Directeur général sur l'application de la résolution 18 C/Rés. 13 concernant les institutions éducatives et culturelles dans les territoires arabes occupés (99 EX/50)

(Note : Le Directeur général fait rapport au Conseil, en application de la résolution susmentionnée.)

- 9.3 Coopération européenne dans les domaines de compétence de l'Unesco, à la lumière de l'Acte final de la Conférence sur la sécurité et la coopération en Europe : Rapport du Directeur général (99 EX/51)

(Note : Lors de la 98^e session, S. Exc. le professeur Dr Leonid N. Koutakov (URSS) a demandé l'inscription de ce point à l'ordre du jour de la 99^e session du Conseil (98 EX/SR.1.)

- 9.4 Rapport du Comité sur les conventions et recommandations dans le domaine de l'éducation sur les communications soumises au Comité conformément aux décisions 77 EX/8.3, 98 EX/9.4, 9.5 et 9.6 (99 EX/53)

(Note : Le Comité sur les conventions et recommandations dans le domaine de l'éducation présente ce rapport au Conseil, en vertu du mandat qui lui a été confié par ce dernier lors de la 98^e session (98 EX/Déc. 9.4, 9.5, 9.6) et en application des décisions susmentionnées.)

- 9.5 Rapport du Directeur général en exécution des paragraphes 8 et 10 des décisions 98 EX/9.4, 9.5 et 9.6 (99 EX/54)

(Note : Le Directeur général présente ce rapport au Conseil exécutif, en application de la décision susmentionnée.)

9.6 Célébration du 30e anniversaire de l'Organisation (99 EX/58)

(Note : Le Directeur général informe le Conseil exécutif des mesures envisagées en vue de la préparation de cette commémoration.)

9.7 Hommage à la mémoire de M. René Maheu.

440098 WORLD BANK

LI - UNESCO

INCOMING TELETYPE

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From: Geneva
27595 HUIAC CH

Mrs. Hoskey
Mr. Aafour

(Telex Nr.)

ONE FOR BOSKEY AAA - C KIPINICK DAVE WE COPY 29 MARCH LETTER
TO YOU ATTACHING NEW UNESLO DRAFT FOR SANMUR ASSIGNMENT SAUDI
ARABIA STOP THAT LOOKS ACCEPTABLE WITH POSSIBLE EXCEPTION
PHRASE QUOTE REPORT OF MISSION WILL BE COOPERATIVE EFFORT
UNQUOTE BUT NAJMAN INSISTENT THIS POINT STOP UNESLO WISHES
DISCUSS WITH YOU HERE STOP SUGGEST YOU BRING COPIES
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ALL ISSUES AND NOW COMPLETE EXCEPT REVIEW DRAFT REPORT RECORDS
RILEY

April 1, 1976

440098 WORLD BANK

27595 HUIAC CH

April 1, 1976

Dear Mr. Najman:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated March 23, 1976 (Ref: SC/TER/EE), inviting the World Bank to be represented at the International Conference on the Education and Training of Engineers and Technicians, to be held in New Delhi from April 20 to 26, 1976.

We have studied the proposed agenda with interest and feel that the stated objectives of the Conference aptly describe the continuing need for cross-fertilization of ideas in this rapidly-changing branch of education. However, I regret that we are unable to accept your kind invitation on this occasion, but we shall follow the outcome of the discussions with interest.


Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. D. Najman
Acting Assistant Director-General
Cooperation for Development and
External Relations Sector
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr. Ballantine
Mr. Chittleburgh

Files with incoming letter

EHChittleburgh: ~~mmcd~~


April 1, 1976

Dear Mr. Harrison:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated March 9, 1976 (Ref: DG/2.3/801/6029), inviting the World Bank to be represented at the Conference of Ministers of Arab States Responsible for the Application of Science and Technology to Development (CASTARAB) to be held in Rabat from August 16 to 25, 1976.

I am pleased to inform you that Mr. Charles Weiss, Science and Technology Adviser, hopes to be in a position to attend the Conference for three or four days. Closer to the time of the meeting we will be back in touch with you to give you a definite reply on Mr. Weiss' attendance. In the meantime, it would be appreciated if documents issued in advance of the Conference could be sent to the attention of Mr. Weiss, at this address.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. J.M. Harrison
Assistant Director-General for Science
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Weiss
cc: Mr. Ballantine
cc: Mr. Stewart, EMENA

Files with incoming letter

mmcd

440098 WORLDBANK

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Distribution:

sj

From: Geneva

27595 HOTAC CH (Telex Nr.)

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LI-UNESCO

Mrs. Boskey ✓
Mr. Asfour

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TO YOU ATTACHING NEW UNESCO DRAFT FOR SAMMUR ASSIGNMENT SAUDI
ARABIA STOP TEXT LOOKS ACCEPTABLE WITH POSSIBLE EXCEPTION
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RILEY

1976 APR -1 AM 10:43

April 1, 1976

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Messrs. Cole, Johanson, Pennisi, Stewart, Thint

March 31, 1976

Shigenari Futagami

The Activities of Unesco's Division of Methods,
Materials and Techniques

UN has an Administrative Committee on Coordination (ACC); its Sub-Committee on Education and Training endorsed, February 1976, a proposal of its Working Group on Educational Technology to set up a "joint service group" to act as a coordinator of UN inter-agency information concerning educational technology. Mr. H. Dieuzeide, Director of Unesco's Methods, Materials and Techniques Division is the chairman of the Working Group. The Working Group expects that this joint service group will start its activities shortly after ACC's final approval. Mr. Dieuzeide wrote to Mr. Hultin and myself asking for any suggestions on the Bank's possible input to these cooperative activities.

In this context Mr. Dieuzeide has supplied us with the attached information on Unesco's proposed activities (i.e. organizing conferences, conducting studies) in the field of educational technology. If you have any relevant data regarding these activities of which you would like to inform Unesco, I should be pleased to forward them to Mr. Dieuzeide.

Cleared with and cc: Mr. Hultin
cc: Mr. Ballantine and Ms. Le Blanc

SFUTAGAMI/sg

ANNEX

A. What have we to offer in terms of participation in missions, materials already prepared, studies in process training seminars and courses

<u>I. Seminars and Meetings</u>	<u>Lieu et date</u>	<u>Observ.</u>
1. Symposium on psychological bases of programmed learning	Tbilisi, USSR July 1976	
2. Regional Seminar on alternative strategies on introduction of educational technology and regional cooperation	Budapest, October 1976	
3. Seminar with ECA and OAU on Satellite Communication for Africa	Addis-Ababa, 20/24 Sept. 1976	
4. Meeting on the use of broadcast radio and television for the training and up-grading of teachers	Poland, January 1977	
5. Meeting on the cost-effectiveness of new media	Princeton, (?) November 1976(?)	
<u>II. Studies in process</u>		
1. Inventory of adapted methods and techniques (F, E)		first vers. on request second vers March 77
2. Assessment of performance teaching methods (E, F)		on request
3. Multinational mechanism for exchanging audiovisual materials (E,F)		May 1976
4. Guide méthodologique à l'intention des formateurs agricoles (F)		on request
5. Guide méthodologique à l'intention des professeurs de sciences (F)		June 1976
6. The economics of new media State of art and guidelines for future research (E, F)		June 1976
7. The management of national audiovisual centres (E,F)		June 1976
8. From school library to multimedia resources centres (E, F)		June 1976
9. The use of group techniques for training (E, F)		Sept. 1976
see also attached publications list		

III. Expertise for project preparatory missions

1. Assessment of media systems and media production (educational broadcasting, self-learning, open learning, distance education)
2. Assessment of educational methods (micro-teaching)
3. Cost studies
4. Management of media production and distribution

B. What do we need from others in terms of training services, materials, information, professional resources for missions?

- Programme on industrialisation of production and distribution of materials
Joint studies
- Contributions to inventory of simple low cost techniques
- Contributions to assessment of educational hardware

position paper ready in May 1976

C. Suggestions for joint action as priority cooperation

- Joint production of packages for training in educational technology
- Establishment of sub-regional project support and maintenance units
- Harmonisation of hardware

Meeting foreseen in Turin Center in May 1976

LI-UNESCO

Ref. ED/MMT.76.133

March 30, 1976

Mr. Henri Dieuzeide
Unesco
7 place de Fontenoy
75700 PARIS.

Dear Henri:

Thank you very much for your letter of March 19, in which you made a useful proposal to prepare for the "joint service group". Mr. Hultin and myself discussed your proposal today and on behalf of Mr. Hultin I should like to sum up our findings as follows:

We are quite agreeable with the procedure which you suggested and accordingly we have attached a table listing the activities that the joint service group will be expected to be involved in. As regards the participation of Unesco's staff members in the Bank's missions, however, we think that the present Bank-Unesco Cooperative Program should administer all aspects of this joint venture.

In general, due to unique functions of the Bank as a development financing agency for LDCs, we are anxious to develop this kind of inter-agency cooperation among the UN family especially for LDCs' effective use of educational technology. We have noted, therefore, that the Bank necessitates this inter-agency cooperation more as a user of the services or as a liaison agent between LDCs and the service suppliers rather than as the service supplier. Though we have comparatively abundant and recent information which is concerned with ongoing projects in each LDC, we do not have much facility to collect data on the development of educational technology in general, nor can we provide our UN colleagues with training services specifically in the field of educational technology. Yet we are always aware of the needs that are keenly felt by LDC's and we are willing to tell them where and how they would have their demands met.

Thus in the list attached, you will find more what we would like to require from our UN colleagues rather than what we can offer to them.

Sincerely yours,



Shigenari Futagami
Mass Media Specialist.

cc: Messrs. Ballantine, Hultin,
Ms. Le Blanc.

SFUTAGAMI/sg.

A. What have we to offer in terms of participation in missions, materials already prepared, studies in process training seminars and courses

1. Seminars and Meetings

At present we do not have any plans for meetings specifically dealing with educational technology.

11. Studies in process

1. A study on Educational Radio (for both formal and non-formal education).

*Summer 1976.

B. What do we need from others in terms of training services, materials, information professional resources for missions?

1. Available training opportunities for mass media personnel in LDCs (particularly for the staff of media production and distribution management, program contents production, and technical operation and maintenance);
2. Inventory of simple low cost techniques;
3. Efficiency of using satellite technology for local radio transmission in LDCs;
4. Feasibility of new power sources for running community TV receivers in LDCs;

5. Through the Bank-Unesco Cooperative Program, expertise for the Bank project preparatory (and sometimes appraisal) missions (particularly regarding broadcasting engineering) and an up-to-date list of the above.

C. Suggestions for joint action as priority cooperation

1. Harmonization of hardware (especially standardization of video tape);

2. Joint production and distribution of video tape and film segments to be used for producing educational TV programs in LDCs.



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

7, place de Fontenoy, 75700 Paris

772
téléphone : 566-57.57
câbles : Unesco Paris
télex : 27602 Paris

référence : CPX/CSF/76/10

29 March 1976

Dear Mrs. Boskey,


Following our conversation I talked with Mr. Najman. While appreciating the changes we agreed to over the telephone, he preferred to see a letter drafted which could serve, once and for all, to set the type of communication he felt would be appropriate since there are other cases outstanding. Hence my cable of last Friday reading :

"FOR BOSKEY FOLLOWING OUR CONVERSATION AND DISCUSSION WITH ADG AM FORWARDING FOR BANK CONSIDERATION TYPE LETTER WE FEEL SUITABLE FOR INTERNATIONAL ORGANIZATIONS COOPERATION STOP MEANTIME AM UNABLE FIND ANY PRECEDENT FOR LETTER 16 MARCH"

The proposed draft is attached which I hope will serve all our purposes. In the meantime Mr. Sammur has gone off to Saudi Arabia on the tickets provided by your Paris Office.

With personal regards,

Yours sincerely,


G. McKitterick
Director

Coordination of Funding Sources Division

Mrs. Shirley Boskey
Director,
International Relations Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
WASHINGTON, D.C. 20433

cc. w. encl. 1) Mr. W. Armstrong
2) Mrs. Stone

RECEIVED

1976 APR -2 PM 2:17

S) Mrs. Stone

ENCL J) Mr. M. Vlasov

WASHINGTON, D.C. 20540
1818 H Street, N.W.
and Delegation
INTERNATIONAL BANK FOR RECONSTRUCTION
INTERNATIONAL RELATIONS DEPARTMENT
Director
Mrs. Shirley Boskey

COORDINATION OF FINANCING SOURCES DIVISION
Director

G. MCKITTRICK

Donna Shuler

With personal regards

Thank you for the tickets provided by your Paris Office.
I will only be there in the meantime Mr. Gammal has gone off to
the proposed draft is attached which I hope will serve

AN INVITE FIND VIA PRECEDENT FOR LETTER TO MARCH
SUPPORT FOR INTERNATIONAL ORGANIZATIONS COOPERATION SUCH MEETING
WITH AND AM FORWARDING FOR BANK CONSIDERATION LATE LETTER ME MEET
FOR BOSKEY FOLLOWING OUR CONVERSATION AND DISCUSSION

copy of last English reading :
attached since there are other cases outstanding. Hence will
for you to see the type of communication we felt would be
be preferred to see a letter drafted which could serve once and
will be appreciating the changes we agreed to over the telephone.
Following our conversation I talked with Mr. Gammal.

Dear Mrs. Boskey,

reference : CBX/GSE/De/JO

28 March 1976

telex : 31903 Paris
cables : Unesco Paris
telephone : 206-2121

1 Place de Fontenay 75006 Paris

55



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

UNESCO

Dear Mr. Najman,

I am writing to confirm the agreement in principle reached between our Organizations during Mr. Serageldin's visit to Paris on 6 February and in subsequent correspondence with Mr. Armstrong, Chief, Technical Assistance and Special Studies Division, Europe, Middle East and North Africa Projects Department, concerning the mission to be undertaken by the World Bank for the Saudi Arabia Technical Assistance Accelerated Literacy Programme.

Mr. Sammur's services will be required from on or about March 27 to April 30, 1976 in Saudi Arabia, followed by report writing in Washington until about May 15, 1976. The Bank will reimburse UNESCO for Mr. Sammur's salary and related staff benefit costs during the period he is working for the Bank on this assignment. Invoices should be submitted to the EMENA Projects Department following Mr. Sammur's assignment.

The Bank will bear the cost of official travel undertaken by Mr. Sammur in connection with this assignment. In addition, Mr. Sammur will be reimbursed directly for his actual reasonable subsistence expenses incurred while he is away from his home upon his submission of a statement of expenses form to the EMENA Projects Department. UNESCO will be responsible for any insurance coverage applicable to Mr. Sammur on this assignment.

Mr. Sammur will, throughout the agreed period of his association to the mission mentioned above, report to Mr. I. Serageldin, Mission Leader, and will consider himself as a member of the mission team for all purposes related to the Saudi Arabian Accelerated Literacy Programme. As such it is understood

./..

Mr. Dragoljub Najman
Acting Assistant Director-General
Cooperation for Development and
External Relations Sector
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 PARIS

that the report of the mission will be a cooperative effort, and information therein will be disseminated only with the approval of the Government of Saudi Arabia and in accordance with World Bank reporting procedures.

... I would be grateful if you would confirm these arrangements by your signature on the attached copy of this letter.

Sincerely yours

CONFIRMED

ADG/CPX/UNESCO

DATED

248423 WORLDBANK

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UNESCO 204461F (Telex Nr.)

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Mrs. Boskey ✓

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8519 FOR BOSKEY FOLLOWING OUR CONVERSATION AND DISCUSSION WITH
ADG AM FORWARDING FOR BANK CONSIDERATION TYPE LETTER WE FEEL
SUITABLE FOR INTERNATIONAL ORGANIZATIONS COOPERATION STOP
MEANTIME AM UNABLE FIND ANY PRECEDENT FOR LETTER 16 MARCH
GREETINGS =

MCKITTERICK UNESCO +

END +

⊙

248423 WORLDBANK

UNESCO 204461FM



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

7, place de Fontenoy, 75700 Paris

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

référence : SC/TER/EE

23 MAR 1976

Files

Dear Mr. McNamara,

Subject: International Conference on the Education and
Training of Engineers and Technicians, New Delhi,
20 to 26 April 1976

On behalf of the Director-General, I have the honour to invite your Organization to be represented at the above meeting which is being convened by Unesco in pursuance of resolution 2.152 approved by the General Conference at its eighteenth session.

A comparable Unesco conference of this type was held in Paris in 1968, the International Conference on the Trends in the Teaching and Training of Engineers, and was the starting point for our current Regular Programme activities in this area, which include the strengthening of mechanisms for regional and international cooperation and the stimulation of work in priority areas such as curricula design, education-industry cooperation, and continuing education.

The scope of the 1976 Conference will be wider as it will also consider technician levels of education. Furthermore, it is intended that special attention will be given to the experience of developing countries in creating or expanding their institutions for engineering and technician education. The Conference will be held in New Delhi from 20 to 26 April 1976, and we anticipate an attendance of about 200 participants, coming from 60 to 70 countries. For your information, I attach the agenda, the information note and the time-table. Copies of these documents were earlier sent to Mr. Gomez of your Education Department and we also recently discussed the Conference with Mr. Weiss of the Office of the Vice-President, Development Policy.

I hope that your Organization will find it possible to be represented at the Conference.

Yours sincerely,


D. Najman

Acting Assistant Director-General,
Cooperation; for Development and External Relations Sector.

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

Rec'd in IRD

3/30/76

Encls.

ENCLOSURE

U.S.A.
Washington, D.C. 20540
1818 H Street, N.W.
and Development (IBRD)
INTERNATIONAL BANK FOR RECONSTRUCTION
President
Mr. Robert S. McNamara

3/30/76
Rec'd in IRD

476 MAR 30 PM 1:30
INCOMING MAIL UNIT

Cooperation for Development and External Relations Sector
Acting Assistant Director-General
D. Williams

[Handwritten Signature]
Doris Williams

of the Conference.

I hope that your organization will find it desirable to be represented
Development Board.
The Conference with Mr. Mehta of the Office of the Vice-President
sent to Mr. Cohen of your Education Department and me also recently discussed
information note and the time-table. Copies of these documents were earlier
from 20 to 30 countries. For your information, I attach the agenda, the
TDR, and the attachment in attendance of about 500 participants, coming
education. The Conference will be held in New Delhi from 30 to 31 April
creating or expanding their institutions for engineering and technical
attention will be given to the experience of developing countries in
technical fields of education. Furthermore, it is intended that special
The scope of the TDR Conference will be wider as it will also consider
and continuing education.

Priority areas such as scientific research, education-technically cooperation,
regional and international cooperation and the stimulation of work in
scenarios in this area, among include the strengthening of mechanisms for
engineers, and may be starting point for our current regional programme
the International Conference on the Trends in the Teaching and Learning of
a comparative UNESCO conference of this type was held in Paris in 1968,
General Conference at its eighteenth session.
concluded by UNESCO in pursuance of resolution 5.125 approved by the
your organization to be represented at the whole meeting which is being
on behalf of the Director-General, I have the honour to thank

30 to 31 April 1976
Learning of Engineers and Technicians, New Delhi,
Subject: International Conference on the Education and

Dear Mr. McNamara,

Reference: SC/DEV/EE
Telex: 33 005 Paris
Cables: UNESCO Paris
Telephone: 200-2124

23 MAR 1976

17 place de Fontenay, 75200 Paris



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

[Handwritten Signature]

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Distribution: limited

MMXY2220023

SC/TECHED/1 Rev.
PARIS, 20 November 1975
Original: English

WEBGARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

International Conference on the Education and Training
of Engineers and Technicians

New Delhi, India, 20-26 April 1976

AGENDA

1. Opening of the Conference by the Director-General or his representative, and by the representative of the Government of India.
2. Election of the President, Vice-Presidents and Rapporteur Général.
3. Main trends in technological education since 1968, current challenges, and perspectives in industrialized and developing countries.
4.
 - (a) The quantitative and qualitative estimation of engineering manpower required for national socio-economic development, and the identification of levels and specializations. Women in engineering;
 - (b) Curricula design, including teaching and learning processes, generalized curricula design, educational technology, rôle of research and project work, and evaluation;
 - (c) Social and environmental considerations in the education and training of engineers and technicians;
 - (d) Continuing education in engineering fields, including objectives, mechanisms, and relationships with initial education and with employment;
 - (e) Education-industry interaction in technological education, in industrialized and developing countries;
 - (f) Institution-building in technological education; including educational systems, management, and physical facilities; staff development policies and problems. Student selection, guidance and motivation; ~~women in engineering~~;
 - (g) Co-operation in technological education at international, regional and country levels.
5. Education and training in technological fields as a prerequisite for development. Discussion of possible strategies to be used in the next decade to ensure that education and training will better contribute to world-wide social and economic development.
6. Adoption of conclusions and of recommendations to the Director-General.
7. Closure of the Conference.

SC-76/CONF.401/COL.1 Rev.

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATIONInternational Conference on the Education
and Training of Engineers and Technicians

New Delhi, India, 20-26 April 1976

INFORMATION NOTE

PURPOSE AND ORGANIZATION

1. At the eighteenth session (October-November 1974) the General Conference of Unesco authorized the Director-General by resolution 2.152, to organize an international conference on the development and improvement of the education of engineers, technologists and higher technicians.
2. The terms of reference of the conference, as stated in the work plan relating to resolution 2.152, are as follows: "An international conference on the education and training of engineering personnel will be held in 1976 in a developing country. It is expected that there will be some 300 participants, comprising engineering educators, practising engineers and higher technicians, manpower specialists, economists and government officials concerned with the planning of systems of higher technical education. The conference will review the progress of the programme on international co-operation in engineering education and examine the overall status of international and regional co-operation in this field. It will analyse the relative importance and complementary nature of the education of different categories of engineering personnel and give guidance on the reorientation or restructuring of the programmes of higher technological education in Member States so as to enable them to train personnel to meet their development needs. Particular attention will be given to analysing the experience of developing countries in creating or expanding their institutions for engineering and higher technical education, and to establishing strategies for achieving and maintaining standards of quality and local relevance. The urgent need for training engineering personnel at the technologist and higher technician level will be emphasized".
3. The conference, which falls within Category IV of the general classification of the various categories of meetings convened by Unesco, will have a dual nature, both providing a forum for the free exchange of views and experience among specialists and adopting a series of conclusions and recommendations addressed to the Director-General.
4. The agenda of the conference is attached (document SC/TECHED/1). The main questions to be discussed can be grouped under the following headings:
 - (a) Benefits and problems concerning the estimation of national manpower needs in engineering areas. Strategies for ensuring that education and training facilities are able to meet these evolving needs.

- (b) Means of improving the quality and relevance of technological education, within the context of the local development situation.
- (c) Ways in which regional and international co-operation should be used to support national efforts in the education and training of engineering personnel.

PLACE AND DATE

5. At the kind invitation of the Government of India, the conference will be held in the Vigyan Bhawan conference facilities in New Delhi, India, from 20 to 26 April 1976.

PARTICIPATION

6. Participants in the conference will be specialists serving in an individual capacity. The governments and National Commissions of Member States are being invited to suggest names of qualified specialists; applications to participate may also be received through organizations or learned societies. Each participant admitted will receive an individual letter of invitation from the Director-General. It is hoped that the participants will include educators, policy-makers, members of professional societies, and practising engineers and technicians.
7. In addition to the specialists invited to participate in the conference, Member States and Associate Members may send observers, as may also the United Nations and other organizations of the United Nations system with which Unesco has concluded mutual representation agreements, and other intergovernmental and non-governmental organizations invited to do so by the Director-General.
8. Unesco will not provide travel expenses and per diem for the participants.

WORKING LANGUAGES

9. All the main documents prepared for the Conference will be produced in English and French, and simultaneous interpretation will be provided in these languages in all plenary meetings and working sessions. In addition, in the plenary meetings interpretation will be provided from, but not into, Russian and Spanish.
10. There will be one main working paper prepared by the Secretariat which will be in the form of an annotated agenda. Reports from Unesco international working groups and other bodies will also be used as a basis of discussion of certain items of the agenda.

ORGANIZATION OF WORK

11. There will be general debate in plenary sessions on agenda items 3 and 5. In the commissions and working sessions there will be more detailed study of the following items:

- Manpower commission - item 4(a)
- Curricula commission - item 4(b)
- Social and environmental aspects - item 4(c)
- Continuing education - item 4(d)
- Co-operation between education and industry - item 4(e)
- Strengthening educational institutions - item 4(f)
- International, regional and national co-operation - item 5(g)

Three meetings of the commissions and working sessions may be held simultaneously.

A programme of technical and cultural visits will be arranged for Conference participants.

PREPARATION

12. The success of this conference will very largely depend on good participation of policy-makers and specialists from Member States. It is, therefore, hoped that National Commissions will arrange for the selection and active participation of appropriately qualified persons.
13. A Local Organizing Committee centred at the Indian Institute of Technology, Delhi, is assisting in the preparation of the Conference; it includes officials of the Government of India, leading educators, and representatives of the Institution of Engineers (India) and the Indian Society for Technical Education.

CORRESPONDENCE

14. All correspondence should be addressed to the Division of Technological Research and Higher Education, Science Sector, Unesco, 7 Place de Fontenoy, 75700 Paris, France.

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MAY 22 2023

WBG ARCHIVES

International Conference on the Education
and Training of Engineers and Technicians

New Delhi, India, 20-26 April 1976

TIME-TABLE FOR CONFERENCE

<u>Monday, 19 April 1976</u>	<u>Agenda Item</u>	<u>Room</u>
14.00 - 17.00	Registration and informal get-together	
<u>Tuesday, 20 April 1976</u>		
08.30 - 09.30	Registration (continued)	
09.30 - 11.00	Opening ceremony: Representative of the Director-General Representative of the Indian Government Guest Address Chairman of the Local Organizing Committee	1 Main Hall
11.30 - 12.30	Election of Officers	2 G
	Plenary Discussion	3
12.30 - 14.00	Lunch	
14.00 - 17.00	Plenary Discussion	3, 5 G
<u>Wednesday, 21 April 1976</u>		
09.30 - 12.30	Engineering Manpower	4(a) G
and	Social and Environmental Considerations	4(c) H
14.00 - 17.00	Education-Industry Interaction	4(e) B
<u>Thursday, 22 April 1976</u>		
09.30 - 12.30	Curricula Design	4(b) G
	Engineering Manpower	4(a) H
	Continuing Education	4(d) B
14.00 - 17.00	Curricula Design	4(b) G
	Institution-building (Staffing)	4(f) H
	Continuing Education	4(d) B

Friday, 23 April 1976

		<u>Agenda Item</u>	<u>Room</u>
09.30 - 12.30	Curricula Design (Technicians)	4(b)	G
	Institution-building	4(f)	H
	Continuing Education	4(d)	B
14.00 - 17.00	Curricula Design	4(b)	G
	Institution-building	4(f)	H
	International Co-operation (Development)	4(g)	B

Saturday, 24 April 1976

09.30 - 12.30	Curricula Design	4(b)	G
	Institution-building		
	International Co-operation	4(g)	B

Saturday afternoon and Sunday

Technical and Cultural Visits

Monday, 26 April 1976

09.30 - 12.30	Plenary	5	G
14.00 - 17.00	Final Plenary Session, including reports of commissions and working sessions	6	G

March 17, 1976

Mr. Werner Moller
Acting Director
Division of Financing
of Education
Department of Planning and
Financing of Education
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Werner:

Under separate cover I am sending you a copy of the draft Mali Education Sector Memorandum prepared by our Western Africa Division, which I neglected to hand you when you were here last week. Tony Cole has suggested that Unesco's comments on this would be welcome. He says there is no immediate rush, but I would think that - given the delay already accrued - the sooner EPD's comments could be received here the more useful they would be.

Since the Sector Memorandum, as you know, is intended to be an important instrument of strategy formation in the future, we think that your comments on these memoranda on a regular basis would be one way in which to strengthen our cooperation.

With best regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

cc: Mr. Cole
Ms. Le Blanc

DSBallantine/hl

Yellow Copy

Li - UNESCO

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

March 12, 1976

Ms. J. Margaret Booth
Sites and Monuments Division
UNESCO
7, place de Fontenoy
75700 Paris
France

Dear Ms. Booth:

Mr. Mitchell has passed your letter of February 13, 1976, to me for reply. As Mr. Tolbert and Mr. Mitchell have already mentioned to you, I have recently joined the Tourism Projects Department, and one of my first tasks is the organization of the seminar on social and cultural impacts of tourism. We have had several discussions within the Department on this topic in the last few days, and the following summarizes the issues as we now see them.

On the objectives of the seminar, we would reiterate our view that the prime objectives should be to improve our understanding of social and cultural impacts of tourism with special reference to developing countries, to define guidelines for tourism planners (including suggestions to those concerned with tourism management), and to identify areas where further research should be carried out. The publication of a volume with the papers, recommendations and a synthesis would also be an important outcome of the seminar.

On the preparation of the seminar, we think that your proposal that administrative responsibilities for papers be divided between the Bank and UNESCO is sound. Given the difficulty of making a clear cut division between cultural versus social impacts, however, we would suggest suppressing this terminology. Presumably, each organization should handle an equal number of papers; as noted below, the budget might allow us to handle five papers each.

Because all of the topics are so intimately related and also in order to secure maximum cooperation from prospective academic contributors, we would be grateful to have your views on the desirability of appointing one synthesizer for the whole seminar. This person would have to be highly regarded in the academic as well as the development world, who would be willing and capable of integrating the papers and discussion into an article and of drafting, in advance of the seminar, a list of recommendations which would be discussed during the

seminar. This person would be involved in all phases of the preparation of the seminar, including finalization of the terms of reference, selection and briefing of authors, and editing of proceedings as well as drafting recommendations and preparing the summary paper. Among the North Americans who might be suitable for this post might be: Dr. David Maybury-Lewis, Chairman of the Department of Anthropology at Harvard University (who has a long term interest in "cultural survival" of threatened groups); Dr. Ernestine Freido, former Chairperson of the American Anthropological Association, with considerable field experience in social change in Greece. You will undoubtedly have notions about scholars from European or developing countries who might prove suitable. Please telephone your reactions to this idea. If we should agree that it has merit, the top candidate should be contacted as soon as possible.

On the topics and papers, we agree to your suggestion that sessions devoted to "International Understanding" be eliminated. We would, however, hope that some of the subjects mentioned under this heading, especially "demonstration effects" and "perceptions of tourists by host cultures and vice-versa", would be covered in the terms of reference of other papers, perhaps those dealing with values, beliefs, attitudes, customs and traditions.

We agree with you that the "effects of tourism on structure of authority and control" is extremely important. In our view, the political sensitivity of the topic is not such as to justify dropping it, although we would propose changing its title to "impact on institutions". We take your point about the importance of the organization of international tourism in this connection, and are working this into the terms of reference on this topic. In addition, we feel that this aspect would usefully be covered in the sessions on particular regions which we propose below.

We are now doubtful about the desirability of discussing "carrying capacity" as a separate topic in the seminar. We believe, however, that the carrying capacity notion is useful in coming to grips with the social and cultural implications of different types, amounts and growth rates of tourism (the proceedings of the UNECE Dubrovnik Seminar enshrine the term!). We would propose, therefore, that the carrying capacity issue be introduced into the terms of reference of every invited paper where the concept is likely to have some relevance (e.g., employment, institutions, values, etc.).

Finally, on topics, we would propose that the seminar should have at least two sessions devoted to analysis of particular geographical areas or countries where the "subject specialists" would have the opportunity to discuss the application of their ideas to those areas. This proposal would involve inviting a paper on such a country or area selected. In detail, therefore, we would propose that the seminar have six topics, with ten background papers. UNESCO

would handle the three topics which you proposed: impact on arts and crafts (2 papers), impact on values, customs, beliefs, traditions and attitudes (2 papers), and cultural property (1 paper), and we would handle employment (2 papers), institutions (1 paper), and case studies (2 papers).

We look forward to receiving your detailed terms of reference on the first three topics listed above. We are working on the terms of reference for the latter three. Even in advance of discussing the draft terms of reference, we would like to make some observations which may be useful in formulating them.

1. Impact on Arts and Crafts

We would hope that this would include all cultural expressions, including the performing arts as well as the plastic arts. The Tunisian paper you sent seems most interesting, and would seem an interesting possible contribution. On our part, we were interested in the work which Philip McKean carried out in Bali, and his ability to tie together analysis of arts, culture and tradition, and modern social changes (including tourism). Some of his papers (copies enclosed) are referred to in Noronha's study.

2. Impact on Customs, Beliefs, Traditions, and Values

This is one of the most important topics and covers such a large area that we believe that you may wish to consider having at least two or perhaps more papers prepared in this field. The knowledge that exists among anthropologists and sociologists on acculturation and social change should provide a basis to view tourism and its impacts within the larger framework of modernization. This would clarify which processes are at the basis of all change and which are intrinsic to tourism.

3. Impact on Cultural Property

This topic is clearly one on which UNESCO has extensive expertise and we look forward to learning more so it can be incorporated into our project work. We would accept your judgment on the appropriate person to carry out the work, but we assume that the paper would be concerned with cultural properties in different parts of the world. If you feel we can be of any assistance with the economic aspects, feel free to ask us.

4. Impact on Employment

We believe your suggestion that ILO be contacted to assist with a "quantitative" paper on employment impacts is useful. ILO has carried out extensive employment surveys in different countries, and we would be particularly interested in their data on origin of tourism workers (alternative occupations from which they are drawn), incomes obtained in tourism and their best alternatives, composition of the "tourism" labor force, by age, qualifications, experience, and the importance of seasonality. This would probably

mean a re-analysis of ILO data from studies they have carried out, plus, perhaps, some additional work. Another aspect to be covered would be the nature and importance of "indirect" tourism employment in alleviating poverty. Not least, we would be interested in finding out about the importance of tourism in stimulating employment in the "informal" as well as the "formal" sector. It may also be that the World Employment Program based in ILO can assist with this.

In addition, we would propose to commission a "qualitative" paper touching on the effects of migration on family and community life, the changing roles of different family members, family stratification, the role of women, the status of tourism occupations (formal as well as informal), and induced changes in basic cultural values associated with such employment.

5. Impact on Institutions

Here, we suggest focusing on the impact of tourism on the institutions of the host society; on the ways local institutions, vis-a-vis regional, national, and international organizations, participate in the decision process; and upon the options which exist by choosing different types of tourism or different rates of growth, to strengthen or weaken local organizations.

Rather than inviting a member of an international organization to write on this, we feel that this subject should be treated by someone from the academic community who has studied the problem in the field.

6. Impact of Tourism on Selected Geographical Areas

Two case studies which would identify the cultural and social effects tourism seems to have had in those particular areas, together with relevant data on population, numbers of tourists, types of hotels, etc., etc. We would propose that one of the papers be on Bali, given the complexity of the problems there, and Bank involvement. We are considering asking someone from the University of Denpasar or someone who has extensive knowledge about the latest developments in Bali. Another area worth considering would be Mexico, where Mr. Augustin Reynoso is the staff sociologist concerned with community development at the Ixtapa/Zihuatanejo for FONATUR (which is the agency responsible for development of tourism resort facilities in Mexico). On the other hand, we should perhaps consider a European or Caribbean destination. We would be grateful for your suggestions on this.

The timing of the seminar is important in relation to the quality we can expect. To have the seminar in December rather than in September would give us the time to select good authors, ask them to hand in draft background papers by August, give time to the senior social scientist to review the papers, write his "summary paper", work with us on the draft recommendations, and to have all of this material printed before the seminar. We also understand that your budget constraints are such that the seminar must be held before the end of December.

On location, we do not understand the advantage of Vienna over either Paris or Washington. As the attached budget shows, based on a hypothetical composition of origin of participants, travel and subsistence costs are more or less the same

March 12, 1976

for all three cities. Staff member attendance from UNESCO and the Bank would be more limited, and travel and subsistence of staff would be higher, if Vienna were chosen. The cost effectiveness of Washington or Paris would depend upon whether you could provide free conference facilities at your H.Q. (If we were to use the Bank's Paris office facilities, we would have to pay the travel costs of the translators, who would come from Washington.) From the point of view of making fullest use of this seminar to sensitize our own staff, and also to allow a few of our management and directors to meet the participants, we are still interested in having the seminar in Washington.

On finance for the seminar, we have up to US\$10,000 available for the seminar in this fiscal year (up to July 1976) and could provide perhaps US\$15,000 to US\$18,000 for the next fiscal year. To utilize this year's funds all expenses made before July 1, 1976, might be covered from our budget, if you agree, including even those expenses for which UNESCO is taking the administrative responsibility.

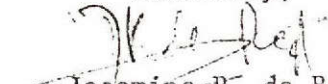
With respect to the operation of the seminar, we would propose the following format. The seminar would consist of plenary sessions and workshops. In the plenary sessions the background papers would be presented and general ideas discussed. At least once a day, the seminar participants would split into smaller workshops, which would be responsible for refining the draft recommendations prepared by the senior social scientist. We would suggest that the representatives of developing countries chair the different sessions. Some of these might be Government administrators, but we should also consider persons from regional research institutions. The burden of reporting on the sessions would be carried by ourselves (UNESCO and Bank staff).

If you agree with the idea of case studies, we think it would be useful to start the seminar with the presentation of one case study in which we focus on the problems resulting from tourism. This then will be the common background against which all the impacts can be seen. The second case study would be presented towards the end of the seminar. The discussion might highlight the applicability of the proposed recommendations.

Mr. Mitchell will be in Paris on March 29 and 30 (at the Hotel Prince de Galles) to attend a conference in our Paris office before going to Morocco on another mission. Mr. Mitchell and I could arrive for further discussions in the week of April 5th if that is convenient to you. I will telephone you on Tuesday, March 23 for your reaction to this letter in order to determine whether this would be desirable. I intend to send you our draft terms of reference as they are prepared, and Mr. Mitchell will carry any that have not been mailed by March 27. Should you wish to call me, my direct telephone extension in the Bank is (202) 477-5639.

I look forward to meeting you.

Sincerely,


Jacomina P. de Regt
Sociologist

Tourism Projects Department

Encls:

cc: Messrs. Tolbert, Vera, Mitchell, van Gent, Odone
JPdeRegt:mk

<u>Item</u>	<u>BUDGET</u>		
	<u>Paris</u>	<u>Vienna</u>	<u>Washington</u>
10 background papers	10,000	10,000	10,000
1 synthesis	2,000	2,000	2,000
Sub-total:	12,000	12,000	12,000
travel of 16 participants	11,300	12,200	12,800
per diems (4 days) ^{a/}	4,160	3,520	3,200
Sub-total:	15,460	15,720	16,000
conference facilities and interpreters	1,900 ^{b/}	2,500	free
travel for terms of reference, consultants' fees, senior social scientist	5,000	5,000	5,000
Sub-total:	6,900	7,500	5,000
<u>Total Costs:</u>	<u>34,360</u>	<u>35,220</u>	<u>33,000</u>
UNESCO Travel and Subsistence (5 staff members)	--	2,000	4,420
IBRD Travel and Subsistence (5 staff members)	4,720	5,190	--
	4,720	7,190	4,420
<u>Grand Total:</u>	<u>39,080</u>	<u>42,410</u>	<u>37,420</u>

^{a/} These estimates are based on 4 days for 16 people. As to your per diem figure for Vienna, we have found that actual average expenditures by Bank staff and consultants visiting Vienna within the last six months were substantially higher. These expenditures include subsistence, travel to and from the airport, baggage handling, and local taxis. We would suggest an intermediate figure of \$55 for Vienna, and for Washington: US\$50, and Paris: US\$65 per day. (The cost in Vienna, using the \$36 rate, would be \$2,300.)

^{b/} Assuming use of IBRD facilities in Paris and discussions in French and English, US\$1900 would cover the cost of two translators (\$950 each for travel and subsistence) who would have to be brought from Washington. If three languages were used, we would need six interpreters, and the cost would rise to \$5700. On the other hand, you may be able to provide conference facilities more cheaply.

Hypothetical Composition of Authors and Guests - Airfares (economy class, round trip) have been estimated from the ABC, February 1976

<u>from:</u>	<u>Vienna</u>	<u>Paris</u>	<u>Washington</u>
Casablanca	423	333	622
Tunis	434	276	794
Mexico	974	862	334
Denpasar-Indonesia	1,750	1,750	2,150
Kenya	1,059	1,059	1,514
Roumania	237	429	888
Barbados	1,128	1,024	444 <u>a/</u>
Greece/Spain (Average)	340	340	765
Lima, Peru	1,320	1,238	730
3 North America (Average) @ 800 =	2,400	@ 700 = 2,100	@ 200 = 600
4 "Northern" Europe (Average) @ 250 =	<u>1,000</u>	@ 200 = <u>800</u>	@ 700 = <u>2,800</u>
Total in FCU:	11,065	10,211	11,641
Total in US\$ (approximate):	11,618	10,722	12,223
December 1976 + (say) 5%:	12,199	11,258	12,834
<u>Approximate Total:</u>	12,200	11,300	12,800

a/ New York.

Note: We have left out the Pacific and Indian Ocean Islands (e.g., Mauritius, Seychelles, Samoa, Hawaii, Fiji, etc.); this list is really notional, to get some idea of relative costs.



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

7, place de Fontenoy, 75700 Paris

Files

The Director-General

référence : DG/2.3/801/6029

9 MARS 1976

Sir,

Subject: Conference of Ministers of Arab States Responsible
for the Application of Science and Technology to
Development (CASTARAB)
(Rabat, 16 - 25 August 1976)

By resolution 2.121 adopted at its eighteenth session, the General Conference authorized the Director-General to convene a Conference of Ministers of Arab States responsible for the Application of Science and Technology to Development. This Conference is being organized with the co-operation of the Arab Educational, Cultural and Scientific Organization (ALECSO) and the Economic Commission for Western Asia (ECWA). At the invitation of the Government of Morocco, it will be held in Rabat from 16 to 25 August 1976.

In application of Decision 4.2.1 taken by the Executive Board at its 97th session, I have the honour to invite your Organization to send an observer to this Conference.

The Provisional Agenda (UNESCO/SC-76/CASTARAB/1 prov.), the Annotated Provisional Agenda (UNESCO/SC-76/CASTARAB/1 Add.) and the Provisional Rules of Procedure (UNESCO/SC-76/CASTARAB/2 prov.) of the Conference are enclosed herewith. The main working paper (UNESCO/SC-76/CASTARAB/3) will be sent to you at least three months before the opening of the Conference.

If, as I earnestly hope, your Organization is in a position to accept this invitation, I should be grateful if you would be good enough to let me know by 1 July 1976 the name and official title of the observer designated by it.

In accordance with established practice, travel and subsistence costs of observers are covered by the organizations concerned.

Accept, Sir, the assurances of my highest consideration.

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

For the Director-General

J.M. Harrison
Assistant Director-General for Science

Rec'd in IBRD
3/18/76

March 5, 1976

Dear Mr. M' Bow:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated December 23, 1975 (Ref: DG/4.4/49.25.3), inviting the World Bank to be represented at the Intergovernmental Conference on Communication Policies in the Latin American and Caribbean Region, to be held in Quito from June 14 to 23, 1976.

We are grateful for the invitation but I have been asked to inform you that the Bank will not be in a position to send a representative to this meeting. We would, however, appreciate receiving the documents prepared for the meeting, particularly with reference to training, and the final report when it is issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Amadou-Mahtar M' Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Ballantine
" " & cc: Mr. Perez

mmcd


Water Supply & Sewerage

cc Health

cc Emons
✓ cc VI-UNESCO

March 4, 1976

Mr. M. Yudelman, Director, ACPDR, through
G.F. Darnell, Assistant Director, ACPDR
F.L. Hotes, Irrigation Adviser, ACPDR

Back-to-Office Report on Attendance at International Symposium on Arid
Lands Irrigation in Developing Countries, Environmental Problems and
Effects, Alexandria, Egypt, February 16-21, 1976

1. In accordance with Terms of Reference dated February 3, 1976, I arrived in Alexandria on February 15 to attend subject symposium. Following the Conference I departed Alexandria on February 21, returning to Washington, D.C. on February 22. This memo summarizes the highlights of the Symposium, one of which was the fortuitous field trip arranged for the attendees to the nearby irrigated areas west of the Noubaria Canal. This is the area in which the proposed Bank-financed Fruit and Vegetable Development Project would be located. Upon return to headquarters, it was my responsibility to review the irrigation and drainage aspects of the Draft Yellow Cover Appraisal Report for the project, and the field trip was of great assistance in helping to understand the complex and serious drainage problems of the area.

Conference Sponsorship and Attendance

2. The Conference was convened by the Committee on Water Research (COWAR) of the International Council of Scientific Unions, and organized jointly by COWAR, UNESCO, and the Academy of Sciences and the Ministry of Irrigation of Egypt. Other agencies providing support were UNEP, FAO, and WHO, while international non-governmental agencies cooperating were IAHS, IAH, ICID, ICOLD, ISSS, IUBS and IUPAC.

3. About 240 persons from 41 different countries were in attendance, with the largest representation being from the host country, Egypt. There were 14 from FAO (attributable largely to the staff of the UNDP/FAO West Noubaria Waterlogging and Salinity Study Project), 3 from UNESCO, 2 or 3 from WHO, 2 from UNEP, 1 from the UN Secretariat, and myself from the World Bank.

Program

4. Four of the five days were devoted to eight formal sessions. One day was set aside for the field trip mentioned in para. 1. At the formal sessions simultaneous translation facilities into Arabic, English and French were provided. Following an overview of the topic of each session by its Chairman, each panelist gave a summary of the highlights of their paper. Most papers had been pre-printed in a Symposium booklet; others were distributed in advance of the sessions. Following the summary presentations, general discussion ensued from the floor and the panel.

5. The papers and discussions covered a wide range of topics, from "traditional" papers on world irrigation development and influence of irrigation on mankind, to socio-economic aspects, influence of irrigation on land use, soils, water quality, the hydrological processes, biological balances of the environment, efficiency of irrigation schemes, and health problems in irrigation areas. A list of the chairmen, panelists, and papers is attached as Annex 1. I participated as a panelist at Session 3, where I discussed a paper for which I was the senior author on "Effects of Irrigation on Water Quality."

6. This was one of the best Symposiums I have attended. The papers, although covering many disciplines, were well-written and easy to understand. The various experts, including those in the audience, were knowledgeable and there was a vigorous and useful exchange of information and viewpoints. Some highlights are noted in following paragraphs.

Highlights

7. Clyde Houston (FAO) paper on "Irrigation Development in the World"

- i) New irrigation systems needed by 1985 - 23 million ha; cost \$40 billion.
- ii) Improvements to systems required by 1985 - 50 million ha; cost 25 billion.
- iii) Proposes that a World Survey of Water Resources and Irrigation Potential be undertaken as a co-operative project by relevant international agencies and interested countries. Cost to start - \$10 million.

8. Dez Irrigation Project - Iran. Dr. E. Ehlers of the University of Marburg/Lahn, Germany, gave a paper on "Social and Economic Consequences of Large Scale Irrigation Developments - The Dez Irrigation Project/Khuzestan, Iran." This project is partially financed by the Bank. Comparisons were given of the economic and social effects of four different types of agriculture in the project area: (i) agro-industries, (ii) agribusiness, (iii) farm corporations, and (iv) traditional farming. The paper is worth reading, although his differentiation between an agro-industry (sugar cane plantation) and an agribusiness (large scale mechanized farms under foreign management) is too simplistic and fails to recognize that the latter could have (and did) include plans for associated processing industries. I had a good personal discussion with him later during the week.

9. Influence of Irrigation on Precipitation in Semi-Arid Climates, by Schickedanz and Ackerman of the U.S.A.. A study was made as to whether or not the phenomenal growth of irrigation in the Great Plains of North America has had an appreciable effect on the region's climate. Tentative conclusions are that this has not produced additional clouds or precipitation.

10. Probability of Droughts and Secondary Salinization on World Soils by Kovda, Rozanov and Onishenko of the USSR contained some very interesting tables on complex ameliorations for main soil groups of arid regions under irrigation and a proposed classification scheme for aridity, drought probability and secondary salinization of irrigated soils, with a map.
11. A Comparison of Mosquito Populations in Irrigated and Non-irrigated Areas of the Kano Plains, Kenya was presented by Messrs. Hill, Chandler and Highton. They reported that the household entry rate of mosquitos in ricefield areas was approximately 4 times greater than in non-irrigated areas. The seven project villages were located adjacent to the rice fields, while the authors recommended that villages be located beyond the flight range of malaria vector mosquitos. Mosquito bite rates of 200 bites/person/night were reported.
12. The values of producing fish in connection with irrigation schemes were presented in two papers. During the discussion I mentioned that the Bank would consider financing such components of irrigation projects, and that this was done in the case of the Lower Sao Francisco Polders Project in Brazil.
13. Water weed problems in irrigation systems and reservoirs was the topic of an outstanding slide-illustrated presentation by Mitchell of the University of Rhodesia. I later discussed with him the problems of preparing a manual on the subject for Bank staff and Borrowers. Available publications should be evaluated first, but apparently this problem is not receiving the attention it deserves from economic, hydraulic, and health standpoints.
14. The results of a worldwide questionnaire survey of irrigation efficiencies was reported by Bos of the International Institute for Land Reclamation and Improvement, Wageningen. His Table 2 summarizes reported farm, ditch, field application, distribution and overall efficiencies from 91 irrigated areas in 29 countries. Most overall project efficiencies were in the 20% to 30% range. The greatest weakness of the study is that much, if not most, of the submitted data were not based on actual measurements. The value of the report is that it dramatizes the tremendous inefficiencies in current systems and practices, the potential for improvement and conservation of resources, with resultant increased agricultural production.
15. Health and Irrigation by Dr. Coumbaris of the Faculty of Medicine, Paris, gave an excellent overview of this subject. He remarked that "we do not yet know how to eliminate completely bilharziasis and malaria in developing countries, but a reasonable goal might be to prevent infection more often than every 2 or 3 days." Some 200 to 300 million people suffer from bilharziasis, for which there is not yet a universally safe, sure, cure.

March 4, 1976

16. An excellent summary of irrigation and malaria in arid lands was given by Dr. Farid, formerly of WHO.

17. The problems of Bilharziasis in the Irrigation Schemes of the Sudan were presented by Drs. Amin and Idris. They gave the World Bank a big (unsolicited) pat-on-the-back for including a major control program for the disease in the recently approved second stage development of the Rahad Project.

Wrap-Up Session

18. This was chaired by Dr. Gilbert White, famed geographer from the University of Colorado. He noted that at this symposium no one had proposed a panacea such as Sea Water Distillation, Cloud Seeding, or Solar Pumps, to solve all problems. Although these had been mentioned, they were recognized as being of value only in special situations. More application of available information is needed, and the technical disciplines must work together for an integrated approach. He noted that little was said about the role of economic and social efficiencies, but that these were important considerations in all cases. While problems were discussed frankly, he appreciated the positive outlook of most participants.

Symposium Proceedings

19. A copy of the Symposium pre-print is available in my office (Ext. 2763). It is hoped that the entire proceedings, including the pre-prints, can be published at a later date.

FLH:es:nw

Attachment

cc: Messrs. M. Burney
J. A. Lee

March 2, 1976

Dear Mr. Tanguiane:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated February 12, 1976 (Ref: DG/1.6), inviting the World Bank to be represented at the Special Committee of governmental experts to prepare a draft recommendation on the development of adult education to be held in Paris from June 2 to 12, 1976.

We are grateful for the invitation but I have been asked to inform you, with regret, that the Bank will not be in a position to send a representative to this meeting. We would, however, appreciate receiving the documents prepared for the meeting and the final report when it is issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. S. Tanguiane
Assistant Director-General for Education
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Ballantine
cc: Paris Office (for information)

Files with incoming letter

:mmcd
mmcd

February 24, 1976

Mr. Etienne Brunswic
Division of Methods, Materials and Techniques
United Nations Educational, Scientific and
Cultural Organization
7, place de Fontenoy
75700 Paris, France

Dear Etienne:

This is just a letter to thank you for your very useful contributions to the discussions in Dakar which has benefitted my own thinking considerably. I appreciate also the private discussions we had between the sessions and during the luncheons.

As regards the Bank activities, my major conclusions from the meetings and the exhibition are a further intensification of Bank support for local production of textbooks, maps and other appropriate materials, particularly in Basic Education.

With kind regards,

Sincerely yours,



Mats Hultin
Senior Adviser
Education Department

MGHultin/rcm

P.S. I look forward very much to receiving a copy of your study on Programmed Learning.

February 24, 1976

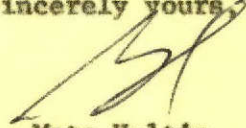
Mr. H. Dieuzeide, Director
Division of Methods, Materials and Techniques
United Nations Educational, Scientific and
Cultural Organization
7, place de Fontenoy
75700 Paris
France

Dear Mr. Dieuzeide:

The only purpose of this letter is to thank you for the useful discussions we had last Tuesday in Geneva regarding development of learning materials in our developing member countries.

I shall discuss your ideas about studies in this area with my colleagues in the Bank and return to you in due course.

Sincerely yours,



Mats Hultin
Senior Adviser
Education Department

MGHultin/rcm

LI-UNESCO
Science & Technology

February 20, 1976

Mr. Dragoljub Najman
Acting Assistant Director General
Cooperation for Development and
External Relations Sector
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris, France

Dear Dragy:

Thank you for your letter of January 23, with the attached draft terms of reference for a joint working party on science. I trust you have received by now the February 3 note from Mats Hultin acknowledging receipt of your letter, and will thus understand our unavoidable delay in getting a substantive reply back to you.

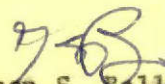
My immediate reaction to your letter and its proposals is somewhat confused. My recollections and notes of your meeting with Mr. McNamara suggest that while he was not particularly sanguine about practical results which might develop from joint discussion on increasing local science capability (beyond our present cooperation in educational development) he was open to suggestion and did agree that a dialogue on this question might prove useful. As I recall, he concluded by saying something like "We can see how far it goes."

I recognize that it was your intention to hold this discussion within the broad framework of the current Cooperative Program review, although we did not spell out how these things could be linked. I have read your proposed terms of reference for a working group on science and there are a number of questions and clarifications for which I think personal discussion would be desirable. I suggest we might have a look at this when you are here in March.

Meanwhile, Charles Weiss, the Bank's Science Adviser, who is the person most directly concerned in these matters, hopes to be in Paris during the early part of March and has suggested he might meet with Unesco people during a day or so for preliminary discussion of a more substantive type. The timing is somewhat dependent on recovery of family members from the "flu", which is so common here this winter. While this is less than an ideal timetable, I hope you will agree that it will help us to move the subject along.

With cordial regards,

Sincerely,



Duncan S. Ballantine
Education Department

cc and cleared: Mrs. Boskey, Mr. Weiss, Mr. Lynn Director
DSB/h1

OFFICE MEMORANDUM

TO : Mr. Charles Weiss, Jr.

DATE : February 20, 1976

FROM : Henri Bretaudeau *Henri Bretaudeau*

LI - UNESCO

SUBJECT : UNESCO - Conference on Earthquake Risk, Feb. 10-19, 1976

I am sending you under separate cover a full set of documents distributed at UNESCO during the Intergovernmental Conference on the Assessment and Mitigation of Earthquake Risk.

As announced by Mr. Steuber, this conference coincided with a very busy period in this office, and I was able to attend only the opening session. All I can say about the conference is that it seems that the most important and positive contribution was made by the Chinese delegation, which reported on a successful prediction of a large earthquake in Liaoning province last year, resulting from a complex approach which combined the activities of a number of scientist and amateur workers. The principal phenomena that were mentioned included changes in ground tilt and uplift, water level variations, geomagnetic and electric variations, time space variation of seismicity and anomalous animal behaviour.

cc: Mrs. Boskey
HB:lpl

in NRIC (D)
W-030
Agg
8/28/79

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1976 FEB 28 AM 8:56
INCOMING MAIL UNIT

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V L I - UNESCO
cc Education

Mr. Duncan S. Ballantine

February 20, 1976

Jean-Pierre Jallade

Division Chiefs Meeting - February 17, 1976

Two issues were dealt with during this meeting, namely, (a) the financing of Unesco's participation in Bank missions and (b) Mr. Willoughby's recommendation on problems in preparation of education projects.

On the first point, the Education Department mentioned that, in the past, the Bank had always funded administrative expenses (travel and subsistence allowances) of Unesco staff participating in Bank missions. It now appears that the Divisions are reluctant to keep up with this practice because of constraints on travel funds.

When asked about their opinion on this matter, one Division Chief mentioned that the Bank should pay whenever a Unesco staff member was requested by the Bank for a precise assignment clearly connected with Bank needs. In all other cases the Cooperative Program should provide the funds. Another Division Chief mentioned that Unesco should bear such expenses to the extent that they are the beneficiaries of those missions. As to Unesco's participation in completion missions, it was suggested that Unesco could write a completion report and submit it to the Division who will then write a PCR for Bank's use. In that case Unesco should meet the expenses involved.

The Education Department mentioned that there were two related issues, namely, (a) who pays for what? and (b) what should Unesco do? The matter was left open and will be taken up again during the present review of the Cooperative Program.

Turning now to Mr. Willoughby's recommendation about the unsatisfactory procedures of preparation of education projects, the Education Department made the point that the problem should be tackled in connection with present attempts made to postpone loan signing and Board presentation later in the project cycle after additional preparation work has been carried out.

Many Division Chiefs agreed with this move mentioning that they have, in fact, already been moving towards a two-stage appraisal procedure. From 1977 and on, education projects in West Africa will not be signed without having received preliminary drawings of facilities. Other Division Chiefs mentioned that their front offices were now pushing in that direction.

Turning back to the main point made by Mr. Willoughby, namely, that the Bank demands too much information to prepare education projects, the Education Department proposed to set up a study of the project cycle with a view to streamlining and improving project processing procedures.

According to one Division Chief, the study should focus on what the divisions are doing now and intend to do in the near future rather than on the past. Furthermore, in order to be useful, such a study should pay due consideration to the adaptation of Bank's procedures (budgeting, controlling procedures and the like) to the proposed innovations in the project cycle.

The Education Department then suggested that the problems involved emerged in the project design phase and continued through the implementation of the project, and therefore should be studied as a continuum within that portion of the project cycle. It was also suggested but not agreed that it might be useful to enlist the help of an outsider (namely, someone outside the Education Department and Education Divisions) and of a management specialist for this task. It was made clear to the Division Chiefs that the result of the study might be to generate changes of procedures which would be binding on the Divisions, and therefore people fully cognizant of the characteristics of education projects should make up the bulk of participation. Following another meeting with Division Chiefs, Assistant Project Directors would be invited for final discussion of the Terms of Reference of the study.

Another Division Chief mentioned that the needs and queries of the borrowers should be included in the study, the main purpose of which would therefore be to arrive at a new sharing of responsibilities between the Bank, Unesco and the borrowers in the preparation of education projects.

The Education Department mentioned that the three main topics of the study should be: (a) how detailed is the information required to prepare, appraise and implement projects; (b) when should various events take place within the project cycle; and (c) what are the manpower and budgeting implications of alternative procedures, including who should do what.

It was again mentioned that, in order to keep the mandate within manageable dimensions, the study should exclude the identification and sector study stages and focus exclusively on the design and processing of the project.

When asked by the Education Department if they would back the study, the Division Chiefs agreed in principle on its usefulness but requested that a written note be prepared.

The Education Department agreed to prepare a short note outlining the proposed study. The note would then be submitted to the Division Chiefs and once approved be followed by the drafting of Terms of Reference which again would be submitted to both the Division Chiefs and their respective Assistant Directors.

JPJ/nm

cc: Education Division Chiefs
Education Department Staff

LI - UNESCO

February 18, 1976

Dear Fritz:

In response to your telex 376, I enclose a copy of Mike Hoffman's letter to Mr. Fobes of Unesco, dated May 29, 1974, and of his May 28 letter to Mr. Narasimhan to which the Fobes letter refers, requesting use of the term "World Bank" rather than IBRD, etc. Letters to the same effect were also sent to UNDP, UNIDO, FAO, ILO, UNCTAD and WHO.

Sincerely,



Shirley Boskey
Director
International Relations Department

Mr. Fritz Steuber
Chief
External Relations Division
European Office
World Bank
66 avenue d'Iena
75116 Paris, France

Encl.

SBoskey:tsb
cc: Mr. W. Clark

February 18, 1976

Dear Mr. Terenzio:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated February 2, 1976 inviting the World Bank to be represented at the Inter-Parliamentary Union's Standing Study Committees to be held in Mexico City from April 20 to 23, 1976, and at the 118th session of the Council, taking place on April 24, 1976.

We are grateful for the invitation but I have been asked to inform you that the Bank will not be in a position to send a representative to these meetings. We would, however, appreciate receiving the report of the meetings when it is issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Pio-Carlo Terenzio
Secretary-General
Inter-Parliamentary Union
Place Du Petit-Saconnex
1211 Geneva 28
Switzerland

Cleared in substance with Mr. Kapur, LAC
cc: Paris Office (for information)

Files with incoming correspondence

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FEB 18 10 39 AM 1976

COMMUNICATIONS SECTION

FEB 18 1976

IBRD A PARIS

376 BOSKEY

Distribution:

Mrs. Boskey

QUITE SOME TIME AGO MIKE HOFFMAN INFORMED UNITED NATIONS OFFICIALLY ABOUT USE OF "WORLD BANK" INSTEAD OF "IBRD" IN ALL THEIR OFFICIAL DOCUMENTS AS WELL AS CONFERENCE NAME PLATES. UNESCO NOW INFORMS THEY WERE NEVER OFFICIALLY NOTIFIED. I AM ALMOST SURE THAT AT THE TIME WE ALSO INFORMED ALL SPECIALIZED AGENCIES ABOUT CHANGE. PLEASE CLARIFY. REGARDS

STEUBER

EGe

INTBAFRA WASH DC

LI - UNESCO

Mr. Shiv S. Kapur

February 13, 1976

L. Peter Chatenay

C

Inter-Parliamentary Union Spring Session, Mexico City, April 20-24, 1976

1. The Inter-Parliamentary Union is not really your business but is important from a public relations angle.
2. External Relations would not send anybody just for this meeting in which the Bank's interest is limited to the Economic Committee only, on the subject of the New International Economic Order.
3. This is therefore to ask you whether you know of anyone from the Bank staff who might be in Mexico City on April 20-23 or 24 and who could sit in for the Bank.
4. Please return the papers if your conclusion is that your side has nobody to ~~send~~. Thanks.

C.
5-ppst

Attachment

cc: Mr. Burney

LPChatenay:msh

LI - UN ERO

February 13, 1976

Dear Mr. M'Bow:

Thank you for your letter of January 23 advising that the term of Mr. Duncan Ballantine as a member of the Governing Board of the International Institute for Educational Planning is due to end on April 12, 1976. Please be advised that I wish to designate Mr. Ballantine for a further period of three years.

I am pleased that Mr. Ballantine has been able to contribute effectively to the development of the IIEP. I know that he in turn regards this association as extremely valuable to him and, more important, to the educational activity of the Bank as a whole. We will look forward to further progress of the Institute under the leadership of Dr. Weiler.

With personal regards,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Amadou-Mahtar M'Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris, France

cc: Mr. McNamara's Office (2)
Mr. Baum

DSBallantine/h1 *DSB*
February 11, 1976

LI-UNESCO



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

7, place de Fontenoy, 75700 Paris

Files

The Director-General

Reference: **DG/1.6**

12 February 1976

**Subject : Special Committee of governmental experts
to prepare a draft recommendation on the
development of adult education**

Dear Mr. McNamara,

By resolution 1.221 adopted at its eighteenth session, the General Conference authorized the Director-General to convene a special committee of governmental experts to prepare a draft recommendation on the development of adult education, which will be submitted to the General Conference at its nineteenth session. This committee, which will be composed of technical and legal experts appointed by Member States, will meet in Paris, at Unesco Headquarters, from 2 to 12 June 1976.

I have the honour to invite your Organization to send an observer to the meeting of this committee. Please find enclosed the provisional agenda and rules of procedure of the meeting, the working languages of which will be English, French, Russian and Spanish.

I am also sending you herewith a preliminary report which contains the text of a preliminary draft recommendation on the development of adult education (document ED/MD/37). A final report, comprising a revised text of the draft recommendation established in the light of the comments and observations made by Member States, will be submitted to the special committee. It will be forwarded to you in due course.

If your Organization is able to accept this invitation, I should be grateful if you would transmit to me, as soon as possible, the name and titles of your observer.

In conformity with established practice, travel and subsistence expenses of observers are borne by their organizations.

Rec'd in IRD

2/24/76
RECEIVED

Yours sincerely,

For the Director-General

S. Tanguiane

S. Tanguiane
Assistant Director-General
for Education

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

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

RECEIVED
1976 FEB 24 AM 11:33

for Education
Assistant Director-General
S. Langhorne

for the Director-General
Yours sincerely,

INCOMING MAIL UNIT
5/5/76
1976

expenses of members are borne by their organizations
in conformity with established practice, please and

provide the name and titles of your organization.
I should be grateful if you would transmit to me as soon as
if your organization is able to accept this invitation.

It will be forwarded to you in due course.
My member states will be invited to the special committee
established in the light of the comments and observations made
before, comprising a revised text of the draft recommendation
development of adult education (document ED/WD/31). A final
contains the text of a preliminary draft recommendation on the
I am also sending you herewith a preliminary report which

includes and summarizes
meeting, the working languages of which will be English, French,
enclosed the provisional agenda and rules of procedure of the
an observer to the meeting of this committee. Please find
I have the honor to invite your organization to send

representatives from 3 to 13 June 1976.
Experts appointed by member states will meet in Paris, at UNESCO
This committee, which will be composed of technical and legal
be invited to the General Conference at its nineteenth session.
recommendation on the development of adult education, which will
a special committee of governmental experts to prepare a draft
the General Conference authorized the Director-General to convene
by resolution 1971 adopted at its eighteenth session.

Dear Mr. McNamara,

development of adult education
to prepare a draft recommendation on the
subject: Special Committee of Governmental Experts

Reference: DC/1/e

15 February 1976

The Director-General

1, Place de Fontenay, 75300 Paris



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

RECEIVED

LI-UNESCO



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

7, place de Fontenoy, 75700 Paris

Le Directeur général

référence : DG/3.8/57

le 10 février 1976

Monsieur le Président,

J'ai l'honneur de me référer aux travaux de la Conférence intergouvernementale sur les politiques culturelles en Afrique que l'Unesco a organisée à Accra, du 27 octobre au 6 novembre 1975, avec la coopération de l'Organisation de l'Unité africaine.

Je me propose de vous faire parvenir, dès sa parution, le rapport final de cette importante réunion régionale de niveau ministériel.

...

D'ores et déjà, je vous communique ci-joint le texte de la recommandation n° 25 adoptée par la Conférence, dont le dispositif s'adresse directement à votre organisme.

J'espère que vous voudrez bien porter toute l'attention voulue à cette recommandation. Je reste, pour ma part, à votre disposition pour étudier, au niveau de nos deux institutions, les possibilités d'action concertée en faveur du développement culturel conçu comme partie intégrante du développement global des Etats membres d'Afrique.

Je vous prie d'agréer, Monsieur le Président, l'assurance de ma haute considération.

Original to: Mrs. Boshey
Date: FEB 18 1976
Communications Section

A. M' Bow


Amadou-Mahtar M'Bow

Monsieur MACNAMARA
Président de la Banque internationale
pour la reconstruction et le
développement et de
l'Association internationale de développement
1818 H. Street N.W.
WASHINGTON D.C. 20433

RECEIVED

Mr. John E. Merriam

February 10, 1976

Vittorio Masoni 

Reorganization of the Unesco's Information Department

Le Monde of February 4 has published a brief factual article on the fairly sweeping reorganization of Unesco's Information Department (attached). As you can see, Davico remains Director a.i. of the Department but he acquires a Deputy, Jacques Guerif. From Le Monde's report it appears that the four new functional divisions (press, audiovisual, promotion and public relations) are further broken down into several regional units. This looks like a formidable set-up indeed.

cc. Mr. W. Clark

UNESCO

LE SERVICE D'INFORMATION EST RÉORGANISÉ

Le service d'information de l'UNESCO vient d'être réorganisé. Jusqu'à présent, il comprenait deux divisions : celle de la presse, dont le responsable était un Français, M. Jacques Guérif, et celle de la radio et de l'audiovisuel (M. Gerald Wade). Il y aura quatre secteurs : presse et information audiovisuelle (M. Gerald Wade, Etats-Unis) ; diffusion du matériel d'information et promotion de l'image de l'UNESCO (M. Jean-Baptiste De Veck, Suisse) ; relations publiques et événements spéciaux (G. Lucio Attinelli, Italie) ; *Courrier de l'UNESCO* (M. Sandy Kessler, Etats-Unis).

D'autre part, des unités régionales d'information sont créées pour l'Afrique, l'Amérique latine, l'Amérique du Nord, l'Asie, les Etats arabes et l'Europe.

M. Jacques Guérif, qui était chef de la division de la presse depuis 1966, devient directeur adjoint de l'information aux côtés de M. Léon Davico, qui en est le directeur par intérim depuis la fin de décembre 1975.

UNION INTERPARLEMENTAIRE



INTER-PARLIAMENTARY UNION

*LI - UNESCO
Kapur*

PLACE DU PETIT-SAONNEX
1211 GENÈVE 28 (SUISSE)

Files

ADRESSE TÉLÉGRAPHIQUE
"INTERPARLEMENT-GENÈVE"
TÉLÉPHONE (022) 34 41 50

PCT/mk

Geneva, February 2, 1976

Sir,

I have the honour to inform you that the Inter-Parliamentary Union will this year hold its spring session in Mexico City, and I have pleasure in inviting the International Bank for Reconstruction and Development to be represented at the meetings of the Union's Standing Study Committees, which will be held from April 20 to 23, and at the 118th session of the Inter-Parliamentary Council, taking place on April 24.

You will find enclosed a document concerning these meetings, together with a copy of the invitation sent to the members of the Union by the Mexican Group. The working documents for the session will be sent to you in due time.

I should be grateful if you would let me know, as soon as possible, the names of your representatives.

I have the honour to be,

Sir,

Your obedient servant,

Pio-Carlo Terenzio
Secretary General

Mr. Robert S. McNamara,
President and Chairman of Executive Directors,
International Bank for Reconstruction
and Development,
1818 H-Street, N.W.,
WASHINGTON D.C. 20433,
USA.

*Agenda +
Work Program
to Mr Kapur*

Rec'd in IRD
2/9/76

LI - UNESCO
Kap-r

UNION INTERPARLEMENTAIRE



INTER-PARLIAMENTARY UNION

PLACE DU PETIT-SACONNEX
1211 GENÈVE 28 (SUISSE)

ADRESSE TÉLÉGRAPHIQUE
"INTERPARLEMENT-GENÈVE"
TÉLÉPHONE (022) 34 41 50

Geneva, February 2, 1976

PCT/mk

Sir,

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I should be grateful if you would let me know, as soon as possible, the names of your representatives.

I have the honour to be,

Sir,

Your obedient servant,

Pio-Carlo Terenzio
Secretary General

Mr. Robert S. McNamara,
President and Chairman of Executive Directors,
International Bank for Reconstruction
and Development,
1818 H-Street, N.W.,
WASHINGTON D.C. 20433,
USA.

SECRETARIAT
1976-02-09 10:12
Rec'd in IRD
2/9/76

RECEIVED

1976 FEB -6 AM 10: 1 1

COMMUNICATIONS
SECTION




January 28, 1976

Dear Mr. M'Bow:

On behalf of the President, I acknowledge receipt of your letter dated January 19 inviting the Bank to be represented at the meeting of the Special Intergovernmental Committee of Technical and Legal Experts in Paris from 22 to 31 March 1976.

We are grateful for the invitation but I have been asked to inform you that the Bank will not be in a position to send a representative to the meeting.

Sincerely yours,

Mahmud Burney 
Deputy Special Representative for
United Nations Organizations

Mr. Amadou-Mahtar M'Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

MAB:NL:cc

cc: Mr. Hultin

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM/CABLE/TELEX)

LI-UNESCO

- IBRD
- IDA
- IFC
- ICSID

[Handwritten signature]

TO: J. HAVET
UNESCO
PARIS

DATE:

Jan-26, 1976

ORIGINATOR'S EXT.:

COUNTRY: FRANCE

CLASS OF SERVICE:

Telx LC

CABLE NO. & TEXT:

REF 40208 GREATLY REGRET INABILITY TO ATTEND UNESCO/UNITAR
MEETING IN MARCH. REGARDS.

MAHBUB UL HAQ
INTBAFRAD

RECEIVED
COMMUNICATIONS
JAN 26 1976

NOT TO BE TRANSMITTED

REFERENCE:

AUTHORIZED BY (Name):

Mahbub ul Haq
Mahbub ul Haq, Director

DRAFTED BY:

DEPARTMENT:

Policy Planning & Program Review Department

CLEARANCES AND COPY DISTRIBUTION:

SIGNATURE (Of individual authorized to approve):

MHaq/blm

SECTION BELOW FOR USE OF CABLE SECTION

CHECKED FOR DISPATCH:

WARD
DA
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1976

WORLD BANK / IFC
OUTGOING MESSAGE FORM
(TELEGRAM / CABLE / TELEX)

FORM NO. 22
11-75

Handwritten notes:
JAN 26 1976
PARIS

DATE
ORIGINATOR'S EXT.
CLASS OF SERVICE

J. HAVET
UNESCO
PARIS
FRANCE

TO
COUNTRY
CABLE ADDRESS

REF #0208 GREATLY REGRET INABILITY TO ATTEND UNESCO/UNITAR
MEETING IN MARCH. REGARDS.

MAMBUU UL HAD
INTAFRAB

DISPATCHED
JAN 26 5 06 PM 1976
COMMUNICATIONS SECTION

DISPATCHED

NOT TO BE
FORWARDED BY
MAMBUU UL HAD, DIRECTOR
Policy Planning & Program Review Department
CHECKED FOR DISPATCH
Handwritten signature

REFERENCE
CLEARED BY
CLEARANCE AND DISTRIBUTION
MAMBUU UL HAD



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

CE: Mrs. Bookley
M. White
LI - UNESCO
Science & Technology
-928
DSB

7, place de Fontenoy, 75700 Paris

FEB 2 1976

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

référence : CPX/ADG/76/03

23 January 1976

Dear Duncan,

You will remember that Mr. McNamara agreed that we should set up a joint working party to study possible extension of our cooperation to the application of science and technology to development. I should like to set this up during the next few weeks so as to have some preliminary findings to coincide with the meeting of the Steering Committee on the review of the cooperative programme. I therefore take the liberty to suggest some terms of reference for such a working group. These are intentionally very general (except perhaps for the last para. (g)) since we would wish to leave our respective participants full freedom to exert their imagination. I would think that on the basis of these the working group would quickly be able to narrow down the area of discussion.

Looking forward to an early reply,

Yours sincerely,

Dragoljub Najman
Acting Assistant Director General
Cooperation for Development and
External Relations Sector

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

RECEIVED
FEB 2 1976

RECEIVED

1966 FEB -2 AM 11:49

U.S.A.
Washington D.C. 20540
1818 H Street N.W.
I.B.B.D.
Education Department
Director
Mr. D. S. Bajrang

External Relations Sector
Cooperation for Development and
Academic Assistance Director General
Dissemination Division



Yours sincerely,

Looking forward to an early reply.

to permit from the view of discussion.
parts of these the working group which we are
to expect their implementation. I would like to see on the
way to make our respective contributions in the field
(except perhaps for the year 1967) since we would
working group. These are intentions which we have
intended to address some items of reference for such a
the cooperative programme. I therefore take the
meeting of the steering committee on the basis of
make some preliminary findings to compare with the
like to see that by starting the next few weeks so as to
science and technology to development. I would
extension of our cooperation to the subregion of
we would see as a joint working basis to study possible
for that remember that Mr. Mchamara agreed that

Best regards

reference : CBX/VDC/19/03

53 JANUARY 1966

telex : 51402 Paris
cables : UNESCO Paris
telephone : 200-2121

1, place de Fontenoy, 75200 Paris

FEB 5 1966



United Nations Educational, Scientific and Cultural Organization

Handwritten notes and signatures at the bottom right of the page, including the date 'FEB 5 1966' and various initials.

PROPOSED TERMS OF REFERENCE FOR
WORKING GROUP ON SCIENCE

In order to broaden cooperation between Unesco and IBRD/IDA it has been agreed that a joint working group be set up to study and make recommendations concerning:

- (a) the contribution Unesco's science programme could make to possible Bank's lending operations in developing countries;
- (b) the support the Bank could provide to certain programme activities of Unesco in the field of science in developing countries;
- (c) other possible forms of mutual support.

To this end, the group should review:

- (d) the types of activities undertaken by either institution to determine compatibility or complementarity of action: e.g. technical assistance in project implementation;
- (e) areas of common interest where such complementary activities could be developed: e.g. high-level scientific and technological training;
- (f) problems likely to require research and development effort: e.g. endogenous creation rather than transfer of appropriate technologies (intermediate technologies);
- (g) development problems requiring research (similar to that already under way for agriculture): e.g. water resources, energy balance of food production, economics of unconventional energy sources.



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

7, place de Fontenoy, 75700 Paris

The Director-General

référence : DG/IIEP/GB/76/04

23 JAN. 1976

Dear Mr. McNamara,

You will recall that by your letter of 13 April 1973 you informed us that you had designated Mr. Duncan Ballantine to serve as member of the Governing Board of the International Institute for Educational Planning in succession to Mr. R.H. Demuth, for a term of three years, in accordance with Article III, paragraph 1(b) of the Institute's Statutes.

The term of office of Mr. Ballantine is due to end on 12 April 1976 and I am writing to invite you either to designate a new member of the Institute's Governing Board or to renew Mr. Ballantine's mandate for a further period of three years.

I wish to take this opportunity to convey to you our gratitude for the invaluable contribution which Mr. Ballantine has made to the successful development of the International Institute for Educational Planning as a member of the Institute's Board during the past three years.

With personal regards.

Yours sincerely,

A. M. M' Bow

Amadou-Mahtar M'Bow

Encl.: Statutes of the IIEP

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

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

STATUTES OF THE INTERNATIONAL INSTITUTE FOR
EDUCATIONAL PLANNING
(Revision 2; Corrigendum 1)

Article I

Establishment of the Institute

An International Institute for Educational Planning (hereinafter termed 'the Institute') is hereby established within the framework of the United Nations Educational, Scientific and Cultural Organization.

Article II

Aims and functions

1. The purpose of the Institute is to promote instruction and research on educational planning in relation to economic and social development.
2. To realize this purpose, the Institute will:
 - (a) provide instruction, by organizing in-service training courses, seminars and symposia, for senior civil servants, educational planners and economists or experts attached to institutions responsible for the promotion of social and economic development;
 - (b) endeavour to co-ordinate existing knowledge and experience gained on this subject, and to promote research into new concepts and methods of educational planning likely to further economic and social development.

Article III

Governing Board

Membership

1. The Institute shall be administered by a Governing Board (hereinafter called 'The Board'), consisting of twelve members chosen for their competence and sitting in a personal capacity. The members shall be designated or elected in the following way:

- (a) One member designated for a period of three years by the Secretary-General of the United Nations;
- (b) One member designated for a period of three years by the President of the International Bank for Reconstruction and Development;
- (c) One member designated, for a period of three years, in turn and in the following order by:

the Director-General of the Food and Agriculture Organization of the United Nations,
the Director-General of the World Health Organization,
the Director-General of the International Labour Organisation;

- (d) One member appointed, for a period of three years, in turn and in the following order by the directors of the three regional institutes for economic planning established by:

the United Nations Economic Commission for Asia and the Far East,
the United Nations Economic Commission for Africa,
the United Nations Economic Commission for Latin America;

- (e) Three educators recognized for their contribution in the field of human resource development;
- (f) Four members elected from among educators, economists and other specialists, one of whom shall be from each of Latin America, Asia, Africa and the Arab States, who have made contributions in the field of human resource development;
- (g) The members referred to in sub-paragraphs (e) and (f) shall be elected for a period of four years, in accordance with the provisions of paragraph 2 of the present Article. They shall be immediately eligible for a second term but shall not serve consecutively for more than two terms;
- (h) A chairman elected from among educators, economists and other specialists of international repute in the field of human resource development. He shall hold office for five years, and shall be immediately eligible for a second term but shall not serve consecutively for more than two terms. If, however, the chairman is elected from among the members of the Board, his total period of consecutive service on the Board shall not exceed the maximum period during which he could have served consecutively as chairman and, if necessary, his term of office as chairman shall be reduced by the time required to implement this provision.

2. Subject to the provisions of paragraph 4 of the present Article, the members of the Board mentioned in sub-paragraphs (e), (f) and (h) shall be elected by the Board as a whole.

3. The organizations and institutes mentioned in paragraph 1 above may be represented at the Board's sessions and participate in the Board's deliberations without the right to vote.

Transitional provisions

4. (a) The term of office of the members of the Board mentioned in sub-paragraphs (a), (b) and (c) of paragraph 1 of Article III of the Institute's Statutes, as adopted by the General Conference at its twelfth session, shall expire on the date of the entry into force of the present revised Statutes. Subsequently, the members mentioned in sub-paragraphs (a), (b), (c) and (d) of paragraph 1 of Article III of the present revised Statutes shall be designated in accordance with the provisions of the said sub-paragraphs.

(b) The term of office of the members of the Board mentioned in sub-paragraphs (d), (e) and (f) of paragraph 1 of Article III of the Statutes of the Institute, as adopted by the General Conference at its twelfth session shall continue for the period stipulated in those Statutes. Subsequently the members mentioned in sub-paragraphs (e), (f) and (h) of paragraph 1 of Article III of the present revised Statutes shall be elected in accordance with paragraph 2 of the said Article.

Article IV

Functions

1. The Board shall determine the general policy and the nature of the Institute's activities within the framework of the general policy of Unesco, with due regard to the obligations resulting from the fact that the Institute has been established within the framework of Unesco.

2. It shall decide how the funds available for the operation of the Institute are to be used, in accordance with the provisions of Article VIII, and shall adopt the budget. The budget ceiling shall not exceed the total sum available, including contributions and subventions paid to the Institute under formal agreement for the relevant financial year.

3. The Board shall lay down the conditions for the admission of participants to the Institute's courses and meetings. It shall make whatever general arrangements it may deem necessary for the establishment and execution of the programme of the Institute.

4. The Board shall be consulted as to the appointment of the senior officials of the Institute and shall make recommendations to the Director-General of Unesco as to the appointment of the Director.

5. The Board shall submit a report on the Institute's activities to each of the ordinary sessions of the General Conference of Unesco.

Article V

Procedure

1. The Board shall meet in ordinary session once a year. It may meet in extraordinary session when convened by its Chairman, either on his own initiative or at the request of four of its members.

2. The Board shall adopt its own Rules of Procedure.

3. The Board shall set up an Executive Committee consisting of the Chairman of the Board and four members elected in accordance with the provisions of the Board's Rules of Procedure. Between the sessions of the Board, the Executive Committee shall perform the functions assigned to it by the Board.

Article VI

The Director

1. The Director of the Institute shall be appointed by the Director-General of the United Nations Educational, Scientific and Cultural Organization on the recommendation of the Governing Board.

2. The Director shall be responsible for the administration of the Institute.

3. He shall prepare its draft programme of work and budget estimates and shall submit them to the Board for approval.

4. Subject to the latter's approval, he shall draw up detailed plans for teaching and research, and shall direct their execution.

Article VII

The Staff

1. The Director and members of the staff of the Institute shall be regarded as officials of Unesco within the meaning of Article VI, Section 18 of the Convention on the Privileges and Immunities of the Specialized Agencies.

2. The working hours for specialized staff members of the Institute, and in particular its teaching staff, shall be so calculated as to enable them to devote sufficient time to a study of problems arising in the field of educational and economic planning.

3. Members of the Institute's specialized staff may be authorized, under conditions to be laid down by the Director, to take part in research and planning, or in surveys organized by other international institutions or by governments on questions which fall within the Institute's field of competence. In no case, however, may the loan of the services of a staff member of the Institute entail interruption or serious delay in the instruction provided by the Institute.

Article VIII

Finance

1. The funds set aside for the operation of the Institute shall consist of the annual allocation determined by the General Conference of the United Nations Educational, Scientific and Cultural Organization, of such subventions, gifts and bequests as are allocated to it by other United Nations agencies, governments, public or private organizations, associations or individuals, and of fees collected for special purposes.

2. Funds allocated for the operation of the Institute shall be paid into a special account to be set up by the Director-General of the United Nations Educational, Scientific and Cultural Organization, in accordance with the relevant provisions of the Organization's Financial Regulations. This special account shall be operated and the Institute's budget administered in accordance with the above-mentioned provisions.

3. Upon termination of the life of the Institute its assets shall be vested in Unesco.

Article IX

Transitional provisions

1. The Director-General of the United Nations Educational, Scientific and Cultural Organization shall make all necessary arrangements for the Institute's entry into operation and for the establishment of its Governing Board. For this purpose, pending the adoption of the Institute's first annual budget, the Director-General shall incur the necessary expenditure from funds voted by the General Conference.

2. Notwithstanding the provisions of Articles IV and VI, the Director-General of the United Nations Educational, Scientific and Cultural Organization shall appoint the first Director and, in agreement with the latter, appoint the first senior officials of the Institute without consulting the Governing Board.

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LI-UNESCO

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From:

UNESCO Z PARIS

Distribution:

Education Proj.

INTBAFRAD WASH =

3293 FOR MULTIN

RE YOUR CABLE 22 JANUARY HAVE AGREED IN PRINCIPLE BOTTIS

PARTICIPATION IN BASIC EDUCATION STUDY BUT SUBJECT TO AUTHORIZAVON

OF GOVERNING BOARD HAMBURG INSTITUTE FOR ITS PARTICIPATION STOP

OFFICIAL COMMUNICATION TO THAT EFFECT NOT YET RECEIVED THANKS =

ARGYROPOULOS +

L I - UNESCO



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

7, place de Fontenoy, 75700 Paris

The Director-General

référence : **DG/4.1/3**

19 JAN 1976

Sir,

I have the honour to inform you that, pursuant to resolution 4.112 adopted by the General Conference at its eighteenth session, a Special Intergovernmental Committee of Technical and Legal Experts to Prepare a Draft Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials will meet at Unesco House, Paris, from 22 to 31 March 1976. The draft protocol to the above-mentioned Agreement will be submitted to the General Conference at its nineteenth session.

In accordance with Decision 5.5.1 adopted by the Executive Board at its 98th session, I take pleasure in inviting you to be represented at the meeting of this Committee by one or more observers.

The provisional agenda and rules of procedure of the Committee are enclosed herewith. A preliminary report, accompanied by a first draft of the protocol (document COM/MD/34), is being sent to you, for information, under separate cover.

I should be grateful if you would inform me at an early date of the name and the title of the observer or observers whom you might wish to designate to attend the meeting of the Committee.

Accept, Sir, the assurances of my highest consideration.

2 encl.

A.M. Atw

Amadou-Mahtar M'Bow

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

SECTION COMMUNICATIONS
1976 JAN 23 11:23

RECEIVED

Rec'd in IRD

1/23/76

*Rules of Procedure
attached to
Mr. Ballantine's copy*

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

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1/22/57
EST. IN 1950

1976 JAN 22 PM 4:57

COMMUNICATIONS
SECTION

Washington - Manila, M. Bow

Handwritten notes and signatures

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3 ENCLOS.

accept, Sir, the assurances of my highest consideration.

Committee.
When you might wish to designate to attend the meeting of the
early date of the name and the title of the officer or officers
I should be grateful if you would inform me at an

order.
MD\34) is being sent to you, for information, under separate
accompanied by a draft of the protocol (document COM/
the Committee are enclosed herewith. A preliminary report,
The provisional agenda and rules of procedure of

by one or more officers.
Inviting you to be represented at the meeting of this Committee
Executive Board at its 28th session, I take pleasure in
in accordance with Decision 2.2.1 adopted by the

nineteenth session.
Agreement will be submitted to the General Conference at its
22 to 31 March 1957. The draft protocol to the above-mentioned
and similar matters will meet at UNESCO House, Paris, from
to the agreement on the invitation of educational, scientific
of technical and legal experts to prepare a draft protocol
eighteenth session, a special intergovernmental committee
resolution 4.113 adopted by the General Conference at its
I have the honor to inform you that, pursuant to

Sir,

Reference: BC\4\13

1976 JAN 22

The Director-General

7 Place de Fontenay, 75200 Paris



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

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Distribution: limited

COM-76/CONF.203/1
PARIS, 4 December 1975
Original: English

DECLASSIFIED

MAY 22 2023

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

WBG ARCHIVES

SPECIAL INTERGOVERNMENTAL COMMITTEE OF TECHNICAL AND LEGAL EXPERTS
TO PREPARE A DRAFT PROTOCOL TO THE AGREEMENT ON THE IMPORTATION
OF EDUCATIONAL, SCIENTIFIC AND CULTURAL MATERIALS

Unesco House, Paris, 22-31 March 1976

PROVISIONAL AGENDA

1. Opening of the meeting.
2. Election of Chairman.
3. Adoption of the Rules of Procedure.
4. Election of Vice-Chairmen and Rapporteur.
5. Adoption of the Agenda.
6. Preparation of a Draft Protocol.*
7. Adoption of the report of the meeting.
8. Closure of the meeting.

* The schedule for this item will be included in a provisional time-table of sessions circulated in advance of the meeting.

DECLASSIFIED

MAY 22 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SPECIAL INTERGOVERNMENTAL COMMITTEE OF TECHNICAL AND LEGAL
EXPERTS TO PREPARE A DRAFT PROTOCOL TO THE AGREEMENT ON THE
IMPORTATION OF EDUCATIONAL, SCIENTIFIC AND CULTURAL MATERIALS

(Unesco House, Paris, 22-31 March 1976)

PROVISIONAL RULES OF PROCEDURE

(Established in accordance with the "Regulations for the
general classification of the various categories of meetings
convened by Unesco", as adopted by the General Conference
at its fourteenth session (14 C/Resolution 23) and amended at
its eighteenth session - (18 C/Resolutions 18.1 and 18.2))

I. PARTICIPATION

Rule 1 - Chief participants

The Governments of all the Member States and Associate Members of Unesco invited by decision of the Organization's Executive Board adopted at its 98th session in accordance with Article 21, paragraph 1, of the Regulations for the general classification of the various categories of meetings convened by Unesco, shall be entitled to take part in the meeting of the Committee with the right to vote.

Rule 2 - Representatives and observers

- 2.1 States which are not members of Unesco but which are members of other organizations of the United Nations system and are invited by decision of the Executive Board may be represented by observers.
- 2.2 The African liberation movements recognized by the Organization of African Unity and invited by decision of the Executive Board may be represented by observers.
- 2.3 The Palestine Liberation Organization recognized by the League of Arab States and invited by decision of the Executive Board may be represented by observers.
- 2.4 The United Nations and other organizations of the United Nations system with which Unesco has concluded mutual representation agreements may send representatives.
- 2.5 Intergovernmental and non-governmental organizations invited by decision of the Executive Board of Unesco may also send observers.
- 2.6 Representatives and observers may participate in the work of the meeting of the Committee without the right to vote and subject to Rule 9.3.

(COM-76/CONF.203/COL.2)

II. ORGANIZATION OF WORK

Rule 3 - Elections

The Committee shall elect a Chairman, one or more Vice-Chairmen and a Rapporteur.

Rule 4 - Subsidiary bodies

4.1 The Committee may set up such subsidiary bodies as it deems necessary for consideration of the items on its agenda and for the preparation and adoption of recommendations, within the limits of the technical facilities available.

4.2 The subsidiary bodies set up by the Committee shall each elect a Chairman, Vice-Chairman and Rapporteur.

Rule 5 - Bureau

5.1 The Bureau of the Committee shall consist of the Chairman, the Vice-Chairmen, the Rapporteur and the Chairmen of any subsidiary bodies set up by the Committee in accordance with Rule 4.1.

5.2 The function of the Bureau shall be to co-ordinate the work of the Committee and its subsidiary bodies, to fix the dates, hours and order of business of sessions and in general to assist the Chairman in carrying out his duties.

III. CONDUCT OF BUSINESS

Rule 6 - Duties of the Chairman

6.1 In addition to exercising the powers which are conferred upon him under any other provisions of the present Rules, the Chairman shall open and close each plenary session. He shall direct the discussions, ensure observance of these Rules, accord the right to speak, put questions to the vote and announce decisions. He shall rule on points of order and, subject to the present rules, shall control the proceedings and the maintenance of order. He shall not vote but may designate another member of his delegation to vote in his place.

6.2 If the Chairman is absent during a session or any part thereof, his place shall be taken by one of the Vice-Chairmen. A Vice-Chairman acting as Chairman shall have the same powers and duties as the Chairman.

6.3 The Chairmen and Vice-Chairmen of the subsidiary bodies of the Committee shall have the same duties with regard to the subsidiary body over which they are called upon to preside as the Chairman and the Vice-Chairmen of the Committee.

Rule 7 - Publicity of meetings

Plenary sessions and sessions of the subsidiary bodies shall be held in public unless the Committee or the subsidiary body concerned decides otherwise.

Rule 8 - Quorum

8.1 At plenary sessions a quorum shall consist of a majority of the States referred to in Rule 1 and represented at the meeting of the Committee.

- 8.2 At sessions of subsidiary bodies, a quorum shall consist of the majority of the States referred to in Rule 1 participating in the body concerned.
- 8.3 Neither the Committee nor its subsidiary bodies shall decide on any matter unless a quorum is present.

Rule 9 - Order and time-limit of speeches

- 9.1 The presiding officer shall call upon speakers in the order in which they signify their wish to speak.
- 9.2 The presiding officer may limit the time allowed to each speaker, if circumstances make this desirable.
- 9.3 Representatives and observers referred to in Rule 2 may speak with the previous consent of the presiding officer.

Rule 10 - Points of order

- 10.1 During a discussion, any delegation may raise a point of order, which shall be immediately decided upon by the presiding officer.
- 10.2 An appeal may be made against the ruling of the presiding officer. Such appeal shall be put to the vote immediately and the presiding officer's ruling shall prevail unless overruled by a majority of the delegations present and voting.

Rule 11 - Procedural motions

- 11.1 During a discussion, any delegation may move the adjournment or closure of the debate or the suspension or adjournment of the session.
- 11.2 Such a motion shall be put to the vote immediately. Subject to Rule 10.1, such motions shall have precedence in the following order over all other proposals or motions before the Committee.
- (a) suspension of the session;
 - (b) adjournment of the session;
 - (c) adjournment of the debate on the question under discussion;
 - (d) closure of the debate on the question under discussion.

Rule 12 - Resolutions and amendments

- 12.1 Draft resolutions and amendments may be proposed by the participants referred to in Rule 1 and shall be transmitted in writing to the Secretariat of the Committee which shall circulate copies to all delegations.
- 12.2 As a general rule, no draft resolution or amendment shall be examined or put to the vote unless it has been circulated sufficiently in advance to all delegations in the working languages of the Committee.

Rule 13 - Working languages

- 13.1 The working languages of the Committee shall be English, French, Russian and Spanish.
- 13.2 Speeches made at all plenary sessions and at sessions of the subsidiary bodies in one of the working languages shall be interpreted into the other working languages.
- 13.3 Speakers may, however, speak in any other language, provided they make their own arrangements for the interpretation of their speeches into one of the working languages.
- 13.4 The documents of the Committee shall be issued in English, French, Russian and Spanish.

Rule 14 - Voting

- 14.1 The delegation of each government referred to in Rule 1 shall have one vote in the Committee and in each of the subsidiary bodies on which it is represented.
- 14.2 Subject to the provisions of Rules 8.3 and 18, decisions shall be taken by a majority of the delegations present and voting.
- 14.3 For the purpose of the present Rules, the expression "delegations present and voting" shall mean delegations casting an affirmative or negative vote. Delegations abstaining from voting shall be considered as not voting.
- 14.4 Voting shall normally be by a show of hands.
- 14.5 When the result of a vote by a show of hands is in doubt, the presiding officer may take a second vote by roll-call. A vote by roll-call shall also be taken if it is requested by not less than two delegations before the voting takes place.
- 14.6 When an amendment to a proposal is moved, the amendment shall be voted on first. When two or more amendments to a proposal are moved, the Committee or any of its subsidiary bodies shall first vote on the amendment deemed by the presiding officer to be furthest removed in substance from the original proposal, and then on the amendment deemed by him to be next furthest removed therefrom and so on, until all the amendments have been put to the vote.
- 14.7 If one or more amendments are adopted, the amended proposal shall then be voted upon as a whole.
- 14.8 A motion is considered an amendment to a proposal if it merely adds to, deletes from or revises part of that proposal.

Rule 15 - Records

- 15.1 A record of the proceedings and recommendations of the subsidiary bodies shall be communicated to the Committee in the form of reports.
- 15.2 The Committee shall adopt a report on the results of its work, which shall include, in particular, the texts of the recommendations it has adopted.

- 15.3 After the closure of the meeting of the Committee, a final report shall be published by Unesco.

IV. SECRETARIAT OF THE COMMITTEE

Rule 16 - Secretariat

- 16.1 The Director-General of Unesco or his representative shall participate in the work of the Committee, without the right to vote. They may at any time make either oral or written statements to the Committee or its subsidiary bodies on any question under discussion.
- 16.2 The Director-General of Unesco shall appoint a member of the Secretariat to act as Secretary of the Committee as well as other officials who shall together constitute the Secretariat of the Committee.
- 16.3 The Secretariat shall receive, translate and distribute all official documents of the Committee and ensure the interpretation of the discussions, as provided in Rule 13. It shall also assist in drawing up the reports of the Committee and perform all other duties necessary for the proper conduct of the work of the meeting of the Committee.

V. ADOPTION AND AMENDMENT OF THE RULES OF PROCEDURE

Rule 17 - Adoption

The Committee shall adopt these Rules of Procedure by a decision taken in plenary session by a simple majority of the delegations present and voting.


Rule 18 - Amendment

The Committee may amend these Rules of Procedure by a decision taken in plenary session by a two-thirds majority of the delegations present and voting.

✓ Li - UNESCO
cc Li - UNACC Sub Comm.
cc EMENA

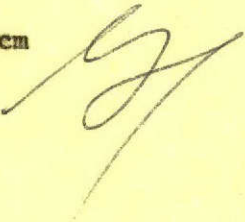
Mr. Mats Hultin

January 19, 1976

Duncan S. Ballantine 

Education Materials Conference and Exhibition in Dakar,
ACC Conference in Geneva, SIDA Workshop in Stockholm:
Terms of Reference

1. You will proceed to Dakar from Washington on or about February 8, 1976 to attend discussions organized by the European Association of Manufacturers and Distributors of Educational Materials (EURODIDAC) and sponsored by UNESCO on the production and use of education materials in Africa which will take place during February 9-12. You will, furthermore, visit the education materials exhibition organized by EURODIDAC to update our knowledge on education materials intended for use in African schools. While in Dakar, you will also meet with the UNESCO staff from Paris to discuss some experiences of UNESCO-UNDP projects on the development and production of learning materials in Africa and elsewhere.
2. You will proceed from Dakar to Geneva to participate in the fourth session of the ACC Sub-Committee on Education and Training from February 16 to 17.
3. You will proceed from Geneva to Stockholm to participate on February 18 in a workshop organized by SIDA for its staff to discuss policies in vocational education in developing countries. Furthermore, you will lecture on education and development at a seminar at the University of Stockholm on February 19.
4. On your return to Washington on or around February 20, you will report on your findings in Dakar, Geneva and Stockholm. A major objective of the visit to Dakar is to apply your observations in the work on the Education Department work program project on "Education Materials Production" (16-c), and your report should reflect this objective.

MGHultin/rcm 

January 19, 1976

Mr. Werner Moller
Acting Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Werner:

I attach a memorandum from Richard Johanson to me, in which he wishes to correct what was apparently inaccurate information in the Note for the Record on the Division staff meeting of 18 December, which you sent to me. His memorandum speaks for itself.

In reading that particular paragraph - at the top of page 2 - I myself wondered whether the discussion had not got on to things about which there was more speculation than solid knowledge, but since you were talking about the Review, which is designed among other things to improve understanding, why not raise these questions among yourselves and with the task force.

I have just had an interesting talk with Kit McKitterick, although I don't think we exploded any bombs.

With best regards,

Sincerely,

Duncan S. Ballantine
Director
Education Department

DSB/h1



REUNIONS INTERPARLEMENTAIRES

MEXICO, AVRIL 19-24, 1976

INVITATION

Mexico, le 15 Janvier 1976.

Monsieur le Président,


Chers Collègues Parlementaires,

J'ai l'honneur et le plaisir, en tant que représentant du Groupe National Mexicain de l'Union Interparlementaire, de vous adresser la présente invitation pour assister aux sessions de printemps de l'Union, qui se dérouleront dans la ville de Mexico du 19 au 24 avril de l'année en cours.

La cérémonie d'inauguration, en présence de Son Excellence Monsieur Luis Echeverría Alvarez, Président de la République du Mexique, aura lieu dans les locaux de l'Honorable Chambre des Députés. Les sessions de travail conformément au programme établi à cette occasion par l'Union Interparlementaire, se dérouleront dans la salle de conférences du Ministère des Affaires Etrangères.

Veuillez trouver en annexe à cette invitation tous les renseignements d'ordre général en relation au programme des réunions ainsi que les détails sur les conditions de votre séjour dans la ville de Mexico.

En vous souhaitant un bon et inoubliable voyage dans notre pays, le Groupe Mexicain, par notre intermédiaire, vous prie d'agréer, Monsieur le Président et chers Collègues, l'expression de ma très haute considération.


Sénateur Victor Manzanilla Schaffer
Président du Groupe National Mexicain
de l'Union Interparlementaire.

Rec'd in IRD

2/9/76

GENERAL INFORMATION

1. REGISTRATION OF DELEGATES

The National Groups are kindly requested to fill out the enclosed registration form (A), with two copies to be sent not later than February 13, 1976, to the following address:

Mr. Fernando Díaz Muñoz,
Administrative Secretary,
Mexican National Group of the Inter-Parliamentary Union,
Cámara de Senadores.
Xicoténcatl 9,
México 1, D. F., MEXICO.

An additional copy should be sent to the Inter-Parliamentary Bureau, Place du Petit Saconnex, 1211 Geneve 28, Switzerland.

2. ACCOMMODATIONS

Since the month of April is an important tourist season in Mexico, we shall very much appreciate your forwarding your hotel reservations as soon as possible. The Mexican Group has provisionally blocked out rooms in hotels of different types and prices, as indicated in the enclosed information sheet (B). The hotel reservation form (C) should be sent in duplicate to the Mexican Group at the address given above.

It is requested that any National Groups who may prefer to make their reservations through their diplomatic missions in Mexico will kindly so indicate on the hotel reservation form (C) to be sent to us, giving the name of the hotel where they will be staying.

3. PASSPORTS, VISAS, AND VACCINATION CERTIFICATES

Members of delegations from all countries affiliated to the Inter-Parliamentary Union and their parties, as well as observers and members of international organizations invited by the Inter-Parliamentary Council, will be given special permits as Distinguished Guests, valid for thirty days, in accordance with Section VII of Article 42 of the Mexican General Population Act.

These permits will be extended by any of our embassies or consulates abroad, upon presentation of passport and the enclosed invitation and Identification Card issued by the Mexican National Group.

In the event that any members of delegations or other guests are unable to obtain this special permit in their own or a nearby country, they may do so upon arrival at the Benito Juárez International Airport in Mexico City.

In keeping with international agreements, Mexico require smallpox vaccination certificates of all travellers, except those from the United States and Canada and those who have been in transit in those countries for more than two weeks prior to their arrival in our country.

4. AIR TRANSPORTATION

Mexico City is connected by air to all parts of the world, with the number of airlines serving it increasing constantly. Nevertheless, we recommend that if possible you travel by the Mexican lines, AeroMéxico and Mexicana de Aviación, in order to facilitate services provided by the Mexican National Group for meeting delegates and their parties at the airport.

5. CLIMATE

Mexico City enjoys a mild climate throughout the year, with a mean temperature in April of 17° C (63° F). However, since it is located at an altitude of 2,200 meters (7,300 feet) above sea level, the evenings are cool. In April there may be scattered showers.

6. DRESS

Light-weight clothing is recommended for daytime, with a jacket, sweater, or light coat in the early morning and evening. Although none of the activities included in the program call for formal dress, Mexico City is a cosmopolitan city and it is therefore recommended that ladies bring evening wear and gentlemen a dark suit. Ladies should also bring low-heeled walking shoes for their visits to the archaeological zones.

7. CURRENCY EXCHANGE

Mexico's monetary unit is the *Peso*, which is divided into 100 *Centavos*. There are no restrictions on the type and amount of foreign currency that can be brought into or taken out of Mexico from the following countries:

<u>Country</u>	<u>Currency Unit</u>	<u>Exchange rate in Mex. Cy. on December 30, 1975, subject to changes</u>
Austria	Schelling	0.6732
Belgium	Bel. Franc	0.3155
Canada	Dollar	12.2801
Costa Rica	Colon	1.4574
Denmark	Kroner	2.0221
France	Franc	2.7865
Germany (Federal Republic of)	Deutsche Mark	4.7611
Italy	Lira	0.01826
Japan	Yen	0.04092
Netherlands	Guilder	4.6462
Nicaragua	Cordoba	1.7842
Norway	Kroner	2.2357
Spain	Peseta	0.2089
Sweden	Kroner	2.8327
Switzerland	Franc	4.7624
United Kingdom	Pound	25.2510
United States of America	Dollar	12.49

Foreign visitors may bring currency in the form of bank notes, travellers' checks, or letters of credit.

All the above currencies may be exchanged for Mexican pesos at the main offices of the leading banks in our country and some of them at any branch. The only foreign currency that is freely accepted in hotels and shops in general is the U.S. dollar, although in some cases a commission is charged amounting to less than 0.8%.

8. BANKING AND SHOPPING HOURS

Banks are open from 9:00 a.m. to 1:30 p.m., Monday through Friday. In the area in which the hotels chosen by the Mexican National Group are located, there are branches of all the banking institutions.

Most shops are open from 10:00 a.m. to 7:00 p.m. on Monday, Tuesday, Thursday, and Friday, and from 10:00 a.m. to 8:00 p.m. on Wednesday and Saturday. Some shops are also open on Sunday.

9. IDENTITY CARDS AND LUGGAGE LABELS

A supply of identity cards (D) and luggage labels (E) is being sent to you with this invitation, for distribution to the delegates and persons accompanying them.

To facilitate reception at the airport all delegates are kindly requested to have their identity cards readily available and to affix labels to all pieces of luggage.

10. NAME BADGES

Name badges will be issued for all delegates, observers, and accompanying persons upon registration. We recommend that, for security reasons and to permit us to provide you with better service, badges be worn for all conference activities, both official and social, and for the ladies' programme.

11. AIRPORT RECEPTION

The Mexican National Group has made arrangements for the reception of delegates and their parties and transportation at the Benito Juárez International Airport in Mexico City on April 17, 18, and 19, in order to reduce to a minimum the usual immigration, customs, and health formalities and ensure that they are transported to their hotels as quickly as possible.

12. OFFICIAL TRANSPORTATION

The Mexican Group has arranged to provide transportation for the delegates from the María Isabel-Sheraton Hotel to the conference area at the Ministry of Foreign Relations. In view of the heavy traffic in Mexico City, this hotel has been chosen as the point of departure because of its easy access and parking for the coaches, and because it is located only a short distance away from the other official hotels.

For the benefit of all the delegates, the coaches will depart promptly at the time given in the program to be distributed upon registration.

13. RECEPTION AND INFORMATION BUREAU

A Reception and Information Bureau will be set up in the conference area at the Ministry of Foreign Relations, where delegates may pick up their documentation on registration day, Monday, April 19, from 9:00 a.m. to 7:00 p.m., and correspondence throughout the conference.

14. TRAVEL AGENCY

A travel agency will operate in the conference area to assist any delegates wishing to make individual arrangements or to confirm their return flights.

15. COMMUNICATION SERVICES

Post office and telephone services will be available to the delegates in the conference area. Special telephone lines will be installed for long-distance service, on which delegates may make collect calls.

16. MEDICAL SERVICES

Emergency medical care is provided in the conference area at the Ministry of Foreign Relations. If necessary, the Mexican National Group will make arrangements for medical treatment and hospitalization, but the delegates will bear financial responsibility.

17. COFFEE SHOP AND RESTAURANT

Coffee will be served to the delegates in the conference area at the Ministry of Foreign Relations. There is a small restaurant next to the conference area where any delegates not wishing to return to their hotels may have lunch.

Transportation will be provided at mid-day by the Mexican National Group from the conference area to the María Isabel Hotel to allow the delegates to have lunch in any of the nearby restaurants.

18. LADIES' PROGRAMME

The Mexican National Group is preparing a special programme for the ladies and other persons accompanying the delegates, the details of which will be included in the documentation to be handed out during registration.

Any ladies not wishing to participate in the special activities planned for them are kindly requested to inform the Reception and Information Bureau of this when they register.

19. EXCURSION

For the excursion on Sunday, April 25, a day trip to the City of Puebla is being planned. Additional information will be provided in the conference handbook.

20. MAIL

All correspondence relating to the 1976 Spring Sessions should be addressed to:

Mr. Fernando Díaz Muñoz,
Administrative Secretary,
Mexican National Group of the Inter-Parliamentary Union.
Cámara de Senadores,
Xicoténcatl 9,
México 1, D. F., MEXICO.

Cables should be addressed to: SENADOMEX.

Delegates' mail during their stay in Mexico City should be addressed to:

c/o Grupo Nacional Mexicano de la
Unión Interparlamentaria
Cámara de Senadores
Xicoténcatl 9
México 1, D. F., MEXICO.

All mail will be delivered to the delegates at the Reception and Information Bureau to be set up for this purpose in the conference area at the Ministry of Foreign Relations.

WORK PROGRAMME

Monday, April 19

- 10:00 a.m. – Meeting of the Executive Committee
- 3:00 p.m. – Meeting of the Executive Committee

Tuesday, April 20

- 10:00 a.m. – Inaugural Ceremony
- 11:30 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Wednesday, April 21

- 10:00 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Thursday, April 22

- 10:00 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Friday, April 23

- 10:00 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Saturday, April 24

- 10:00 a.m. – Meeting of the Inter-Parliamentary Council
- 3:00 p.m. – Meeting of the Inter-Parliamentary Council



PLACE DU PETIT-SACONNEX
1211 GENÈVE 28 (SUISSE)

ADRESSE TÉLÉGRAPHIQUE
"INTERPARLEMENT-GENÈVE"
TÉLÉPHONE (022) 34 41 50

118TH SESSION OF THE INTER-PARLIAMENTARY COUNCIL

Agenda fixed by the Executive Committee

- I. Provisions relating to the Agenda
- II. Approval of the Minutes of the 117th Session of the Council (CL/117/75/SR) (London, September, 1975)
- III. Requests for Affiliation and Reaffiliation to the Union
Report by the Executive Committee
- IV. Situation of Certain National Groups
Report by the Executive Committee
- V. Preliminary Report by the Secretary General on the Activities of the Union since the 117th Session of the Council

Under this item, the Secretary General will not only report on the activities of the Union in general but also inform Council members of the results of measures taken by the National Groups and himself in accordance with the resolution on "The Situation in Chile" adopted by the Inter-Parliamentary Council at its 117th session in London.
- VI. Report by the Auditors on the 1975 Accounts
- VII. Report of the Special Committee for the Study of the Means to control the Pollution of the Mediterranean Sea (Monaco, October 23-24, 1975)
- VIII. Results of the IVth International Symposium (Geneva, January 29, 30 and 31, 1976)
Report of the Secretary General

- IX. Possibility of setting up within the Union a Procedure for examining and treating Communications concerning Human Rights Matters
 - Report of the Committee on Parliamentary, Juridical and Human Rights Questions
- X. 63rd Inter-Parliamentary Conference (Madrid, Spain)
 - (a) Consideration of Proposals of the Study Committees; Establishment of the Agenda and Timetable
 - (b) Technical Organization
- XI. Future Inter-Parliamentary Meetings
- XII. Revision of the Union's Statutes

N.B. At its Mexico session, the Executive Committee may be called upon to add other items to the agenda given above. Moreover, the Council may be asked to decide on the inclusion of supplementary items in the agenda following requests to that effect made by certain of its members in conformity with the relevant provisions of the Rules.



INTER-PARLIAMENTARY UNION

PLACE DU PETIT-SACONNEX

1211 GENÈVE 28 (SWITZERLAND)

TELEGRAPH "INTERPARLEMENT-GENÈVE" TELEPHONE (022) 34 41 50

GRP/75/29
November 12, 1975

SPRING MEETINGS 1976 :
WORK PROGRAMME AND TIMETABLE OF THE STUDY COMMITTEES
WORK OF THE COUNCIL

Mr. President, /Madam President,
Mr. Secretary, /Madam Secretary,

As you are aware, the Inter-Parliamentary Council, at its 114th session in Bucharest in April 1974, unanimously decided to accept the Mexican Group's invitation to hold the 1976 spring meetings in Mexico City from April 18 to 24.

Below will be found the programme and timetable of the session, as well as indications regarding the general organization of the latter. Once certain other details concerning the organization of the session have been finalized with the authorities of the Mexican Group, they will be communicated to you in the convocations of the various bodies that will meet in Mexico City.

The official invitation from the Mexican Group will be sent to you in January 1976.

I. WORK PROGRAMMES OF THE STUDY COMMITTEES

At its 170th session, held in London on September 13 last, the Executive Committee selected the subjects to be considered by the Study Committees in 1976.

At that time, the Executive Committee took into account, as far as possible, the wishes expressed by the National Groups and the Study Committees.

You will find attached (Annex I) the substantive items placed on the agenda of the Study Committees, which were communicated to you in the Information Document of the 62nd Inter-Parliamentary Conference (INF/75/4 of October 10, 1975).

The convocations for the Committees will be sent to you at the beginning of 1976. They will all meet in Mexico City; however, since the Committee on Non-Self-Governing Territories and Ethnic Questions has no substantive item on its agenda, it will convene solely in order to elect its officers.

II. TIMETABLE

The Study Committees will be convened as follows:

1. Committee on Political Questions, International Security and Disarmament Tuesday, April 20, at 11.30 a.m.
Wednesday, April 21, at 10 a.m.
Thursday, April 22, at 10 a.m.
Friday, April 23, at 3 p.m.
2. Committee on Parliamentary, Juridical and Human Rights Questions Tuesday, April 20, at 3 p.m.
Wednesday, April 21, at 3 p.m.
Thursday, April 22, at 3 p.m.
Friday, April 23, at 10 a.m.
3. Economic and Social Committee Tuesday, April 20, at 11.30 a.m.
Wednesday, April 21, at 10 a.m.
Thursday, April 22, at 10 a.m.
Friday, April 23, at 10 a.m.
4. Educational, Scientific and Cultural Committee Tuesday, April 20, at 3 p.m.
Wednesday, April 21, at 3 p.m.
Thursday, April 22, at 3 p.m.
Friday, April 23, from 3 p.m. to 4.30 p.m.
5. Committee on Non-Self-Governing Territories and Ethnic Questions Friday, April 23, at 4.30 p.m.

A detailed programme and timetable of the session are attached (Annexes II and III).

As will be seen, there are never more than two Committee meetings taking place simultaneously.

Each National Group may be represented in a Committee by a member and a substitute, either of whom has the right to speak, but only one of whom may vote.

As customary, simultaneous interpretation will be provided for Study Committee debates.

III. WORKING PAPERS

The National Groups are called upon to contribute to the preparation of the work of the Study Committees by submitting memoranda or draft resolutions on one or another of the questions included in the agenda. As last year, no memorandum is requested on the item entitled "Study of the part the Union could play in preventing cruel, inhuman or degrading treatment or punishment, in particular, the possibility of setting up within the Union a procedure for examining and treating communications concerning human rights matters", whose consideration the Committee on Parliamentary, Juridical and Human Rights Questions will continue this year. The information document on this question prepared by the Secretariat for the Colombo session will be distributed again, after having been updated at the Committee's request.

Memoranda should not exceed four or five double-spaced type-written pages (1,500 to 2,000 words).

National Groups are requested to send their memoranda in the two working languages of the Union, English and French. However, in view of the translation difficulties which some Groups might encounter, the Bureau will undertake to translate texts sent in one language only which arrive before February 6, 1976.

The time-limit for the receipt in Geneva of working documents in both English and French has been fixed at February 21, 1976. However, the attention of the National Groups is drawn to the final paragraph of the resolution on "Development and International Economic Co-operation"

adopted in London by the 62nd Inter-Parliamentary Conference which

"Invites the National Groups to make known, by December 31, 1975, their opinions, proposals and suggestions regarding the main elements of a new international economic order and the contribution of Parliaments to its implementation which, together with the conclusions of the Bucharest Symposium on "A New System of International Economic Relations", could form the basis for the debates of the 63rd Inter-Parliamentary Conference".

Memoranda which reach Geneva after February 21 cannot be distributed in advance to National Groups. As far as possible, this will be done at the opening of the session. If they are sent in one language only, no translation can be made.

On some questions, the Secretariat will prepare general information documents for the Study Committees or will supply them with documents prepared by the United Nations or Specialized Agencies.

IV. WORK OF THE COUNCIL

As customary, the Inter-Parliamentary Council will meet at the end of the spring meetings and its 118th session will be held on April 24 next, at 10 a.m. and 3 p.m.

You will receive at the beginning of 1976 the convocation for this body containing the detailed agenda of the session.

Each National Group shall be represented on the Council by two members. A member of the Council who is unable to attend may be represented by another member of his Group, duly authorized to that effect.

V. PLACE OF MEETING

You will be informed of the place of meetings in the convocations of the various bodies.

VI. ACCOMMODATION

Accommodation for delegates will be arranged under the responsibility of the Mexican Group, which will send you a list of hotels and prices, together with a supply of hotel reservation forms.

No correspondence with regard to accommodation should be addressed to the Inter-Parliamentary Bureau in Geneva.

VII. LIST OF DELEGATES

Secretaries of National Groups are requested to return, as soon as possible, to the address indicated in the Mexican Group's invitation, the registration form listing the members of their delegation, together with the names of accompanying persons. A copy of the list should be sent separately to the Inter-Parliamentary Bureau, Place du Petit-Saconnex, 1209 Geneva.

VIII. INAUGURAL CEREMONY

Details concerning the Inaugural Ceremony will be communicated to you in the convocations of the various bodies.

IX. RECEPTIONS

Delegates will be informed by the Mexican Group of the official receptions to be arranged.

X. INFORMATION SERVICE

Upon their arrival in Mexico, delegates are requested to register with the Information Service which will function during the session. Mail and invitations may be collected at this bureau.

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Further copies of this circular and its annexes are available, if required.

I sincerely hope that your National Group will find the programme of work established by the Executive Committee for 1976 of interest and that it will participate in the forthcoming Mexico session, thus contributing to the preparation of the 63rd Inter-Parliamentary Conference.

I have the honour to be,
Mr. President, /Madam President,
Mr. Secretary, /Madam Secretary,

Your obedient servant,

A handwritten signature in black ink, consisting of a series of loops and flourishes, positioned above the typed name.

Pio-Carlo Terenzio
Secretary General

ANNEXES

SUBSTANTIVE ITEMS PLACED ON THE AGENDA OF THE
STUDY COMMITTEES IN 1976

At its 170th session, the Executive Committee placed the following items on the agenda of the Study Committees in 1976:

Committee on Political Questions, International Security and Disarmament

The urgency of reducing tension in the world and of establishing international regulations on the trade in conventional weapons

Committee on Parliamentary, Juridical and Human Rights Questions

1. Parliament as an expression of the social structure of a society
2. Study of the part the Union could play in preventing cruel, inhuman or degrading treatment or punishment, in particular, the possibility of setting up within the Union a procedure for examining and treating communications concerning human rights matters

(Continuation of the discussion held in Colombo in April 1975)

Economic and Social Committee

The setting up of a new international economic order

Educational, Scientific and Cultural Committee

Co-operation in the fields of education, science and culture, and further improvement of international relations

Committee on Non-Self-Governing Territories and Ethnic Questions

The Executive Committee decided not to place a substantive item on the agenda of this Committee in 1976; it will, however, be convened at the Mexico spring meetings in order to elect its officers for the period from spring 1976 to spring 1977.

ANNEX II

SPRING MEETINGS 1976
Mexico City (Mexico)
(April 18-24)

GENERAL WORK PROGRAMME

Sunday, April 18
10 a.m. and 3 p.m.

171st Session of the Executive Committee

Monday, April 19
10 a.m. and 3 p.m.

171st Session of the Executive Committee (continuation)

Tuesday, April 20
10 a.m.

I N A U G U R A L C E R E M O N Y

11.30 a.m.

Committee on Political
Questions, International
Security and Disarmament

The urgency of reducing
tension in the world and
of establishing inter-
national regulations on
the trade in conventional
weapons

Economic and Social
Committee

The setting up of a
new international
economic order

3 p.m.

Committee on Parliamentary,
Juridical and Human Rights
Questions

Parliament as an expression
of the social structure of
a society

Educational, Scientific
and Cultural Committee

Co-operation in the
fields of education,
science and culture,
and further improvement
of international relations

Wednesday, April 21
10 a.m.

Committee on Political
Questions, International
Security and Disarmament

The urgency of reducing
tension in the world and of
establishing international
regulations on the trade in
conventional weapons
(continuation)

Economic and Social
Committee

The setting up of a
new international
economic order
(continuation)

3 p.m.

Committee on Parliamentary,
Juridical and Human Rights
Questions

Parliament as an expression of the social structure of a society (continuation)

Study of the part the Union could play in preventing cruel, inhuman or degrading treatment or punishment, in particular, the possibility of setting up within the Union a procedure for examining and treating communications concerning human rights matters

Educational, Scientific
and Cultural Committee

Co-operation in the fields of education, science and culture, and further improvement of international relations (continuation)

Thursday, April 22
10 a.m.

Committee on Political
Questions, International
Security and Disarmament

The urgency of reducing tension in the world and of establishing international regulations on the trade in conventional weapons (continuation)

Economic and Social
Committee

The setting up of a new international economic order (continuation)

3 p.m.

Committee on Parliamentary,
Juridical and Human Rights
Questions

Study of the part the Union could play in preventing cruel, inhuman or degrading treatment or punishment, in particular, the possibility of setting up within the Union a procedure for examining and treating communications concerning human rights matters (continuation)

Educational, Scientific
and Cultural Committee

Co-operation in the fields of education, science and culture, and further improvement of international relations (continuation)

Friday, April 23

10 a.m.

Committee on Parliamentary,
Juridical and Human Rights
Questions

Parliament as an expression
of the social structure of
a society (end)

Study of the part the Union
could play in preventing
cruel, inhuman or degrading
treatment or punishment, in
particular, the possibility
of setting up within the
Union a procedure for exam-
ining and treating communi-
cations concerning human
rights matters (end)

Elections

3 p.m.

Committee on Political
Questions, International
Security and Disarmament

The urgency of reducing
tension in the world and of
establishing international
regulations on the trade in
conventional weapons (end)

Elections

4.30 p.m.

Saturday, April 24

10 a.m. and 3 p.m.

Economic and Social
Committee

The setting up of a
new international
economic order
(end)

Elections

Educational, Scientific
and Cultural Committee

Co-operation in the
fields of education,
science and culture,
and further improve-
ment of international
relations (end)

Elections

Committee on Non-Self-
Governing Territories
and Ethnic Questions

Elections

118th Session of the Inter-Parliamentary Council

CALENDRIER DE TRAVAIL
TIMETABLE

Dimanche 18 Sunday 18		Mardi 20 Tuesday 20		Mercredi 21 Wednesday 21		Jeudi 22 Thursday 22		Vendredi 23 Friday 23		Samedi 24 Saturday 24
Lundi 19 Monday 19		Mardi 20 Tuesday 20		Mercredi 21 Wednesday 21		Jeudi 22 Thursday 22		Vendredi 23 Friday 23		Samedi 24 Saturday 24
10 h.	Comité exécutif Executive Committee	Cérémonie inaugurale Inaugural Ceremony		Commission politique	Commission économique	Commission politique	Commission économique	Commission parlementaire	Commission économique	Conseil interparlementaire Inter-Parliamentary Council
11h.30		Commission politique Political Committee	Commission économique Economic Committee	Political Committee	Economic Committee	Political Committee	Economic Committee	Parlia- mentary Committee	Economic Committee	
15 h.		Commission parlemen- taire Parlia- mentary Committee	Commission pour l'édu- cation Educa- tional Committee	Commission parlemen- taire Parlia- mentary Committee	Commission pour l'édu- cation Educa- tional Committee	Commission parlemen- taire Parlia- mentary Committee	Commission pour l'édu- cation Educa- tional Committee	Commission politique Political Committee	Commission pour l'édu- cation Educa- tional Committee	
16h.30									Commission territoires non auto- nomes Non-Self- Governing Territories	
Salle Room		Salle I Room I	Salle II Room II	Salle I Room I	Salle II Room II	Salle I Room I	Salle II Room II	Salle I Room I	Salle II Room II	



INTER-PARLIAMENTARY UNION

PLACE DU PETIT-SACONNEX
1211 GENÈVE 26 (SWITZERLAND)

TELEGRAPH "INTERPARLEMENT-GENÈVE" TELEPHONE (022) 34 41 50

GRP/75/29 - Add.1
December 22, 1975

FURTHER INFORMATION CONCERNING THE ORGANIZATION OF THE INTER-PARLIAMENTARY MEETINGS IN MEXICO CITY (April 18 - 24, 1976)

1. Inaugural Ceremony

The inaugural Ceremony will take place on Tuesday, April 20, at 10 a.m. in the Chamber of Deputies, in the presence of Mr. Luis Echeverria, President of the Republic.

2. Place of Meetings

The meetings of the Study Committees and the Inter-Parliamentary Council will be held in the Foreign Ministry Building.

The meeting place of the Executive Committee will be communicated in the convocation of that body.

3. Simultaneous Interpretation

The equipment for simultaneous interpretation - permanently installed in the meeting rooms - comprises five interpretation channels. Two channels will be used for the official languages, English and French; one channel will be used by the Mexican Group for Spanish and the two others have been reserved by the Soviet and Japanese Groups.



INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

REGISTRATION FORM *

(Please typewrite)

Annex A

1. Group: _____

2. Delegates:
(Last name in capitals, first name,
Parliamentary Title and Participating Capacity)

Accompanied by:

3. Secretaries and Advisors accompanying the Delegation:
(Last name in capitals, first name and designation)

Accompanied by:

4. Association of Secretaries-General of Parliaments:
(Last name in capitals, first name and designation)

Accompanied by:

Date: _____

Secretary of the Group
(Signature)

* Please complete this form in duplicate and return it *no later than February 13, 1976* to Mr. Fernando Díaz Muñoz, Administrative Secretary, Mexican National Group of the Inter-Parliamentary Union, Cámara de Senadores, Xicoténcatl 9, México 1, D. F. MEXICO. An additional copy should be forwarded to the Inter-Parliamentary Bureau, Place du Petit-Saconnex, 1211 Genève 28, Suisse.



REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Annexe A

FORMULAIRE D'INSCRIPTION *

___ (Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs).

1. Groupe

2. Délégués: Accompagnés de
(Nom en majuscules, prénom, Titre Parlementaire
et Titre de Participation).

3. Secrétaires et Conseillers accompagnant la Délégation: Accompagnés de
(Nom en Majuscules, prénom et désignation).

4. Association des Secrétaires Généraux des Parlements: Accompagnés de
(Nom en Majuscules, prénom et désignation).

Date:
.....
Secrétaire du Groupe

* Veuillez compléter ce formulaire en duplicata et le retourner AVANT LE 13 FEVRIER 1976 a M. Fernando Díaz Muñoz, Secretario Administrativo del Grupo Nacional Mexicano, Cámara de Senadores, Xicoténcatl 9, México 1, D. F., MEXICO. Un exemplaire aussi doit être envoyé au Bureau Interparlementaire, Place du Petit-Saconnex, 1211, Genève 19, Suisse.



INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

REGISTRATION FORM *

(Please typewrite)

Annex A

(Nom en Majuscules, prénom et désignation)
Association des Secrétaires Généraux des Parlements: _____ Accompagné de _____

1. Group: _____

2. Delegates: _____ Accompanied by: _____
(Last name in capitals, first name,
Parliamentary Title and Participating Capacity)

(Nom en Majuscules, prénom et désignation)
Secrétaires et Conseillers accompagnant la Délégation: _____ Accompagné de _____

3. Secretaries and Advisors accompanying the Delegation: _____ Accompanied by: _____
(Last name in capitals, first name and designation)

(Nom en majuscules, prénom, Titre Parlementaire)
Delegates: _____ Accompagné de _____

4. Association of Secretaries-General of Parlements: _____ Accompanied by: _____
(Last name in capitals, first name and designation)

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs)
FORMULAIRE D'INSCRIPTION.

Date: _____

Secretary of the Group
(Signature) _____

* Please complete this form in duplicate and return it no later than February 13, 1976 to Mr. Fernando Díaz Muñoz, Administrative Secretary, Mexican National Group of the Inter-Parliamentary Union, Cámara de Senadores, Xicoténcatl 9, México 1, D. F. MEXICO. An additional copy should be forwarded to the Inter-Parliamentary Bureau, Place du Petit-Saconnex, 1211 Genève 28, Suisse.



REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Secretary of the Group

Annexe A

FORMULAIRE D'INSCRIPTION *

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs).

1. Groupe (Last name in capitals, first name and designation) Accompanied by:

2. Délégués: Accompanés de
(Nom en majuscules, prénom, Titre Parlementaire et Titre de Participation).

3. Secretaries and Advisors accompanying the Delegation: (Last name in capitals, first name and designation) Accompanied by:

3. Secrétaires et Conseillers accompagnant la Délégation: Accompanés de
(Nom en Majuscules, prénom et désignation).

3. Delegates: (Last name in capitals, first name and Parliamentary Title and Participating Capacity) Accompanied by:

4. Association des Secrétaires Généraux des Parlements: Group: _____

4. Association des Secrétaires Généraux des Parlements: Accompanés de
(Nom en Majuscules, prénom et désignation).

(Please allow time)

Annex A

REGISTRATION FORM *

Date: MEXICO

MEXICO
Secretary of the Group

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INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

REGISTRATION FORM *

(Please typewrite)

Annex A

(Nom en Majuscules, prénom et désignation):

Association des Secrétaires Généraux des Parlements:

accompagnés de

1. Group: _____

2. Delegates:
(Last name in capitals, first name,
Parliamentary Title and Participating Capacity)

Accompanied by:

(Nom en Majuscules, prénom et désignation):

Secrétaires et Conseillers accompagnant la Délégation:

accompagnés de

3. Secretaries and Advisors accompanying the Delegation:
(Last name in capitals, first name and designation)

Accompanied by:

(Nom en Majuscules, prénom, titre parlementaire

et titre de participation):

Delegates:

accompagnés de

4. Association of Secretaries-General of Parlements:
(Last name in capitals, first name and designation)

Accompanied by:

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs):

FORMULAIRE DESCRIPTIF.

Date: _____

Secretary of the Group
(Signature)

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REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Secretary of the Group

Annexe A

FORMULAIRE D'INSCRIPTION *

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs).

1. Groupe (Last name in capitals, first name and designation) Accompanied by:

2. Délégués: Accompanés de
(Nom en majuscules, prénom, Titre Parlementaire et Titre de Participation).

3. Secretaries and Advisors accompanying the Delegation: (Last name in capitals, first name and designation) Accompanied by:

3. Secrétaires et Conseillers accompagnant la Délégation: Accompanés de
(Nom en Majuscules, prénom et désignation).

4. Delegates: (Last name in capitals, first name, Parliamentary Title and Participating Capacity) Accompanied by:

4. Group: _____

4. Association des Secrétaires Généraux des Parlements: Accompanés de
(Nom en Majuscules, prénom et désignation).

(Please abbreviate)

REGISTRATION FORM

Date: _____

.....
MEXICO, Secretary of the Group

* Veuillez compléter ce formulaire en duplicata et le retourner AVANT LE 13 FEVRIER 1976 à M. Fernando Díaz Muñoz, Secretario Administrativo del Grupo Nacional Mexicano, Cámara de Senadores, Xicoténcatl 9, México 1, D. F., MEXICO. Un exemplaire aussi doit être envoyé au Bureau Interparlementaire, Place du Petit-Saconnex, 1211, Genève 19, Suisse.



INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

REGISTRATION FORM *

(Please typewrite)

Annex A

(Nom en majuscules, prénom et désignation)

4 Association des Secrétaires Généraux des Parlements:

Accompagné de

1. Group: _____

2. Delegates:
(Last name in capitals, first name,
Parliamentary Title and Participating Capacity)

Accompanied by:

(Nom en majuscules, prénom et désignation)

3 Secrétaires et Conseillers accompagnant la Délégation:

Accompagné de

3. Secretaries and Advisors accompanying the Delegation:
(Last name in capitals, first name and designation)

Accompanied by:

(Nom en majuscules, prénom et désignation)

(Nom en majuscules, prénom, titre parlementaire)

5 Delegates:

Accompagné de

4. Association of Secretaries-General of Parlements:
(Last name in capitals, first name and designation)

Accompanied by:

(Il est conseillé de remplir ce formulaire en lettres majuscules pour éviter les erreurs)

FORNIGATIVE DISCUSSION.

Date: _____

Secretary of the Group
(Signature)

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REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Secretary of the Group

Annexe A

FORMULAIRE D'INSCRIPTION *

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs).

1. Groupe (Give name in capitals, full name and designation)

2. Délégués: Accompagnés de
(Nom en majuscules, prénom, Titre Parlementaire
et Titre de Participation).

3. (Give name in capitals, full name and designation)
Secretaires and advisors accompanying the Delegation: Accompanied by:

3. Secrétaires et Conseillers accompagnant la Délégation: Accompagnés de
(Nom en Majuscules, prénom et désignation).

Parliamentary Title and Participating Capacity
3. Délégués: Accompanied by:

1. Group:

4. Association des Secrétaires Généraux des Parlements: Accompagnés de
(Nom en Majuscules, prénom et désignation).

(Please abbreviate)

Venez V

REGISTRATION FORM

Date:

.....
MEXICO, Vicesecretary of the Group

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INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

HOTEL INFORMATION

Annex B

		PRICES	
		<u>Mex. Cy.</u>	<u>U.S. Cy.</u>
<i>Hotel MARIA ISABEL SHERATON</i>			
Reforma y Mississippi			
México 5, D. F.			
	Single Room with Bath	440.00	35.20
	Double Room with Bath	500.00	40.00
 <i>HOTEL ROMANO-DIANA</i>			
Lerma 237			
México 5, D. F.			
	Single Room with Bath	250.00	20.00
	Double Room with Bath	300.00	24.00
 <i>HOTEL DEL ANGEL</i>			
Lerma 154			
México 5, D. F.			
	Single Room with Bath	175.00	14.00
	Double Room with Bath	200.00	16.00
 <i>HOTEL MONTEJO</i>			
Paseo de la Reforma 240			
México 6, D. F.			
	Single Room with Bath	195.00	15.60
	Double Room with Bath	195.00	15.60

Note: A 4% tax should be added to all hotel rates.



REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Annexe B

INFORMATION D'HOTELS

**HOTEL MARIA ISABEL
SHERATON**
Paseo de la Reforma 325

	<u>Mex. pesos</u>	<u>PRIX U.S. dollars</u>
Chambre Simple avec Salle de Bain	440.00	35.20
Chambre Double avec Salle de Bain	500.00	40.00

HOTEL ROMANO-DIANA
Lerma 237
México 5, D. F.

Chambre Simple avec Salle de Bain	250.00	20.00
Chambre Double avec Salle de Bain	300.00	24.00

HOTEL DEL ANGEL
Lerma 154
México 5, D. F.

Chambre Simple avec Salle de Bain	175.00	14.00
Chambre Double avec Salle de Bain	200.00	16.00

HOTEL MONTEJO
Paseo de la Reforma 240
México 6, D. F.

Chambre Simple avec Salle de Bain	195.00	15.60
Chambre Double avec Salle de Bain	195.00	15.60

Note: On doit ajouter une taxe de 4% à ces prix.



INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

HOTEL INFORMATION *

Annex C

(To avoid errors, please fill in this form on a typewriter, and cross out words not applicable).

1. Group:
2. Surname (Mr./Mrs./Miss) First name
(In capitals)
3. Parliamentary Title:
(Speaker, Minister, Deputy Minister, Senator, M.P., Deputy, etc.)
4. Accompanied by: Relationship:
5. Country:
6. Address:
7. Accommodation required: Single Room(s)/Double Room(s) for
days from to
Hotel: (1) (2)
(Please indicate in order of preference)
8. I am arranging my own accommodation. My address in Mexico City during the Meetings will be:
.....

ARRIVAL AND DEPARTURE

Arrival on at a.m. Flight No.
p.m.

Departure on at a.m. Flight No.
p.m.

Date: Signature

* Please complete this form in duplicate and return it *no later than February 13, 1976* to Mr. Fernando Díaz Muñoz, Administrative Secretary, Mexican National Group of the Inter-Parliamentary Union, Cámara de Senadores, Xicoténcatl 9, México 1, D. F. MEXICO.



REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Annexe C

FORMULAIRE DE RESERVATION DES CHAMBRES D'HOTEL *

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs)

1. Groupe:
2. Nom: Prénom(s)
(en Majuscules)
3. Titre Parlementaire:
(Président du Parlement, Ministre, Vice-Ministre, Sénateur, Député, etc.)
4. Accompagné de: Parenté:
5. Pays:
6. Adresse:
7. Logement nécessaire: Chambre(s) Simple/Double
Pour jours du au
Hôtel: (1) (2)
(Veuillez indiquer l'ordre de préférence)
8. Dans le cas des réservations faites personnellement, adresse pendant les Réunions:
.....
.....

ARRIVEE ET DEPART

Arrivée le à hs. Vol. numéro

Départ le à hs. Vol. numéro

Date:

Signature

* Veuillez compléter ce formulaire en duplicata et le retourner AVANT LE 13 FEVRIER 1976 a M. Fernando Díaz Muñoz, Secretario Administrativo del Grupo Nacional Mexicano, Cámara de Senadores, Xicoténcatl 9, México I. D. F., MEXICO.



INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

HOTEL INFORMATION *

Annex C

ARRIVAL AND DEPARTURE

(To avoid errors, please fill in this form on a typewriter, and cross out words not applicable).

1. Group:
2. Surname (Mr./Mrs./Miss) First name
(In capitals) (In capitals)
3. Parliamentary Title:
(Speaker, Minister, Deputy Minister, Senator, M.P., Deputy, etc.)
4. Accompanied by: Relationship:
5. Country:
6. Address:
7. Accommodation required: Single Room(s)/Double Room(s) for
days from to
Hotel: (1) (2)
(Please indicate in order of preference)
8. I am arranging my own accommodation. My address in Mexico City during the Meetings will be:

ARRIVAL AND DEPARTURE

Arrival on at a.m. / p.m. Flight No.

Departure on at a.m. / p.m. Flight No.

Date:

Signature

* Please complete this form in duplicate and return it no later than February 13, 1976 to Mr. Fernando Díaz Muñoz, Administrative Secretary, Mexican National Group of the Inter-Parliamentary Union, Cámara de Senadores, Xicoténcatl 9, México 1, D. F. MEXICO.



REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Annexe C

FORMULAIRE DE RESERVATION DES CHAMBRES D'HOTEL *

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs)

1. Groupe:
2. Nom: Prénom(s)
(Please indicate (en Majuscules) preference)
3. Titre Parlementaire:
(Président du Parlement, Ministre, Vice-Ministre, Sénateur, Député, etc.)
4. Accompagné de: Parenté: Double Room(s) for
5. Pays:
6. Adresse:
7. Logement nécessaire: Chambre(s) Simple/Double
Pour jours du au
Hôtel: (1) (2)
(Veuillez indiquer l'ordre de préférence)
8. Dans le cas des réservations faites personnellement, adresse pendant les Réunions:

ARRIVEE ET DEPART

Arrivée le à hs. Vol. numéro Annex C

Départ le à hs. Vol. numéro

Date:

Signature

* Veuillez compléter ce formulaire en duplicata et le retourner AVANT LE 13 FEVRIER 1976 a M. Fernando Díaz Muñoz, Secretario Administrativo del Grupo Nacional Mexicano, Cámara de Senadores, Xicoténcatl 9, México 1. D. F., MEXICO.



INTER - PARLIAMENTARY MEETINGS

MEXICO, APRIL 19-24, 1976

HOTEL INFORMATION *

Annex C

ARRIVAL AND DEPARTURE

(To avoid errors, please fill in this form on a typewriter, and cross out words not applicable).

1. Group:
2. Surname (Mr./Mrs./Miss) First name
(In capitals) (s)
3. Parliamentary Title:
(Speaker, Minister, Deputy Minister, Senator, M.P., Deputy, etc.)
4. Accompanied by: Relationship:
5. Country:
6. Address:
7. Accommodation required: Single Room(s)/Double Room(s) for
days from to
Hotel: (1) (2)
(Please indicate in order of preference)
8. I am arranging my own accommodation. My address in Mexico City during the Meetings will be:

ARRIVAL AND DEPARTURE

Arrival on at a.m. / p.m. Flight No.

Departure on at a.m. / p.m. Flight No.

Date:

Signature

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REUNIONS INTERPARLEMENTAIRES

Mexico Avril 19-24, 1976

Annexe C

FORMULAIRE DE RESERVATION DES CHAMBRES D'HOTEL *

(Il est conseillé de remplir ce formulaire en lettres imprimées pour éviter des erreurs)

1. Groupe:
2. Nom: Prénom(s)
(en Majuscules)
3. Titre Parlementaire:
(Président du Parlement, Ministre, Vice-Ministre, Sénateur, Député, etc.)
4. Accompagné de: Parenté:
5. Pays:
6. Adresse:
7. Logement nécessaire: Chambre(s) Simple/Double
Pour jours du au
Hôtel: (1) (2)
(Veuillez indiquer l'ordre de préférence)
8. Dans le cas des réservations faites personnellement, adresse pendant les Réunions:

ARRIVEE ET DEPART

Arrivée le à hs. Vol. numéro

Départ le à hs. Vol. numéro

Date:

Signature

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REUNIONS INTERPARLEMENTAIRES

MEXICO, AVRIL 19-24, 1976

INVITATION

Mexico, le 15 Janvier 1976.

Monsieur le Président,
Chers Collègues Parlementaires,

J'ai l'honneur et le plaisir, en tant que représentant du Groupe National Mexicain de l'Union Interparlementaire, de vous adresser la présente invitation pour assister aux sessions de printemps de l'Union, qui se dérouleront dans la ville de Mexico du 19 au 24 avril de l'année en cours.

La cérémonie d'inauguration, en présence de Son Excellence Monsieur Luis Echeverría Alvarez, Président de la République du Mexique, aura lieu dans les locaux de l'Honorable Chambre des Députés. Les sessions de travail conformément au programme établi à cette occasion par l'Union Interparlementaire, se dérouleront dans la salle de conférences du Ministère des Affaires Etrangères. Veuillez trouver en annexe a cette invitation tous les renseignements d'ordre général en relation au programme des réunions ainsi que les détails sur les conditions de votre séjour dans la ville de Mexico.

En vous souhaitant un bon et inoubliable voyage dans notre pays, le Groupe Mexicain, par notre intermédiaire, vous prie d'agréer, Monsieur le Président et chers Collègues, l'expression de ma très haute considération.

Sénateur Victor Manzanilla Schaffer
Président du Groupe National Mexicain
de l'Union Interparlementaire.

Rec'd in IRD
2/9/76

INFORMATIONS GENERALES

1. INSCRIPTION DES DELEGUES

Nous remercions d'avance les Groupes Nationaux de remplir et de nous remettre (en double) le formulaire d'inscription ci-joint, au plus tard le 13 février 1976, à l'adresse suivante:

Sr. Fernando Díaz Muñoz
Secretario Administrativo del
Grupo Nacional Mexicano de la
Union Interparlamentaria
Cámara de Senadores
Xicoténcatl 9
México 1, D. F.

Un exemplaire de ce formulaire devra être envoyé également au Bureau Interparlementaire, Place du Petit Saconnex, 1211 Genève 28 (Suisse).

2. LOGEMENT

En vue de la grande affluence touristique au Mexique au mois d'avril, nous vous prions d'envoyer les réservations d'hôtel dans les plus brefs délais. Le Groupe National Mexicain a provisoirement réservé dans des hôtels de différentes catégories et de prix différents, dont l'information est ci-jointe (B). La fiche de réservation (C) devra être envoyée en duplicata au Groupe National Mexicain, à l'adresse mentionnée à l'alinéa 1.

Nous prions les Groupes Nationaux qui désirent faire leurs réservations par l'intermédiaire de leurs Missions Diplomatiques au Mexique, de bien vouloir l'indiquer sur la fiche de réservation de logement (C) ci-jointe, en indiquant le nom de l'hôtel choisi pour leur séjour au Mexique.

3. PASSEPORTS - VISAS - VACCINS

Les membres des délégations de tous les pays affiliés à l'Union Interparlementaire et leurs accompagnateurs, ainsi que les observateurs et membres des organisations internationales invités par le Conseil Interparlementaire, recevront un permis spécial comme Invités Distingués, valable pour trente jours, d'après la Section VII de l'Article 42 de la Loi Générale de Population du Mexique. Ce permis peut être obtenu dans nos ambassades et consulats à l'étranger moyennant la présentation du passeport, l'invitation ci-jointe et la Carte d'Identité émise par le Groupe National Mexicain.

Si certains membres des délégations ou autres invités ne peuvent pas obtenir ce permis dans leur pays ou bien dans un pays voisin, ils pourront le recevoir, d'après les mêmes conditions, lors de leur arrivée à l'aéroport international Benito Juárez de la ville de Mexico.

Le Mexique, en vertu d'accords internationaux, exige à l'arrivée à toute personne de tous pays un certificat en vigueur de vaccination antivariolique, à l'exception des Etats Unis et du Canada, ainsi qu'aux personnes ayant été en transit dans ces pays pendant plus de 14 jours antérieurement à leur arrivée sur notre territoire.

4. TRANSPORT AERIEN

La ville de Mexico est reliée par voie aérienne au monde entier et chaque jour le nombre des compagnies aériennes desservant le Mexique augmente. Néanmoins, nous recommandons, dans la mesure du possible, d'utiliser les lignes nationales: AeroMéxico et Mexicana de Aviación afin de rendre plus facile le service de réception des délégués et accompagnateurs à l'aéroport par le Groupe National Mexicain.

5. CLIMAT

La ville de Mexico jouit d'un climat tempéré pendant toute l'année, avec une température en avril d'une moyenne de 17° C (63° F). Néanmoins, en raison de son altitude de 2.200 m, les après-midis et les soirées sont fraîches. En avril quelques pluies occasionnelles.

6. HABILLEMENT

Il est conseillé d'apporter des vêtements légers pour les matinées, veste, sweater ou manteau léger pour le matin de bonne heure et pour le soir. Quoique les activités du programme ne requièrent aucun vêtement de soirée, Mexico est une ville cosmopolite, il est donc conseillé aux dames d'avoir une robe du soir et aux messieurs un complet foncé. Il est aussi recommandé aux dames d'apporter des chaussures basses pour les visites aux zones archéologiques.

7. CHANGE DE MONNAIES

L'unité monétaire du Mexique est le *peso*, divisé en 100 *centavos*. Il n'existe aucune limitation sur la quantité ou le type de devises étrangères que ce soit à l'entrée ou à la sortie du pays. Les visiteurs étrangers peuvent apporter des devises en billets de banque, chèques de voyage ou cartes de crédit.

Les cours du change pour les devises étrangères au 30 décembre 1975 sont les suivants —sujet à variation:

<u>Pays</u>	<u>Unité Monétaire</u>	<u>Valeur en Pesos Mex. au 30 décembre 1975, sujet à variation</u>
Angleterre	Livre	25.2510
Autriche	Schilling	0.6732
Belgique	Franc	0.3155
Canada	Dollar	12.2801
Costa Rica	Colon	1.4574
Danemark	Kroner	2.0221
Espagne	Peseta	0.2089
France	Franc	2.7865
Italie	Lire	0.01826
Japon	Yen	0.04092
Nicaragua	Cordoba	1.7842
Norvège	Kroner	2.2357
Pays - Bas	Guilder	4.6462
République Fédérale de l'Allemagne	Deutsche Mark	4.7611
Suède	Kroner	2.8327
Suisse	Franc	4.7624
U.S.A.	Dollar	12.49

Les visiteurs étrangers peuvent apporter des devises en billets de banque, chèques de voyage ou cartes de crédit.

8. BANKING AND SHOPPING HOURS

Banks are open from 9:00 a.m. to 1:30 p.m., Monday through Friday. In the area in which the hotels chosen by the Mexican National Group are located, there are branches of all the banking institutions.

Most shops are open from 10:00 a.m. to 7:00 p.m. on Monday, Tuesday, Thursday, and Friday, and from 10:00 a.m. to 8:00 p.m. on Wednesday and Saturday. Some shops are also open on Sunday.

9. IDENTITY CARDS AND LUGGAGE LABELS

A supply of identity cards (D) and luggage labels (E) is being sent to you with this invitation, for distribution to the delegates and persons accompanying them.

To facilitate reception at the airport all delegates are kindly requested to have their identity cards readily available and to affix labels to all pieces of luggage.

10. NAME BADGES

Name badges will be issued for all delegates, observers, and accompanying persons upon registration. We recommend that, for security reasons and to permit us to provide you with better service, badges be worn for all conference activities, both official and social, and for the ladies' programme.

11. AIRPORT RECEPTION

The Mexican National Group has made arrangements for the reception of delegates and their parties and transportation at the Benito Juárez International Airport in Mexico City on April 17, 18, and 19, in order to reduce to a minimum the usual immigration, customs, and health formalities and ensure that they are transported to their hotels as quickly as possible.

12. OFFICIAL TRANSPORTATION

The Mexican Group has arranged to provide transportation for the delegates from the María Isabel-Sheraton Hotel to the conference area at the Ministry of Foreign Relations. In view of the heavy traffic in Mexico City, this hotel has been chosen as the point of departure because of its easy access and parking for the coaches, and because it is located only a short distance away from the other official hotels.

For the benefit of all the delegates, the coaches will depart promptly at the time given in the program to be distributed upon registration.

13. RECEPTION AND INFORMATION BUREAU

A Reception and Information Bureau will be set up in the conference area at the Ministry of Foreign Relations, where delegates may pick up their documentation on registration day, Monday, April 19, from 9:00 a.m. to 7:00 p.m., and correspondence throughout the conference.

14. TRAVEL AGENCY

A travel agency will operate in the conference area to assist any delegates wishing to make individual arrangements or to confirm their return flights.

15. COMMUNICATION SERVICES

Post office and telephone services will be available to the delegates in the conference area. Special telephone lines will be installed for long-distance service, on which delegates may make collect calls.

16. MEDICAL SERVICES

Emergency medical care is provided in the conference area at the Ministry of Foreign Relations. If necessary, the Mexican National Group will make arrangements for medical treatment and hospitalization, but the delegates will bear financial responsibility.

17. COFFEE SHOP AND RESTAURANT

Coffee will be served to the delegates in the conference area at the Ministry of Foreign Relations. There is a small restaurant next to the conference area where any delegates not wishing to return to their hotels may have lunch.

Transportation will be provided at mid-day by the Mexican National Group from the conference area to the María Isabel Hotel to allow the delegates to have lunch in any of the nearby restaurants.

18. LADIES' PROGRAMME

The Mexican National Group is preparing a special programme for the ladies and other persons accompanying the delegates, the details of which will be included in the documentation to be handed out during registration.

Any ladies not wishing to participate in the special activities planned for them are kindly requested to inform the Reception and Information Bureau of this when they register.

19. EXCURSION

For the excursion on Sunday, April 25, a day trip to the City of Puebla is being planned. Additional information will be provided in the conference handbook.

20. MAIL

All correspondence relating to the 1976 Spring Sessions should be addressed to:

Mr. Fernando Díaz Muñoz,
Administrative Secretary,
Mexican National Group of the Inter-Parliamentary Union.
Cámara de Senadores,
Xicoténcatl 9,
México 1, D. F., MEXICO.

Cables should be addressed to: SENADOMEX.

Delegates' mail during their stay in Mexico City should be addressed to:

c/o Grupo Nacional Mexicano de la
Unión Interparlamentaria
Cámara de Senadores
Xicoténcatl 9
México 1, D. F., MEXICO.

All mail will be delivered to the delegates at the Reception and Information Bureau to be set up for this purpose in the conference area at the Ministry of Foreign Relations.

WORK PROGRAMME

Monday, April 19

- 10:00 a.m. – Meeting of the Executive Committee
- 3:00 p.m. – Meeting of the Executive Committee

Tuesday, April 20

- 10:00 a.m. – Inaugural Ceremony
- 11:30 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Wednesday, April 21

- 10:00 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Thursday, April 22

- 10:00 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Friday, April 23

- 10:00 a.m. – Standing Study Committee Sessions
- 3:00 p.m. – Standing Study Committee Sessions

Saturday, April 24

- 10:00 a.m. – Meeting of the Inter-Parliamentary Council
- 3:00 p.m. – Meeting of the Inter-Parliamentary Council

✓ LI-UNESCO
cc LAC

Messrs. Ballantine, Merriam, Perez, & Vasudevan

January 6, 1976

M. A. Burney

UNESCO: Intergovernmental Conference on Communication Policies in the Latin American and Caribbean Region

Attached is an invitation for the Bank to observe the above conference -- copies of the provisional agenda and of rules and procedure for the conference are also attached.

Although important, the subject is broad in scope and we are not sure what the focus would be when the conference, or its sub-groups, deal with such areas as "System of Communication," "Communication Policies," and "International Cooperation".

Would you please let me know (by January 31) whether the Bank should be represented and do you have any names to suggest.


MAB:nts

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: FOIRINTER
BRUXELLES

DATE: JANUARY 6, 1976

CLASS OF
SERVICE: LT *[Signature]* x2601

COUNTRY: (BELGIUM)

TEXT:
Cable No.:

FOR DEFGNEE SECRETARY GENERAL

RESPONDING YOUR LETTER TO RALPH ROMAIN PLEASE BE ADVISED THAT BANK HOPES
TO BE REPRESENTED AT DIDAFRTCA EXHIBITION IN DAKAR BY MATS HULTIN AND
DAVID LEWIS BUT WILL NOT REQUIRE A BOOTH

BALLANTINE

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME D. S. Ballantine

DEPT. Education

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

REFERENCE: DSB/h1

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

cc: Mr. Hultin
Mr. Romain
Mr. Lewis

For Use By Communications Section

Checked for Dispatch: *[Signature]*

ORIGINAL (1st Copy)

REFERENCE: SERVICE DISPATCHED

DATE: JAN 6 - 7 16 PM '76

NAME: COMMUNICATIONS

DISPATCHED
 BY: [Signature]
 CC: [Signature]

NOT TO BE REPRODUCED

REFERENCE

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
 DATE 08-14-2010 BY 60322 UCBAW/STP/STP

CLASSIFIED

CLASSIFIED

CONTROL (10/10)

CLASSIFIED

CLASSIFIED

CLASSIFIED

DATE 08-14-2010

DATE

DATE 08-14-2010

ORIGINAL (1st Copy)

<p>CLASSIFICATION</p> <p>DATE 08-14-2010</p>	<p>DESCRIPTION</p> <p>DATE 08-14-2010</p>	<p>CONTROL</p> <p>DATE 08-14-2010</p>
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Li - UNESCO

Form No. 27
(3-70)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: NAJMANS
UNESCO
PARIS

DATE: December 30, 1975

CLASS OF SERVICE: TELEX

L/C

COUNTRY: FRANCE

TEXT:
Cable No.: REURTEL DECEMBER 23 ALBERTO DE CAPITANI HAS BEEN DESIGNATED AS THIRD BANK MEMBER ALONG WITH LYNN AND LE BLANC OF STUDY TEAM STOP UNFORTUNATELY PRIOR COMMITMENTS PREVENT DE CAPITANI'S STARTING WORK IN PARIS ON JANUARY 5 WITH LYNN AND LE BLANC STOP HOWEVER HE WILL JOIN THE STUDY TEAM IN PARIS WITHIN THE NEXT TWO WEEKS

KEARNS
INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME James M. Kearns

DEPT. Organization Planning Department

SIGNATURE *JMK*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: JMKearns:jbl

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

cc: Jean Carriere, Dir., European Office
Duncan Ballantine, Dir., Ed. Dept.

SECTION COMMUNICATIONS
1812 DEC 30 6N 2-51
DISPATCHED

For Use By Communications Section

Checked for Dispatch: *[Signature]*

ОКОНЧАЛ (Fin copy)

1975 DEC 30

[Handwritten initials]

DISPATCHED

International Bank for Reconstruction and Development

James M. Kenney

1975 DEC 30 PM 9:27

James M. Kenney, Dir., Int. Bank for Reconstruction and Development
James M. Kenney, Dir., International Bank for Reconstruction and Development

COMMUNICATIONS SECTION

NOT TO BE REPRODUCED

INTERNAL KEYING

LEARN IN PARIS WITHIN THE NEXT TWO WEEKS

THROUGH 2 WITH FIRM AND RE VISIT STOP HOWEVER HE MUST JOIN THE STUDY

BEFORE COMMITMENTS PRESENT BE CARRIED, 2 STARTING WORK IN PARIS ON

BANK MEMBER VISIT WITH FIRM AND RE VISIT OF STUDY LEARN STOP UNOBTAINABLE

Copy No: TEXT

REPLY BY DECEMBER 30 VISIT TO BE CARRIED HAS BEEN DESIGNATED AS LEAD

COMMENTS: SERVICE

SERVICE

SERVICE

CLASS OF

TELEX

PARIS

MESSCO

MAYNAMS

DATE

December 30, 1975

OUTGOING WIRE

ASSOCIATION INTERNATIONAL DEVELOPMENT (0 30) FORM NO. 21	RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR	CORPORATION INTERNATIONAL FINANCE
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LI-UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: UNESCO

DATE: DECEMBER 29, 1975

PARIS

CLASS OF SERVICE: LT
2331

L/C

COUNTRY: FRANCE

TEXT:
Cable No.:

FOR DALY HAVE ARRANGED DEPOSIT US DOLLARS 328,014.70 TO
CHASE MANHATTAN BANK NEW YORK DECEMBER 24 STOP REPRESENTS
PAYMENT OF INVOICES 6/3394 AND 6/3395 AND 6/4049
STOP LETTER FOLLOWS

NOT TO BE TRANSMITTED

AUTHORIZED BY: THOMAS MITCHELL

NAME

DEPT. CONTROLLER'S

SIGNATURE: *Thomas Mitchell*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: RJones/Whiticker/lwb

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

~~Charge UNDP~~

SECTION COMMUNICATIONS
1975 DEC 29 AM 6:21

DISPATCHED

For Use By Communications Section

Checked for Dispatch: *D*

COMMUNICATIONS SECTION

CLASSIFICATION

ORIGINATOR (EIR CODE)

THOMAS WILSON

DISPATCHED

FOR USE BY COMMUNICATIONS SECTION

SIGNATURE OF INDIVIDUAL AUTHORIZED TO DISPATCH

DATE

1975 DEC 29 PM 6:57

NAME

COMMUNICATIONS SECTION

AUTHORIZED BY THOMAS WILSON

CLASSIFICATION AND COPY DISTRIBUTION

NOT TO BE REPRODUCED

RECEIVED

RECEIVED

RECEIVED

RECEIVED

CLASSIFICATION

TEXT

COPY

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COMMUNICATIONS SECTION

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COMMUNICATIONS SECTION



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

7, place de Fontenoy, 75700 Paris

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

référence : SHC/DAD/1/B/541

24 December 1975
Total Sites Department
JAN 3 1976
Date Received: _____
Replied by: _____
Date Action Taken: _____

Dear Frank,

Many thanks for your letter of 12 December and the enclosed copy of the English translation of the Aix study. You may refer to us any requests for copies of this study.

I discussed last week with some of my contacts in Munich the list of issues that might be dealt with at the seminar and we are now looking at them more closely. I will write to you again soon on this.

Best regards for Christmas and the New Year.

Yours sincerely,

J. Margaret Booth
Sites and Monuments Division

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

RECEIVED
JAN 3 1976
MAIL ROOM - 3

RECEIVED
1976 JAN -3 AM 11:40
INCOMING MAIL UNIT

U.S.V.
Washington, D.C. 20543
1818 H Street, N.W.
I.B.B.D.
Mr. Frank Mitchell

Sites and Monuments Division
1. Margaret Booth

Margaret Booth

Yours sincerely,

Best regards for Christmas and the New Year.

I am looking at them more closely. I will write to you again soon on that of issues that might be dealt with at the seminar and we are

I discussed last week with some of my contacts in which the we any requests for copies of this study.

copy of the English translation of the six study. You may refer to many thanks for your letter of 15 December and the enclosed

Dear Frank,

RECEIVED
DATE
24 December 1976

reference : SIG/DVD/J/V/2/T

telex : 51 603 Paris
cables : UNESCO Paris
telephone : 200-21 21

7 place de Fontenay, 75100 Paris



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

UNESCO

248423A IBRD UR

INCOMING TELEX

Distribution:

UNESCO 204461F (Telex Nr.)

Mrs. Boskey ✓

sj

From: Paris

1975 DEC 24 AM 8:43

LI-UNESCO

INTBAFRAD WASH=

34777 RMYLET 24 NOVEMBER SPECIAL COMMITTEE GOVERNMENTAL EXPERTS
CONCERNING RECOMMENDATION PRESERVATION HISTORIC TOWNS MEETING
WARSAW PALACE CULTURE OPENING 10.30 A.M. 9 FEBRUARY CLOSING
18 FEBRUARY 1976 =

JOHN FOBES UNESCO+

END+

⊛

248423A IBRD UR

UNESCO 204461F

December 24, 1975

Dear Mr. Fobes:

This is to thank you, on behalf of Mr. McNamara, for your letter of November 24, and your telex on December 24, regarding the meeting of the Special Committee of Governmental Experts to prepare recommendations on the preservation of historic quarters, towns and sites, and their integration into a modern environment, to be held in Warsaw between February 9th and 18th, 1976.

In a general way, the Bank is interested in the subject of the meeting, but as it does not relate directly to Bank operations, and given existing commitments of the Bank staff, I regret to inform you that the Bank will not be able to participate in that meeting. The Bank would, however, be interested in receiving a copy of the proceedings of the meeting, if and when one is prepared.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. John E. Fobes
Deputy Director-General
UNESCO
7, Place de Fontenoy
75700 Paris, France

cc: Mr. Ballantine
Mr. Tolbert
Mr. J. Lee

MAB:nts *[Signature]*



✓ L E - UNESCO
cc LAC

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

7, place de Fontenoy, 75700 Paris

The Director-General

référence : DG/4.4/49.25.3

23 DEC 1975

Subject : Intergovernmental Conference on Communication Policies in the Latin American and Caribbean region (Quito, 14 - 23 June 1976)

Dear Mr. McNamara,

By resolution 4.121 adopted at its eighteenth session the General Conference authorized me to organize an Intergovernmental Conference on Communication Policies in Latin America and the Caribbean region. At the invitation of the Government of Ecuador, this Conference will be held in Quito from 14 to 23 June 1976.

In application of decision 4.4.1 taken by the Executive Board at its 97th session, I have pleasure in inviting your Organization to be represented by an observer at the Conference.

If, as I earnestly hope, your Organization is in a position to accept this invitation, I should be grateful if you would be good enough to let me know at the appropriate time the name and title of the person appointed as observer.

The provisional agenda (COM.75/LACCOM/1) and provisional Rules of Procedure (COM.75/LACCOM/2) of the Conference are enclosed herewith. The provisional annotated agenda and the working document for the Conference will be sent to you in due course.

2 encl.

Yours sincerely,

A. M. M' Bow

Amadou-Mahtar M' Bow

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

RECEIVED

Rec'd in IRD
1/5/75

RECEIVED

U.S.A.
Washington, D.C. 20533
1818 H Street, N.W.
and Development
INTERNATIONAL BANK FOR RECONSTRUCTION
President
Mr. Robert S. McNamara

1975 DEC 31 PM 4:57

COMMUNICATIONS
SECTION

12/31
Escq in IED

Washington-Madrid M. Bow

V. V. RAM

3 encl.

Yours sincerely,

Comme
working document for the Conference will be sent to you in the
enclosed preliminary. The provisional suggested agenda and the
rules of procedure (COM*22\RVCCOM\3) of the Conference are
The provisional agenda (COM*22\RVCCOM\1) and provisional

time the name and title of the person appointed as observer.
You would be good enough to let me know if the appropriate
position to accept this invitation, I should be grateful if
it, as I earnestly hope, your organization is in a

organization to be represented by an observer at the Conference.
Would it be your session, I have pleasure in inviting you
in application of decision 4.4.1 taken by the Executive

from 14 to 23 June 1976.
Government of Ecuador, this Conference will be held in Quito
America and the Caribbean region. At the invitation of the
Governmental Conference on Communication Policies in Latin
the General Conference authorized me to organize an inter-
by resolution 4.121 adopted at its eighteenth session

Des. Mr. McNamara

region (Quito, 14 - 23 June 1976)
Policies in the Latin American and Caribbean
Subject: Intergovernmental Conference on Communication

Reference: DC/4.4.1/18.32.3

53 DEC 1975

The Director-General

3 Place de Fontenay, 75300 Paris



organisation 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.

DECLASSIFIED

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MAY 22 2023

WBG ARCHIVES

INTERGOVERNMENTAL CONFERENCE ON COMMUNICATION
POLICIES IN LATIN AMERICA AND THE CARIBBEAN

Quito, 14-23 June 1976

PROVISIONAL AGENDA

1. Opening of the Conference
2. Election of President
3. Adoption of Rules of Procedure
4. Election of Vice-Presidents, Rapporteur-General and Commissions' Chairmen
5. Adoption of the Agenda
6. Perspectives and problems
 - (a) present situation and trends in communication policies
 - (b) the rôle of communication in an integrated approach to development and in particular in the fields of education, science and culture
7. Problems arising from the development of modern systems of communication
 - (a) access and participation: right to communicate
 - (b) rights and responsibilities of "communicators"
8. Formulation and implementation of communication policies
 - (a) policies formulation, different approaches
 - (b) problems and methods of planning
 - (c) economic and financial aspects
 - (d) professional training
 - (e) research and evaluation
9. Regional integration and international co-operation
 - (a) communication contribution to the process of regional integration in Latin America and the Caribbean
 - (b) international co-operation and Unesco's rôle
10. Adoption of recommendations and of final report
11. Closing of the Conference

DECLASSIFIED

MAY 22 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERGOVERNMENTAL CONFERENCE ON COMMUNICATION POLICIES
IN LATIN AMERICA AND THE CARIBBEAN

Quito, 14 - 23 June 1976

PROVISIONAL RULES OF PROCEDURE

(Drawn up in accordance with the provisions of the regulations
for the general classification of the various categories of
meeting convened by Unesco)

I. PARTICIPATION

Rule 1 - Chief participants

The governments of Member States, of the Associate Member and of the Territory invited by decision of the Executive Board of the Organization shall be entitled to take part in the Conference with the right to vote.

Rule 2 - Representatives and observers

- 2.1 Member States and Associate Members of Unesco other than those referred to in Rule 1 may send observers.
- 2.2 The United Nations and other organizations of the United Nations system with which Unesco has concluded mutual representation agreements may send representatives.
- 2.3 The non-Member States and intergovernmental and non-governmental organizations invited by decision of the Executive Board may also send observers.
- 2.4 Representatives and observers may participate in the work of the Conference, without the right to vote and subject to Rule 9.3.

II. ORGANIZATION OF THE CONFERENCE

Rule 3 - Election of officers

The Conference shall elect a President, one or more Vice-Presidents and a Rapporteur-General.

Rule 4 - Commissions

- 4.1 The Conference shall establish two Commissions if it deems necessary.
- 4.2 Commissions established by the Conference shall elect each its own Chairman, two Vice-Chairmen and, if necessary, Rapporteur.

Rule 5 - Steering Committee

- 5.1 The Steering Committee of the Conference shall consist of the President, the Vice-Presidents, the Rapporteur-General and the Chairmen of any Commission which the Conference may establish pursuant to the provisions of Rule 4.1.
- 5.2 The function of the Steering Committee shall be to co-ordinate the work of the Conference and its Commissions, to fix the dates, hours and order of business of meetings and in general to assist the President in carrying out his duties.

III. CONDUCT OF BUSINESS

Rule 6 - Duties of the President

- 6.1 In addition to exercising the powers which are conferred upon him elsewhere by the present rules, the President shall open and close each plenary meeting of the Conference. He shall direct the discussions, ensure observance of these rules, accord the right to speak, put questions to the vote and announce decisions adopted by the Conference. He shall rule on points of order and, subject to the present rules, shall control the proceedings and the maintenance of order. He shall not vote.
- 6.2 If the President is absent during a meeting or any part thereof, his place shall be taken by one of the Vice-Presidents. A Vice-President acting as President shall have the same powers and duties as the President.
- 6.3 The Chairman and Vice-Chairman of the Commissions of the Conference shall have the same duties with regard to the body over which they are called upon to preside as the President and the Vice-Presidents of the Conference.

Rule 7 - Publicity of meetings

All plenary meetings and meetings of the Commissions shall be held in public unless the body concerned decides otherwise.

Rule 8 - Quorum

- 8.1 At plenary meetings a quorum shall consist of a majority of the States referred to in Rule 1 which are represented at the Conference.
- 8.2 At meetings of the Commissions, a quorum shall consist of a majority of the States referred to in Rule 1 which are members of the body in question.
- 8.3 The Conference and its Commissions shall not decide on any matter unless a quorum is present.

Rule 9 - Order and time-limit of speeches

- 9.1 The presiding officer shall call upon speakers in the order in which they indicate their wish to speak.
- 9.2 The presiding officer may limit the time allowed to each speaker if circumstances make this desirable.
- 9.3 Representatives and observers referred to in Rule 2 may speak with the previous consent of the presiding officer.

Rule 10 - Points of order

- 10.1 During a discussion, any delegation may raise a point of order, and such point of order shall be immediately decided upon by the presiding officer.
- 10.2 An appeal may be made against the ruling of the presiding officer. Such appeal shall be put to the vote immediately and the presiding officer's ruling shall stand unless overruled by a majority of the delegations present and voting.

Rule 11 - Procedural motions

- 11.1 During a meeting, any delegation may propose the adjournment or closure of the discussion, or the suspension or adjournment of the meeting.
- 11.2 Such a motion shall be put to the vote immediately. Subject to Rule 10.1, such motions shall have precedence in the following order over all other proposals or motions before the meeting:
 - (a) suspension of the meeting;
 - (b) adjournment of the meeting;
 - (c) adjournment of the debate on the question under discussion;
 - (d) closure of the debate on the question under discussion.

Rule 12 - Resolutions and amendments

- 12.1 Draft resolutions and amendments may be proposed by the participants referred to in Rule 1 and shall be transmitted in writing to the Secretariat of the Conference which shall circulate copies to all delegations.
- 12.2 As a general rule, no draft resolution or amendment shall be discussed or put to the vote unless it has been circulated sufficiently in advance to all delegations in the working languages of the Conference.

Rule 13 - Working languages

- 13.1 The working languages of the Conference shall be English, French and Spanish.
- 13.2 Speeches made in any meeting of the Conference or its Commissions in one of the working languages shall be interpreted into the other working languages.
- 13.3 Speakers may, however, speak in any other language, provided they make their own arrangements for the interpretation of their speeches into one of the working languages.
- 13.4 The documents of the Conference shall be issued in English, French and Spanish.

Rule 14 - Voting

- 14.1 The delegation of each government referred to in Rule 1 shall have one vote in the Conference and in the Commissions in which it is represented.
- 14.2 Subject to the provisions of Rules 8.3 and 17, decisions shall be taken by a majority of the delegations present and voting.

- 14.3 For the purpose of the present rules, the expression "delegations present and voting" shall mean delegations casting an affirmative or negative vote. Delegations abstaining from voting shall be considered as not voting.
- 14.4 Voting shall normally be by a show of hands.
- 14.5 When the result of a vote by a show of hands is in doubt, the presiding officer may take a second vote by roll-call. A vote by roll-call shall also be taken if it is requested by not less than two delegations before the voting takes place.
- 14.6 When an amendment to a proposal is moved, the amendment shall be voted on first. When two or more amendments to a proposal are moved, the Conference shall first vote on the amendment deemed by the presiding officer to be furthest removed in substance from the original proposal, and then on the amendment deemed by him to be next furthest removed therefrom and so on, until all the amendments have been put to the vote.
- 14.7 If one or more amendments are adopted, the amended proposal shall then be voted upon as a whole.
- 14.8 A motion is considered an amendment to a proposal if it merely adds to, deletes from or modifies part of that proposal.

Rule 15 - Records

- 15.1 The results of the work and the recommendations of the Commissions shall be transmitted to the Conference in the form of reports.
- 15.2 The Conference shall adopt a report on the results of its work, including such recommendations as it may have adopted.
- 15.3 After the close of the Conference, a final report shall be published by Unesco.

IV. SECRETARIAT OF THE CONFERENCE

Rule 16 - Secretariat

- 16.1 The Director-General of Unesco or his representative shall participate in the work of the Conference, without the right to vote. They may at any time make either oral or written statements to the Conference or any subsidiary body on any question under discussion.
- 16.2 The Director-General of Unesco shall appoint a member of the Secretariat to act as Secretary-General of the Conference as well as other officials who shall together constitute the Secretariat of the Conference.
- 16.3 The Secretariat shall receive, translate and distribute all official documents of the Conference and interpret the discussions, as provided in Rule 13. It shall also assist in drawing up the reports of the Conference and perform all other duties necessary for the work of the Conference.

V. ADOPTION AND AMENDMENT OF THE RULES OF PROCEDURE

Rule 17 - Adoption

The Conference shall adopt these Rules of Procedure by a decision taken in plenary meeting by a simple majority of the delegations present and voting.

Rule 18 - Amendment

The Conference may amend these Rules of Procedure by a decision taken in plenary meeting by a two-thirds majority of the delegations present and voting.

LD-UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: MR. AMADOU-MAHTAR M' BOW
DIRECTOR-GENERAL
UNESCO
PARIS

DATE: DEC 19 1975

CLASS OF SERVICE: TELEX *U/C*
(Ext. 3643)

COUNTRY: FRANCE

TEXT:
Cable No.:

MUCH APPRECIATE YOUR CABLE INFORMING ME OF RENE MAHEUS DEATH STOP PLEASE FORWARD TO HIS FAMILY AND UNESCO STAFF MY CONDOLENCES ON BEHALF WORLD BANK STAFF WHO KNEW HIM AND REMEMBER HIS CONTRIBUTION TO OUR COMMON ENDEAVOR SINCERELY

Robert S. McNamara
ROBERT S. McNAMARA
PRESIDENT
WORLD BANK

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Robert S. McNamara, President

DEPT. World Bank

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

ORIGINAL (File Copy)
(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

cc: Mr. William Clark
Mr. Ballantine
Mrs. Boskey

LPChatenay:mmh
December 19, 1975

Jae
For Use By Communications Section

Checked for Dispatch: _____

✓ UNESCO
cc Mining & Minerals

Mr. Chauncey F. Dewey

December 15, 1975

Antonio S. Tarnawiecki

Comments on UNESCO Proposal for the
Creation of a World Paper Bank

1. A Resolution of the UNESCO General Conference, held in October/November 1974, authorized its Director General to study, in coordination with other international organizations, the possibility of creating a strategic reserve (or buffer stock) of newsprint and other types of cultural papers to be administered by a World Paper Bank (Annex 1). As a result, an inter-agency consultation on the paper shortage met in Rome on March 3/4, 1975, with the participation of FAO, the FAO/IBRD Cooperative Program, UNESCO and UNCTAD (Annex 2), and agreed that the long-term solution to the problem of cultural paper shortages in developing countries lies in the construction of pulp and paper mills in these countries (Annex 3, page 3).
2. However, for the short and medium-term alleviation of shortages in developing countries, expected to be felt after 1976, the meeting suggested that the UN agencies further explore the possibility of establishing a reserve stock of newsprint and other cultural papers. It was further agreed to submit the proposal to the consideration of the FAO Advisory Committee on Pulp and Paper. This group met in May 1975 and apparently commissioned a group of Swedish Consultants (Carl. J. Bergendahl and Associates AB) who prepared a paper on this subject. In their paper (Annex 4), the Consultants concluded that the problem of selecting a limited number of specifications and basis weights to constitute a strategic reserve would be an impossible task and proposed that a "Reserve Paper Machine Capacity" be established instead following the outline shown in Annex 5.
3. Within the Bank, comments so far received (Annex 6), have been negative to the proposal. The main reasons given, with which I agree, are that:
 - a) Manufacturers and buyers in the developed countries (being the largest suppliers and users of newsprint and cultural papers) would benefit most from the scheme.
 - b) The physical problem of stocking a variety of types of paper are very difficult.
 - c) The trend towards higher prices resulting from some shortage in the future will in the long-term benefit those developing countries with accessible forest resources more than the developed countries, because additional capacity will be increasingly installed in these countries.

- d) The cost of maintaining a stockpile of one million tons of newsprint has been estimated at US \$50/100 million annually.

4. However, I would like to point out that the price-supply-demand mechanism in the paper industry, and particularly in the case of newsprint, is an imperfect and sluggish one. All persons connected with industry agree that present prices are below those which would encourage the establishment of new plants considering the high capital costs associated with them, particularly in the developing countries where substantial investment in infrastructure is often required and additional costs are often incurred during construction, start-up and initial years of operation because of lack of trained personnel at various levels. In the more developed countries, adjustment to changes in demand in the next few years will probably take place predominantly through expansion and/or modernization of existing plants at a much lower per-ton capital cost than for new gross-roots plants. However, when and if economic activities expand rapidly in the developed world, serious shortages of newsprint (and cultural and other types of paper) probably will again become acute. Many developing countries are attempting to counteract this serious problem through the implementation of projects which at present price levels appear to be only marginally attractive. In evaluating some of these projects, I believe the Bank Group should take into consideration the broader perspective of avoidance of serious shortages of cultural paper during peak consumption periods and the fact that for periods of time extending for several years, marginal costs, even under very efficient operating conditions, may be higher than prices arrived at through the operation of an imperfect market mechanism.

5. Other communications received related to this subject are attached.

ATarnawiecki:km

Enclosures:

cc: Messrs. Fuchs
Moore
Walstedt
Oberdorfer
Becher
Brook
Takeuchi
Palmer
Gregory

Text of a Resolution approved by Unesco - General Conference
Eighteenth Session, Paris 1974

The General Conference of Unesco,

Recognizing the vital rôle of books and other printed media, as well as paper in general for the promotion of the ideals and objectives of the Organization in the fields of education, natural sciences, culture and communication,

Considering in particular the crucial rôle of the printed word in the form of textbooks and reading materials for the process of development and change of attitudes whether applied to children's education in the class rooms or to adolescent and adult literacy within the concept of life-long education,

Being conscious of the needs of societies for printed media of all kinds to help building new social institutions, strengthening cultural identification and disseminating new knowledge in science and technology,

Considering the persistent and increasing imbalance in the consumption of paper in the developing and the developed part of the world,

Concerned by the dramatic effects upon the print and newspaper industry and text book production which the present shortage of paper supplies have had in particular in the countries already suffering from scarce resources for the import of vital commodities,

Taking note of

- (a) the present and apparently growing under-supply of paper in relation to the needs of the world,
- (b) the steep rise in prices of paper supplies hurting in particular countries with restrained inflation rates,
- (c) the apparent non-economic and excessive use of paper in many parts of the world and its environmental implications,
- (d) the lack of financial resources for development of new paper mills or new raw materials in the importing countries,
- (e) the immediate critical situation for educational and social institutions in the developing countries being suddenly cut short of paper supplies,

Authorizes the Director-General, acting within the framework of the pertinent resolutions adopted by the Economic and Social Council and in consultation with FAO, UNIDO, UNCTAD and UNEP, to promote the cooperation of the organizations mainly concerned with the causes and effects of the paper shortage, for world action aimed at:

- (a) the projection of world needs for paper and newsprint for the coming decade,
- (b) research and development of additional paper resources on the basis of alternative raw materials readily available,
- (c) international voluntary cooperation between producers and consumers so as to avert the worst effects of future crises in paper supplies and price structures through improved long-term market price and distribution systems,
- (d) the establishment of a world paper bank which would hold or identify stocks of paper available to meet urgent educational, cultural and communication needs, particularly of developing nations,
- (e) an appeal to international and national aid agencies, to manufacturers and to consumers in advanced countries to collaborate in making supplies and money available to meet the most immediate high-priority needs in the developing countries suffering from the present crisis.

INTER-AGENCY CONSULTATION ON THE PAPER SHORTAGE3 - 4 March, 1975FAO Headquarters, RomeList of ParticipantsUNCTAD

- Mr. David Saca, Special Assistant to the Director, Commodities Division

UNESCO

- Mr. Gunnar Naesselund, Director, UNESCO Department of Free Flow of Information and Development of Communication
- Mr. Peter Thorp, Chief, Division of Free Flow of Information and International Exchanges

FAO

- Forestry Department
- P.J. Vakomies, Director, Forest Industries and Trade Division
- S.L. Pringle, Chief, Forest Economics and Statistics Branch (FOIE)
- T.A. Erfurth, Forest Products Marketing, FOIE
- P.A. Wardle, Trend Studies and Economic Analysis, FOIE
- L. Markila, Chief, Pulp and Paper Branch
- L. Lintu, Pulp and Paper Branch
- E.O. Nyberg, Pulp and Paper Branch
- J.E.M. Arnold, Chief, Plans Unit
- G.R. Lindell, Plans Unit
- Development Department
- H.H. MacFarlane, FAO/World Bank Cooperative Programme
- Economic and Social Policy Department
- S.C. Gupta, Economist, Commodities and Trade Division

REPORT

OF AN

INTER-AGENCY CONSULTATION ON THE PAPER SHORTAGE

ROME, 3-4 MARCH 1975

AGENDA

1. General nature of the pulp and paper shortage.
2. Feasibility of creating a system of strategic reserves of cultural papers.
3. Appeal for emergency supplies of cultural paper.
4. Summary of conclusions.

FAO
Rome, March 1975

INTRODUCTION

An Inter-Agency Consultation on the Paper Shortage was held in Rome on 3-4 March, 1975. The Consultation was attended by representatives of the Forestry Department and Economic and Social Department of FAO, the FAO/World Bank Cooperative Programme, UNESCO and UNCTAD (Annex 1).

The Consultation followed from a Resolution of the 18th Session of the General Conference of UNESCO (Annex 2), and decisions by the 64th Session of the FAO Council (Annex 3), concerning possible action by the UN agencies to help alleviate the shortage of printing paper experienced by developing countries during 1974.

The Consultation was opened by Mr. P.J. Vakomies, Director, Forest Industries and Trade Division, FAO, who also acted as Chairman. The meeting adopted the agenda shown in Annex 4.

Item 1 - General nature of the pulp and paper shortage

The Consultation noted that the situation in the paper markets had considerably changed since the time when the meeting was proposed. The current situation is one of surplus and ready availability of paper. However, it is foreseen that this is a short term situation, brought about by the present depressed economic conditions in the major consuming countries. Moreover, though supplies are readily available; prices remain high and are not likely to decline very much as the recent rise was to a large part a long overdue adjustment.

Though the recent paper shortage had been particularly acute, it was noted that periodic shortages alternating with periods of excess capacity have been a regular feature of the pulp and paper industry. These arise partly because of the highly capital intensive nature of the industry with new capacity added in large blocks, partly because of the impact of economic fluctuations on paper demand, and partly because of capacity expansion to secure future access to supplies of fibre raw materials. The current cycle appeared to have been accentuated, at least in the case of newsprint, by an exceptionally high build up of stocks by major consumer

The meeting considered the results of an outlook appraisal based on the latest FAO survey of production capacity, which indicated that the present surplus of cultural paper would by 1976 revert to a period of more or less supply-demand balance followed by growing shortages. Though the difficulty of forecasting the situation in the industry was acknowledged, particularly in view of the uncertainties generated by the present world economic situation, the forecasts have in the past been very accurate. Because of the extended lead-time required for the construction of new pulp and paper mills, additions to capacity can be forecast several years in advance with a high degree of accuracy. Forecasts of paper demand have been conducted with fairly simple models which, nevertheless have yielded satisfactory though somewhat conservative, estimates of demand growth.

It was noted that the developing period of shortage is not due to any basic physical shortage of pulpable fibre; the shortfall is in the processing capacity. The Consultation then examined the reasons behind the forecasted widening gap in processing capacity relative to expected increases in demand over the next few years. It was noted that the 1960's were characterized by marked over-expansion and low profitability, contributing to reduced investment in new production capacity in the 1970's. This was reinforced by the mounting costs of effluent control to meet new environmental standards. The recent increases in prices thus represented an overdue and necessary adjustment to signal the need for renewed industrial expansion. However, prices may have to rise further due to rampant inflation before substantial new investment will be forthcoming.

It was concluded that the solution to the paper shortage required an expansion of pulp and paper production capacity in developing countries, to serve not only domestic but also export markets. The development of domestic industry would at least ensure minimum local supplies in time of tight world supplies. In addition expansion of paper production capacity in developing countries might promote the attainment of consumption patterns more in line with the needs of these countries.

Though the advantages of expanding pulp and paper manufacturing capacity in developing regions are many, there remain a number of problems. Some aspects of using mixed tropical hardwoods for pulp production need further investigation. The creation of alternative, or additional, resources of pulpable wood fibre through the establishment of man-made forests of quick growing species requires a time span of many years. The development of domestic pulp and paper capacity has on occasion been discouraged by a variety of economic, social and political considerations, as well as by the practice of disposing of surplus supplies by selling them in developing countries at less than general market prices.

The establishment of sufficient manufacturing capacity in developing countries will, therefore, take some time. It will also require a sustained and intensive effort to overcome the problems recorded above, along the lines already initiated by FAO in consultation with the UNDP and international financing institutions. The rest of the Consultation was therefore devoted to discussing short and medium term measures that might alleviate further shortages of cultural papers in developing countries during the period while they are building up domestic production capacity. The Consultation also drew attention to the scope for expanded production from existing mills in developing countries by improving their productivity. It was noted that this was an activity on which UNIDO was able to offer assistance.

Item 2 - Feasibility of creating a system of strategic reserves of cultural papers

The Consultation explored certain aspects of establishing and using buffer stocks of newsprint. The cyclical fluctuations in production and consumption of newsprint in the past were noted. Attention was drawn to the fact that growth in consumption in developing countries tended to fall off during peak periods of production and consumption in the developed countries, indicating that on a global basis, supplies were insufficient when demand was strong and that the shortfall was felt most severely in developing countries. It was noted that the pulp and paper industry had experienced repeated periods

surplus capacity and that the economics of the industry were such that this meant it was frequently at sub-optimum operating ratios. The paper concluded that buffer stocks by helping to even out the fluctuations in supply and demand would not only improve the supply situation of importing developing countries, but could also benefit the producing industries and the economics of the major producing countries by providing additional outlets for their products in periods of slack demand.

The technical and financial aspects of buffer stocks were explored through an example which considered ways and means of storing a million tons of newsprint. The paper concluded that there were no major technical problems; the problem is one of financing the storage facilities. It was estimated that warehouse capacity for a million tons of newsprint would have a capital cost of about 150 million dollars and annual operating costs, excluding the costs of the newsprint and interest charges, of from 15 to 20 million dollars. The cost of newsprint at current mill net price would be 350 million dollars, and total annual storage costs including interest charges would be 65-80 million dollars. It was noted in the discussion that the unit manufacturing cost of newsprint is considerably lower than the mill-net price and inversely proportional to the level of production.

Therefore, if the newsprint was stored at or close to actual manufacturing costs, total storing costs would be substantially less than the figures indicated above.

The Consultation recognised that the situation under discussion differed from the usual situations in which buffer stocks were employed. Buffer stocks are traditionally a means for stabilizing prices, normally to reduce fluctuations in export earnings from primary commodities from developing countries. In the case of printing papers, however, the problem is to ensure essential supplies of the manufactured product to the developing countries. The question was therefore raised as to whether buffer stocks would be the most appropriate system in this situation.

Attention was drawn to the fact that the export industries in developed countries might well be major beneficiaries from a system of buffer stocks for papers. It might even be in the interests of the industry to establish and finance such a system itself. There was concern that having the international community underwrite buffer stocks could encourage the growth of producing capacity in developed countries rather than in developing countries. The need to tailor any proposals for action by the UN system to the needs of developing countries was stressed.

The Consultation reiterated its earlier conclusion that the ultimate solution to the problem of the shortages of cultural paper in developing countries was the construction of additional manufacturing capacity in those countries. However, this is a long-term solution and interim arrangements are required to ensure essential supplies to developing countries while they are building up capacity. It was recommended that the UN specialised agencies concerned explore further the possibility of establishing a limited "strategic reserve" of newsprint and other cultural papers to alleviate the shortages which developing countries were expected to again encounter from 1976. It was suggested that the study take into account the studies of stocking systems, financing and mechanisms being carried out by UNCTAD as part of an Integrated Programme for Commodities. The study should also explore the relevance for the paper situation of the machinery established for FAO's International Fertilizer Scheme and for the food security schemes to be operated under the International Undertaking on World Food Security.

It was agreed that the subject be put before the FAO Advisory Committee on Pulp and Paper to obtain the reaction of the pulp and paper industry. Emphasis would be placed upon the question of financing the strategic reserve and the possible role of industry in contributing to this financing, given the benefits

to industry of this additional outlet for its products in periods of slack demand. The possibility of financing from the international financing institutions would also be explored.

The study would also examine in more detail the size and nature of likely needs for cultural papers in developing countries. It was agreed that Unesco would intensify its efforts to provide information on current and potential needs for paper in developing countries in the fields of education, science, culture and communication.

Item 3 - Appeal for Emergency Supplies of Cultural Paper

The representative of Unesco reviewed the impact of shortages of newsprint and other printing papers in developing countries, and outlined the actions to alleviate the shortages which had been recommended by the 18th Session of the General Conference of Unesco (Annex 2). Unesco's role was foreseen as primarily catalytic and coordinating. It was recognised that many of the actions were already underway or planned by other agencies.

Unesco had intended to focus its resources on the appeal to producers and consumers to divert supplies to meet immediately critical needs in developing countries. However, since the Unesco General Conference met, the falloff in demand had brought about an appreciable easing in the supply situation. There was now no longer a physical shortage of printing papers, though the high prices that persisted presented a serious constraint for developing countries in meeting their needs. It was agreed that in this situation the appeal might be directed to mobilising support for measures to alleviate the renewed shortages foreseen from 1976 onwards, except for such bilateral or multilateral emergency action that might be necessary in the current situation. It was agreed that further consideration of the content of the appeal should be deferred until the findings of the proposed study of the shortage reserve scheme be available.

Summary of Conclusions

It was agreed that in terms of the medium or long term programme, the UN organizations should vigorously assist the developing countries in the establishment of their own pulp and paper manufacturing plants for both domestic and export markets. To this end, FAO's proposed global pulp and paper industries development programme for developing countries deserves strong support.

Because of the 4 to 6 years needed to plan, finance, design and construct a plant, this solution would not solve the shortage of paper products expected during 1976-77. Consequently, the Consultation agreed that the logical first step to alleviate this situation was to use the present overcapacity (forecast to last until towards the end of 1976) to create strategic reserves to help the developing countries to reduce their predicted shortage after 1976 and until new mills can be built and brought into production in these countries. For this purpose, the Consultation agreed that UNESCO, with the technical help and guidance of FAO and UNCTAD should carry out as soon as possible a study of the technical, economic, financial and social aspects of establishing strategic reserves of cultural papers.

The Consultation recognised the importance of improving the operating efficiency and output of the existing pulp and paper mills in the developing countries. It noted the part that UNDP-financed, improved and intensified trouble-shooting could play. The need for adequate working capital, particularly for imported spare parts and operating materials, was emphasised.

Strategic Reserves of Cultural Papers

(Progress Report)

After participating in the last day's session of the FAO Advisory Committee on Pulp and Paper on May 16th followed by further discussions with the FAO staff in Rome a visit was made to Unctad in Geneva followed by visiting Unesco in Paris on May 22nd.

The month of June was spent at my office in Stockholm collecting necessary statistics and other data. Discussions were held with the Swedish Pulp and Paper Association as well as with other organizations involved in cultural paper matters. A visit to the headoffice of the Stora Kopparberg company at Falun to discuss the supply situation of newsprint was made on July 1st. Contacts were furthermore taken with the paper mill associations in the U.S., Canada and Japan as well as with some individual paper companies in preparation for a visit to the countries mentioned.

The paper associations and a fairly large number of paper companies have now been visited during an almost three week long trip involving stops in New York, Montreal, Vancouver and Tokyo. The discussions have been thorough and carried out in a constructive atmosphere.

During the early stage of collecting and assessing data it became quite clear that the problem of selecting a limited number of specifications and basisweights (the latter in fine paper only) to be manufactured as a strategic reserve would be an impossible task. Hardly any paper mill was ready to even suggest qualities, sizes and basisweights that could safely find buyers after two/three years storage of the paper unless the paper in stock was going to be forced upon the buyers/consumers.

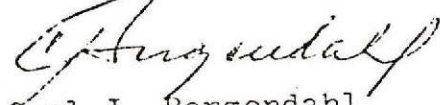
A scheme of creating a "Reserve Paper Machine Capacity" has therefore been proposed by the Consultant. This scheme is roughly outlined in Annex 1, the principle being that paper consumed by regular buyers with established specifications be manufactured at a period of surplus capacity and kept in storage until a (new) tight supply/demand situation arises at which time the paper in storage would be shipped and the corresponding tonnage/machine capacity would be used to make paper for developing countries. Such paper would then be made in qualities and specifications ordered by the buyers in question.

This scheme has been discussed with the paper mill associations and paper mills in the countries which have been visited so far. The scheme has been considered as a very interesting new approach to "stockpiling" and also easy to carry out.

It should however be noted that not all countries (and mills) are convinced that enough surplus capacity will be available again once the present (mid 1975) surplus capacity in cultural papers has been absorbed. Announced papermachine capacity additions, as reported by FAO, are not sufficient to meet a normal increase in demand according to several industry spokesmen.

Stockholm July 28, 1975

Carl J. Bergendahl & Associates AB



Carl J. Bergendahl

OFFICE MEMORANDUM

TO: Mr. Chauncey F. Dewey
Industrial Projections Department

DATE: November 5, 1975

FROM: Mr. Ezriel Brook, EPD/CE *EB*

SUBJECT: Paper Buffer Stock

Enclosed are the papers and the correspondence regarding paper buffer stock. We await a reply to Mr. Rinaldi upon your specific recommendation which you mentioned will come after consulting with the economists in your division.

EBrook:bjl
(K 3435)

- Brook's memo covers the main points. One would also add:
- (1) The developed countries, as largest suppliers & consumers, would benefit most from this scheme
 - (2) The market has done a decent job in equilibrating demand & supply
 - (3) I suspect the cyclical "swings" in price are not very severe (as compared, say, to copper)
 - (4) Technical problem of storing paper is serious and any solution to it, costly.
 - (5) Definition of what types of paper to store is "impossible" (see Bergendahl's memo)
- I conclude the paper buffer stock idea is unworkable (along with stamped money & perpetual motion machines)
- [Signature]*

OFFICE MEMORANDUM

TO: Fritz A. Steuber
IBRD European Office - Paris

DATE: October 24, 1975

FROM: Ezriel Brook, Economist EPD/CE EB

SUBJECT: Suggested Paper Buffer Stock in the Inter Agency
Consultation on paper shortage, Rome, March 3-4, 1975

1. The idea of buffer stock financing for paper has no merit, in our opinion, for the following reasons:

(a) At present there is actually no shortage. The Inter Agency in their report points out:

"...However, since the UNESCO General Conference met, the fall off in demand had brought about an applicable easing in the supply situation. There was now no longer a physical shortage of printing papers, though the high prices that persisted presented a serious constraint for developing countries in meeting their needs. It was agreed that in this situation the appeal might be directed to mobilizing support for measures to alleviate the renewed shortages foreseen from 1976 onwards..."
(Page 6 of the report.)

The report then clearly indicates that the price mechanism can take care of stabilization of the market.

(b) It is also doubtful that developing countries will benefit from a paper buffer stock. The problem as stated is that with the prospective economic recovery in the developed countries, in 1976 there will be a new spurt of increase in demand and consequently prices. The Inter Agency believes that buying at present (which will increase present prices) and selling in the future (which will cause prices to be lower than they would otherwise be) is a good policy to the consumers, which includes the developing countries. However, it is not clear that instability of paper prices originates more from demand rather than supply. The dwindling availability of pulp resources in developed countries is probably even a greater cause for price instability than demand fluctuations.

(c) The trend toward higher prices of pulp and paper seems inevitable. In the long run, this will benefit developing countries more than the developed countries because there will be a shift of sources of pulp supply; and eventually also the paper industry will shift from the developed to the developing countries. Creation of

October 24, 1975

a buffer stock will cause only another institution which will refuse to die when necessary and will live on principles of quotas and regulations which would slow down the necessary transition of the industry from higher cost producers to lower cost producers (and from high cost sources of raw material suppliers to low cost sources).

(d) Production and consumption of pulp and paper are primarily in the developed countries. This implies that the Bank participation in financing a buffer stock for paper will amount to financing storage mostly in developed countries.

2. Developing countries are only marginal beneficiaries of this policy under the present circumstances. This is clearly not in line with the Bank policy. I therefore suggest that we do not get involved in a "World Paper Bank."

Clearance and cc:
K. Takeuchi, Acting Chief-EPD/CE

cc: W. Tims, Director-EPD
G. Thiebach-EPD/CE

EBrook:bjl

In the boom, industrial consumers and intermediaries buy in the expectation of rising prices and for fear that they might be caught short. In the downswing of the cycle, they reduce their purchases and probably also reduce their inventories below normal levels. This is not unique to the paper industry but typical for non-perishable commodities e.g. steel, copper, etc.

The economic loss is of a two-fold nature. First, there are interest charges on abnormally high inventories (perhaps sometimes deterioration in quality; see ~~Bj~~ Bendahl's note). Secondly, there are losses through idle capacity and irregular operations.

In theory, this problem could be corrected through a buffer stock and, perhaps, through the creation of a "futures" market. If the buffer stock is ten per cent of world consumption (in fact, a smaller stock could well suffice), this would probably cover normal fluctuations in consumption which could not be covered by short-term adjustments in production. At ten per cent interest, this would add one per cent to the price of paper. However, if one avoided periodically overstocking and reduced the fluctuations in output, the price of paper might actually be reduced.

In practice, there seem to be many problems with all commodity schemes. Perhaps the next step might be to ask the commodities experts in DPS for their views.

OFFICE MEMORANDUM

TO : Mr. Michael L. Hoffman
FROM : Fritz Steuber *FS* 59
SUBJECT : Unesco Proposal for the Creation of a World Paper Bank. *S*

1. A resolution of the 18th session of the Unesco General Conference (October-November 1974) deals with the world paper shortage and subsequent steep increases in the price of paper (not only newsprint) and, amongst other things, suggests the creation of a "strategic reserve" to be administered by a World Paper Bank. The General Conference requested the Director-General to consult on this problem with FAO, UNIDO, UNCTAD and UNEP, but it also mentioned "organizations mainly concerned", which in the interpretation of the Unesco Secretariat includes the Bank.
2. You may have heard about this in any event, especially since an inter-agency meeting took place at FAO in March 1975, which was also attended by staff of the Bank/FAO Cooperative Program. A report on that meeting is attached, as is a progress report by a Swedish consultant, Mr. Bergendahl.
3. All this was brought to my attention two days ago by Mr. Peter Thorp, a former Unesco staff member (Publications Department) and now a consultant to them. Mr. Thorp said that further inter-agencies consultations on the matter will take place, and they would like to invite the Bank next time (date not specified). Mr. Thorp then asked for my preliminary reactions. I said only that in my view the whole proposal amounted to financing some kind of a paper bufferstock, which in effect largely meant that pulp and paper manufactures in developed countries would obtain additional working capital to finance expansion of stocks. I did not see the World Bank doing that.
4. I am sure somebody in the Bank could take a more serious look at that. Mr. Thorp will be leaving Unesco shortly, and the new man in charge of this project will be Mr. Julian Behrstock.

FS:ar

ANNEX 3

(Excerpt from Report of the Council of FAO, Sixty-Fourth Session, Rome,
18-29 November 1974)

- Pulp and Paper Shortage: Position Report

212. The Council was informed of the growing shortage of pulp and paper in the world, and of actions being taken to combat the shortage. It noted that capacity to manufacture pulp and paper was growing more slowly than demand for these products, and that the consequent shortages and high prices were being particularly felt in developing countries.

213. The Council agreed that paper, required for education and communication, had an important role to play in economic and social development. It noted that efforts to overcome the shortage would require the expansion of manufacturing capacity particularly in developing countries. The Council agreed that FAO had an essential role to play in assisting in this long-term development and supported the action programme being developed jointly with the UNDP and financing agencies.

214. The attention of the Council was drawn to the need to alleviate shortages in the short and medium term, and to the actions, to this end, called for in the resolution of the Eighteenth Session of the General Conference of Unesco. The Council realized the complex nature of some of the proposed actions, in particular the proposal for a system of buffer stocks, and suggested that a careful study of this question be made taking into account the many problems inherent in a buffer stock system. The Council commended the collaboration between FAO and Unesco in this matter and stressed the need for a continued joint and coordinated approach to this problem.

215. The Council was informed by the representative of Unesco of the appeal that Unesco intended to make to aid agencies, producers and consumers to collaborate in making available paper supplies to meet the most immediate needs of developing countries affected by the shortage. It was suggested that FAO provide technical advice on the content of the appeal, and offer other assistance within the competence of the Organization.

216. The Council, noting that the pulp and paper shortage was expected to persist for a number of years, requested that this item be placed on the agenda of future sessions until there was an improvement in the situation.

December 15, 1975

Dear Mr. Najman:

I am sorry for the delay in replying to your letter of October 21, 1975, asking for Bank contribution for reports to be prepared by UNESCO regarding assistance and advice provided by the U.N. System for strengthening science and technology capacities, and for formulation of science and technology policies in the developing countries.

Most all World Bank-financed projects directly or indirectly assist its borrowing countries in the use of appropriate technology and in strengthening technical agencies. In most cases, the financing of projects, whether in the agricultural sector, in public utility, industry, infrastructure, or education, is preceded by a thorough, overall review, often accompanied by technical assistance, of policies affecting this sector, including sectoral science and technology policy. Often the Bank acts to strengthen the technological capacities of its developing member countries by encouraging the development and use of local capabilities for the planning and design of the projects it finances. In some sectors, the Bank encourages the formation of technological competence within the borrower agency. When consulting firms are employed for the planning and design of projects, Bank policy is to encourage the employment of consulting firms of its borrowers' nationality where such firms are found to be qualified to do the work required for the preparation of Bank-financed projects, either along or in collaboration with foreign firms.

It would be difficult to list or quantify all Bank input designed to strengthen science and technology capacities and improve policies, and I am, therefore, enclosing a report on Technology & Science in World Bank Activities, proposed by the Bank's Science & Technology Advisor. Union report describes and gives examples of different ways in which the World Bank deals with the science and technology problems of its developing countries. I would particularly like to draw your attention to paragraphs 5-6, 13-16, 22-42, 68-70, and 95-107, which include examples of Bank assistance which might be of particular interest to you.

We hope that this information would still be of some use to those concerned with this matter in UNESCO.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Dragoljub Najman
Assistant Director-General a.i.
Co-operations for Development
and External Relations Sector
UNESCO
7, Place de Fontenoy
75700 Paris, France

mab:nts

cc: Mr. Charles Weiss
Mr. Grenfell

December 11, 1975

Dr. Leo Fernig
Acting Assistant Director-General
for Education
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Leo:

I suppose that because we were unable to be present at last Thursday evening's meeting in New York on the status of the IERS, we find ourselves without a copy of the report which you submitted. This came to mind as I read Jack Thornton's letter - as through a glass darkly - to you of November 27. I think you know that although for largely technical reasons we were not able to participate at the outset in this project, we are very much interested in it and, needless to say, wish you every success and will cooperate in other ways. If it is possible, therefore, I would be grateful if you could send us a copy of that report or whatever else you deem to be informative at this stage.

I will be following up on our proposal regarding an inventory of local technical assistance capabilities, which appeared to be well received by the group, but I do not expect to do much before January at the earliest.

It was very good to see you. With best regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

DSB/h1

December 8, 1975

Dear Mr. M'Bow:


Further to my letter to you of September 10, 1975, concerning World Bank participation at the Conference of Ministers of Education of African Member States, to be held in Lagos from January 27 to February 4, 1976, I am pleased to inform you that the Bank will be represented by Mr. Duncan S. Ballantine, Director, Education Projects Department, and by Mr. R. F. McMahon, Technical Educator, Education Division, Eastern Africa Region.

Sincerely yours

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Amadour-Mahtar M'Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr Ballantine
Mr. McMahon


mmcd:er

248423A 1930 URV

LI-UNESCO

TEX 1330/050

INCOMING TELETYPE

83

248423A 1930 UR

From: UNESCO Z PARIS

Distribution:

Education Proj.
Contr. Mr. Mitchell
Treas.-Cashier

INTERRAD WASH:

32861 FOR LORLANC

INDUSTRY ARRIVING WASHINGTON FOR JUSTIFYING EIGHT DECEMBER STOP
GRATEFUL YOU ARRANGE BANK TREASURER PAY MY TRAVEL ADVANCE THREE
HUNDRED DOLLARS STOP UNESCO JOINT ACCOUNT WILL REIMBURSE ON
RECEIPT YOUR INVOICE KINDLY QUOTE OBLIGATION NUMBER EFD 218.194
STOP APPROVED COMPTROLLER :

MOLLER UNESCO+

END+

248423A 1930 UR

UNESCO Z PARIS

LI - UNESCO

OUTGOING WIRE

TO: DRAGOLJUB NAJMAN
UNESCO
PARIS

DATE: December 4, 1975

CLASS OF SERVICE: TELEX

LC

COUNTRY: FRANCE

TEXT:
Cable No.: LATE YESTERDAY WE RECEIVED TELEX SIGNED HARRISON INVITING BANK TO BE REPRESENTED AT INTERNATIONAL FORUM ON FUNDAMENTAL SCIENTIFIC AND TECHNOLOGICAL ENERGY PROBLEMS STARTING NEXT MONDAY AND SAYING LETTER FOLLOWS STOP I AM SURE YOU WILL UNDERSTAND THAT IT IS QUITE IMPOSSIBLE FOR US TO ARRANGE REPRESENTATION ON TWO DAYS BUSINESS NOTICE AT A TRANSATLANTIC MEETING CONCERNING WHICH WE KNOW NOTHING BEYOND ITS TITLE STOP WOULD APPRECIATE IF YOU WOULD CALL THIS TO THE ATTENTION OF YOUR COLLEAGUES AND REQUEST THAT THEY ENDEAVOR IN FUTURE TO AVOID PLACING WORLD BANK IN THIS POSITION STOP REGARDS

HOFFMAN

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Michael L. Hoffman

MLH

DEPT. International Relations

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: MLHoffman:zmc

CLEARANCES AND COPY DISTRIBUTION:

cc: Mr. McNamara
Mr. E. Friedmann
Mr. William Clark
Mr. M. Burney
Mr. Andre Varchaver, UNESCO, N.York

For Use By Communications Section

ORIGINAL (File Copy)
(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: _____

LI UNESCO

248423A IRRD UR

INCOMING TELEX From Paris

sd

UNESCO 204461F

(Telex NO.)

Distribution:

Dec. 3, 75

Mr. Hoffman
Mr. McNamara
Mr. J. A. Lee
Mr. C. Weiss

PRESIDENT

INTRAFRAD

WASHINGTON :

32424 ON BEHALF OF THE DIRECTOR GENERAL I HAVE PLEASURE IN INVITING YOUR ORGANIZATION TO BE REPRESENTED AT INTERNATIONAL FORUM ON FUNDAMENTAL SCIENTIFIC AND TECHNOLOGICAL ENERGY PROBLEMS UNESCO HEADQUARTERS 8 TO 12 DECEMBER 1975 LETTER FOLLOWS :

HARRISON +

ENC +

RECEIVED
SECRETARIAT
UNESCO
PARIS
12 DEC 1975

248423A IRRD UR

UNESCO 204461F

UNION INTERPARLEMENTAIRE



INTER-PARLIAMENTARY UNION

PLACE DU PETIT-SAONNEX
1211 GENEVE 19 (SUISSE)

ADRESSE TÉLÉGRAPHIQUE
"INTERPARLEMENT-GENÈVE"
TÉLÉPHONE (022) 34 41 50

PCT/lh

Geneva, December 1, 1975

Dear Mr. President,

As you may be aware, for some years the Inter-Parliamentary Union has devoted part of its activity to the study of environmental problems, focusing its attention more recently on the need for action to preserve the Mediterranean Sea.

From March 29 to April 4, 1974, the Union organized in Rome an Inter-Parliamentary Conference of Coastal States for the Control of Pollution in the Mediterranean Sea, which was attended by members of Parliament from eleven coastal countries, as well as representatives of many international organizations, including the European Economic Community, and a number of eminent experts. I am enclosing for your information a copy of the Final Act adopted unanimously by that Conference.

In pursuance to the recommendation contained in paragraph 18 of that Final Act, the Council of the Inter-Parliamentary Union decided in April 1974 to set up a Special Committee for the study of the means to control the Pollution of the Mediterranean Sea, which was mandated specifically to promote the implementation of the Final Act of the Rome Conference.

I have the pleasure to enclose a copy of the report and recommendations of the Special Committee which met in Monaco on October 23 and 24 last.

I would like to draw your attention to paragraph 16 (b) of the recommendations, whereby the Special Committee requested me

"To approach the World Bank and the appropriate regional bodies concerned with financial aid in order that they give particular attention to the needs of the Mediterranean developing countries as regards Mediterranean pollution control."

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

.../...

Original to: *M. Hoffman*
Date: DEC 5 1975
Communications
Section

This is a matter to which considerable importance was attached by all the parliamentarians who participated in the meeting and I would urge that it be given due consideration by your Organization.

Yours sincerely,

A handwritten signature in dark ink, consisting of several loops and a long, sweeping tail that extends to the right.

Pio-Carlo Terenzio
Secretary General



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

7, place de Fontenoy, 75700 Paris

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27602 Paris

référence : SC/TER/ESR

1 December 1975

File

Sir,

In accordance with a decision taken by the General Conference of Unesco at its eighteenth session, an international forum on fundamental scientific and technological energy problems will be held on 8-12 December 1975 at Unesco Headquarters in Paris.

Discussions between twenty distinguished scientists are expected to clarify the medium and long-term fundamental scientific and technological problems to be solved in bringing into large scale use the renewable and clean sources of energy and to determine the essential action needed at the international level.

I have pleasure in inviting your Organization to be represented at the forum. Background information regarding its scope and programme is attached hereto, along with the Agenda and Meeting Schedule.

Accept, Sir, the assurances of my highest consideration.

J. M. Harrison
Assistant Director-General for Science

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

Rec'd in IRD

12/5/75

SECTION
COMMUNICATIONS

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SECURED

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COMMUNICATIONS
SECTION

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MAY 22 2023

WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL FORUM ON FUNDAMENTAL SCIENTIFIC AND
TECHNOLOGICAL ENERGY PROBLEMS

Unesco House, Paris, 8-12 December 1975

PROVISIONAL AGENDA

1. Opening of the meeting by the Director-General or his representative
2. Introduction of panelists
3. Election of Chairman, Vice-Chairmen and Rapporteur
4. Adoption of Agenda
5. General discussions on:
 - Topic (a) Time schedule for the bringing into use of new sources of energy
 - Topic (b) Main scientific and technological problems to be solved in bringing these new sources of energy into use
 - Topic (c) Methods of international cooperation for the solution of these main problems
 - Topic (d) Role of international organizations in solving these problems, with special emphasis on that of Unesco
6. Discussion of conclusions and recommendations of final report
7. Closing of the meeting

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MAY 22 2023

INTERNATIONAL FORUM ON FUNDAMENTAL SCIENTIFIC AND
TECHNOLOGICAL ENERGY PROBLEMS

WBG ARCHIVES

Unesco House, Paris, 8-12 December 1975

MEETING SCHEDULE

The Meeting will take place in Room IX (Fontenoy Building)

DATE	HOURS	ACTIVITY (Letters in brackets refer to the subjects in the Agenda)
Monday, 8 December	a.m. 10:00 - 10:45 10:45 - 11:00 11:15 - 11:30 11:30 - 13:00	Opening Ceremony Opening statement by DG or ADG Introduction of panelists Adoption of Agenda Discussion : Topic (a)
	p.m. 15:00 - 16:00 16:15 - 18:00	Discussion : Topic (a) Discussion : Topic (a)
Tuesday, 9 December	a.m. 09:00 - 11:00 11:15 - 13:00	Discussion : Topic (a) Discussion : Topic (a)
	p.m. 15:00 - 16:00 16:15 - 18:00 19:00	Discussion : Topic (b) Discussion : Topic (b) (Reception given by DG or ADG)
Wednesday, 10 December	a.m. 09:00 - 11:00 11:15 - 13:00	Discussion : Topic (b) Discussion : Topic (b)
	p.m. 15:00 - 16:00 16:15 - 18:00	Discussion : Topic (c) Discussion : Topic (c)
Thursday, 11 December	a.m. 09:00 - 11:00 11:15 - 13:00	Discussion : Topic (d) Discussion : Topic (d)
	p.m.	Meeting between Chairman, Vice-Chairmen and Rapporteur
Friday 12 December	a.m.	Meeting between Chairman, Vice-Chairmen and Rapporteur
	p.m. 15:00 - 16:00 16:15 - 18:00	Discussion and adoption of recommendations of final report Closing session

BACKGROUND INFORMATION FOR PARTICIPANTS

Dear Sir,

The General Conference of Unesco, at its eighteenth session, decided that, as an extension of the Organization's previous energy activities, an energy programme should be established immediately.

As a first step in this direction, the Unesco Secretariat surveyed the activities being carried out in this field by other organizations (UN Secretariat, World Energy Conference, International Atomic Energy Agency, Pugwash Movement, OECD, etc.). Most international organizations are concerned with promoting cooperation which emphasizes short or medium-term options. Also, on the basis of our survey, we feel that these endeavours tend to emphasize political, economic or engineering approaches.

A working group on fundamental world energy problems was held in parallel with the 5th International Heat Transfer Conference in Tokyo (2-7 September 1974) with the aim of clarifying the main areas where Unesco could be useful to the international community in energy development. Furthermore, during the 9th World Energy Conference in Detroit (22-27 September 1974) a panel discussion with representatives of different international organizations as well as with experts in the energy field was held with the same aim.

As a result of these meetings, it was recommended that Unesco should coordinate world wide scientific and educational activities in the energy field, particularly as concerns fundamental scientific and technological problems in the long term (up to 50 years' time).

Taking the results of this study into consideration, it was decided that the efforts of Unesco might best be designed to complement activities of other organizations. This can be done, we believe, by concentrating on the medium to long term fundamental scientific and technological aspects of world energy problems. It is considered that Unesco should be involved, more specifically, in identifying the areas where breakthroughs are needed in order to make feasible the large scale generation of power from renewable and clean sources such as solar energy, nuclear fusion, geothermal, wind and tidal energy.

Thus, the general area where Unesco should concentrate its efforts has been determined. However, the programme itself remains to be determined. This, we think, can be done by drawing on the continuing advice of well-known experts, acting through biennial international forums. We expect that these forums, in the course of discussions between panelists, will draw up a list of the most important scientific and technological problems for energy development which require international cooperation for their solution. Furthermore, we expect these forums to advise Unesco on possible inter-organization coordination and to suggest methods for such coordination.

.../.

We are planning to hold the first of these forums from 8-12 December 1975 at Unesco Headquarters in Paris. We suggest that the subjects for discussion be as follows:

1. Time schedule for the bringing into use of new sources of energy;
2. Main scientific and technological problems to be solved in bringing these new sources of energy into use;
3. Methods of international cooperation for the solution of these main problems;
4. Role of international organizations in solving these problems, with special emphasis on that of Unesco.

We expect participants to present their points of view on these subjects in written form and to send it to Unesco no later than 15 November. The material received will be assembled and distributed among participants as a document for discussion. Discussions will be recorded and summary records will later be published.

LI-UNESCO
Regional Program

Mr. Mahmud A. Burney

December 1, 1975

Mats Hultin

UNESCO Meeting on Implementation of Conference of Ministers
of Education in Latin America and the Caribbean, Panama City:
February 9-14, 1976

I have been in touch with Mr. Thint on the participation of his division in the Panama meeting, and he will let you know in due time.

I have also given some thought about a possible participation of someone from this department, but the Panama meeting would overlap with meetings in Africa and no one appears, therefore, available for the Panama meeting.

MGH/rcm

cc: Messrs. Ballantine, Thint



✓ I - UNESCO *UNESCO* *Journal Impact Study*
 united nations educational, scientific and cultural organization
 organisation des nations unies pour l'éducation, la science et la culture

7, place de Fontenoy, 75700 Paris

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

référence : SHC/DAD/1/B/530

27 November 1975

Dear Frank,

This is just a short note to thank you for your letter of 10 November which provides a most helpful summary of our discussions of 30 October. I have shown it to Mr. Bolla and to Mr. Daifuku and there is general agreement that we go ahead along the lines we worked out.

We therefore propose to continue our discussions with the research institutes already contacted, with a view to defining more precisely the issues to be covered at the seminar and to locating suitably qualified specialists for the preparation of working papers. It is good to know that, given the proposed joint financing, it might now be possible to have more papers prepared than we had previously envisaged. We hope to be able to make firm proposals on the above two points before the end of next month (I shall myself be absent from approximately 8 to 16 December), so that we can make final arrangements for the preparation of the working papers during the course of January.

With best regards.

Yours sincerely,

J. Booth

J. Margaret Booth
 Sites and Monuments Division

P.S. You mentioned that an English translation of the Aix paper had been prepared in Washington. Would you be able to send me a copy ? Thanks.

Mr. Frank Mitchell
 I.B.R.D.
 1818 H Street, N.W.
 Washington, D.C. 20433
 USA

INCOMING UNIT UNIT
 12 DEC -2 6M 2:07
 RECEIVED

Tourism Projects Department
 Date Received: DEC 8 1975
 Replied by: _____
 Date Action Taken: _____

RECEIVED
1975 DEC -5 PM 5:04
INCOMING MAIL UNIT

UN
Washington, D.C. 20540
1975 H Street, N.W.
I.B.B.D.
Mr. Frank Mitchell

Date of ...
1975 DEC 8

been prepared in Washington. Would you be able to send me a copy of ...
B.C. You mentioned that an ... of the ...

States and ...
1. ...

Mitchell

Yours sincerely,

With best regards.

... the course of ...
so that we can make ... for the ... of the ...
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be able to make ... on the ... before the end
make more ... than we ...
that, given the ... it might ... to
activities for the ... of ... If it is good to know
issues to be covered at the ... and to ...
... with a view to ... the
We therefore propose to continue our ...

There is general agreement that we ... the ...
of 30 October. I have ... to Mr. ... and to Mr. ...
10 November ... a ... of our ...
This is just a ... note to ... your letter of

Best regards,

reference : ZHC/DWD/J/B/230

21 November 1975

telex : 31005 Paris
cables : UNESCO Paris
telephone : 206-2121

1 place de Fontenay, 75100 Paris



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

Handwritten signatures and notes at the bottom of the page.

LI UNESCO

November 26, 1975

Miss Gertrude McKitterick
Deputy Director
Bureau of Relations with Member States and
International Organizations and Programmes
UNESCO
7 Place de Fontenoy
F 75700 Paris
France

Dear Kit:

I thought you might want to check and see what
the situation reflected in the third paragraph of the enclosed
letter is all about.

Regards,

Sincerely,

Michael L. Hoffman
Director
International Relations Department


Attachment

MLHoffman: zmc

LI-UNESCO



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

7, place de Fontenoy, 75700 Paris

Files
ans. Bureau
Dec. 24/76

The Director-General

référence : DG/3.10/8.8/437

24 NOV 1975

**Subject : Special Committee of Governmental Experts
to prepare a draft recommendation on the
preservation of historic quarters, towns
and sites and their integration into a
modern environment**

Sir,

By resolution 3.425 adopted at its eighteenth session, the General Conference authorized the Director-General to convene a Special Committee of Governmental Experts to prepare a draft recommendation on the preservation of historic quarters, towns and sites and their integration into a modern environment for submission to the General Conference at its nineteenth session. This committee which will be composed of technical and legal experts appointed by Member States, will meet from 2 to 11 February 1976. I am now waiting for confirmation of an invitation from a Member State for the meeting to be held on its territory. As soon as I receive this confirmation I shall let you know the place of the meeting.

I have the honour to invite your Organization to be represented by an observer at the meeting of this committee. The provisional agenda and rules of procedure for the meeting, the working languages of which will be English, French, Spanish and Russian, are enclosed herewith.

Also enclosed is a preliminary report containing the first draft of a recommendation on the preservation of historic quarters, towns and sites and their integration into a modern environment (document SHC/MD/26). A final report, containing the text of the draft recommendation as revised in the light of Member States' comments and observations on the above document, will be submitted to the Special Committee and will be sent to you in due course.

If you are able to accept this invitation I should be glad if you would kindly let us know as soon as possible the name and official capacity of your observer.

Accept, Sir, the assurances of my highest consideration.

3 encl.

For the 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.

John E. Fobes
John E. Fobes
Deputy Director-General

1032 NOV 52 14 5:23

RECEIVED

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

RECEIVED

Deputy Director-General
John E. Lopez

John E. Lopez

1975 NOV 25 PM 2:57
COMMUNICATIONS SECTION

3 encl.

For the Director-General
accept, Sir, the assurances of my highest consideration

and your officials on behalf of your organization.

It is your wish kindly let us know as soon as possible the
if you are able to accept this invitation I should be

pleased to do so.

will be submitted to the Special Committee and will be sent to
Member States, comments and observations on the whole document,
the text of the draft recommendation as revised in the light of
environment (document DHC/MD/SE). A final report, containing
drafts, conclusions and their integration into a modern
draft of a recommendation on the preservation of historic
Also enclosed is a preliminary report containing the

and program, are enclosed herewith.

The working languages of which will be English, French, Spanish
The procedural agenda and rules of procedure for the meeting,
represented by an observer at the meeting of this committee.

I have the honor to invite your organization to be

let you know the place of the meeting.

Its territory. As soon as I receive this confirmation I shall
invitation from a member state for the meeting to be held on
II February 1976. I am now waiting for confirmation of an
experts appointed by member states, will meet from 3 to
This committee which will be composed of technical and legal
submission to the General Conference at its nineteenth session.
and sites and their integration into a modern environment for
recommendation on the preservation of historic districts, towns
a Special Committee of Governmental Experts to prepare a draft
the General Conference authorized the Director-General to convene
By resolution 3.422 adopted at its eighteenth session,

Sir,

modern environment
and sites and their integration into a
preservation of historic districts, towns
to prepare a draft recommendation on the

Subject: Special Committee of Governmental Experts

Reference: DC/3.T0/8*8/1975

The Director-General

3, place de Fontenay 75300 Paris



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

Handwritten signature

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SPECIAL COMMITTEE OF GOVERNMENTAL EXPERTS TO PREPARE
A DRAFT RECOMMENDATION CONCERNING THE PRESERVATION
OF HISTORIC QUARTERS, TOWNS AND SITES AND THEIR INTEGRATION
INTO A MODERN ENVIRONMENT

2-11 February 1976

PROVISIONAL AGENDA

1. Opening of the meeting.
2. Election of the Chairman.
3. Adoption of the Rules of Procedure.
4. Adoption of the Agenda.
5. Election of the Vice-Chairmen and the Rapporteur.
6. Presentation by the representative of the Director-General of the Draft Recommendation to Member States concerning the preservation of historic quarters, towns and sites and their integration into a modern environment
7. Establishment of a drafting committee.
8. Consideration of the Draft Recommendation concerning the preservation of historic quarters, towns and sites and their integration into a modern environment.
9. Adoption of the Draft Recommendation.
10. Adoption of the Report.
12. Closure of the meeting.

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SPECIAL COMMITTEE OF GOVERNMENTAL EXPERTS TO PREPARE A DRAFT
RECOMMENDATION CONCERNING THE PRESERVATION OF HISTORIC QUARTERS,
TOWNS, AND SITES AND THEIR INTEGRATION INTO A MODERN ENVIRONMENT

2-11 February 1976

PROVISIONAL RULES OF PROCEDURE

(Established in accordance with the "Regulations for the general classification of the various categories of meetings convened by Unesco")

I. PARTICIPATION

Rule 1 - Chief participants

The governments of the Member States and of the Associate Members of Unesco invited by decision of the Executive Board of Unesco may take part in the Committee's meetings, with the right to vote.

Rule 2 - Representatives and observers

- 2.1 States not members of Unesco invited by decision of the Executive Board may send observers.
- 2.2 African liberation movements recognized by OAU and the Palestine Liberation Organization recognized by the League of Arab States, invited by decision of the Executive Board, may send observers.
- 2.3 The United Nations and other organizations and agencies of the United Nations system with which Unesco has concluded mutual representation agreements may send representatives.
- 2.4 Other intergovernmental organizations and non-governmental organizations invited by decision of the Executive Board may send observers.
- 2.5 Representatives and observers may participate in the work of the Committee without the right to vote and subject to the provisions of Rule 9.3.

II. ORGANIZATION OF THE MEETING

Rule 3 - Election of officers

3. The Committee shall elect a Chairman, one or more Vice-Chairmen and a Rapporteur.

Rule 4 - Subsidiary bodies

- 4.1 The Committee may establish such subsidiary bodies as it deems necessary for the conduct of its work, within the limits of the technical facilities available.
- 4.2 Each of these bodies shall itself elect its Chairman, Vice-Chairman or Vice-Chairmen and, if necessary, its Rapporteur.

Rule 5 - Bureau

- 5.1 The Bureau of the Committee shall consist of the Chairman, the Vice-Chairmen and the Rapporteur.
- 5.2 The Bureau shall co-ordinate the work of the Committee, fix the dates, hours and order of business of meetings and, in general, assist the Chairman in carrying out his duties.

III. CONDUCT OF BUSINESS

Rule 6 - Duties of the Chairman

- 6.1 In addition to exercising the powers which are conferred upon him elsewhere by the present Rules, the Chairman shall open and close each plenary meeting of the Committee. He shall direct the discussions, ensure observance of these Rules, accord the right to speak, put questions to the vote and announce decisions. He shall rule on points of order and, subject to the present Rules, shall control the proceedings and the maintenance of order. He shall not vote, but he may instruct another member of his delegation to vote on his behalf.
- 6.2 If the Chairman is absent during a meeting or any part thereof, his place shall be taken by the Vice-Chairman or one of the Vice-Chairmen. A Vice-Chairman acting as Chairman shall have the same powers and duties as the Chairman.
- 6.3 The Chairman and Vice-Chairman or Vice-Chairmen of a subsidiary body of the Committee shall have the same duties with regard to the bodies over which they are called upon to preside as the Chairman and the Vice-Chairmen of the Committee.

Rule 7 - Publicity of meetings

Meetings shall be held in public unless decided otherwise by the Committee or by the body concerned.

Rule 8 - Quorum

- 8.1 At plenary meetings, a quorum shall consist of a majority of the governments referred to in Rule 1 and represented on the Committee.
- 8.2 At meetings of subsidiary bodies, a quorum shall consist of a majority of the governments referred to in Rule 1 which are members of the body concerned.
- 8.3 Neither the Committee nor its subsidiary bodies shall decide on any matter unless a quorum is present.

Rule 9 - Order and time-limit of speeches

- 9.1 The presiding officer shall call upon speakers in the order in which they signify their wish to speak.
- 9.2 The presiding officer may limit the time allowed to each speaker if circumstances make this desirable.
- 9.3 The representatives and observers referred to in Rule 2 may address the meeting with the prior consent of the Chairman.

Rule 10 - Points of order

- 10.1 During a discussion, any delegation may raise a point of order; such point of order shall be immediately decided upon by the presiding officer.
- 10.2 An appeal may be made against the ruling of the presiding officer. Such appeal shall be put to the vote immediately and the presiding officer's ruling shall stand unless overruled by a majority of the delegations present and voting.

Rule 11 - Procedural motions

- 11.1 During a discussion, any delegation may propose the suspension or adjournment of the meeting or the adjournment or closure of the debate.
- 11.2 Such a motion shall be put to the vote immediately. Subject to Rule 10.1, such motions shall have precedence in the following order over all other proposals or motions before the meeting:
 - (a) suspension of the meeting;
 - (b) adjournment of the meeting;
 - (c) adjournment of the debate on the question under discussion;
 - (d) closure of the debate on the question under discussion.

Rule 12 - Resolutions and amendments

- 12.1 Draft resolutions and amendments may be proposed by the participants referred to in Rule 1 and shall be transmitted in writing to the Secretariat of the Committee, which shall circulate copies to all delegations.
- 12.2 As a general rule, no draft resolution or amendment shall be discussed or put to the vote unless it has been circulated sufficiently in advance to all delegations in the working languages of the Committee.

Rule 13 - Working languages

- 13.1 The working languages of the Committee shall be English, French, Russian and Spanish.
- 13.2 Speeches made at a meeting of the Committee in one of the working languages shall be interpreted into the other languages.
- 13.3 Speakers may, however, speak in any other language, provided they make their own arrangements for the interpretation of their speeches into one of the working languages.

13.4 The documents of the Committee shall be issued in English, French, Russian and Spanish.

Rule 14 - Voting

- 14.1 The delegation of each government referred to in Rule 1 shall have one vote in the Committee and in any subsidiary body on which it is represented.
- 14.2 Subject to the provisions of Rules 8.3 and 18, decisions shall be taken by a majority of the delegations present and voting.
- 14.3 For the purpose of the present Rules, the expression "delegations present and voting" shall mean delegations casting an affirmative or negative vote. Delegations abstaining from voting shall be considered as not voting.
- 14.4 Voting shall normally be by a show of hands.
- 14.5 When the result of a vote by show of hands is in doubt, the presiding officer may take a second vote by roll-call. A vote by roll-call shall also be taken if it is requested by not less than two delegations before the voting takes place.
- 14.6 When an amendment to a proposal is moved, the amendment shall be voted on first. When two or more amendments to a proposal are moved, the Committee shall first vote on the amendment deemed by the presiding officer to be furthest removed in substance from the original proposal, and then on the amendment next furthest removed therefrom and so on, until all the amendments have been put to the vote.
- 14.7 If one or more amendments are adopted, the amended proposal shall then be voted upon as a whole.
- 14.8 A motion is considered an amendment to a proposal if it merely adds to, deletes from or revises part of that proposal.

Rule 15 - Records

- 15.1 The Committee shall adopt a report on the results of its work. The report shall include such recommendations as it may have decided to formulate.
- 15.2 Following the closure of the proceedings of the Committee, a final report shall be published by Unesco.

IV. SECRETARIAT OF THE MEETING

Rule 16 - Secretariat

- 16.1 The Director-General of Unesco or his representative shall participate in the work of the Committee without the right to vote. He may at any time make either oral or written statements to the Committee or any subsidiary body on any question under discussion.
- 16.2 The Director-General of Unesco shall appoint an official of the Secretariat of Unesco to act as Secretary to the Committee, and other officials who shall together constitute the Secretariat of the Committee.

- 16.3 The Secretariat shall receive, translate and distribute all official documents of the Committee and shall arrange for the interpretation of the discussions as provided in Rule 13. It shall also assist in preparing the reports of the Committee and shall perform all other duties necessary for the proper conduct of the work of the Committee.

V. ADOPTION AND AMENDMENT OF THE RULES OF PROCEDURE

Rule 17 - Adoption

The Committee shall adopt its Rules of Procedure by a decision taken in plenary meeting by a simple majority of the delegations present and voting.

Rule 18 - Amendment

The Committee may amend these Rules of Procedure by a decision taken in plenary meeting by a two-thirds majority of the delegations present and voting.

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

THE PRESERVATION OF HISTORIC QUARTERS, TOWNS AND SITES
AND THEIR INTEGRATION INTO A MODERN ENVIRONMENT

Preliminary report established in pursuance of Article 10.1 of Unesco's Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution

SUMMARY

The General Conference, in resolution 3.425, adopted at its eighteenth session, considered it desirable to prepare an international instrument on the preservation of historic quarters, towns and sites and their integration into a modern environment. It decided that this international instrument should take the form of a recommendation to Member States.

In accordance with Article 10, paragraph 1, of the "Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution", the Director-General has prepared the present report on the situation which is to be the subject of the recommendation and on the possible scope of the latter. A preliminary draft recommendation is attached as an annex.

The report and the preliminary draft are being submitted to Member States for comments and observations. On the basis of the comments and observations received, a final report containing a revised draft recommendation will be prepared and submitted to a special committee of governmental experts which is to meet in February 1976. The draft recommendation approved by the committee will then be submitted to the General Conference at its nineteenth session for adoption.

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INTRODUCTION

1. In conformity with resolution 3.411 adopted by the General Conference at its seventeenth session, the Director-General prepared a preliminary study on the technical and legal aspects of a possible international regulation on the preservation of historic quarters, towns and sites and their integration into a modern environment. This study was submitted to the Executive Board at its 94th session (document 94 EX/17).
2. After examining this preliminary study, the Executive Board adopted the following decision (94 EX/Decision 4.4.3.2):

"The Executive Board,

1. Considering Articles 2 and 3 of the Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution,
2. Having examined the report and preliminary study contained in document 94 EX/17,
3. Convinced of the great importance, for the creation of a better quality of life, for the equilibrium of our societies and for the safeguarding of the distinctive character of each people, of the preservation of their historic past,
4. Mindful of the need to pursue the work already performed in this connexion by Unesco,
5. Decides to include the following item in the provisional agenda of the eighteenth session of the General Conference:

'Desirability of adopting an international instrument on the preservation of historic quarters, towns and sites and their integration into a modern environment'."

3. According to the terms of Article 6 of the above-mentioned Rules of Procedure (hereinafter called Rules of Procedure concerning Recommendations and International Conventions), it is for the General Conference to decide whether the question dealt with in the proposal should be regulated at the international level and, if so, to determine to what extent the question can be regulated and whether the method adopted should be an international convention or, alternatively, a recommendation to Member States.
4. At its eighteenth session (October-November 1974), the General Conference, after examining the Director-General's preliminary study concerning the desirability of adopting an international instrument on the preservation of historic quarters, towns and sites and their integration into a modern environment (document 18 C/30), adopted resolution 3.425 as follows:

"The General Conference,

Bearing in mind the Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution,

Having examined the preliminary study of the Director-General concerning the desirability of adopting an international instrument on the preservation of historic quarters, towns and sites and their integration into a modern environment (document 18 C/30),

1. Considers that the preparation of an international instrument concerning this question is desirable;
2. Decides that such an international instrument shall take the form of a recommendation to Member States, within the meaning of Article IV, paragraph 4, of the Constitution;
3. Authorizes the Director-General to convene the special committee provided for in Article 10, paragraph 4, of the aforesaid Rules of Procedure, and which shall be instructed to prepare a draft recommendation for submission to the General Conference at its nineteenth session."
5. Pursuant to this resolution and in accordance with the provisions of Article 10.1 of the Rules of Procedure concerning Recommendations and International Conventions, the Director-General has prepared the present preliminary report on the situation that should be the subject of a regulation and on the possible scope of such a regulation, together with a preliminary draft recommendation which is attached thereto.

6. This report and preliminary draft recommendation are based on a detailed analysis of the studies and experiments concerning safeguarding carried out in various parts of the world with the aid of Unesco or by other bodies, which has made it possible to determine the principles and guidelines applicable to all types of activity designed to preserve and revitalize historic quarters and towns. The report and preliminary draft recommendation take account, in particular, of the various national systems for the protection of groups of historic buildings as well as the measures applied in a number of countries for the safeguarding and revival of their cities. They also take account of the activities carried out by other bodies such as the International Council of Monuments and Sites and the International Society of City and Regional Planners, and especially of the work done under the sponsorship of the Council of Europe as part of the European Architectural Heritage Year.

7. A preliminary draft recommendation was drawn up by the Secretariat and then submitted by the Director-General to a group of experts for study. The composition of the group was as follows: H. Anitchkin, architect of the National Institute of Cultural Monuments (Bulgaria), R. Garvey Jr., Director of the Advisory Council on Historic Preservation (United States of America), R. Lemaire, Secretary-General of the International Council of Monuments and Sites, M. Masmoudi, Vice-President of the Municipal Council of Tunis, R. Obregon, architect in charge of the work of revitalizing Cartagena de Indias (Colombia), B. A. Shirazy, architect of the office of preservation at Isfahan (Iran), and J. Sonnier, chief architect of historic monuments (France). This group of experts, which met in Bruges from 9 to 12 May 1975 in co-operation with the Belgian National Commission for Unesco, has assisted the Secretary in finalizing the present text.

8. Member States are invited to submit their comments and observations on this report and on the preliminary draft recommendation contained in an annex.

9. Under the terms of Article 10.2 of the above-mentioned Rules of Procedure, the Director-General's preliminary report should reach Member States at least fourteen months before the opening of the next session of the General Conference, which is to take place in October 1976 and the comments and observations of Member States should reach the Director-General at least ten months before the opening of this session, that is to say by 15 December 1975 at the latest.

10. In the light of the comments and observations submitted within the aforesaid time-limits, the Director-General, in pursuance of Article 10.3 of the Rules of Procedure on Recommendations and International Conventions, will prepare a final report containing a revised draft recommendation, which he will communicate to Member States at least seven months before the date of the opening of the nineteenth session of the General Conference and which will be submitted, in accordance with 18 C/Resolution 3.425 of the General Conference, to a special committee consisting of technical and legal experts appointed by Member States. Under the terms of Article 10.4 of the Rules of Procedure, the said committee should meet four months before the opening date of that session. At least seventy days before the opening of the nineteenth session of the General Conference, the special committee, in conformity with Article 10.5 of the above-mentioned Rules of Procedure, will submit to Member States a draft recommendation which has its approval, with a view to its discussion at the General Conference.

A. SUBJECT OF A RECOMMENDATION ON THE PRESERVATION OF HISTORIC QUARTERS, TOWNS AND SITES AND THEIR INTEGRATION INTO A MODERN ENVIRONMENT

1. Legal character of the regulating recommendation and obligations arising from its adoption by the General Conference

11. In the above-mentioned resolution 3.425, the General Conference considered that "the preparation of an international instrument concerning this question" was desirable, and decided that "such an international instrument shall take the form of a recommendation to Member States".

12. Article 1 (b) of the Rules of Procedure concerning Recommendations and International Conventions states that a recommendation is an instrument whereby "the General Conference formulates principles and norms for the international regulation of any particular question and invites Member States to take whatever legislative or other steps may be required - in conformity with the constitutional practice of each State and the nature of the question under consideration - to apply the principles and norms aforesaid within their respective territories". States thus remain entirely free to choose the measures for giving effect to this instrument that are best suited to their particular situation. Moreover, the adoption of a recommendation by the General Conference entails the following obligations for Member States:

- (a) In conformity with Article IV, paragraph 4, of the Constitution, each Member State should submit the recommendation to its competent authorities within a period of one year from the close of the session of the General Conference at which it was adopted.
- (b) Under the terms of Article VIII of the Constitution, each Member State should submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports inter alia on action taken upon the recommendation.

13. The General Conference supplemented this last provision by Article 16 of the Rules of Procedure concerning Recommendations and International Conventions. This article provides that "1. Member States shall submit to the General Conference special reports on the action they have taken to give effect to conventions or recommendations adopted by the General Conference. 2. Initial reports relating to any convention or recommendation adopted shall be transmitted not less than two months prior to the first ordinary session of the General Conference following that at which such recommendation or convention was adopted. 3. The General Conference may further request Member States to submit, by prescribed dates, additional reports giving such further information as may be necessary".

14. The Rules of Procedure also provide, in Articles 17, 18 and 19, respectively, that "the General Conference shall consider the special reports submitted by Member States in connexion with the convention or recommendation in question" and that it "shall embody its comments on the action taken by Member States in pursuance of a convention or recommendation in one or more general reports, which the Conference shall prepare at such times as it may deem appropriate", which reports "shall be transmitted to Member States, to the United Nations, to National Commissions, and to any other authorities specified by the General Conference".

15. The purpose of the obligation laid upon Member States by Article IV, paragraph 4, of the Constitution, to submit the recommendation to their competent authorities is to ensure its effective implementation by appropriate domestic measures. Moreover, by means of the reports submitted to it pursuant to Article VIII of the Constitution and the above-mentioned provisions, the General Conference is in a position to assess the extent to which the recommendation has been implemented and applied in practice, in particular the methods used to that end, the difficulties encountered in implementation, the results achieved, etc. From the information received in this way, the General Conference may derive helpful guidance on the direction to be taken by its future activities in a given sphere.

2. Background of the problem

16. For centuries past, men have learnt to respect, without any imperative need to do so, certain buildings bequeathed to them by their forbearers - that is, "monuments". This respect went hand in hand with aesthetic or religious sentiments, and it has increased with the advances of education. But the concern to preserve whole towns and villages for their own sake or because of their historic value is a characteristic of our time.

17. The destruction that took place during the Second World War brought many nations to realize that the annihilation of their old cities was a threat to the very roots of their culture. Immediately after the war they set about rebuilding their ruined cities, sometimes making restorations that were faithful in every detail. Their example has not only shown that city dwellers need more than comfortable housing at low cost and rapid transport to their places of business, work and leisure; it has also shown that the soul of a town is no vain illusion.

18. In the following years, which for many countries were the years when they gained their independence and which also witnessed an almost world-wide industrial expansion, peremptory techniques held sway over urban development. In the name of efficiency, growth and sometimes political prestige, the heart of many a city which time and wars had spared was transformed into an administrative and business quarter with buildings which, while variously appreciated, had as a rule a deadening effect on the district.

19. At the same time, while thousands of villages were falling into decay, the satellite towns which sprang up round capital cities conformed to the town-planning doctrines which kept urban functions strictly separated, often resulting in pure concentrations of housing accommodation. In these, families are indeed housed but, paradoxically, without "living" there in the full sense of the term.

20. For living implies knowledge, acceptance, and mental and physical taking possession of the urban or rural environment which is, or should be, primarily a human environment. Rather than in the quality of the structure, the value of the settlement lies in the multiplicity of

functions, the wealth of symbols, the facilities for social relations. It may also be said that, if the purpose of human settlements is to promote relations between individuals and groups, and if they are meant to serve pre-eminently as settings for the encouragement of creation and cultural consumption, it is on the basis of their performance in these two respects that they should be judged.

21. And this is the way in which populations do judge them. It is according to these criteria that, in more and more countries, people are showing their preference for old cities which are not necessarily famous but which have remained or are coming to be regarded as models on account of the qualities of an organization which has slowly matured and through which an idea may be gained of the qualities of a civilization. The action undertaken in our time for the rehabilitation of such towns, quarters and villages shows that the will to safeguard is motivated not only by the need to honour masterpieces of the past: people are concerned to protect the old buildings in towns because they know that these are more human, more endowed with life, than the others.

22. The policy of safeguarding therefore relates only partially to the technical methods of preservation or restoration of buildings; while obviously necessary, these methods are not sufficient. In addition to the cult of "old stones", attention is now being paid to complexes of buildings in which periods and customs overlap and which, by virtue of their harmony, confer value on each - even the humblest - of their components. Consequently, preservation is not only a matter for the historian, the architect specializing in historic monuments and the landscape architect; it is also of concern to the engineers of road, transport and infrastructure systems, especially since the sectors to be safeguarded cannot be dealt with in isolation but must be integrated in the context of a more or less immediate environment.

23. Moreover, in collaborating with the local authorities, the town-planning teams that are needed for the preservation of old towns must pay attention at every stage of their activities to the economic life and the future development of the social structures. To allow the population that so desires to continue living in restored quarters, to maintain the commercial and handicraft activities which are of use to that population - these are principles of justice that may seem obvious, but that, due to the cost of rehabilitation and the increase in property value which results from it, are often overlooked. This problem is one of the most difficult in those countries where preservation is already the subject of very notable legislative and financial measures. Communities must solve it if they wish to preserve the diversity and the life which represent an important factor in the value that is set on groups of historic buildings. In the search for solutions, systematic recourse to a truly democratic participation on the part of the populations concerned is undoubtedly essential.

24. It is proposed to modify slightly the tenor of the recommendation and consequently its title, in accordance with the opinion of the experts who were consulted with regard to the recommendation in May 1975. It seems necessary to include in the recommendation, historic villages which are, in some respects, even more threatened than are old quarters and towns, especially by the changes resulting from the development of tourism and the modernization of farming or by gradual abandonment due to the drift to the towns. These villages should therefore be included in any general policy for the preservation of groups of historic buildings.

25. On the other hand, it does not seem necessary to extend the scope of the present recommendation to historic sites as such, since they are already covered by the recommendation concerning the protection, at national level, of the cultural and natural heritage, and also by the recommendation concerning the safeguarding of the beauty and character of landscapes and sites, adopted by the General Conference in 1972 and 1962 respectively.

26. Nevertheless, the experts considered it necessary to stress the cohesion that exists between groups of historic buildings and the sites surrounding them, since these surroundings constitute an essential part of the specific character of each group. Consequently, the title proposed is as follows: Recommendation concerning the safeguarding of historic towns, quarters and villages and their surroundings, and their integration into contemporary life.

3. Content of the preliminary draft

27. The preliminary draft recommendation contains 48 paragraphs divided into seven chapters, Chapter V being itself subdivided into four sub-chapters:

I. Definitions (paragraphs 1-3)

II. General principles (paragraphs 4-7)

- III. National policy (paragraph 8)
- IV. International co-ordination (paragraph 9)
- V. Safeguarding measures (paragraph 10)
 - Legal measures (paragraphs 11-18)
 - Administrative measures (paragraph 19)
 - Technical measures (paragraphs 20-34)
 - Financial measures (paragraphs 35-42)
- VI. Research, education and information (paragraphs 43-47)
- VII. International co-operation (paragraph 48).

COMMENTS, PARAGRAPH BY PARAGRAPH

I. Definitions

28. The definitions proposed were formulated by the experts who were consulted with regard to the present preliminary draft recommendation in May 1975, as corresponding to what is commonly understood by the active protection of the immovable cultural heritage. "Safeguarding" is thus taken to mean a number of complementary actions aimed not only at the architectural preservation of historic towns, quarters and villages, but also and primarily at their revitalization and their adaptation to the requirements of contemporary life.

29. The experts stressed the importance of "the surroundings" of groups of historic buildings. It is more and more generally admitted that old towns and villages cannot be dissociated from the setting in which they are situated and which is an essential element of their aspect and their atmosphere. Their economic and social life is likewise closely bound up with that of the region which surrounds them. This correlation between the town and its region must be taken into account. The same applies to the quarters which form part of a larger urban complex. This "environment" must therefore be conceived in a sufficiently comprehensive way to preserve the human relations as well as the "silhouette" of towns, quarters and villages, and the views and vistas seen from within.

II. General principles

30. The importance to all mankind of the cultural and natural heritage of each State, and the responsibility towards the international community which consequently devolves upon governments, have been stated in several international instruments and especially in the Recommendation and the Convention concerning the protection of the world cultural and natural heritage adopted by the General Conference in 1972. Old towns, quarters and villages constitute par excellence such a collective heritage. They have a universal and irreplaceable value because of the witness they bear to various past cultures and periods, and also as models of a profoundly human settlement.

31. The concept of groups of historic buildings is based on the idea of their global value resulting from the interaction of all the elements comprising them. The human activities that give life to these groups of buildings contribute to their atmosphere just as much as the arrangement of the buildings, the spaces, the vistas and the immediate surroundings. Considered separately, these components may seem devoid of interest, but their profound significance for the value of the whole has now been recognized, at least theoretically. In safeguarding activities therefore, it is important that neither the human aspect nor what is generally considered as "minor" architecture should be overlooked.

32. At a time when the defence of the environment is calling in question so many harmful aspects of the industrial civilization, it is hardly necessary to stress the damaging effects produced by contemporary societies on architectural structures. The increase in types of deterioration, more particularly the destruction due to air and water pollution, but also the damage caused by unsuitable "care", constitutes a growing danger. All authorities concerned with town-planning in its relation to groups of ancient buildings should have their attention drawn to the need for preservation work to be based on scientific research, and to the urgency of special treatments to halt the action of corrosive agents. Attention should also be paid to the preservation of the general atmosphere of the historic town and the particular atmosphere of each of its quarters, by devoting particular care to urban scenography.

33. Linked as they are in time and space with the ancestral roots of the community, historic towns and villages especially express the diversity of cultures. In contrast to the uniformity of shapes and structures and the human isolation that are entailed by modern town-planning groups of historic buildings, by virtue of the specificity of their volumes, perspectives and proportions, of their mixture of styles and visual traditions, might provide the source of inspiration for a more human and authentic type of contemporary architecture.

III. National policy

34. The safeguarding of historic towns, quarters and villages can only be conceived as a component in the planning and future development of the population centre or region concerned. It must represent the intention of the highest responsible authorities (in some cases the government itself and, in particular, besides the Minister of Culture, the ministers in charge of the economy, of territorial development or equipment, of the plan and of finance), who are the only ones in a position to analyse the conditions for safeguarding activities, to determine their sequence, to make the preliminary budgetary provisions. Neither the competence and devotion of subordinate services nor the enthusiasm of vigilant and learned associations can serve as a substitute for this political intention. Conservation and presentation form part of overall planning measures and are a factor in territorial development.

IV. International co-ordination

35. As was stated above, in the safeguarding of historic towns and villages account must be taken of the many links and the interdependence that exist between them and the region around them. These regions, however, rarely coincide with political boundaries. In fact it often happens that several population centres on either side of a frontier form an economic and social complex that is virtually indivisible. Without underestimating the complications involved in co-ordination between two or more States as regards their preservation policies in frontier regions, such concerted action seems desirable for the purpose of effecting a saving of resources while achieving a better protection for the groups of historic buildings concerned.

V. Safeguarding measures

36. The government's decision in favour of the protection and presentation of groups of historic buildings will find expression in laws and regulations, in financial commitments and in administrative, institutional and technical measures. These last named will involve, on the one hand, at the highest level, the management of the operations and, on the other, the technical preparation of plans for conservation and presentation. Various activities may also be advisable in the fields of research, education and information.

Legal measures

37. In widely varying legal forms, legislative provisions or regulations, individual or collective, have been adopted in many countries to protect groups of historic buildings. These measures consist mainly in designating the groups of buildings that are approved as being in the public interest, forbidding destruction of or changes in them without the authorization of the competent specialized services, and imposing an obligation to make good any impairment or damage they may have suffered.

38. States are familiar with these preventive and corrective measures of protection applicable to groups of old buildings. The purpose here is not therefore to recapitulate such measures but to propose that they be applied generally to all the groups of historic buildings and the immediate surroundings situated on their territories.

39. In those countries where groups of historic buildings do not yet enjoy specific protection, the adoption of laws instituting and regulating plans for safeguarding is of the greatest urgency. Such laws should delimit the protected areas and forbid any changes that have not been authorized by a responsible body designated for the purpose. Thus at least the passive protection of these groups would be ensured by the prohibition of improper demolitions and changes.

40. Great importance attaches to the texts concerning the application of the laws on protection. They should state clearly the specific obligations relating to the protected areas and the standards that should be observed as regards preservation and construction. These texts should also provide for the financing and the implementation of safeguarding plans.

41. To ensure the effective implementation of safeguarding plans and the observance of the regulations concerning them, it is essential that States should provide for preventive measures and for the punishment of infringements, of the non-execution of necessary work and of speculation.
42. The State should be in a position to summon an owner to carry out the preservation work considered necessary for a protected building, offering in return to share in the financing of the work. If, for whatever reason, the owner should fail to execute the work, the State ought to be able automatically to have it done by its own administrative services, on condition of reimbursement to the State by the owner of that share of the work that would have fallen to him if he had executed it himself. In order to put this procedure into practice, States might make provision for recourse to administrative or jurisdictional measures and to expert services. If the owner of any protected building, or the owners of nearby buildings, refused to allow temporary occupation of the premises for the purpose of the execution of the work, the State should nevertheless be able to exercise such a right. A procedure should be worked out in this regard and provision should be made for compensation for any damage suffered.
43. Similarly, States might devise a procedure whereby an owner could surrender his building or land to the State through expropriation proceedings undertaken at the request of the owner, or again arrangements for the repayment in well spaced out instalments of moneys due to the State for work carried out by the latter on a building on behalf of a private person.
44. In view of the importance of the measures designed to revitalize groups of historic buildings, States should ensure that they are not thwarted by the ill-will of owners. For this reason it would be desirable, in exceptional cases, for the State to be able to expropriate protected buildings or sites and subsequently to transfer them to individuals or corporate bodies. To avoid the various forms of collusion, spoliation and fraud, it would be advisable for the transfer to be accompanied by a specification stating the conditions imposed on the new owners. Similarly, the previous owners should have been given a hearing. Provision should be made for administrative or jurisdictional appeals, in order to avoid any infringement of property rights for reasons other than those set out above.
45. Groups of historic buildings generally comprise free spaces due to past destructions and some badly dilapidated parts scheduled for renovation. On the other hand, the safeguarding operations announced will increase real-estate value in the areas involved. It is important therefore to prevent a speculative rise in the prices of buildings and building sites, which would jeopardize both the protection of the urban group and its presentation, viewed in relation to the community interest. Consequently, in all countries where speculation is liable to occur, protection laws should be accompanied by corrective provisions such as the various town-planning measures that have an effect on prices, or penalties in the form of fines, suspension of work, obligation to restore the premises to their former state or, on occasion, to bring them into conformity with the regulations issued by the competent departments.
46. Private citizens are not the only ones who infringe the rules for the protection of groups of historic buildings; public communities themselves, in their activities, are sometimes guilty of disregarding laws and regulations. Consequently, not only private owners but also public communities that own property in protected areas should be made to abide by all the regulations, whether long-standing or recent. It would be desirable that any decisions taken in violation of the provisions of a safeguarding plan should be subject to an annulment procedure, varying according to the internal organization of each State.
47. Obviously, the laws relating to construction, territorial development and public works may have considerable repercussions on the complex undertaking represented by the protection and presentation of groups of historic buildings. In many countries these laws take account of the needs of safeguarding. True, there is a great difference here between theory and practice, when we consider the vast changes made in the appearance of some urban and rural groups of buildings and in the landscapes surrounding them, which are resolutely opposed to the statements of intention expressed in the laws. Consequently, it is desirable that all States should adjust the laws concerned, so that they take account of safeguarding needs or ensure the effective application of existing legal provisions.
48. States should also make use, for the renovation of old groups of buildings, of the various facilities available to them for the improvement of health conditions in towns and the provision of inexpensive housing.
49. The effects of the classification and protection of buildings in the "protected" category should inhere in the building even if it changes hands. These effects can be compared, if

not assimilated, to actual obligations. For this reason, it would seem necessary for States to take steps to publicize regulations concerning real-estate, so that no purchaser can be unaware of the existence of a measure to ensure protection. To guard against any plea of ignorance on the part of the purchaser, it should be incumbent upon the seller to acquaint the purchaser with the fact that the building being sold is under protection.

Administrative measures

50. The planning and implementation of the preservation of groups of historic buildings presupposes the establishment of a lasting co-ordination between the authorities responsible in various capacities for the administration of the towns or regions concerned. The division of powers between central or federal, regional and local authorities varies according to the political and administrative systems of States, which extend from a high degree of centralization to extreme decentralization. In this respect it is essential to analyse the particular situation of each State, its size, its constitution, its administrative system, its relative wealth in resources of all kinds, in specialists, etc. It would seem, however, that the central authority should in no wise relinquish a certain share of responsibility - if not in regard to decision - making at least in regard to supervision and advice; it should maintain a right to replace any regional authority that may fail to discharge its functions. In any case, it is advisable to seek a judicious and effective balance.

51. Local populations and authorities should also be associated in the decisions to be taken, so as to awaken in those persons who are directly in contact with the monuments, groups of buildings and sites an awareness of the responsibilities which devolve on them. But, just as some States do not always appreciate their responsibilities in this matter, some local authorities disregard theirs. In may even be observed that some local authorities are inclined to sacrifice such property for the sake of an immediate financial benefit. This is noticeable more especially in countries that are in process of rapid urbanization. It is in order to avoid these errors that the central authorities should retain a certain control, the ways of exercising which should be determined in the light of all the relevant factors. The recommendation cannot therefore be very explicit on this point. The most that can be done is to recommend that safeguarding activities should be co-ordinated by a town-planning body that would include representatives of the central government departments as well as the local authorities and the inhabitants, and would have at its disposal funds granted by the State and the communities. In some countries where many large-scale operations are planned, a single ministry (equipment, territorial development, public works) may have in its charge all the operational and financial responsibilities, in collaboration with the Ministry of Culture. It might also be considered necessary to entrust to an equally empowered interministerial commission the task of approving, and of having implemented in co-operation with the local authorities, the plans for development and presentation.

Technical measures

52. In all the countries of the world, groups of historic buildings are in serious danger and their deterioration continues at an ever increasing speed. Protective measures should be taken immediately, beginning with the preparation of a record, in the form of lists, of all the areas, towns, quarters and villages that are to be safeguarded. A complete annotated inventory should then be drawn up for each group of buildings, containing all the data required for the studies that should be made prior to the programming of the safeguarding measures. These inventories should include a detailed description of the buildings, their origin and history, state of preservation and technical data, materials of which they are made, architectural and artistic features, plans, measurements and photographs together with historical and topographical information, legal situation, present and possible future functions. Equally such detailed information should be collected in respect of each group of buildings.

53. Inventories of this kind are being drawn up in a number of countries, and the work is even far advanced in some of them. However, as the preparation of such complete records is a long-term task, some countries, because of the urgency of the inventorying, have begun by making summary lists which provide the essential information in a simplified form.

54. Since the ultimate aim of any preservation policy should be the revitalization of groups of historic buildings and their adaptation to the needs of contemporary society, prime importance must be accorded to the human dimension of safeguarding activities. It is generally recognized today that a sociological study by specialists in the human sciences is essential before any operation for renewal is undertaken. Teams consisting of sociologists, economists, ethnologists, geographers and statisticians should collect all the sociological and economic data that will enable them to understand the behaviour and needs of the population, to acquaint themselves with the life of each group of historic buildings and to foresee its future possibilities. Thanks to

this information, it will be possible to see that the safeguarding measures are related to the concerns and aspirations of the inhabitants and users. Studies of this kind should also serve to inform the population on the requirements of the safeguarding action and to encourage them to take an active part in it.

55. Programming occupies an extremely important place in the stages preceding the establishment of safeguarding plans and regulations. It is in programming that account must be taken of all the technical, architectural, town-planning, economic and social factors, so that a fair balance may be preserved between respect for the past and the arrangements and changes that are essential to our time.

56. The improvement of health conditions in towns, which is a necessary corollary to the safeguarding of groups of historic buildings, gives rise to complex problems connected with the modernization of those buildings and their use for new purposes. Old structures rarely lend themselves to modern uses, and measures such as bringing dilapidated houses up to present-day standards of comfort and hygiene, the adaptations required for the revitalization of economic activities, the modernization of equipment for public services and infrastructures, call for a great deal of tact and skill in avoiding the destruction of the often fragile urban fabric of groups of historic buildings. These measures therefore demand very discerning value judgments and they entail many choices and the need to decide between individual interests and collective utility. Consequently, consideration of possible solutions and alternatives should take place openly and publicly so as to make sure that the decisions are taken fundamentally in the light of the interests of the community.

57. The conservation and the effective presentation of groups of historic buildings naturally give rise to restoration problems. Modern show-cases, windows that are too large or unsuitable in form or the use of cheap substitute materials such as slate or synthetic paint are among the factors that may disfigure building façades and whole groups of houses. A particular research and documentation effort is necessary in order to make sure that the conservation work may be based so far as possible on scientific standards of authenticity. This work should be guided by the recommendations contained in the International Charter for the Conservation and Restoration of Monuments and Sites adopted by the International Council of Monuments and Sites in Venice in 1964.

58. The various forms of damage caused to groups of historic buildings by modern town-planning are today the subject of such universal condemnation in every country of the world that it is hardly necessary to describe them here. Nevertheless, it is important to draw the attention of Member States to the urgent need for suitable regulations to make sure that new buildings and sub-structures respect the patterns, scale and style of old groups of buildings as well as their precincts and the prolongations of their main sections and vistas. Where architectural constructions of exceptional value are involved, new buildings must be strictly limited to "companion architecture", or recourse had to "invisible" constructions such as underground parking lots or buildings below street level. Groups of historic buildings should also be the subject of regulations governing the posting of placards, advertising in lights and the installation of electric equipment, telephones and television antennae, and all commonplace urban furnishing should be avoided, especially as regards traffic lights and street lamps. The public authorities and individuals alike should be obliged to comply with these regulations to the letter.

59. Restrictive measures are also necessary in the field of transport and communications in order to protect groups of historic buildings from the deleterious effects of motor traffic, atmospheric pollution, vibrations, congestion on public thoroughfares and noise. Thus in recent years there have been more and more examples of restrictions on motor traffic and areas reserved for pedestrians in historic centres.

60. The social aspect of the safeguarding of old groups of buildings indeed poses problems that are extremely difficult to solve, since the most tumble-down centres and quarters are often inhabited by the most poverty-stricken segments of the population. States will have to attach great importance to the question of protecting the residents and shop-keepers, not only in the interest of the people concerned but also in order to maintain the social diversity and multiple activities and ways of life which are an essential part of the human atmosphere of groups of historic buildings.

61. It is obvious that safeguarding operations cannot be carried out without close collaboration between the inhabitants, owners and tenants and the public authorities. The population should be involved in these operations at every stage. To begin with, they should be informed and consulted while the preliminary studies and research are being carried out. Subsequently, the inhabitants could be more closely associated in the implementation of the safeguarding plans as a result of setting up advisory bodies and volunteer groups.

Financial measures

62. Experience shows that safeguarding operations require large-scale capital investments on the part of the public authorities. Town-planning operations that they decide upon in order to protect the historic heritage are undertakings of territorial or national interest in the same way as those relating, for example, to the road networks. Consequently, before local authorities and private citizens are encouraged to undertake such operations, the necessary sums should be earmarked in the budget, and then made available according to a planned schedule. They would be used to finance the technical studies and the operations themselves, in accordance with the legally prescribed procedure for State participation or assistance. Proprietors and tenants, be they residents or shop-keepers, also have an essential part to play in financing conservation and presentation work. States should encourage such participation in different ways, particularly through exemptions affecting capital gains and income taxes, as for example by the deduction, under given conditions, of the cost of upkeep and conservation work from the total taxable income.

63. In addition to these advantages in the form of tax rebates, the public authorities would sometimes be willing to make a financial contribution through subsidies or other types of aid. In exceptional cases a number of such authorities would band together to cover the entire expenditure - as in the case of an outstanding monument belonging to an indigent owner - but usually such subsidies will cover only part of it. They could be governed by criteria such as to take into account the nature of the work, the financial situation of the owner, the quality of the building under consideration, its use, etc. For example, an eminently fair solution would be for the subsidy to cover the additional expense incurred by the owner as a result of the building's being placed under legal protection.

64. In return for the financial advantages mentioned, i. e. tax deductions, subsidies, etc., the State should lay a number of obligations on the owner for the benefit of the public, such as making the grounds, gardens and sites accessible, allowing certain portions of a historic monument or group of buildings to be visited on certain days, or at certain times of the year, etc.

65. In most States, the budgets of public authorities are insufficient to cover more than a very small part of the total expenses. Work on monuments and groups of historic buildings however is costly, and can only become more so with time. The public authorities must therefore face up to this situation and make the necessary budgetary provision for the upkeep, conservation, restoration and effective presentation of groups of historic buildings.

66. The attention of States is particularly drawn to what they can do by way of channelling part of the construction funds of the various government departments - education, health, transport and communications, etc. - into the safeguarding of groups of ancient buildings.

67. The need for additional money to protect monuments, groups of buildings and sites, and the desire to avoid the disadvantages of the annual budgeting procedure habitually applied by public authorities make it advisable for States which have not already done so to set up public or private financing agencies whose funds are to be used solely for the safeguarding of historic monuments and groups of buildings.

68. In view of the sizable investments required, owners and tenants, who often have only small incomes, will have to resort to borrowing in order to carry out the planned operations. Hence the public authorities must be in a position to grant special loans at favourable rates. States might also facilitate the formation of non-profit-making associations to purchase and renovate run-down buildings and then resell them without profit to individuals who are willing and able to keep them up.

69. Since the cost of improvement work will generally cause rents in the renovated groups of buildings to rise, public authorities should make provision for allowances or subsidies to compensate for the increase in rents in order to enable the poorest inhabitants to retain their homes. Priority should be given to elderly persons for whom a change of residence entails particularly serious difficulties of a psychological and economic nature. This is an essential social measure which is already being applied in some countries and should be generalized.

VI. Research, education and information

70. In most countries, the technicians and craftsmen needed for various types of work entailed in safeguarding groups of historic buildings are extremely hard to find. At the same time, university and technical education and research on the town-planning aspects of old groups of buildings and on the methods of preservation applied to them are generally quite rudimentary.

It accordingly seems necessary to remind States of the need to establish specialized education with respect to the town-planning aspects and architecture of old groups of buildings and the usefulness of training courses enabling students to take part in safeguarding experiments. States should also provide the scientific institutions concerned with the necessary means to increase research, particularly on the deterioration of materials and with a view to the development of new preserving agents (e. g. for hardening or parasite control) and the use of modern techniques for safeguarding groups of historic buildings. Since the building trades are increasingly given over to the use of industrial building techniques and materials, systematic training activities must also be carried out in the various crafts involved in the conservation of ancient towns, villages or quarters.

71. There would be little point in safeguarding groups of historic buildings without at the same time arousing the interest of the public, since the public is necessarily involved in the process, both as participant and as beneficiary. Educational activities at all levels and public information are therefore necessary. Children should be taught from an early age to be conscious of the value of this heritage. The study of old quarters, towns and villages, with their monuments and traditions, might, for example, be introduced into history or geography teaching or art education in order to give young minds a deep-seated understanding of and respect for works of the past. Education of this kind is also the task of the mass media whose rôle is sometimes decisive. The ideal situation is one in which the revitalization of an old quarter or village is mainly the work of individuals, the public authorities contributing only encouragement and legal and technical assistance. Revitalization sometimes takes this form, and this is obviously the most advantageous situation because it saves the community money, and also because where resources are mobilized and pooled as a result of personal initiative, this gives a new and lasting force to the inhabitants' sense of participation in and belonging to the life of their town.

72. But even if the public authorities were to come on a much larger scale to the aid of barely solvent communities, the participation of the latter would still be essential. The local inhabitants are the ones most concerned in any plans to preserve or modify the environment in which they live, and the authorities have a duty to encourage them to collaborate. For this reason there is much to be said for the practice which some countries have adopted of giving honorary or pecuniary rewards to individuals and groups as official recognition of what they have done to promote the restoration and revitalization of historic towns and quarters. In this regard, publicity is doubly welcome in so far as it boosts the tourist attractions of the town and at the same time promotes its legitimate commercial interests. Above all, it can be seen as a factor strengthening the determination of the citizens and their elected representatives to preserve their heritage or helping to convince them that the safeguarding of the cultural heritage is conducive to progress.

VII. International co-operation

73. Lastly, it would be extremely useful for States to work together and collaborate with international organizations which are promoting the formulation of an active policy for the protection and revitalization of groups of historic buildings, research on the scientific and technical aspects of their safeguarding and the development and application of effective methods of action. Every State should co-operate with these organizations in order to exchange relevant information and publications, organize study courses and meetings of specialists on the conservation of groups of historic buildings, offer fellowships and technical aid to other States and take part in the common struggle against pollution and international programmes for the conservation and presentation of groups of historic buildings.

B. CONCLUSION

74. Everywhere in the world, industrial civilization is bringing about radical and massive changes which are seriously damaging old centres, quarters and villages and their environment. The problem of their survival and adaptation to the needs of contemporary life thus arises even in countries where town-planning is a recent phenomenon. Every town, even those which were nothing but villages at the end of the nineteenth century, is faced with growth problems that seem to confront it with a difficult choice between modernization and the maintenance of a time-honoured nucleus of buildings bearing witness to supposedly inimitable architectural forms. A fortiori in towns which have been developing uninterruptedly for hundreds or even thousands of years, it must be expected that such dilemmas will arise in an acute fashion, heightened by misunderstandings as much as by conflicts of interest. It is being increasingly recognized however, that the exigencies of technical progress are not necessarily opposed to customary rights. Thus we are witnessing a new and widespread awareness of the fact that in view of the real dangers of

uniformity and depersonalization which modern town-planning has brought with it from one end of the world to the other, the survival of groups of historic buildings that bear witness to the past is of capital importance for all peoples who are anxious to preserve their true cultural dimension and their individuality. There is likewise general recognition of the complex reality of old quarters, towns and villages as homogeneous groups, the conservation and effective presentation of which call for an overall approach in their planning and execution.

75. The draft recommendation prepared by the Director-General proposes that, in ways suited to each country, Member States should adopt measures designed to ensure the effective safeguarding of groups of historic buildings situated in their territories and thereby contribute to protection of a uniquely living component in the cultural heritage of mankind.

ANNEX

PRELIMINARY DRAFT RECOMMENDATION CONCERNING THE
SAFEGUARDING OF HISTORIC TOWNS, QUARTERS AND VILLAGES AND THEIR
SURROUNDINGS, AND THEIR INTEGRATION INTO CONTEMPORARY LIFE

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in _____ at its nineteenth session, from _____ to _____ 1976,

Considering that historic towns, quarters and villages are part of Man's daily environment, that they represent for Man the living presence of the past which formed him, that they provide the variety in life's background needed to match the diversity of society, and that by so doing they gain in value and acquire an additional, human dimension,

Considering that historic towns, quarters and villages afford down the ages the most tangible evidence of the wealth and diversity of Man's cultural and social activities,

Considering that in face of the dangers of stereotyping and depersonalization resulting from the technological developments and social changes of our times, this living evidence of days gone by is of vital importance for Man and for nations who find in it both the expression of their way of life and one of the corner-stones of their identity,

Considering that historic towns, quarters and villages are an immovable heritage whose destruction, even where it does not lead to economic loss, in many cases aggravates the shortage of accommodation and necessarily leads to social upheavals,

Noting that throughout the world, under the pretext of expansion or modernization, demolition ignorant of what it is demolishing and irrational and inappropriate reconstruction work is causing serious damage to this historic heritage,

Considering that this situation lays on public authorities responsibilities which they alone are capable of shouldering,

Considering that in order to save these irreplaceable assets from the dangers of deterioration or even total destruction to which they are thus exposed it is for each State to adopt, as a matter of urgency, comprehensive and energetic policies for the protection and revitalization of historic towns, quarters and villages as part of national, regional or local planning,

Noting that the General Conference has already adopted international instruments for the protection of the cultural and natural heritage such as the Recommendation on International Principles Applicable to Archaeological Excavations (1956), the Recommendation concerning the Safeguarding of the Beauty and Character of Landscapes and Sites (1962) and the Recommendation concerning the Preservation of Cultural Property Endangered by Public or Private Works (1968), the Convention for the Protection of the World Cultural and Natural Heritage (1972) and the Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage (1972),

Desiring to supplement and extend the application of the standards and principles laid down in these international instruments,

Having before it proposals concerning the safeguarding of historic towns, quarters and villages and their surroundings and their integration into contemporary life, which question appears on the agenda of the session as item _____,

Having decided at its eighteenth session that this question should be the subject of international regulations, to take the form of a Recommendation to Member States,

Adopts, this _____ day of November 1976, the present Recommendation.

The General Conference recommends that Member States apply the above provisions by adopting, as a national law or in some other form, measures with a view to giving effect to the principles and norms set out in this Recommendation in the territories under their jurisdiction.

The General Conference recommends that Member States bring this Recommendation to the attention of the authorities, institutions, services and bodies responsible for the safeguarding of historic quarters, towns and sites and their integration into a modern environment.

The General Conference recommends that Member States report to it, at the dates and in the form determined by it, on action taken by them on this Recommendation.

I. DEFINITIONS

1. For the purposes of the present Recommendation, "safeguarding" is taken to mean the conservation, development and rehabilitation of groups of historic buildings and their surroundings.
2. A "group of historic buildings" shall be taken to mean any group of buildings which, by reason of its social homogeneity, its architectural unity or its aesthetic qualities, is of special value from the cultural, artistic or historic point of view. Among these "groups of buildings", which are very varied in nature, it is possible to distinguish the following categories in particular: the historic centres of towns and villages round which the urban fabric has gradually been built up, quarters and old outlying districts that have become swallowed up by expansion and homogeneous monumental groups reflecting a single, overall design, as well as towns and villages which have remained intact.
3. For the purposes of the present Recommendation, the "surroundings" of groups of historic buildings shall be taken to mean the natural or artificial setting which influences the way these groups are perceived or which is directly linked to them by social, economic or cultural ties.

II. GENERAL PRINCIPLES

4. Historic towns, quarters and villages should be regarded as forming an irreplaceable universal heritage. The governments and the citizens of the States in whose territory they are situated should deem it their duty to safeguard this heritage and integrate it into the social life of our times, and Member States should be answerable for their performance of this duty in the interests of their own nationals and of the international community, present and future.
5. Every historic town, quarter and village should be considered in its totality as a homogeneous whole whose balance and specific nature depend on the fusion of the parts of which it is composed and which include human activities as much as the buildings, the spatial organization and the surroundings. All valid elements, even the most modest, should thus have a significance in relation to the whole which must not be disregarded.
6. The architecture should be actively protected by Member States against damage of all kinds, particularly that resulting from pollution, unsuitable use, unnecessary additions and misguided or tasteless changes such as would impair its authenticity. Any restoration work undertaken should be based on scientific principles. Similarly, great attention should be paid to the harmony and aesthetic feeling produced by the linking or the contrasting of the various parts which make up the groups of buildings and which give to each group its particular character.
7. At a time when the similarity of building techniques and architectural forms is in danger of creating a uniform environment throughout the world, the preservation of groups of historic buildings can make an outstanding contribution to maintaining the cultural and social constants specific to the various nations, and within each nation can serve as a basis for an authentic architecture.

III. NATIONAL POLICY

8. Each Member State should draw up a general policy in regard to safeguarding historic towns, quarters and villages and their surroundings, the aim of such policy being to co-ordinate all the necessary legal, technical, economic and social measures. The policy thus laid down should influence planning at national level and provide guidelines for regional development planning, the activities stemming from it forming an essential component in the formulation of aims and programmes, the assignment of responsibilities and the conduct of operations.

IV. INTERNATIONAL CO-ORDINATION

9. In frontier areas where the task of developing and safeguarding the historic heritage gives rise to problems jointly affecting Member States on either side of the frontier, they should co-ordinate their policies and activities to ensure that it is used and protected in the best possible way.

V. SAFEGUARDING MEASURES

10. Historic towns, quarters and villages and their surroundings should be safeguarded in conformity with the principles stated above and with the methods set out below, the specific measures being determined by the legislation, the organizational structure and the economic and technical resources of each State.

Legal measures

11. The application of an overall policy for safeguarding historic towns, quarters and villages and their surroundings must be based on principles which are valid for the whole of each country. Member States should consequently adapt the existing provisions, or, where necessary, enact new laws and regulations, so as to secure the protection of groups of historic buildings and their simultaneous integration in modern economic and social life.
12. The laws establishing and governing the safeguarding plans should define the protected areas and the surrounding zones, designate a responsible body whose prior authorization would be required for any demolition, conversion or new building within the protected perimeter, lay down the conditions governing ground use and specify the fields in respect of which protection will apply and urban development and rehabilitation operations be carried out.
13. The regulations giving effect to these laws should list the conditions and easements applying to the protected areas and indicate the standards governing conservation or restoration work, conversions and new building within the protected areas, and how the safeguarding programmes are to be financed and carried out.
14. These laws and regulations should also comprise provisions designed to prevent any infringement as well as any speculative rise in property values within the protected areas which could compromise protection and presentation planned in the interests of the community as a whole. These provisions could involve town-planning measures affording a means of influencing the price of building land, such as the establishment of individual development plans, granting the right of pre-emption to a public body, compulsory purchase in the interests of safeguarding or rehabilitation or automatic intervention in the case of failure to act on the part of the owners, and could provide for effective penalties such as the suspension of operations, compulsory restoration or a suitable fine.
15. Public authorities as well as individuals must be obliged to comply with the measures for safeguarding and rehabilitation.
16. The laws concerning the setting up of public and private establishments and concerning public and private works will have to be adapted to the laws governing the safeguarding of historic towns, quarters and villages.
17. The laws and regulations concerning slum property and blocks and the construction of subsidized housing should be planned or revised so as to fit in with the safeguarding and rehabilitation policy. In particular, subsidies should no longer be payable for the demolition of outdated buildings in safeguarded areas, and a proportion of the funds earmarked for the construction of subsidized housing should be allocated to the rehabilitation of old buildings.
18. Member States should see that the legal consequences of the protection measures as far as buildings and land are concerned are made public and described in the land register or some other appropriate official document.

Administrative measures

19. Making due allowance for the conditions specific to each country and the allocation of responsibilities within the various national, regional and municipal authorities, the following principles should underlie the operation of the safeguarding machinery:

- (a) there should be an authority responsible for ensuring the permanent co-ordination of all those concerned, e. g. national, regional and local public departments and groups of individuals;
- (b) safeguarding plans should be drawn up by multidisciplinary research departments composed of town-planners, architects, specialists in historic monuments, landscape architects, economists, sociologists and lawyers, who should work in conjunction with the public health and social assistance departments;
- (c) the authorities should take the lead in sounding the opinions and organizing the participation of the public concerned;
- (d) the safeguarding plans should be approved by the body designated by law;
- (e) the public authorities responsible for giving effect to the safeguarding laws and regulations at all levels, national, regional and local, should be provided with the necessary staff and given adequate technical, administrative and financial resources.

Technical measures

20. All Member States should, without delay, draw up a list of the towns, quarters and villages which are to be safeguarded and should take whatever urgent protection measures are necessary without waiting for the safeguarding plans to be prepared.
21. A detailed inventory should be drawn up for each of these groups of buildings. For each individual building, this inventory would include historical, archaeological, architectural and technical data enabling, in the first place, the authorities to call a halt to any work endangering the buildings and, in the second, the research departments to arrive at a reasoned finding in regard to the buildings concerned. Additionally, an inventory of public and private open spaces and their vegetation should be drawn up for the same purposes.
22. In addition to this architectural survey, thorough surveys of social, economic, cultural and technical data and structures and of the wider urban or regional context are necessary. These studies should include, in particular, demographic data and an analysis of economic, social and cultural activities, ways of life and social relationships, land-tenure problems, the urban infrastructure, the state of the road system, communication networks and the reciprocal links between protected areas and surrounding zones. Member States should attach the greatest importance to these studies and should bear in mind that valid safeguarding plans cannot be prepared without them.
23. After the analysis described above has been completed and before the safeguarding plans and specifications are drawn up, there should be a programming operation in which due account is taken both of town-planning, architectural, economic and social considerations and of the ability of the urban fabric to assimilate functions that are compatible with its specific character. The programming operation should aim at bringing the density of settlement to the desired level and should provide for the work to be carried out in stages as well as for the temporary accommodation needed while it is proceeding.
24. Once the safeguarding plans and specifications have been drawn up and approved by the competent public authority, it would be desirable for them to be executed either by their authors or under their authority.
25. Urban development or slum clearance programmes consisting in the demolition of buildings of no architectural interest and which are too dilapidated to be kept, the removal of adjuncts and additional storeys of no value, and sometimes even the demolition of recent buildings which break the unity of the urban landscape, should be carried out exclusively in the public interest and in strict conformity with the standards and criteria for the conservation of the group of buildings as a whole. Constant supervision is necessary to ensure that these operations are not conducive to speculation nor serve other purposes contrary to the objectives of the plan.
26. In order to provide optimum conditions for the conservation of old towns, quarters and villages they should always be adapted to the contemporary needs of society. However, this should be done in such a way as to take into account the relevant criteria in respect of authenticity and seek to preserve the most homogeneous period aspect whilst not rejecting valid contributions made by any age.

27. Particular care should be devoted to regulations for new buildings so as to ensure that the modern architecture adapts harmoniously to the spatial organization and setting of the groups of historic buildings. To this end, an analysis of the urban context should precede any new construction, not only so as to define the general character of the group of buildings but also to analyse its dominant features, e. g. the harmony of heights, colours, materials and forms, constants in the way the façade and roofs are built, the relationship between the volume of buildings and the spatial volume, as well as their average proportions. Particular attention should be given to the size of the lots since there is a danger that any reorganization of the lots may cause a change of mass which could be deleterious to the harmony of the whole.
28. The isolation of a monument through the demolition of its surroundings should not generally be authorized, neither should a monument be moved unless in exceptional circumstances and for unavoidable reasons.
29. Historic towns, quarters and villages should be protected from the disfigurement caused by the erection of poles, pylons and electricity or telephone cables and the placing of television aerials. Bill-posting, neon signs and other kinds of advertisement, commercial signs and street furniture, should be planned with the greatest care so that they fit harmoniously into the whole.
30. Member States should protect historic towns, quarters and villages against the increasingly serious environmental damage caused by certain technological developments - air and water pollution, shocks, vibrations and noise - by banning harmful industries in the proximity of these towns, quarters and villages and by taking preventive measures to counter the destructive effects of supersonic flights. Provision should further be made for measures to counter the harm resulting from over-exploitation by tourism.
31. Member States should seek solutions to the conflict existing in most historic groupings between motor traffic on the one hand and the scale of the buildings and their architectural qualities on the other. To solve the conflict and to encourage pedestrian traffic, careful attention should be paid to the placing of, and access to, peripheral and even central car parks and routing systems established which will facilitate pedestrian traffic, service access and public transport alike. Many rehabilitation operations such as putting electricity and other cables underground, too expensive if carried out singly, could then be co-ordinated easily and economically with the development of the road system.
32. Protection and restoration should be accompanied by revitalization activities without which there is a risk of creating towns, quarters and villages like museum pieces, preserved only for their aesthetic or historical interest. It would thus be essential to maintain appropriate existing functions and establish new ones, which, if they are to be viable, in the long term, should be compatible with the economic and social context of the town, region or country where they are introduced. These functions should answer the social, cultural and economic needs of the inhabitants without harming the specific nature of the group of buildings concerned.
33. Safeguarding activities should couple the public authorities contribution with the contribution made by the individual or collective owners and the inhabitants and users, who should be encouraged to put forward suggestions and generally play an active part. Constant co-operation between the community and the individual should thus be established at all levels through the medium of information and surveys, the inclusion of owners', inhabitants' and users' representatives on decision-making and management bodies concerned with the safeguarding plans, the establishment of advisory groups attached to the research departments or the creation of public corporations to play a part in the plan's implementation.
34. Member States should encourage the formation of voluntary conservation, development and rehabilitation groups and the establishment of honours or money prizes so that specially meritorious work in the field of restoration and presentation may be recognized.

Financial measures

35. Availability of the necessary funds for the level of public investment provided for in the plans for the safeguarding and presentation of historic towns, quarters and villages should be ensured by including adequate appropriations in the budgets of the central, regional and local authorities. All these funds should be centrally managed by the co-ordinating body or bodies at national, regional or local level so as to channel and strengthen all the forms of aid available to the public authorities and prevent the dispersal of resources and effort.

36. Tax concessions, grants, or loans at favourable rates should be made available to private owners and to users carrying out work provided for by the safeguarding and rehabilitation plans and in conformity with the standards laid down in those plans. These tax concessions, grants and loans could be made first and foremost to groups of owners or users of living accommodation and commercial property, since joint operations are more economical than individual action. The financial concessions granted to private owners and users should, where appropriate, be dependent on their observance of certain conditions laid down in the public interest, such as allowing the buildings to be visited and allowing access to parks, gardens or sites, the taking of photographs, etc. Compensation could be payable to the owners of protected buildings or sites for losses they might suffer in consequence of a safeguarding and rehabilitation programme.
37. Special funds should be set aside in the budgets of public authorities for the protection of groups of historic buildings endangered by large-sale public or private works, and for the repair of damage caused by natural disasters.
38. In addition, government departments and agencies active in the field of public works, such as education and health departments, should arrange their budgets so as to contribute to the rehabilitation of groups of historic buildings by financing work which is both in conformity with their own aims and the aims of the safeguarding plan.
39. To increase the financial resources available to them, Member States should encourage the setting up of public and private financing agencies for the safeguarding of historic towns, quarters and villages. These agencies should have corporate status and be empowered to receive gifts from individuals, foundations and industrial and commercial concerns. Special tax concessions should be granted to donors.
40. Member States could facilitate the financing of work of any description carried out for the safeguarding and rehabilitation of historic towns, quarters and villages by setting up a loans corporation, supported by public institutions and private credit establishments, which would be responsible for making loans to owners at reduced rates of interest with repayments spread out over a long period.
41. Member States could facilitate the creation of non-profit-making associations responsible for buying and, where appropriate after restoration, selling buildings by using revolving funds established for the special purpose of enabling owners of historic buildings who wish to safeguard them and preserve their character to continue to reside there.
42. To avoid hardship to the poorest inhabitants consequent on their having to move from buildings or groups of buildings due for rehabilitation, compensation for rises in rent could enable them to keep their homes, commercial premises and workshops. This compensation, which would be income-related, would help those concerned to pay the increased rentals resulting from the work carried out.

VI. RESEARCH, EDUCATION AND INFORMATION

43. Member States should encourage the systematic study of, and research into, urban development as it affects groups of old buildings, conservation methods applied to such groups, and the vitally necessary craft techniques. They should further expand research into the weathering of materials and the use and adaptation of modern techniques in building conservation work.
44. Member States should introduce specific education, to include practical training periods, on the urban development and architecture of groups of old buildings and on techniques relating to their safeguarding. They should also encourage the training of skilled workers and craftsmen specializing in the preservation and restoration of old buildings.
45. Awareness of the need for safeguarding work should be encouraged by education in school, out of school and at university and by using information media such as books, the press, television, radio and cinema.
46. The study of old towns, quarters and villages should be included in education at all levels, especially in history teaching, so as to inculcate in young minds an understanding of and respect for the works of the past and to demonstrate the rôle of this heritage in modern life. Education of this kind should make wide use of audio-visual media and of visits to groups of historic buildings.

47. Member States should facilitate the refresher training of teachers and the training of assistants so as to aid groups of young people and adults wishing to learn about their architectural heritage.

VII. INTERNATIONAL CO-OPERATION

48. Member States should co-operate with regard to the protection, conservation and presentation of historic towns, quarters and villages, seeking aid, if it seems desirable, from international organizations, both intergovernmental and non-governmental. Such multilateral or bilateral co-operation should be carefully co-ordinated and should take the form of measures such as the following:

- (a) exchange of information and of scientific and technical publications;
- (b) organization of seminars and working parties on particular subjects;
- (c) provision of study and travel fellowships, and the dispatch of scientific, technical and administrative staff, and equipment;
- (d) joint action to combat pollution;
- (e) co-ordination, within a group of Member States, of large-scale conservation, restoration and rehabilitation projects for groups of historic buildings, and publication of the experience acquired.

LI - UNESCO

Mr. Charles Weiss

November 24, 1975

Mahmud Burney

Unesco Request for Information
on Science and Technology

In the June (1974) meeting of the ACC Sub-Committee on Science and Technology, Unesco offered to prepare, on behalf of the Secretary-General, and in response to Part II of ECOSOC resolution 1900 (LVII), a report on the progress made and action taken to strengthen the science and technological capacities of developing countries. This report is to be prepared with the assistance of relevant bodies of the UN system. In addition, Unesco agreed to prepare a short information paper on its advisory role to LDC governments concerning the formulation of national policies in science and technology. Unesco also agreed to act as the coordinator on behalf of the UN system for the preparation of the Secretary-General's report to ECOSOC on national science policies (Part IV of ECOSOC resolution 1900 (LVII)).

In the attached letter from Mr. Najman to Mr. Grenfell (October 21), Unesco is asking for the Bank's contribution in order to fulfill its commitments. Please let me know what printed and other material we can send to Unesco which would assist them in writing their reports and would also relate our story to the UN as to what we are doing to (a) strengthening the science and technology capacities in the LDCs, and (b) assist and advice in the formulation of science and technology policies in the LDCs.

This seems like a tall order, but may be your paper on technology in Bank projects might do. Could we discuss this soon?

Att.


MB:mmcd

Sang E. Lee, EPDES

November 19, 1975

Wouter Tims, Dir., EPD *WTT*

Interregional Seminar on the Revised System of National Accounts - Terms of Reference

1. You will proceed to Caracas on December 9 to attend the Inter-regional Seminar on the Revised System of National Accounts from December 10 to 17, 1975.

2. The Seminar will cover all aspects of development of national accounts and the basic statistics in the developing countries and will include such subject as relationship between the SNA and the System of Material Product Balances (MPS). You will take part in the discussions on the basis of related Bank experience in the use of national accounts statistics. You should also take advantage of this opportunity to discuss with other participants the statistical requirements of IBRD for its economic work and operations programming.

3. Upon your return, you will submit a back-to-office report on the Conference. Also, considering general interest of the Bank's regional offices generated by the revised system of national accounts in the context of their country economic work, you should prepare a working paper which will contain a brief description of the result of the Seminar and an analysis of the major features of the revised SNA system, with special emphasis on the major difference between the old SNA and revised SNA.

Attachment: Agenda

cc: Messrs. Holsen
McPheeters

SELee:prr
fu



UNITED NATIONS
ECONOMIC
AND
SOCIAL COUNCIL



ESA/STAT/AC.2/1
22 September 1975

ORIGINAL: ENGLISH

Interregional Seminar on the
Revised System of National Accounts
Caracas, 8 - 19 December 1975

PROVISIONAL AGENDA

1. Election of officers.
2. Adoption of the agenda.
3. Purpose of the seminar.
4. Overview of the structure of the Revised SNA.
5. Relationship between the SNA and the System of Material Product Balances (MPS).
6. Problems encountered in implementing the definitions, classifications and concepts of the SNA.
 - a. Transactors
 - b. Transactions
7. Statistical sources and methods of estimation.
 - a. Basic inquiries
 - b. Estimation methods and adequacy of basic statistical sources
8. Priorities
 - a. Priorities in implementing the SNA
 - b. Priorities in basic statistics
9. Potentialities and limitations of the SNA from the users' point of view.
10. Report of the seminar.



1. ~~A. Hoffman~~ 2. IRD Pils
LI - UNESCO
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

7, place de Fontenoy, 75700 Paris

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27602 Paris

référence : CPX/CSF/75/16

19 November 1975

Dear Mr. Clark,

The Director-General has asked me to refer to your letter of 20 October announcing the pending retirement of Mr. Michael Hoffman, and to convey to you our appreciation for the role Mr. Hoffman has played in our long and active collaboration with the World Bank.

Mr. Hoffman's long experience with IBRD has greatly assisted our collaboration with his advice and counsel. We look forward to continuing this constructive association with the wise support of Mrs. Shirley Boskey.

Yours sincerely,

Dragoljub Najman

Acting Assistant Director-General
Cooperation for Development and
External Relations Sector

Mr. William Clark
Vice President,
External Relations
International Bank for
Reconstruction and Development
1818 H Street, N.W.
WASHINGTON, D.C. 20433
U.S.A.

RECEIVED
1975 NOV 26 PM 11 48
INCOMING MAIL 6.

В. В. В.
Адрес: Москва, ул. ...
Индекс: 125000

Уважаемый ...
Спасибо за ...

С уважением,
[Handwritten signature]

Иван Иванович

Ваше письмо от ...
получено. В нем ...
указано, что ...

Согласно ...
вашему ...
просьбу ...

С уважением,
Иван Иванович

Москва, ул. ...

1975 г. ...



Институт ...
Москва

29/11/75

November 19, 1975

Dear Mr. Najman:

After you called me last week, I spoke to the Bank's Treasurer about your request. I enclose the material which has been provided in response to the inquiry: (a) a list of the 25 largest commercial banks in the industrialized countries; (b) tables showing current interest rates in major western countries; and (c) a commentary to be read in connection with the interest rate tables.

I hope the information will serve your purpose. You will appreciate, I am sure, that there are many factors which determine what rate any given bank will charge any given borrower at any given time. The material enclosed should provide a general idea of what may be expected. If you have questions about it, send them on and I will try to get them answered.

Sincerely,



Shirley Boskey
International Relations Department

Mr. Dragoljub Najman
Acting Assistant Director-General
Cooperation for Development and
External Relations Sector
United Nations Educational, Scientific
and Cultural Organization
7, Place de Fontenoy
F 75700 Paris, France

Encl.

SBoskey:tsb
Cleared with and cc Mr. Rotberg
Enclosures prepared by Treasurer's Department

25 Largest Commercial Banks in the Western World

<u>Bank</u>	<u>Head Office</u>
1. Bank of America	San Francisco
2. First National City Bank	New York
3. Chase Manhattan Bank	New York
4. Banque Nationale de Paris	Paris
5. Barclays Bank	London
6. Credit Lyonnais	Paris
7. Deutsche Bank	Frankfurt
8. National Westminster Bank	London
9. Dai-Ichi Kangyo Bank	Tokyo
10. Societe Generale	Paris
11. Manufacturers Hanover Bank	New York
12. Dresdner Bank	Frankfurt
13. Fuji Bank	Tokyo
14. Sumitomo Bank	Osaka
15. Morgan Guaranty Trust Company	New York
16. Mitsubishi Bank	Tokyo
17. Westdeutsche Landesbank	Dusseldorf
18. Sanwa Bank	Osaka
19. Midland Bank	London
20. Banco do Brasil	Brasilia
21. Chemical Bank	New York
22. Lloyds Bank	London
23. Royal Bank of Canada	Montreal
24. Banca Nazionale del Lavoro	Rome
25. Banca Commerciale Italiana	Milan

Cost of Bank Loans to Prime Borrowers

	<u>Prime Rate</u>	<u>Added Cost Due to Compensating Balance Assumed at 15%</u>	<u>Total Prime Borrowing Cost</u>
U.S.	7.50%	1.13%	8.63%
U.K.	13.00	1.95	14.95
Canada	9.75	1.46	11.21
Germany	7.00	1.05	8.05
France	10.00	1.50	11.50
Switzerland	4.00	0.60	4.60

Arbi-loan Costs to Prime U.S. Borrowers*

<u>To be borrowed in</u>	<u>Arbi-loan Cost</u>	
	<u>90-day loan</u>	<u>180-day loan</u>
U.K.	7.87	8.62
Canada	7.50	8.00
Germany	9.88	10.13
France	9.63	9.63
Switzerland	7.88	8.00

* Arbi-loans (international interest arbitrage loans) for prime U.S. borrowers are foreign-currency bank loans at the prime rate of the foreign country, plus/minus forward hedging costs in the forward exchange market for the loan maturity.

Eurocurrency Rates in London
(As of November 7)

	<u>1 month</u>	<u>3 months</u>	<u>6 months</u>
Eurodollar	5.88-6.00	6.63-6.75	7.31-7.44
Euro-DM	3.56-3.69	4.06-4.19	4.44-4.56
Euro-French franc	6.75-7.00	7.00-7.25	7.75-8.00
Euro-Swiss franc	1.25-1.50	3.00-3.25	3.50-3.75

November 7, 1975

In order to borrow in the Eurocurrency market, it is a usual practice to add a certain spread over the six-month London interbank offer rate, LIBO. For prime borrowers in the Euromarket, the spread now stands about 1%. For the less than prime borrowers from LDCs, the spread may be as high as 2-1/2%. In addition, there is a front-end fee as well as management commission for a Eurocredit loan. Maturity for Eurocredits is five to six years. Recently, however, it has tended to lengthen slightly, to as long as eight years.

As for the prime rate, there are wide differences in the practice of requiring compensating balances for prime loans. In the case of the United States, the usual system is 10 + 10, meaning 10% for the amount of the loan committed plus additional 10% for the amount of loan actually utilized. In Canada, the practice differs widely among banks. In Japan, the compensating balances have tended to decrease in recent years. Other major Western countries do not have regular compensating balances but they may have some fixed fees in addition to prime rates, similar to the commitment fees in the U.S. banking system.

November 7, 1975

November 17, 1975

Dear Mr. Havet:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated November 10, 1975 inviting the World Bank to be represented at the expert meeting for the preparation of a programme of concerted research aimed at improving the conditions pertaining to the transfer of knowledge to be held in Paris from December 10 to 19, 1975.

We are grateful for the invitation but I have been asked to inform you that the Bank will not be in a position to send a representative to the meeting due to previous commitments at that time. We would, however, appreciate receiving the report of the meeting when it is issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Jacques Havet
Deputy Assistant Director-General
Social Sciences, Humanities and Culture
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Hultin

Files with incoming letter

:mmcd





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

7, place de Fontenoy, 75700 Paris

téléphone : 566-57.57
 câbles : Unesco Paris
 telex : 27602 Paris

référence ED/EPP/802/13.1/2975

12 NOV 1975

Subject: Meeting on the Implementation of the
 Conference of Ministers of Education
 in Latin America, Venezuela,
6-15 December 1971

Sir,

The Conference of Ministers of Education held in Caraballeda in 1971 formulated a General Declaration requesting Unesco to establish mechanisms to facilitate the application of the recommendations of the Conference, especially by means of periodical evaluations in which authorized representatives of the Latin American and Caribbean countries would participate. Following this recommendation and in accordance with resolution 1.111.iii adopted by the General Conference at its eighteenth session, I have the honour to invite your organization to be represented at the Meeting on Implementation of the Recommendations of the Conference of Ministers of Education in Latin America and the Caribbean (Venezuela, 6-15 December 1971) to be held in Panama City from 9 to 14 February 1976.

The main object of the Meeting will be to assess the development in the educational situation in the region since the 1971 Conference of Ministers in the light of their recommendations and to determine possible innovative national, sub-regional and regional educational projects and programmes to encourage lifelong education and to meet particular problems of disadvantaged groups of the population. This assessment should lead to suggestions for future actions and to proposals for priority themes for consideration at the next Ministers' Conference in Latin America.

Please find enclosed the Agenda and Annotated Agenda of the Meeting. In due time we shall be pleased to send to the participants the corresponding working documents.

.../...

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

Original to: *M. Hoffman*
 Date: NOV 17 1975
 Communications
 Section

Working languages of the Meeting will be Spanish, English and French with simultaneous interpretation, and the working papers will be distributed in Spanish and English.

I should be grateful if you would kindly inform us, at the appropriate time, the name and official title of the representative appointed by your organization to attend the Meeting.

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



L. R. Fernig
Acting Assistant Director-General
for Education

Enclosures

COMMUNICATIONS SECTION

1975 NOV 17 PM 3:12

RECEIVED

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING ON THE IMPLEMENTATION OF THE RECOMMENDATIONS
OF THE CONFERENCE OF MINISTERS OF EDUCATION
IN LATIN AMERICA AND THE CARIBBEAN
(VENEZUELA, 1971)

Panama, 9-14 February 1976

ANNOTATED AGENDA

1. Opening of the meeting
2. Election of the Chairman, Vice-Chairman and Rapporteur
3. Presentation of the country reports

It is proposed that each participant present a succinct report on the current educational situation in his country, with particular emphasis on recent developments related to the recommendations of the Venezuela conference. The presentations should provide essential background information for the discussion in Commission of the four main themes of the meeting.

4. Establishment of Commissions I and II

It is proposed that participants divide into two groups for detailed discussion of the four major groups of recommendations selected as the main topics of the meeting.

5. (a) Commission I

The suggested task of this Commission is to study in depth the implementation of the Venezuela recommendations concerning democratization of education and overall reform of educational systems. Attention will be focussed on educational measures and innovations giving priority to disadvantaged population groups in rural zones and depressed urban areas. In relation to expanding educational opportunities for these groups, the participants may wish to cover such matters as extension and diversification of access to formal education, opportunities for non-formal and labour-oriented education, curricula adjustment and innovations in the organization of educational processes, the use of educational services with other social services.

The discussion of these measures should lead to a review of global actions taken on overall reform of education systems, including out-of-school and higher education, to re-orient the systems for better adjustment with socio-economic development needs. The participants should examine reforms in educational content and methods, the articulation

of school and out-of-school educational processes, the scientific and technological component in all levels of education, the links between education and work and social life and innovations in teacher-training and use of new technologies.

From the above appraisal of the implementation record in these areas, the participants will draw up a list of measures to be considered for further efforts to broaden democratization and hasten reform in education.

(b) Commission II

It is proposed that this Commission review the implementation of the Venezuela resolutions related to the planning and administration of educational reform, including the research and training requirements to effect changes in educational processes and practices. This Commission will also examine the status of regional co-operation for educational development.

The discussions in these areas would cover efforts to improve the articulation of educational planning with overall socio-economic planning; planning at regional and local levels; mobilization of human, physical and financial resources; measures taken to improve administrative practices and to decentralize the administrative processes; actions taken to strengthen networks of research institutions and to link research programmes with educational policy, reform and planning priorities; the effective mobilization of research findings; the training of specialists necessary to undertake reforms and introduce innovations; steps taken to strengthen the mechanisms of regional co-operation; the establishment of a regional network of centres of excellence for training purposes; regional exchanges of information and of educational personnel and students and the nature, volume and results of external assistance - international, regional and bi-lateral.

From this review of the results in these areas since the Venezuela Conference, the Commission will suggest new measures and actions necessary for further development.

6. Review of the reports of Commissions I and II
7. Adoption of the final report of the meeting
8. Closure of the meeting

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING ON THE IMPLEMENTATION OF THE RECOMMENDATIONS
OF THE CONFERENCE OF MINISTERS OF EDUCATION
IN LATIN AMERICA AND THE CARIBBEAN
(VENEZUELA, 1971)

Panama, 9-14 February 1976

AGENDA

1. Opening of the meeting.
2. Election of the Chairman, Vice-Chairman and Rapporteur.
3. Presentation of the country reports.
4. Establishment of Commissions I and II.
5. (a) Commission I:
 - (i) Implementation of the recommendations of democratization of education;
 - (ii) Implementation of the recommendations on overall reform of the educational systems, including higher and out-of-school education.
- (b) Commission II:
 - (i) Implementation of the recommendations of some factors for the success of the educational reform;
 - (ii) Implementation of the recommendations on regional co-operation.
6. Review of the reports of Commissions I and II.
7. Adoption of the final report of the meeting.
8. Closure of the meeting.

November 10, 1975

Mrs. Margaret Booth
Department of Social Sciences, Humanities & Culture
United Nations Educational, Scientific and
Cultural Organization
7 Place de Fontenoy
75700, Paris
FRANCE

Dear Margaret:

This letter will summarize our discussions of October 30. The interest of Unesco and the Bank in jointly sponsoring a seminar on the social and cultural impacts of tourism was confirmed. The exact format and content of the seminar are still flexible. As a working hypothesis, however, we felt the seminar should have as its prime objective the definition of guidelines for taking account of social and cultural impacts of tourism in planning tourist development and appraising projects. A second objective would be to identify areas worthy of further research. It seemed desirable to break the contents into several major divisions, within each of which two or more papers would be written, and for each of which we would seek a "synthesizer-rapporteur" who would prepare a working document with recommendations to be discussed at the seminar, record discussions of the topic at the seminar and also assist with the editorial work connected with final publication.

We felt that the seminar should last three days. This would include one morning for welcoming participants, sorting out administrative issues, etc., two full days for discussion of topics (4 half-day sessions, or 8 quarter-day sessions), and an afternoon for discussion of conclusions. Alternatively, there would be three half-days for initial discussions of sub-topics, and a full day to attempt to arrive at conclusions.

We should attempt to aim for September, 1976. Unesco's general assembly in Nairobi would run from mid-October to mid-November, and Unesco staff would be fully occupied for some time before this. If the seminar were left until later, we would have to consider December, 1976 or even early 1977, which was too late.

It was agreed that Washington would form a suitable venue for the seminar, especially as the Tourism Projects Department would be able to secure access to conference facilities without expenditure out of our budget whereas the opposite would be the case for Unesco.

On the number and type of participants at the seminar, we were agreed that we should do our utmost to keep this to as small a number as possible consistent with securing a good coverage of the issues in the interest of ensuring a fruitful exchange of views and arriving at a deeper understanding of selected topics. If possible, participation of social scientists and tourism officials from developing countries might be kept to around 12 persons. In addition, there would be personnel of Unesco and the Bank.

As to the persons to be invited, we were agreed that we wish to have, among the social scientists, people with relevant research experience and who have some interest in the policy implications of their work. You had met several interesting possibilities at the UN Economic Commission for Europe meeting at Dubrovnik in September, and were following up some additional contacts. On our side, we were making an effort to meet the relevant persons in North America, and Mr. Tolbert and I would be attending a symposium on tourism and culture change at the annual meeting of the American Anthropological Association, in order to meet the participants. We would communicate further on possible names after that meeting. As for social scientists from developing countries, we were both worried that we might pick sociologists/anthropologists whose views on tourism are grounded in ideology rather than research, and we agreed that we would make special efforts to identify at least one developing country social scientist who has done sound work. We were also agreed that participation by a small group of officials concerned with tourism planning and administration from a variety of developing countries would be a most important component of the seminar.

On publication of the report, I noted that we could secure 'free' publication by the Bank, although it might well be that a commercial firm could be interested in the project.

If the conference facilities and publication of the report were 'free', the budgetary resources available to yourselves and the Tourism Projects Department could be used almost exclusively for honoraria, travel, and subsistence expenditures. You could contribute around \$18,000, and TMP could find a similar amount split equally between this financial year and the next. On the assumptions that there would be 12 participants and that we would have to pay an average of \$1,000 per participant for fares (more for those from developing countries in Africa and Asia, less for persons in the Western hemisphere), and around \$300 per participant for subsistence in Washington, this would leave up to \$20,400 (but \$11,400, if no expenditures took place before June 30, 1976) for honoraria, costs of editing and proceedings for publication, and any contingencies (as might occur, for example, if it were necessary to hire an interpreter at the last moment). This suggests that it might prove feasible to invite up to 9 "substantive" papers rather than the 6 we discussed.

As to the content of the sessions, we arrived at the rather unsatisfactory tentative proposal that there should be a session on 'international understanding', one on 'cultural impacts', and another on 'social impacts'. Neither of us was happy with this, since an attempt to cover too much ground might result in little of real interest coming forward. On the other hand, given the objectives of arriving at recommendations on guidelines and identification of research priorities, there did have to be a general coverage of topics. Among the specific subjects which might be covered under the three sessions, we thought of the following:

1. "International Understanding": This "topic" would be difficult to avoid, given the importance it assumes in international discussions of tourism, and given the role of Unesco particularly, and the UN family more generally, in fostering international understanding. Among the precise questions which might be treated in this section were:

- (a) Changes in the attitudes of tourists from developed countries who visit developing countries towards the latter, including comprehension of development problems, attitudes towards financial and technical assistance programs, understanding of point of view of developing countries on international political and economic order;
- (b) Changes in understanding of, and attitudes towards, tourists by members of host societies. Does knowledge of tourists lead to increased knowledge of the world?
- (c) Another related topic is the identification of attitudes towards the phenomenon of tourism itself, and pin-pointing the social, cultural, and political groups in both industrialized and developing countries which tend to take particular positions, pro or con, on tourism.

2. Cultural Impacts of Tourism

In this very large topic, three main areas seemed of particular interest:

- (a) The interrelationships between tourism and the plastic and lively arts, including impacts on the traditional values associated with artistic activity;
- (b) Customs, beliefs, traditions and values. Here the potential range of issues is yet larger, presumably including "demonstration effects";
- (c) The relationship between tourism and "cultural properties".

3. Social Impacts

This area is even more vast and less well-defined than those mentioned earlier. Among the issues of interest, one might include:

- (a) the impacts of the employment patterns associated with tourist development, including effects on the role of women, degree to which tourism results in migration of workers versus employment of local inhabitants, extent to which new roles are created even outside formally organized trades and the consequences of this, if any (i.e., the phenomenon the "guide" and the "beachboy"), the relationships between tourism employment and concepts of "dignified" occupations. Related to this topic would be the impacts of tourism on social stratification in the host society;
- (b) effects of tourism on structure of authority and control, and choices which exist for those concerned with tourist development. The polar cases are, of course, development carried out by national authorities which have acquired lands for development and which engage in all negotiations with local and international sources of skills and finance, versus a development which is carried out through indigenous (to the specific area) institutions;
- (c) Another topic which is related to several others is the "tourist carrying capacity" of an area. There are many different dimensions to this. Some are strictly physical: how many people can visit a particular town without completely destroying its attractiveness? Some are social: for example, what is the threshold number of tourists visiting the medina of an Arab city beyond which tourism may lead to pathological social reactions simultaneously leading to disintegration of existing life styles of the inhabitants and the tourist attractiveness of the area? To what extent are these effects associated with different types of tourists (mass tourists, individuals, educational, and residential tourists where members of liberal professions acquire "traditional" houses and modernize them)? With different types of host societies? The rate of growth of tourism? The length of time that tourists have been present in the area?

We agreed that we would try to refine our thoughts further on these issues. I, certainly, am still uncertain whether we are likely to elicit a better response from contributors covering a particular subject area, as contrasted with having several contributors cover the same range of issues for particular societies with which each is familiar. The role of "synthesizer" would be clearer in this case. I would hope to be more specific next month after Mr. Tolbert and I have met with the anthropologists.

On the responsibility for organization of the seminar, and all of the work which must be carried out in contacting potential participants, arranging for their payment, collation and circulation of prepared papers, etc., we felt that this could be defined later. At this point, however, I noted that it seemed to me that the Tourism Projects Department (including myself) would have limited time for these administrative tasks, whereas you stated that you had budgeted considerable time for them.

Mrs. Margaret Booth

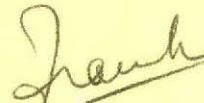
- 5 -

November 10, 1975

Finally, I requested you to ask Pierre Ayala to send duplicates of the documents he sent me. They have now arrived, however, and so this second mailing will not be necessary.

With kindest personal regards,

Yours sincerely,



Frank Mitchell

FM/w

cc: Messrs. Tolbert, Odone
Dr. ~~Elmendorf~~



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

7, place de Fontenoy, 75700 Paris

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

référence : SHC/ADM/333

10 November 1975

Files

Subject: Expert meeting for the preparation of a programme of concerted research aimed at improving the conditions pertaining to the transfer of knowledge

Dear Sir,

The General Conference, at its eighteenth session (Paris, 1974), adopted Resolution 3.201 which invites the Director-General to propose, at its nineteenth session, "a programme of concerted research aimed at improving the conditions pertaining to the transfer of knowledge".

The Preamble of this Resolution, of which the full text is attached, lays stress on preserving the cultural identity, authenticity and dignity possessed by each national group in the process of the transfer of knowledge. Whilst recalling in very general terms the problem of cultural interaction implied by these processes, the Preamble suggests that the study should be focused on transfers of knowledge related to the activities of Unesco and should lead to conclusions which could be used in planning the further development of the programmes of the Organization.

So as to prepare, for inclusion in the Draft Programme and Budget for 1977-78, such an international programme of concerted research, the Secretariat intends to organize an expert meeting to be held at Unesco Headquarters (Paris), from 10 to 19 December 1975 inclusive, Room VI. The working language will be English and French, with simultaneous interpretation in both languages.

It is hoped that the participants will :

- (a) on the basis of the Secretariat background paper, define the problem area and propose a conceptual framework;
- (b) on the basis of two documents that have been commissioned by Unesco, elaborate a long-range programme;
- (c) suggest the most appropriate structures for implementing such a programme.

.../...

The President,
 International Bank for Reconstruction and Development,
 1818 H Street NW,
 WASHINGTON D.C. 20433,
 United States of America.

SECTION
 COMMUNICATIONS

SECURITY

Rec'd in IRD

11/12/75

RECEIVED

11/15/72
Rec'd in ID

United States of America
WASHINGTON D.C. 20533
1818 H Street NW
International Bank for Reconstruction and Development
The President

1975 NOV 14 PM 4:53

COMMUNICATIONS SECTION

.../...

- (c) annex the most appropriate articles for implementation and a brochure explaining the long-range programme;
- (d) on the basis of two documents that have been commissioned by UNESCO studies and propose a conceptual framework;
- (e) on the basis of the secretariat's preliminary paper define the program

It is noted that the participants will:

in both languages.
working language will be English and French, with simultaneous interpretation headquarters (Paris) from 10 to 18 December 1972 inclusive Room XI. The secretariat intends to organize an expert meeting to be held at UNESCO 1971-72, and an international programme of concerted research, the so as to prepare for inclusion in the draft programme and budget for

development of the programme of the organization.
amongst need to conclusions which could be used in planning the further focused on matters of knowledge related to the activities of UNESCO and invited by these processes, the Presumptive suggests that the study should be mutual research in very general terms the program of scientific interaction possessed by each national group in the process of the transfer of knowledge. It is stressed on preparing the scientific identity, interdisciplinarily and jointly. The Presumptive of this resolution, of which the full text is attached,

involving the conditions pertaining to the transfer of knowledge, at its nineteenth session, "a programme of concerted research aimed at solving resolution 3.501 which invites the Director-General to propose the General Conference at its nineteenth session (Paris, 1974),

Dist. 211

Subject: pertaining to the transfer of knowledge
concerted research aimed at improving the conditions
Expert meeting for the preparation of a programme of

Reference: ZHC/ADM/333

10 November 1972

telex: 33 003 Paris
cable: UNESCO Paris
telephone: 206-2321

1 Place de Fontenay, 75200 Paris

Handwritten signature



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

72-1115809

On behalf of the Director-General, I have pleasure in inviting you, or your representative, to attend this meeting. Could you please let me know, at your earliest convenience, if you can accept or, where appropriate the name of the person chosen to attend.

The provisional agenda, terms of reference of the meeting, Secretariat background paper and the two working papers will be sent out to you later by air mail. If you need further information, please address your correspondence to Mr. G. Kutukdjian, Division of Applied Social Sciences, extension 46-04.

Yours truly,

For the Assistant Director-General
(Social Sciences, Humanities and
Culture)



Jacques Havet
Deputy Assistant Director-General

Resolution 3.201 adopted by the General Conference of Unesco
at its eighteenth session

3.201 The General Conference,

Desirous of preserving the cultural identity, authenticity and dignity that are possessed by each national group,

Attaching special importance to the contribution that each people can make in this respect according to its conception of the world and the perception of its needs,

Anxious that the development of the Organization's programmes should be planned in relation to these essential requirements and that there should be greater effectiveness and efficiency in international co-operation in this regard,

1. Considers that it would be advantageous and expedient to enlist the services of research workers in the human and social sciences, in the widest possible range of countries, for the study of the processes of cultural interaction in connexion with the Organization's various activities relating to the transfer of knowledge;
2. Invites the Director-General to propose to the nineteenth session of the General Conference a programme of concerted research aimed at improving the conditions pertaining to the transfer of knowledge, based on the methods used in the case of the programme on Man and the Biosphere.

November 3, 1975

Mr. M. Mahmoud
UNEDBAS/EPFU, Beirut
c/o Educational Facilities Section
Division of Educational Policy and Planning
Unesco
7 Place de Fontenoy
Paris 75700, France

Dear Magued:

I was very pleased to make your acquaintance at the recent workshop of Unesco's educational facilities units and also to meet your wife briefly during that very pleasant evening at the Beynons.

The news from Beirut being what it is, I hope I am right in assuming that you have not gone back there. As a one-time resident who retains many fond memories of Lebanon, I find the daily accounts of an apparently inexorable drift towards complete anarchy and chaos not only depressing but also impossible to reconcile with the place and the people I knew.

When you are able to resume your duties, I should be grateful if you could place me on your distribution list for any school building studies you may be concerned with or have access to - particularly low-cost school design or construction programs based on maximum use of indigenous materials and simple building techniques appropriate for implementation by largely unskilled labor. I found very interesting the study for a flexible short-span school structure in rural hot-arid areas which was described in a UNEDBAS report of January 1973 which I received last year.

In response to a suggestion from John Beynon that you might find our Handbook for Implementation of Education Projects of interest, I am sending you a copy under separate cover. It is concerned specifically with the implementation of Bank/IDA-assisted projects in accordance with the terms of our loan/credit agreements and with implementation procedures which may in some respects be peculiar to Bank Group operations. It has been prepared

Mr. M. Mahmoud

-2-

November 3, 1975

primarily as an aid to our borrowers' staff in their tasks of organizing, controlling and supervising execution of the projects we finance and is intended also to assist our own operational staff in guiding borrowers through the implementation process.

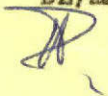
I very much hope there will soon be better news from Lebanon.

With kind regards,

Yours sincerely,

David H. Lewis
Implementation Adviser
Education Department

DL/mms



L F -UNESCO

November 3, 1975

Mr. John Beynon
Educational Facilities Section
Division of Educational Policy and Planning
Unesco
7 Place de Fontenoy
Paris 75700, France

Dear John:

On my return from Stockholm I found your note of September 25. I had already given David Vickery a copy of our Handbook for Implementation of Education Projects when I was in Paris and have since forwarded copies to Kamal El Jack and Magued Mahmoud - the latter sent care of your office for appropriate consignment, as I assume he did not get back to Beirut. The news from that quarter gets daily more depressing - and more difficult to reconcile with the place I knew.

I was glad to have been given an opportunity to represent our Education Department at the workshop of Unesco's education facilities units. I found the accounts of the advisory training and other services provided by the regional units interesting - as also the discussion of the preliminary paper for the study on the development of community schools as specific answers to community as well as education needs. (Even if the seminars on the subject being planned for next year both by OECD and the UIA are likely to deal with it in the context of industrialized environments, I think they may be of interest to us from an urban development viewpoint. I should be grateful, therefore, if you could pass on any information you may obtain on these seminars as plans for them develop.) Apart from the opportunity presented by the workshop to exchange views on topics of mutual interest, it was interesting for me to be able to meet members of the regional facilities units. I should be glad to receive in due course a copy of any report which may be prepared of workshop's proceedings.

I also look forward to receiving copies of the various studies discussed as they become available.

It was a pleasure to see you again. Thank you both for yet another enjoyable evening chez-Beynon. When are you going to give us an opportunity to reciprocate?

With kind regards,

Sincerely yours,

David H. Lewis
Implementation Adviser

DL/nms

OFFICE MEMORANDUM

2 I - UNESCO
cc Iraq Education
cc ILO
cc ODM
cc Jordan Education

TO: Mr. Jacob van L. Maas
DATE: November 3, 1975
FROM: D. S. Ballantine *DSB*
SUBJECT: Mission to Unesco, Iraq, ILO (Geneva), ODM (London), Jordan
Terms of Reference

Unesco

1. On or about November 4 you will depart for Paris where you will hold 2 days of discussions with members of the Unesco preparation mission soon to go to Burundi. You will explain to them this Department's views on how equity considerations should guide the distribution of project primary school facilities, as described in my memo to files of October 31. Your discussions on school mapping aspects will be joined by Mr. Hallak of IIEP. Time permitting, you may secondarily be able (1) to discuss with Unesco staff and Mr. Hallak, this Department's efforts to encourage tracer systems in Bank Education projects, and (2) to review with Mr. Postlethwaite the current progress of the evaluation projects in Tanzania.

Iraq

2. On November 7 you will proceed for one week to Baghdad to join Mr. Hobbs, technical educator in Emena Education Projects Division during supervision of the First Education Project. Your particular focus will be to conduct intensive discussions with Iraqi officials and technical assistance personnel responsible for implementing tracer systems in connection with graduates from secondary and post-secondary project institutions. Where called upon you will offer practical advice on appropriate tracer methods, and assess areas where our draft guidelines require modifications in light of the Iraqi situation. You and Mr. Hobbs will join in each others discussions to the extent possible, and liase closely with one another. The other concerns of the mission are itemized in Mr. Hobbs' terms of reference.

ILO

3. After a private visit to Libya on the weekend you will arrive in Geneva Monday, November 17 for discussions with interested ILO staff on tracer systems. Mr. Pidgeon at ILO will have arranged for you to meet staff of the World Employment Program, and others.

ODM, London

4. Provided there is no unfinished business at IIEP or Unesco from your visit to Paris, you will proceed directly to London on or about November 19. There you will meet officials of the Overseas Development Ministry to familiarize them with our tracer system activities. You will also debrief Mr. Douglas Pidgeon on his recent visit to Tanzania for the Evaluation Research Project.

November 3, 1975

Jordan

5. After stopover in Amsterdam, you will proceed to Amman on or about Sunday, November 23, to be together with Mr. Bernard Masters, general educator Emena Education Projects Division. As part of the supervision of the First and Second Education Projects, you will again focus, jointly with Mr. Masters this time, on tracer systems for graduates of project and comparable institutions.

6. After your return to Washington on or about November 28 you will file brief reports on the various facets of your mission, and coordinate with Messrs. Hobbs and Masters on possible contributions to their respective reports.

cc: Messrs. Hultin, Stewart, McMahon, Hobbs, Masters

JMaas:mb

October 30, 1975

Mr. D. Najman
Acting Assistant Director-General
Cooperation for Development and
External Relations Sector
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Dragy:

This is in reply to your letter to Mike Hoffman of October 20, which has been brought to my attention. I learn that this conference is being sponsored by the U.S. Office of Education and that, although we have not yet been invited to participate in the planning meeting of November 5-6, it is expected that we will be. Manuel Zymelman would be our logical representative and while he is currently in Korea I hope to have him back just in time. Your interest in our participation is appreciated.

With cordial regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

cc: Mr. Burney

DSB/hl

October 28, 1975

Dear Mr. M'Bow:

Thank you for your letter regarding the conclusions of the Inter-Agency Round Table in Dakar to study possible forms of university cooperation in Africa and assistance to that end which might be provided by external agencies. In that connection you mention the members of the Bellagio Group on Education as possible sources of funding for a preliminary project, and indicate that this proposal would have been put forward by you at the Bellagio Meeting which was scheduled for last July. You ask whether the Bank would be prepared to lend financial assistance to the proposed undertaking.

As you know, discussion is now under way regarding the desirability of convening a Bellagio meeting of Chiefs of Agencies and, as I understand it, the consensus appears to be in favor of such a meeting but on a general basis and not for the consideration of specific projects. It is felt by most agencies that joint ventures within the Bellagio group of agencies can be dealt with at the staff level meetings.

Like Unesco, the Bank is concerned for the development of higher education in Africa and for this reason joined with other members of the Bellagio group in support of the study on Higher Education for Development. We believe that that study will make a significant contribution to stimulating university development in the right directions. We also believe that there is important follow-up work to be done, not only in Africa but also in Asia and Latin America, and we expect through our regular lending operations to assist higher education in our member countries to move in the directions indicated by the study. We feel that our assistance can be most effective if channelled through our regular project work and therefore the Bank representative joined with other agency representatives at the Geneva staff level meeting last February in not supporting further collective action by the group.

I can assure you that the Bank is concerned with the problems raised by the Dakar Round Table, and I hope that in the course of addressing these problems the Bank and Unesco will find opportunities to cooperate through the regular channels of our Cooperative Program.

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Amadou-Mahtar M'Bow
Director-General
Unesco

7, Place de Fontenoy
75700 Paris, France

msa
Cleared w/Mr. Hoffman

cc: Mr. Andre Varchaver, Director
Unesco, New York

DSBallantine:hl/pa
Typed: October 24, 1975

LI - UNESCO

Mr. Robert S. McNamara (through Mr. Wm. Clark)

October 24, 1975

Michael L. Hoffman

Unesco

As we had no chance to talk in New York after your day at the ACC, could you let me know, for guidance, whether you had any substantive discussions with M'Bow.

I talked with Najman, who had seen you the previous week, and he appeared to be very happy about his meetings in the Bank.

cc: Mr. Ballantine

MLHoffman:pa

MLH

LI-UNESCO
CC:LI-UNESCO/IBRD

Files

October 22, 1975

D. S. Ballantine 7/83

Meeting between Mr. McNamara and Mr. Najman, Unesco

1. Mr. McNamara met October 13 with Mr. D. Najman, Acting Assistant Director-General of Unesco (representing Mr. M'Bow) and Mr. Werner Moller, Acting Director of the Education Financing Division, Unesco. D.S. Ballantine was also present.
2. Mr. Najman confirmed that Unesco agreed to the Bank proposal of a management style review of the Bank/Unesco Cooperative Program, similar to that conducted for the Bank/FAO Program. Substance and procedures had been discussed and agreed at a staff level meeting that morning.
3. In addition, Mr. Najman raised the possibility of broadening the scope of Bank/Unesco cooperation to embrace more fully new concerns in world affairs as reflected in the recent Special General Assembly of the United Nations. Specifically he mentioned:
 - (a) The possibility of incorporating "cultural tourism", on which there is already ad hoc cooperation, into the Cooperative Program.
 - (b) Cooperation in the field of communications emphasizing the collection, management and use of information.
 - (c) Transfer of technology and more particularly development of local science capability as a basis for solution of local problems in the LDCs.
4. It was generally agreed that these questions might be raised during the Cooperative Program review. On the science question, Mr. McNamara stated that while he was satisfied with the Consultative Group on International Agricultural Research, he had some difficulty in defining objectives and means of achieving them in broader areas of science. Nevertheless, he would welcome any suggestions Unesco had or discussion of the question.
5. Mr. Najman suggested also that Unesco would like to contribute more fully to the supervision and implementation stage of Bank projects. He described the current status of Unesco's reorganization. No decision has been reached as to the ultimate location of the Cooperative Program unit and the Bank will be consulted before it is made. He did not mention the possibility of dividing the unit up.

6. Mr. Najman briefly described Unesco's current financial difficulties and asked if the Bank would be willing to advise it on how to secure short term funds at favorable rates. Mr. McNamara said that, if asked, the Bank would be happy to advise through its Treasurer, Mr. Rotberg.

cc: Mr. McNamara
Mr. Baum
Mr. Hoffman
Mr. Kearns

DSBallantine/hl

LI-UNESCO

October 22, 1975

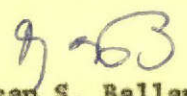
Mr. D. Argyropoulos
Educational Financing Division
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris, France

Dear Dimitri:


Many thanks for your letter of October 20, 1975 on the use of our computer models. We would be happy to provide access to these programs, and there are no legal problems involved in the transfer of them to UNESCO. We cannot, however, produce a tape as suggested by you by this coming Friday, but our Computer Department will produce one as soon as possible. We shall mail it to you together with the necessary instructional materials.

With kind regards,

Sincerely yours,



Duncan S. Ballantine
Director
Education Department

MGHultin/rcm 

cc: Mr. Peter Hsueh (Computing Activities)



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

7, place de Fontenoy, 75700 Paris

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

référence : STP/801/4/2782

21 OCT. 1975

Dear Mr. Grenfell,

I am writing to you in connexion with the follow-up of ECOSOC Resolution 1900 (LVII) entitled "Implementation of the World Plan of Action for the Application of Science and Technology to Development" (copy attached, in English, for your convenience).

As you will recall, the agencies and organizations of the United Nations system concerned (cf. operative paragraph 3 of the resolution; hereafter shortened to "the organizations concerned") have cooperated with the United Nations Office for Science and Technology, (UNOST), in preparing, for the 59th session of ECOSOC, a brief 8-page progress report, U.N. reference document E/5686 of 4 June 1975, thus enabling the Secretary-General to present the first of the two reports requested of him by operative paragraph 11 of the ECOSOC resolution. The second report requested of the Secretary-General by that paragraph 11 is to be presented to the Committee on Science and Technology for Development, CSTD, at its third session, which as you doubtless know is now scheduled to take place at New York from 2 to 20 February 1976.

Our understanding is that the manuscript of this second report would have to be in the hands of CSTD secretariat at New York by Monday 1 December 1975 at the very latest, which in turn means finalization of the manuscript by Monday 24 November at latest.

My reason for mentioning this time-constraint is to show that we have very present in mind, and have impressed on our UNOST colleagues, the fact that a bare 5 weeks remain between now and 24 November. We have pointed out that in these circumstances no further major effort can be expected by UNOST of the organizations concerned, especially in view of the heavy demands already made on them over recent months in science and technology-related matters, particularly in connexion with other resolutions adopted by ECOSOC at its 57th session.

Mr. J. Grenfell
Special Representative to the
United Nations Organizations
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.

COPIES
P: 08
P: 08

./...

U.S.A.

Washington, D.C. 20543
1818 H Street, N.W.
and Development
International Bank for Reconstruction
United Nations Office
Special Representative to the
Mr. J. G. Clendinning

RECEIVED
OCT 29 PM 4:06
COMMUNICATIONS
SECTION

21st session.
connection with other resolutions adopted by ECOSOC at its
in science and technology-related matters, particularly in
of the heavy demands already made on them over recent months
by UNCTAD of the organizations concerned, especially in view
these circumstances no further major effort can be expected
between now and 27 November. We have pointed out that in
on our UNCTAD colleagues, the fact that a mere 2 weeks remain
show that we have very much in mind, and have impressed
My reason for mentioning this time-constraint is to

November at latest.
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our understanding is that the manuscript of this second

New York from 3 to 30 February 1972.
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Paris, it is to be presented to the Committee on Science
second report requested of the Secretary-General by that
Paris by operative paragraph 11 of the ECOSOC resolution. The
General to present the first of the two reports requested of
document E/2088 of 4 June 1972, thus enabling the Secretary-
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Science and Technology, (UNCTAD), in preparing, for the 21st
concerned.) have cooperated with the United Nations Office for
3 of the resolution; hereafter shortened to "the organizations
of the United Nations system concerned (cf. operative paragraph
as you will recall, the agencies and organizations

your convenience).
Technology for Development" (copy attached, in English, for
the World Plan of Action for the Application of Science and
of ECOSOC resolution 1800 (XLIII) entitled "Implementation of
I am writing to you in connection with the follow-up

Dear Mr. Clendinning,

OCT 29 1972

TELETYPE: 215/801/4/5382

TELEX: 33002 Paris
CABLE: Unesco Paris
TELEPHONE: 200-2121

3, place de Fontenay, 92200 Paris



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

UNESCO

Against the background of that preliminary observation, I should nevertheless like to invite your collaboration, with a view to Unesco's assisting in the preparation of those parts of the CSTD progress report relating to Parts II and IV of the ECOSOC Resolution (cf. the decision of the 18th session of the ACC Sub-Committee on Science and Technology, doc. CO-ORDINATION/R.1050, paras. 13-16, esp. paras. 14 and 16 : photocopy enclosed). It would be appreciated if your contribution could be prepared in English.

For your guidance I would observe that the tentative view already expressed by Unesco to our UNOST colleagues is that - subject to any contrary views which may be expressed by the organizations concerned - the material necessary to prepare the Secretary-General's response to Part II of ECOSOC Resolution 1900 (LVII) may prove to have been already assembled, to some degree, in Annex II to the Secretary-General's report answering ECOSOC Resolution 1905 (LVII) on "Institutional arrangements etc.". Although in that case the report itself (U.N. reference E/C.8/25 and Corrigena) is available, its Annex II has not yet appeared : but it is expected shortly under ref. E/C.8/29 Add 1.

Our suggestion would therefore be that you may wish to concentrate on material concerning your Organization which relates to Part IV of ECOSOC Resolution 1900 (LVII), or at least to concentrate on such material in the first instance.

As to the meaning of the concept "national science and technology etc. policies" as appearing in para. 10 (PART IV) of the Resolution, UNESCO suggests that contributions to this exercise should follow the approach taken by UNACAST in the "World Plan of Action for the Application of Science and Technology to Development", P. 33 of the English version, under the subtitle "Effective arrangements for formulating and executing a national science and technology policy". The following functions appear under this rubric :

- 1) Policy-making)
- 2) R and D) in science and technology
- 3) Training)
- 4) Scientific and technological services

This breakdown is also followed in the "Plan for annotated institutional summaries in the field of science and technology" (pages 89 to 91 of the World Plan of Action). The important question of the transfer of technology is covered, in principle, under the rubric "extension and innovation services" mentioned at p. 91.

./...

For the purpose of this exercise, we suggest that your contribution should focus on the progress made by governments on drafting and implementing national science and technology policies in the Sector for which your Organization has a particular mandate and competence within the UN family i.e. Agriculture, Health, Atomic Energy, etc.

It would undoubtedly be helpful if your contribution could also contain some indications of any recent relevant decisions of the governing body of your Organization, as well as of work performed by your Organization in assisting Governments of Member States to carry out their responsibilities in this field (e.g. research undertaken; training activities; forms of direct assistance provided to member countries, together with main types of project involved). If you feel these topics are adequately covered in existing documentation, you may wish to forward this, once more in English preferably, with the relevant passages indicated.

My colleagues in Unesco's Division of Science and Technology Policies, (Director : Mr. Y. de Hemptinne) remain at your disposal if your collaborators should need further clarifications.

With my thanks in advance for your assistance,

I remain,



Dragoljub Najman
Assistant Director-General a.i.
Co-operation for Development
and External Relations Sector

Encl.

1900 (LVII). Implementation of the World Plan of Action for the Application of Science and Technology to Development

The Economic and Social Council,

Recalling General Assembly resolutions 1944 (XVIII) of 11 December 1963 and 2318 (XXII) of 15 December 1967 and, in particular, the relevant provisions of General Assembly resolutions 3201 (S-VI) and 3202 (S-VI) of 1 May 1974 concerning the Declaration and the Programme of Action on the Establishment of a New International Economic Order, and Council resolutions 1155 (XLI) of 5 August 1966, 1638 (LI) of 30 July 1971 and 1717 (LIII) of 28 July 1972,

Reaffirming Council resolution 1823 (LV) of 10 August 1973,

Noting the progress report of the Secretary-General on the World Plan of Action for the Application of Science and Technology to Development and the regional plans,²⁶

Noting with interest and appreciation the regional plans of action for the application of science and technology to development prepared by the Economic Commission for Africa,²⁷ the Economic Commission for Asia and the Far East,²⁸ the Economic Commission for Latin America²⁹ and the Economic Commission for Western Asia,³⁰

Recognizing the urgent need to build up an indigenous and autonomous science and technology capacity in the developing countries,

Considering that the World Plan of Action and the regional plans should be kept under continuous review,

Convinced that the research activities on problems of developing countries, described in the *World Plan of Action for the Application of Science and Technology to Development*³¹ as well as those in national and regional plans, should be actively and vigorously pursued,

1. *Reiterates* the importance of the World Plan of Action for the Application of Science and Technology to Development as a valuable set of guidelines and broad programmes suggested to Governments subject to their own individual priorities established in their national development plans;

2. *Urges* Governments and the regional economic commissions to continue giving full attention to the World Plan of Action and the regional plans as aids to the selection and preparation, by decision-makers and the scientific and technological community, of specific projects relevant to the needs of their countries;

REVIEW AND APPRAISAL

3. *Invites* the Advisory Committee on the Application of Science and Technology to Development, in close co-operation with the agencies and organizations of the United Nations system concerned, to keep the World Plan of Action and the regional plans under periodic review and appraisal and, in the light of new developments, to prepare new areas of topics of research and development for incorporation in the World Plan of Action and/or the regional plans, bearing in mind the need for integrated economic and social research as an important factor in the setting of priorities in the field of science and technology, and to present its conclusions and recommendations to the Committee on Science and Technology for Development;

II

SCIENCE AND TECHNOLOGY CAPACITY

4. *Requests* the Secretary-General to consult with the organizations of the United Nations system on ways and means of identifying the existing gaps in the institutional scientific infrastructure at the national, regional and global levels and on the measures that would be required to strengthen this infrastructure for the implementation of the research and policy measures contained in the World Plan of Action; use should be made of surveys already undertaken by organizations of the United Nations system, and especially the United Nations Educational, Scientific and Cultural Organization, on existing scientific and technological institutions;

5. *Invites* the international financing organizations, particularly the United Nations Development Programme, the International Bank for Reconstruction and Development and the regional development banks, as well as developed countries, in close consultation with developing countries and at their specific request, to provide them with ways and means of supporting their efforts to implement specific infrastructural projects for research and development;

6. *Requests* the organizations of the United Nations system concerned to continue to develop flexible programmes for assistance to the developing countries, at their request, in keeping their existing scientific and technological infrastructure operational;

7. *Requests* the Secretary-General, in co-operation with the United Nations Educational, Scientific and Cultural Organization and the other agencies and organizations concerned, to report to the Economic and Social Council, through the Committee on Science and Technology for Development, on the progress made with action to strengthen the scientific and technological capacities of developing countries;

IMPLEMENTATION OF RESEARCH

8. *Requests* the Secretary-General to take all necessary action, in close consultation with the international financing organizations, particularly the United Nations Development Programme, the International Bank for Reconstruction and Development and the regional development banks, and with the specialized agencies, the International Atomic Energy Agency and the regional economic commissions, and with interested Member States, for the establishment at the regional and/or global level, as may be required, of consultative groups or other such machinery aimed at achieving rapid progress in areas scheduled for research and for the application of existing knowledge, as identified in the World Plan of Action;

9. *Invites* the international financing organizations and developed countries to consider contributing financially to these consultative groups or other machinery;

IV

NATIONAL SCIENCE POLICIES

10. *Urges* on all Governments the importance of drafting and implementing national science and technology policies and of giving high priority to the establishment of at least one centre for providing advisory services in the field of science and technology policy in each region and requests the Secretary-General, in co-operation with other international organizations, both inside and outside the United Nations system, to promote effective assistance in this field and in particular to strengthen such activities at the regional level;

11. *Requests* the Secretary-General to report on the progress made in the implementation of the present resolution to the Economic and Social Council at its fifty-ninth session and to the Committee on Science and Technology for Development at its third session.

1919th plenary meeting
1 August 1974

EXTRACT FROM
REPORT OF THE EIGHTEENTH SESSION OF THE SUB-COMMITTEE
ON SCIENCE AND TECHNOLOGY
(Geneva, 28 June 1974)

U.N. reference doc. CO-ORDINATION/R.1050 of 18 July 1974

...

Draft resolution IV: Implementation of the World Plan of Action
for the Application of Science and Technology to Development

13. The Chairman recalled Council resolution 1823 (LV) to which the present draft resolution constituted a follow-up, and suggested that the four main parts of the document be considered separately; as to part I "Review and Appraisal" he considered that it would become a continuous function of ACAST in co-operation with the agencies and other organizations of the United Nations system concerned.
14. As to part II of the draft resolution, UNESCO agreed to prepare the report on the progress made and action taken to strengthen the scientific and technological capacities of developing countries, on behalf of the Secretary-General and ACC. The report would be based on UNESCO's own material and on the contributions of relevant bodies of the United Nations system. In underscoring the importance of operative paragraph 5 calling on international financing organizations to provide ways and means to support specific infrastructural projects for research and development, the Chairman regretted that it had not been possible for these financing organizations to be present when this item was discussed.
15. With regard to the request addressed to the Secretary-General in part III "Implementation of Research" to take action towards the establishment of consultative groups in areas identified in the World Plan, reference was made to the successful experience of FAO in this area and the representative of UNIDO reported on his organization's activities in the field of industrial research and on the World Association of Industrial and Technological Research Organizations (WAITRO) created under the sponsorship of UNIDO. The possibility of establishing a consultative group or a similar mechanism on industrial research with the participation of UNIDO, UNDP, IBRD, WAITRO and OECD/DAC was envisaged. The representative of the United Nations Environment Programme referred to document UNEP/GC.22 "Compatibility of the Environment Programme with Policy Measures and Objectives in the Field of Science and Technology" presented to and endorsed by the second session of the United Nations Environment Council. He specified that UNEP for the time being did not envisage the establishment of a consultative group on environment and technology.
16. In considering part IV "National Science Policies" the view was expressed that a short informative paper might be compiled by UNESCO on its advisory role to governments concerning the formulation of national policies in science and technology, and there was general agreement on the importance of reinforcing regional structures in this area. It was further agreed that UNESCO would act as a co-ordinator on behalf of the ACC Sub-Committee for the part concerned with national science policies in the system-wide report by the Secretary-General called for under paragraph 11 of the resolution.

LI-UNESCO

The World Bank / 1818 H Street, N.W., Washington, D.C. 20433, U.S.A. • Telephone: (202) 393-6360 • Cables: INTBAFRAD

October 21, 1975

Mr. E. A. Fisher
Division of Statistics on Education
Office of Statistics
Unesco
Place de Fontenoy 75700
Paris, FRANCE

Dear Tony:

It seems an appropriate time to be back in touch. Thank you for the copies of the new ISCED abridged edition and the Manual for the Collection of Adult Education Statistics which arrived over the summer. It was especially gratifying to see that the ISCED matrix (Appendix 1) had been further developed to allow for a greater variety of types of basic education, as I was "lobbying" for in December.

We would like to distribute copies of the Adult Education Manual to our Regional operating divisions in order to encourage greater attention to improving the basic education data base among Borrowers, probably through the technical assistance side of our education loans and credits. If you could send us six copies we could distribute them most effectively. If you could also spare a similar set of the abridged ISCED, so much the better; otherwise we will just circulate copies of Appendix 1 to give an overview of the system.

I recently came across a memo you copied to me of September 17, 1974 (COM/ST/327) relating to the educational aspects of household surveys carried out under the African Census Programme of the U.N. If there has been a further progress in this area I would welcome hearing of it.

Best regards,

Jack

J. van L. Maas
Sociologist/Educator
Education Department



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

7, place de Fontenoy, 75700 Paris

téléphone : 566-57.57
cables : Unesco Paris
téléx : 27.002 Paris

référence : ED/EPD/8050/11/6239

20 October 1975

Dear Duncan,

You probably know that a number of our Project Officers have been using, during their short stay in Washington, the Bank computerized models to obtain enrolments and teachers' needs projections. The use of these programmes are so successful that we are prospecting the possibility of having them installed on our computer so as to provide a more accessible service to our Division.

Our Office of Data Processing is quite willing to help in the implementation of this tool, but before investing any effort, and in order to reduce the programming cost, I thought I should contact you to find out whether your services could make these programmes available to us.

I assume the two models: "Education Enrollment Forecasting Model" and "Teacher Requirements Flow Model" are written in FORTRAN language and I would very much appreciate your undertaking the necessary action with the appropriate services in the Bank so that they may release for us a standard IBM O.S. magnetic tape containing source programmes and any documentation they may have in order to run the systems.

Should the Bank agree to let us have this tape, Stavros Syrimis who will be in Washington through Friday 24 October could hand carry this tape on his way back; otherwise, we would appreciate if it could be airtailed to us.

Thank you for your kind cooperation on this matter,

Yours sincerely,

D. Argyropoulos
Educational Financing Division

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



L I - UNESCO

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

7, place de Fontenoy, 75700 Paris

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

référence : ED/PST

20 October 1975

Dear Mr. Hoffman,

not attached
Subject: International Conference on Technical and Vocational
Education sponsored by the U.S. Government

During the last General Conference of Unesco in November 1974, the revised recommendation concerning technical and vocational education was unanimously adopted. I am pleased to attach herewith a copy of this recommendation.

In conjunction with the adoption of this important instrument, the U.S. Government has offered to sponsor an international conference to be devoted to the problems of the implementation of this Recommendation, particularly in the least developed countries. As a result, it is expected that detailed guidelines for a number of areas of implementation will be worked out. Because of the great potential which it sees in this conference, Unesco has agreed to provide some financial support for it and to participate actively in its planning and execution.

Unesco understands that the U.S. authorities will also seek the support and participation of IBRD in this meeting. In view of the relatively large sums of IBRD funds devoted to facilities and equipment for technical and vocational education, as well as the increasing amounts of technical assistance, we hope that IBRD will be able to support the conference in one or more ways.

This international conference is foreseen for May 1976, and as a first step a joint planning meeting is scheduled to be held in Washington, D.C. on 5 and 6 November 1975. Unesco understands that the U.S. Government hopes that a representative of IBRD would be able to join in this preparatory work and that it already has or soon will write to Mr. M. Zymelman from IBRD in Washington. Unesco hopes that IBRD will be able to appoint Mr. Zymelman as your representative or to nominate another suitable person competent in this field. If, as we hope, a IBRD representative will participate in the planning meeting, it would be most helpful if he would be briefed on the kinds and amounts of financial support which IBRD can give to this conference.

In view of the importance of this issue, we would very much appreciate your early reply.

Yours sincerely,

Mr. Michael L. Hoffman
Director, International
Relations Department,
International Bank for
Reconstruction & Development,
1818 H Street, N.W.
WASHINGTON, D.C. 20433
U.S.A.

Dragoljub Najman
Dragoljub Najman
Acting Assistant Director-General
Cooperation for Development and
External Relations Sector

U.S.A.
 WASHINGTON, D.C. 20540
 1818 H Street, N.W.
 Reconstruction & Development
 International Bank for
 Economic Cooperation
 Director, International
 Mr. Michael G. Hoffman

RECEIVED
 OCT 27 1972
 DIRECTOR GENERAL
 INCOMING MAIL UNIT

TO THE DIRECTOR

Dear Mr. Hoffman:

In view of the importance of this issue, we would like to express our

interest in financial affairs which IBRD can give to this conference.
 meeting. It would be most helpful if we could be invited on the agenda and
 agenda. It is our hope that IBRD representatives will participate in the planning
 work representative of to nominate another suitable person competent in this
 Washington. We also hope that IBRD will be able to appoint Mr. Williams as
 and that if possible we or soon will write to Mr. M. Williams from IBRD in
 that a representative of IBRD would be able to join in this preparatory work
 on 2 and 9 November 1972. We also understand that the U.S. Government hopes
 that after a joint planning meeting is scheduled to be held in Washington, D.C.
 this international conference is foreseen for May 1973 and as a

of more value.
 assistance, we hope that IBRD will be able to appoint the conference in one
 and advisory education, as well as the increasing amount of technical
 work areas of IBRD funds devoted to technical and equipment for technical
 affairs and participation of IBRD in this meeting. In view of the importance
 we also understand that the U.S. authorities will also seek the

assistance in its planning and execution.
 We also wish to broaden some financial affairs for it and to participate
 worked out. Because of the great benefits which it sees in this conference,
 that detailed arrangements for a number of areas of implementation will be
 particularly in the least developed countries. As a result, it is expected
 devoted to the progress of the implementation of this recommendation.
 U.S. Government has offered to sponsor an international conference to be
 in conjunction with the adoption of this important instrument, the

recommendation.
 internationally adopted. I am pleased to attach herewith a copy of this
 related recommendation concerning technical and advisory education was
 during the last General Conference of UNESCO in November 1971, the

...
 Bureau of Economic Affairs

subject: Education sponsored by the U.S. Government
International Conference on Technical and Advisory

Dear Mr. Hoffman,

reference: ED/PSEI
 telex: 31003 Paris
 cables: UNESCO Paris
 telephone: 222-2121

30 October 1972

1 Place de Fontenay, 75200 Paris



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

Bureau of Economic Affairs

LI-UNESCO
cc Tourism

October 20, 1975

Mr. G. Bolla
Deputy Assistant Director-General
Social Sciences, Humanities and Culture
UNESCO
7, Place de Fontenoy
75700 Paris
FRANCE

Dear Mr. Bolla:

Thank you for your letter of September 26. Our long delay in pursuing with you the question of assessing the social and cultural impacts of tourism does not reflect any lack of interest on our part in continuing collaboration with UNESCO in this area. We have been examining various approaches and attempting to resolve some of our uncertainties about the best way to obtain a useful assessment of the issues involved. We have concluded that we would like very much to cooperate with UNESCO essentially along the lines set out in your April 14 letter.

Within our own operating program, we have decided that the most fruitful expenditure of funds would be the employment of anthropologists and other qualified social scientists in connection with specific projects. We are already doing this to a very limited extent, and are still examining the precise modalities for expanding this approach; one issue is the extent to which we can make effective use of short-term assignments of such social scientists on a relatively large number of projects, or whether useful results can be obtained only from longer-term assignments in connection with a very few selected projects or countries. We are hoping that these consulting assignments will help us to produce specific guidelines for design and implementation of projects in such a way as to maximize benefits and minimize adverse impacts of tourism development. We do not propose therefore to follow at this time the questionnaire approach which we outlined to you earlier.

For a more general approach--as contrasted with the project-specific approach referred to above--we would be interested in cooperating with you in sponsoring preparation of a series of papers on particular aspects of the problem, as suggested in your letter of April 14. We agree with your proposal that these would be working documents for a seminar which would bring together specialists from both developing and developed countries with a view to defining issues and priorities--and that we should aim at a joint publication embodying the results of the seminar.

The next task would be to define the subjects of papers which would adequately cover the main questions and to identify the persons to prepare them. I suggest we pool our ideas on this shortly. To this end, I would propose to

October 20, 1975

have Frank Mitchell stop in Paris for discussion with you and your colleagues on the morning of October 30, on his return journey from Morocco. I cabled you to this effect last Friday and I hope very much you are planning to be in Paris at that time.

As for location of the seminar, both of us can probably see substantial benefits to our own staff, and possibly some of our management and board members as well, in having them able to observe portions of the proceedings--as well as participate in corridor discussions with participants. I would be happy therefore to renew my invitation to hold the seminar at the Bank's headquarters in Washington. You may on your side have equally good reasons for preferring to hold it in Paris. I am asking Mr. Mitchell to discuss all of these questions with you, including a timetable for the studies, seminar, and final report, as well as the financing and the procedures for review and approval by our two organizations.

I look forward to fruitful collaboration with UNESCO in this very interesting exercise. There is a possibility that I may visit Paris in November, but as we have lost considerable time already I would hope that Mr. Mitchell's visit to you can lead to early agreement for taking the first steps.

With best regards,

Sincerely yours,

Stokes M. Tolbert *SMT*
Director
Tourism Projects Department

SMTolbert:va

cc: Messrs. Simmons, Odone, Mitchell
Ms. Boskey/Mr. Burney

LI-UNESCO
90 Tourism

OUTGOING WIRE

TO: G. BOLLA
UNESCO
PARIS

DATE: OCTOBER 17, 1975

CLASS OF
SERVICE: TELEX 270602

Ext. 5594

COUNTRY: (FRANCE)

TEXT:
Cable No.:

THANKS URLETTER SEPTEMBER TWENTYSIX STOP WE LOOK FORWARD TO
COOPERATION WITH UNESCO ESSENTIALLY ALONG LINES SET FORTH IN URLETTER
APRIL FOURTEEN INVOLVING PREPARATION OF STUDIES FOLLOWED BY SEMINAR
AND PUBLICATION OF REPORT STOP AIRMAILING LETTER TO YOU MONDAY STOP
FRANK MITCHELL CAN BE IN PARIS ON OCTOBER THIRTY FOR DISCUSSIONS
WITH YOU IN THIS CONNECTION STOP TRUST THIS TIMING CONVENIENT TO YOU
REGARDS

TOLBERT
INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME S. M. Tolbert

DEPT. Tourism Projects

SIGNATURE *S M Tolbert*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: SMTolbert:va

Re: Social Impact Study
ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

For Use By Communications Section

Checked for Dispatch: *[Signature]*

OFFICE MEMORANDUM

Yellow
LI-UNESCO
cc Education

TO: Mr. Duncan S. Ballantine

DATE: October 14, 1975

FROM: David H. Lewis

SUBJECT: PARIS - Workshop of Unesco's Educational Facilities Units
COPENHAGEN and STOCKHOLM - Discussions of Planning Norms

In accordance with terms of reference dated September 22, 1975, I attended the sixth workshop of Unesco's educational facilities units in Paris from September 29 to October 2, 1975, and thereafter visited Copenhagen for one day and Stockholm for three days to discuss available planning norms for educational facilities.

PARIS

1. The principal participants in the workshop were the staff of the educational facilities section of the Division of Educational Policy and Planning at Unesco headquarters in Paris and representatives from the educational facilities units attached to each of the organization's three regional offices (ROEA in Bangkok, BREDA in Dakar and UNIDBAS in Beirut) and from the now independent school building center for Latin America and the Caribbean (CONESCAL in Mexico City). Apart from the Bank, other organizations represented were the Organization for Economic Cooperation and Development (OECD) and the International Union of Architects (UIA) - both rather briefly. (A list of those who took part is attached as Annex 1.)

2. In the brief introductory remarks with which they welcomed participants on the first day, Mr. Fernig, the outgoing Assistant Director-General of Education, and Mr. Kluchnikov, the Director of the Division of Educational Policy and Planning, both suggested that Unesco may in future pay more attention to facilities planning activities and to a closer integration of the architectural and educational processes in developing educational programs. Member states have apparently been providing increasingly clear indications of the importance they attach to such activities and to the assistance they require in developing physical solutions appropriate to specific educational needs and economic circumstances.

3. Proceedings got under way with the presentation of status reports on the construction studies, advisory services, training and other activities undertaken by each of the regional units during the eighteen months since they had last compared notes. I found that I had received material for most of the construction studies and programs described and, while confirming how interesting we had found it, I renewed my request to be kept on each unit's distribution list for future issues of similar material. Apart from such work on the development of appropriate construction systems, the account of the Bangkok unit's approach to the tasks of advising and training government technical and management staff seemed worthy of note. The unit had organized a

number of "conducted tours" to permit architects and project managers to observe at first-hand how problems facing them were being dealt with by their counterparts in another country (e.g., a tour of Uttar Pradesh primary school construction sites for officials from Bangladesh).

4. I then presented the paper on current and upcoming Bank education lending operations requested by Mr. Kluchnikov (Annex 2). After a brief resume of the growth of Bank activities in the field of educational development, I discussed the implications of the shift which has taken place from the early concentration on the secondary level to growing support for primary, basic and adult training, and I described the criteria adopted in determining appropriate building standards, construction methods and design arrangements for Bank projects. This led to some interested discussion which provided an opportunity to emphasize that Bank procedures permit flexibility in construction processes and that Bank architects have the same objectives as our Unesco colleagues do in seeking the most economical physical solutions appropriate to the curricula, methodology and teaching programs planned.

5. The central topic of the workshop was the development of community schools as specific answers to community as well as education needs which also meet economic pressures for the multiple use of facilities. Unesco's interest in the community school concept is apparently shared by OECD and UIA who are both planning international seminars on the subject within a month of each other next year: the UIA at Athens in September, 1976 and the OECD in Sweden during October, 1976. Both seminars seem likely to deal with the subject in the context of industrialized and generally urban environments though both organizations are apparently trying to broaden their interests. It may, however, be useful for the Bank to be represented. Unesco's interest in the concept relates, of course, to its application in developing countries and perhaps more particularly in rural areas.

6. The Division of Educational Policy and Planning has commissioned a study on Education Facilities and the Community, and a consultant from the Schulbau Institute in Berlin who is undertaking the work presented a preliminary paper synthesizing the information gathered for the first stage which is to document available material and information on notable examples. The information gathered with the assistance of a number of universities (including the University of Maryland) covers community school programs in 25 countries, but material on those few in the developing world (e.g. Mali, Tanzania and the Yemen A.R.) is very meager by comparison with data obtained from the United States, Australia and European countries (mainly the United Kingdom and West Germany). Workshop participants generally urged the consultant to gather more information on programs in developing countries (where the objective is usually education of the community and not just the sharing of educational facilities with the community) before progressing to the second stage of the study - in which available research is to be analysed and broad outlines are to be developed for the planning and utilization of community education facilities - and undertook to provide her with material.

Interestingly enough, the only example of such facilities in the developing world about which she had been able to obtain any significant information is that of the pilot community education centers being constructed under the fourth IDA education project in Tanzania - about which I was able to contribute some facts she did not have. With regard to the potential users whose interests should be taken into account in the organization of the study, it was generally felt that the concept of providing facilities for a fusion of education and other community activities is not an idea which needs any selling at educational or other policy making levels (having been, in fact, a traditional practice in many communities) and that the study should rather be addressed to the architects who have to translate decisions to establish such multi-use premises into appropriate construction programs. The study is expected to be completed by about the middle of next year.

7. Proposals for a research study concerning the Increased Uses of Local Resources in School Building were discussed. It was agreed that as the first step, each of the regional facilities units will gather available information concerning local building materials, traditional construction techniques, financial and organizational arrangements and prepare inventories (or perhaps case studies) of examples of traditional solutions to structural problems, sun protection, ventilation, termite control, etc. in the countries of its region.

8. The consultant retained for the preparation of a School Furniture Study, described the organization and content of the draft for the second phase of the study which was to be presented to Unesco this week. (Some months ago, I received and distributed copies of the first phase of the study which comprised evaluations of two Unesco sponsored school furniture projects - in Sri Lanka and Tunisia respectively - and a review of a project promoted by the Department of Education and Science in the United Kingdom for the production of a range of improved school furniture at reduced costs.) The objectives of the second phase are to propose a suitable approach to school furnishing operations in developing countries, to develop guidelines and suggested methodologies for the various stages of the planning, design and implementation process, and to document sources of available information on the subject. We will be sent a copy.

9. The status of various other Unesco studies is as follows:

- a. The final manuscript for the Higher Education Facilities Planning Guidelines, which is an examination of the processes in developing facilities for a higher education project in straight line steps from the formulation of policy through the preparation of architectural briefs to implementation, is ready for printing. The commercial publishers expect to have it on the market by the end of the year - at a cost of about \$20 a copy (royalties to Unesco). We may receive one or two complementary copies. A supplementary data bank of Higher Education Facilities Space Norms, which will be a distillation of various national norms (French, German, U.S., U.K., etc.) in punched card form, is expected to be completed in about a year. We will receive xeroxed copies.

- b. An initial set of data sheets for a similar card reference system concerning Space Provisions in Primary and Secondary Schools is expected to be completed by the middle of next year. The data has been submitted by the regional educational facilities units.
- c. A Review of Building Design Relevant to the Use of New Media, being prepared by Mr. Ziogas of the HQ education facilities section on the basis of research undertaken during a study leave in the United States last year, may also be available by the middle of next year.

10. It was expected that minimum basic reference libraries being prepared as personal field equipment for all specialists recruited by Unesco will be issued by the end of this year. Each basic library will consist of 400 titles selected from approximated 5,000 suggested by the regional offices, reduced to micro-fiche form, and will be supplied with a magnifying micro-fiche reader. Specialists recruited for field duties will also be provided with a thesaurus of terms and a catalogue of supplementary information which they can obtain on request from Unesco headquarters.

11. Apart from the opportunity presented to exchange views on the topics of mutual interest referred to above, I think attendance at the workshop was useful as a means of establishing personal contact with members of each of the Unesco regional educational facilities units. I did not stay for the last day of the workshop which was devoted almost entirely to internal administrative matters.

12. I took the opportunity in Paris of discussing with Mr. Aujame of the Educational Financing Division his preliminary analysis of space utilization in comprehensive schools which he visited during a study tour to England, West Germany, Denmark and Sweden this summer. I will receive a copy of his report which is under preparation.

COPENHAGEN

13. In 1959 it was decided to move the Technical University of Denmark (DTH) and the lower level Danish Engineering Academy (DIA) from their locations in Copenhagen and to relocate them in joint facilities on a 260 acre site at Lyngby, about 10 miles north of the city. Construction was started in 1960 and completed in 1973.

14. Rector Knuth-Winterfeldt, who had supervised the relocation operation, has retired but Professor R. W. Asmussen of the Chemical Engineering Department, who was involved in the planning of the new facilities, was able to provide me with a certain amount of basic information and promised to send me more.

15. The four departments of Chemical Engineering, Building Engineering, Mechanical Engineering and Electrical Engineering are disposed in quadrants around the central complex, which incorporates the National Technological Library of Denmark as well as assembly, administrative, dining and recreational areas. Facilities are excellent but space provisions appear very generous.

The generally three story buildings, which are constructed to a standard module with standardized structural and mechanical details, have an overall construction area of about 230,000 m² (excluding basement services) or about 47 m² per place for the training capacity of 3,500 university students and 1,400 engineering academy students. The cost of buildings and equipment amounted to about \$130 million equivalent or about \$26,500 per place.

STOCKHOLM

16. The Government finances roughly one third of the costs of building and furnishing facilities for the nine years of compulsory education in Sweden and generally a somewhat lower percentage of such facilities costs for the three years of secondary education (the balance being met from local taxes) and the National Board of Education (Skolöverstyrelsen) is, therefore, charged with controlling the standards of new school facilities. I spent most of a day with Mr. Thomas Landherr of the Board's School Building Development Group discussing its physical planning norms. The first well documented norms for compulsory schooling facilities, which were established in 1969, incorporated standard plans with equipping/furnishing layouts (of which I obtained representative samples). These are being excluded from the less restrictive but more complex norms now being developed, which state requirements in terms of overall space limitations and activity descriptions and conditions. I brought back a good deal of material which I have still to study in detail but initial examination and my discussions in Stockholm indicate that space standards are very generous. For example, for the top three grades of compulsory schooling, allowable facilities may provide from 10m²-17m² of gross construction area per student place. Documented norms are not yet available for secondary school facilities but discussion suggested standards for this level to be equally high. Mr. Landherr promised to send me further material as standards are developed.

17. Swedish universities, of which there are at present six (Uppsala, Lund, Göteborg, Stockholm, Umea and Linköping), are entirely financed by the central Government, and the development of new university facilities is coordinated by an accommodation, equipment and programming committee (Lup-Nämnden) of the state Universities Chancery, which was established in 1964 to help meet the rapidly increasing demand for university places. I spent a day with Mr. Olof Moll, the Director-General of this committee, discussing the planning procedure and the ranges of acceptable space provisions applied in the process. Working in conjunction with the planning bureau of the university (or proposed university) for which new facilities have been approved in principle, Mr. Moll's coordinating committee prepares a facilities program and accommodation schedules which are converted by the National Building Board of Sweden into a building program and cost estimates. The latter form the basis of briefs for the consultant architects who are engaged to design the buildings when the estimates have been approved by the Ministries of Education and Finance. Application of the norms used by the committee to determine accommodation requirements is rather complex and I have still to study in detail the material I was able to collect, but space standards generally appear fairly modest by comparison with those for compulsory and secondary education facilities. The gross area of construction per student allowable for training and research facilities -

October 15, 1975

excluding administration, library, dining, and other central areas - varies from about $6m^2$ for liberal arts to about $16m^2$ for some science and technological courses, and overall academic and comunal areas per student vary from about $18m^2$ in a large university of 20,000 to about $25m^2$ in a smaller institution of 5,000 . Mr. Moll also undertook to send me further material.

18. As I had arrived in Stockholm during the preceding weekend I had been able to take the opportunity to pay a brief visit to the new university at Linköping, some 200 kms. south-west of Stockholm, before I met Mr. Moll and so had gained some advance impression of the facilities provided in accordance with the space and cost limitations of his committee's norms. The austere and unpretentious two-story steel framed buildings are entirely functional and devoid of unnecessary frills.

cc: Mr. Hultin

DHLewis:mb

SIXTH WORKSHOP OF UNESCO'S EDUCATIONAL FACILITIES UNITS
PARIS, SEPTEMBER 29-OCTOBER 3, 1975

Opening Addresses

Assistant Director-General for Education	Mr. Leo Fernig
Director, Educational Policy and Planning Division	Mr. Boris Kluchnikov

PARTICIPANTS

UNESCO, Paris	Educational Facilities Section	Mr. John Beynon
	Educational Policy and Planning Division	Mr. George Ziogas Mr. Rodolfo Almeida Mr. Igor Makovetski
	Educational Financing Division (IBRD/Unesco Cooperative Program)	Mr. Roger Aujame
UNESCO Regional Offices for Education	Educational Facilities Section, ROEA, Bangkok	Mr. David J. Vickery
	Educational Facilities Section, BREDA, Abidjan	Mr. Kamal El Jack
	Educational Facilities Section, UNIDBAS, Beirut	Mr. Magued Mahmoud
Other Agencies/ Organizations	Regional School Building Center for Latin America & the Caribbean (CONESCAL)	Mr. Enrique Terceiro
	International Union of Architects (UIA)	Mr. Henri Perron
	Organization for Economic Cooperation and Development (OECD)	Mr. Jean Ader
	Education Department, World Bank	Mr. David H. Lewis
UNESCO Consultants - Educational Facilities Studies	Study: "Educational Facilities and the Community"	Mrs. Margrit Kennedy, Schulbau Institute W. Berlin
	Study: "School Furniture Development"	Mr. F. Brian Scriven, London

Sixth Workshop, Educational Facilities Units, Unesco Regional Offices
Paris, September 29 - October 3, 1975

WORLD BANK ACTIVITIES IN FINANCING
FACILITIES FOR EDUCATIONAL DEVELOPMENT

David H. Lewis
Education Department, IBRD

In the thirteen years since the World Bank and its affiliate, the International Development Association, entered the field of educational development with a credit of \$5.1 million to Tunisia in 1962, our activities in this sector have increased rapidly. With the 19 new loans or credits for almost \$224 million awarded in the fiscal year which ended on June 30, the number of education projects assisted by the Bank Group has grown to 118 with an aggregate cost of almost \$2.4 billion. Total Bank and IDA lending to help meet such costs has amounted to almost \$1.3 billion - 60% in Bank Loans and 40% in concessionary IDA Credits (Annex 1). Sixteen of the projects assisted have already been completed and a further ten will be completed shortly. Lending for education accounted for about 3.8% of total Bank Group lending last year (\$5.9 billion).

From the outset, our basic purpose in lending for education has been to help developing countries establish or expand educational programs and systems suitable to their economic development needs. The construction of buildings, which has been financed strictly as a means of achieving this aim, has absorbed 53% of total lending but the total cost of the buildings has represented a much higher proportion of overall project costs - perhaps about 65%. The Bank finances only portions of the local expenditure on projects (frequently none at all) and the

foreign exchange components essentially covered by our lending are much smaller proportions of total construction costs (say 25-45%) than they are of such other project elements as instructional equipment (70-90%) and technical assistance (75-90%).

The decision to enter the field of educational development in 1962 stemmed from the realization that the lack of qualified manpower in the countries we were assisting represented a serious obstacle to their economic development. Accordingly, attention in this field was, initially concentrated on vocational and technical education at various levels for the training of critically needed manpower but, with increased knowledge and experience, the scope of our education operations has gradually widened to include other types of projects aimed at achieving qualitative improvement as well as meeting crucial manpower needs. Lending has also increasingly covered more innovative approaches.

Until 1971 most lending went to general secondary education (44%) with strong support for technical and vocational (29%) and, agricultural training (15%). Other than teacher training, little was done in support of primary education or for non-formal training efforts and only a few university projects were assisted. Urban groups were generally favored.

A shift in the pattern of Bank educational financing began in about 1971. The heavy concentration on the secondary level which had characterized earlier lending began to give way to greater support for primary and basic education and adult training - which increased from less than 5% to over 13% in projects initiated in the fiscal year just ended. Much of this was for rural programs. Relatively new items, such as educational radio/TV, mobile units, the production of learning

materials, curriculum development and planning, which had only occasionally been assisted in the past, received increasing attention and last year accounted for 5% of lending.

This shift reflects the Bank's increasing concern with the problems and needs of the lowest income countries and the promotion of development strategies to improve the well-being of the lower 40% of the population through increased productivity and employment and improved income distribution. The ways by which low-cost functional education may enable the poor to participate more effectively in the economic development process are being explored.

Projects initiated during the past year have included assistance to (i) basic education programs - including formal or non-formal primary, low-cost skill training alternatives and adult training in Ethiopia, Somalia, Dahomey, Senegal, Sudan, Swaziland, Rwanda, Brazil, the Dominican Republic, Oman and Guyana; (ii) post-primary formal or non-formal skill training or job-oriented pre-service programs in the Yemen PDR, Jordan, Ecuador, Guyana, Ecuador, Mauritius and Greece; (iii) qualitative improvement programs in Rwanda (textbook production), Ethiopia and Swaziland (curriculum development) and Ivory Coast (ETV); and - at the upper end of the education process - (iv) university facilities in Korea and Ethiopia; as well as (v) secondary general, technical and agricultural; (vi) post-secondary technical and agricultural; and (vii) teacher training programs in sixteen countries.

The Bank Group will continue to promote balanced educational development based on the broad principles: (a) that there should be a minimum basic education for all as soon as possible; (b) that education beyond the basic level should be provided selectively to improve necessary skills

qualitatively as well as quantitatively; (c) that a national education system should be a comprehensive system, embracing formal, non-formal and informal education; and (d) that educational opportunities should be equalized as fully as possible.

Accordingly, the shift which has been taking place in the pattern of lending during recent years is confirmed by projections for future lending. Primary and basic education is expected to absorb a quarter of the lending for education during the current fiscal year. Projects provided for in the lending program for the 1976 fiscal year are expected to include assistance for: (i) basic education programs - including formal and non-formal skill training and adult literacy programs - in Malawi, Lebanon, Morocco, Tunisia, Yemen A.R.; Kenya, Malaysia, Liberia, Thailand, Haiti, and Venezuela; (ii) post-primary skill training programs - including pre service formal and non-formal job-oriented programs in Cameroon, Liberia, Sierra Leone, Botswana, Tanzania, Bangladesh, the Philippines, Yemen A.R., Guatemala, Lebanon and Nicaragua; (iii) textbook development in the Philippines; (iv) educational broadcasting in Kenya, Pakistan, the Philippines - and Thailand; (v) university facilities in Algeria; and (vi) hotel and health training facilities in Morocco.

The shift in Bank Group lending to greater support for primary and basic education and for rural or community development programs naturally has implications for the Bank architect - whose functions include the tasks of determining and agreeing with a borrower the most appropriate building standards for project items and the most appropriate methods of carrying out construction. In most cases the Bank Group's policy of achieving economy and efficiency in procurement is best met when construction is carried out by means of contracts awarded on the basis of competitive bidding, either international -

where building components are large enough or can be grouped in bid packages of sufficient value to attract foreign competition - or locally advertised in accordance with government procedures acceptable to the Bank. However, where building components are not only small, but are of such a rudimentary standard or are to be located in such remote areas that they are unlikely to attract even local bidders (as may usually be the case with basic/primary education facilities) consideration is given to carrying out construction by "force account" or - if the government's departmental construction capability is inadequate - by other methods of "direct administration" based on "self-help" type operations with local community participation.

It is, of course, a general principle that design and construction standards for any educational institution should be the most economical ones appropriate to the curricula, the teaching programs and the methodology planned - and for replication to the extent which may be required ultimately for completion of the program. Where project items may form part of programs which will involve a great number of very simple facilities mainly located in remote areas, adaptations or developments of traditional construction methods frequently provide the most economical solutions. Since design and structural form should be based not only on maximum practicable use of local building materials and building techniques but also on assessments of the standards most economical in terms of "costs in use" (i.e. running, or maintenance, and replacement costs in addition to capital costs) and those representing the minimum for an acceptable teaching environment, some degree

of improvement on traditional standards is usually essential. Such improvement - which may include the provision of a cement or other hard floor finish and piers to support the roof structure in order to relieve walls of any load-bearing function and so provide flexibility for re-organization of space - are usually beyond the capabilities of entirely "self help" construction teams" and it is necessary to arrange for some semi-skilled assistance as well as systems for the ordering and distributing locally unavailable materials and controlling execution.

In this connection, various low cost school building programs or studies - which Unesco's regional educational facilities units have either carried out or been associated with have been of interest to Bank architects. Examples that come to mind are the Primary School Building Program in Uttar Pradesh, the study for rural village schools in Afghanistan, the design for a prototype primary school in Zaire, the study for low-cost school buildings in hot arid countries, and the plastic school design for Bangladesh. I should be glad if we could be kept informed of further studies or programs with which Unesco architects become involved.

The functions of a Bank architect on a project appraisal team include the task of determining the most appropriate arrangements for the design of project buildings. It is the policy to favor the assignment of available government architects to the task wherever they are found clearly capable of handling such duties. Where this is agreed with the prospective borrower, the government architects concerned are encouraged to participate in the development of appropriate accommodation schedules, building performance requirements and cost estimates, and advice concerning the work procedures for the services they are to provide is - wherever

possible - conveyed to them before the mission leaves the field. Wherever available standard school construction plans are found basically appropriate and acceptable for the facilities required, their adaptation or development by the government architects is usually encouraged in preference to the preparation of entirely new designs. If the Bank architect concludes from his investigations on appraisal that available government departments are not technically qualified, adequately staffed, or otherwise able to carry out architectural, cost control, campus planning or other services required for a project, the prospective borrower is advised to proceed with the selection of a consultant, or consultants. Such selection is the sole responsibility of the borrower and the Bank's role is limited to reviewing the suitability of firms considered as possible consultants. The engagement of local firms is favored wherever the services required are within their capabilities and experience. The services to be required of such firms and the processes of selecting them are agreed with the borrower as early in the project development sequence as practicable - where possible, before the appraisal mission leaves the field. As required for the invitation of consultancy proposals and the subsequent briefing of selected consultants, schedules of accommodation with overall area and cost limitations are left with the borrower on the mission's departure, or sent back as soon as possible after its return to Washington.

In the past, generally only the objectives and contents of projects have been agreed before they are presented to the Bank's Executive Board and the planning of physical facilities has still to be undertaken after the loans or credits are signed. Accommodation schedules and design briefs needed for planning purposes are dependent on the types, locations and sizes of schools or other institutions to be financed, and on the curricula and teaching

programs to be employed in them - fundamental educational considerations which are the principal subjects of appraisal. However, this characteristic of lending relatively early in the project cycle, combined in recent years with unpredictable and unexpectedly rapid price escalation, has been found a major cause of cost overruns in the education sector. It is now a general objective to move towards procedures to delay lending until cost estimates can be based on completed building plans, equipment lists and training plans, as a means of reducing the interval between lending and expenditure of the funds involved and so minimize the effects of the delay/inflation phenomenon.

Our education sector establishment now totals 80 including 15 central projects advisory staff which incorporates a unit dealing with project-related training in other sectors. The 65 operational staff deployed in 5 regional divisions includes 19 architects, two of whom are stationed with our resident missions in East and West Africa.

Attachment: Annex 1



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

7-9, rue Eugène-Delacroix, 75016 Paris

9 October 1975

Téléphone: 504.28.22
Câbles: Eduplan Paris
Telex: 62074

Référence:

Files

Subject : Fourteenth session of the Governing Board of the International Institute for Educational Planning

Dear Mr. McNamara,

I wish to inform you, on behalf of Dr. Torsten Husén, Chairman of the Governing Board of the International Institute for Educational Planning, that the fourteenth session of the Board will be held at the Institute's Headquarters in Paris on 25-26 November 1975.

The main items which will be examined by the Board will be the Director's Fourteenth Report to the Board and the Institute's Programme and Budget for 1976 and the Long-Term Prospects and Problems of the IIEP.

You will find enclosed the Provisional Agenda, Time-Table and List of Documents of the above-mentioned Board session. The other relevant documents will be sent to you in due course, under separate cover.

I should like to draw your attention to the fact that prior to the formal Board session a special seminar will be held on 21 and 22 November, during which Board members and programme officers of the Institute will review the IIEP research programmes.

Mr. Duncan S. Ballantine, whom you have designated to serve in a personal capacity as a Board member in accordance with Article III, paragraph 1 of the Statutes of the Institute has, of course, been invited to participate in the above-mentioned meetings and the Chairman sincerely hopes that he will be able to attend.

You will recall the provisions of Article III, paragraph 3 of the Statutes under which your Organization can "be represented at the Board's sessions and participate in the Board's deliberations without the right to vote". The Chairman of the Board would welcome the presence at the forthcoming Board session and at the preceding special seminar, of an observer from the World Bank, in addition to Mr. Duncan S. Ballantine, and I should therefore appreciate it if you would inform me whether you intend to designate such a representative.

Yours sincerely,

Encl.

Charles Berkowitch
Secretary of the Governing Board

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

Rec'd in IRD

10/15/75

U.S.A.
WASHINGTON D.C. 20033
1818 H Street, N.W.
and Development
INTERNATIONAL BANK FOR RECONSTRUCTION
President
Mr. Robert S. McNamara

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COMMUNICATIONS
SECTION

FUCT

1975 OCT 14

representative

appointing if it you would inform me whether you intend to designate such a
world bank, in addition to Mr. Duncan S. Battantini, and I should therefore
board session and at the preceding special session, of an observer from the
vote. The Chairman of the Board would welcome the presence at the forthcoming
sessions and participate in the board's deliberations without the right to
the statutes under which your organization can be represented at the board,
you will recall the provisions of Article III, paragraph 3 of

notes that she will be able to attend.

to participate in the above-mentioned meetings and the Chairman sincerely
paragraph 1 of the statutes of the Institute has, of course, been invited
personal capacity as a board member in accordance with Article III,

Mr. Duncan S. Battantini, whom you have designated to serve in a

Institute will review the 1975 research programmes.

27 and 28 November, during which board members and programme officers of the
to the formal board session a special session will be held on

I should like to draw your attention to the fact that other

documents will be sent to you in due course, under separate cover.

list of documents of the above-mentioned board session. The other relevant
you will find enclosed the Provisional Agenda, Time-Table and

and budget for 1975 and the long-term prospects and problems of the 1975.

Director's 1975 report to the Board and the Institute's Programme

the main items which will be examined by the Board will be the

headquarters in Paris on 22-28 November 1975.

that the 1975 session of the Board will be held at the Institute, the
the governing board of the International Institute for Educational Planning,

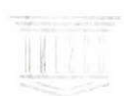
I wish to inform you, on behalf of Mr. Joseph Hagan, Chairman of

Dear Mr. McNamara,

International Institute for Educational Planning
Subject: 1975 session of the governing board of the

1975
1975
1975

8 October 1975



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

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
FOURTEENTH SESSION OF THE GOVERNING BOARD
Paris, 25-26 November 1975 1/

Item 1 of the Agenda

PROVISIONAL AGENDA

- Item 1 - Adoption of the Agenda (document 14GB/1)
- Item 2 - Report by the Director on 1975 activities (document 14GB/4)
- Item 3 - Financial reports:
 - (a) twelfth financial period (1 January to 31 December 1974)
(document 14GB/4; Appendix I)
 - (b) interim report for thirteenth financial period (1 January to
31 December 1975) (document 14GB/4)
- Item 4 - Programme and Budget for fourteenth financial period
(1 January to 31 December 1976) (document 14GB/5)
- Item 5 - Long-term prospects and problems of the IIEP
(document 14GB/6)
- Item 6 - Election of the Chairman of the Governing Board
(document 14GB/7)
- Item 7 - Election of one member of the Governing Board
(document 14GB/8)
- Item 8 - Election of four members of the Executive Committee

1/ Prior to the formal Board session, a seminar will be held, on 21 and 22 November 1975, at which Board members and staff members of the Institute will review the research programmes of the Institute. An informal discussion with the staff will take place on 24 November a. m. and the Executive Committee will meet on 24 November p. m. The Nominating Committee will meet on 26 November, from 9 to 10 a. m. See Provisional Time-Table (14GB/2) for details.

- Item 9 - Election of three members of the Nominating Committee
 - Item 10 - Election of the Vice-Chairman and nine members of the Council of Consultant Fellows (document 14GB/9)
 - Item 11 - Place and date of the fifteenth session of the Board
 - Item 12 - Other business.
-

14GB/2
Paris, 7 October 1975
Original : English

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
FOURTEENTH SESSION OF THE GOVERNING BOARD
Paris, 25-26 November 1975

Item 1 of the Agenda

PROVISIONAL TIME-TABLE

Note: All meetings will be held at the Institute's Headquarters,
7-9, rue Eugène-Delacroix, 75016 Paris

FRIDAY, 21 NOVEMBER

10 a. m. to 1 p. m.	SEMINAR ON THE IIEP RESEARCH PROGRAMMES (Special communication by the Director will be sent separately)
3 to 6 p. m.	SEMINAR ON THE IIEP RESEARCH PROGRAMMES (continued)

SATURDAY, 22 NOVEMBER

10 a. m. to 1 p. m.	SEMINAR ON THE IIEP RESEARCH PROGRAMMES (continued)
3 to 6 p. m.	SEMINAR ON THE IIEP RESEARCH PROGRAMMES (continued)
8 p. m.	RECEPTION OFFERED BY PROF. ALAIN BIENAYME

SUNDAY, 23 NOVEMBER

All day	VISIT TO THE CHATEAUX OF THE LOIRE
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MONDAY, 24 NOVEMBER

10 a. m. to 1 p. m.	INFORMAL DISCUSSION WITH THE STAFF
3 to 6 p. m.	NINTH SESSION OF THE EXECUTIVE COMMITTEE
6 to 8 p. m.	RECEPTION OFFERED BY THE DIRECTOR OF THE IIEP

TUESDAY, 25 NOVEMBER

FOURTEENTH SESSION OF THE
GOVERNING BOARD

10 a. m. to 1 p. m.

FIRST MEETING

1. Adoption of the Agenda (Item 1 of the Agenda)
(document 14GB/1)
2. Opening remarks by the Chairman
3. Report of the Director on 1975 progress
(Item 2 of the Agenda)(document 14GB/4)
4. Financial reports (Item 3 of the Agenda)
 - (a) Twelfth financial period (1 January to
31 December 1974)(document 14GB/4;
Appendix I)
 - (b) Interim report for the thirteenth financial
period (1 January to 31 December 1975)
(document 14GB/4)
5. Programme and Budget for 1976 (Item 4 of the
Agenda)(document 14GB/5)

3 to 6 p. m.

SECOND MEETING

Programme and Budget for 1976 (continued)

8.30 p. m.

DINNER OFFERED BY THE CHAIRMAN OF THE
BOARD

WEDNESDAY, 26 NOVEMBER

9 to 10 a. m.

MEETING OF THE NOMINATING COMMITTEE
(documents 14GB/7 and 14GB/8)

10 a. m. to 1 p. m.

THIRD MEETING

1. Programme and Budget for 1976 (continued)
2. Long-term prospects and problems of the
IIEP (Item 5 of the Agenda)(document 14GB/6)

3 to 6 p. m.

FOURTH MEETING

1. Long-term prospects and problems of the
IIEP (continued)
2. Election of the Chairman of the Governing
Board (Item 6 of the Agenda)(document 14GB/7)
3. Election of one member of the Governing
Board (Item 7 of the Agenda)(document 14GB/8)
4. Election of four members of the Executive
Committee (Item 8 of the Agenda)

5. Election of three members of the Nominating Committee (Item 9 of the Agenda)
 6. Election of the Vice-Chairman and nine members of the Council of Consultant Fellows (Item 10 of the Agenda)(document 14GB/9)
 7. Place and date of the fifteenth session of the Board (Item 11 of the Agenda)
 8. Other business (Item 12 of the Agenda)
-

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
FOURTEENTH SESSION OF THE GOVERNING BOARD
Paris, 25-26 November 1975

Item 1 of the Agenda

LIST OF DOCUMENTS

- 14GB/1 - Provisional Agenda (Item 1 of the Agenda)
 - 14GB/2 - Provisional Time-Table (Item 1 of the Agenda)
 - 14GB/3 - List of Documents (Item 1 of the Agenda)
 - 14GB/4 - The Director's fourteenth report to the Governing Board
(Items 2 and 3 of the Agenda)
 - 14GB/5 - Draft Programme and Budget for 1976 (Item 4 of the Agenda)
 - 14GB/6 - Long-term prospects and problems of the IIEP
(Item 5 of the Agenda)
 - 14GB/7 - Election of the Chairman of the Governing Board
(Item 6 of the Agenda)
 - 14GB/8 - Election of one member of the Governing Board
(Item 7 of the Agenda)
 - 14GB/9 - Election of the Vice-Chairman and nine members of the
Council of Consultant Fellows (Item 10 of the Agenda)
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UNESCO 24461F

October 3, 1975

Mr. F. Fournier
UNESCO
7, Place de Fontenoy
75700 Paris
France

Dear Mr. Fournier:

Thank you for your letter of September 25, 1975, acknowledging receipt of the paper by Dr. Pearson and myself for the Alexandria Symposium.

I note that your secretary still used my former title and department within the Bank when she addressed the letter. If it is not too late to do so, it would be appreciated if my present designation as indicated below my signature, could be used in Symposium announcements and programs.

Dr. Milton Fireman sends his personal regards to you.

Very truly yours,

Frederick L. Hotes
Irrigation Adviser
Agriculture and Rural
Development Department

FLHotes:nw

LI-UNESCO

October 3, 1975

Dear Mr. Harrison:

On behalf of Mr. McNamara, I wish to acknowledge receipt of your letter dated September 5, 1975 (Ref: STP/301/4/188/3976), inviting the World Bank to be represented at the Meeting of Directors of National Councils for Science Policy and Research in Asia and Oceania to be held in Kuala Lumpur from November 24 to 29, 1975.

We are grateful for the invitation but I have been asked to inform you, with regret, that the Bank will not be in a position to send a representative to the meeting due to operational assignments already scheduled for that time. We would, however, appreciate receiving the documents prepared for the meeting and the final report when it is issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. J.M. Harrison
Assistant Director-General
for Science
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Ballantine
" " & cc: Mr. Vergin
" " & cc: Mr. Weiss

Files with incoming letter

;mrcd
[Handwritten signature]



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

7, place de Fontenoy, 75700 Paris

109

The Director-General

03 OCT. 1975

référence : DG/1.12/2.1

*with Rev.
Balloxtone*

Dear Mr. McNamara,

I have the honour to send you herewith the Conclusions of the Inter-Agency Round Table convened by Unesco in Dakar in June 1975 in order to study possible forms of university co-operation in Africa, the role which United Nations agencies and other organizations concerned with higher education in Africa could play in such cooperation, and the activities which it might be desirable to undertake.

This Round Table was convened in accordance with Recommendation B-b of the Expert Meeting on University Cooperation in Africa which Unesco organized in Dakar from 16 to 20 September 1974. A copy of the Report of this latter meeting is also enclosed. The main purpose of the Round Table was to consider suggestions regarding problems of higher education in the developing countries, particularly Africa, which I might have wished to put forward at the Bellagio meeting scheduled for July 1975. As you know, that meeting was postponed and no alternative date has yet been fixed for it.

In order not to lose the benefits of the two Dakar meetings and to give practical effect, under the aegis of Unesco, to the highly interesting studies on "Higher Education and Development", carried out by the International Council for Educational Development (ICED), I wish to draw your attention to the recommendations of the June 1975 Inter-Agency Round Table. These are summarized on page 3 of the Conclusions and would involve the detailed preparation, over a period of approximately eighteen months, of two large-scale projects for university co-operation in Africa. Such preparatory work would include the carrying out of preliminary surveys, the drafting of an operational plan and the identification of funding sources.

./...

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development (IBRD)
1018 H Street, N.W. 10120CT10 BNIS:52
Washington, D.C. 20433
U.S.A.

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10/10/75

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BUREAU DE L'UNESCO

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Washington, D.C. 20540
1018 H Street, N.W. 1975 OCT 10 PM 12:25
and Development (IBED)
INTERNATIONAL BANK FOR RECONSTRUCTION
PRESIDENT
Mr. Robert S. McNamara COMMUNICATIONS SECTION

...

been and the identification of funding sources.
calling out of preliminary studies, the drafting of an operational
operation in Africa. Such preliminary work would include the
eighteen months of two large-scale projects for university co-
operation the detailed description over a period of approximately
These are summarized on page 3 of the conclusions and would
to the recommendations of the June 1975 Inter-Agency Working Group
Educational Development (ICED). I wish to draw your attention
Development, called out by the International Council for
to the highly interesting studies on "Higher Education and
meetings and to give practical effect under the terms of Unesco,
in order not to lose the benefits of the two Dakar

date has yet been fixed for it.
1975. As you know, that meeting was postponed and no alternative
was set for the forthcoming of the Beijing meeting scheduled for July
development countries, particularly Africa, which I might have
suggested. The main purpose of the Working Group was to consider
enclosed. The main purpose of the Working Group was to consider
1975. A copy of the report of this latter meeting is also
in Africa which Unesco organized in Dakar from 16 to 30 September
Recommendation B-9 of the Expert Meeting on University Cooperation
This Working Group was convened in accordance with

would be desirable to undertake.
could help in such cooperation, and the activities which it
other organizations concerned with higher education in Africa
operation in Africa, the role which United Nations agencies and
June 1975 in order to study possible forms of university co-
of the Inter-Agency Working Group convened by Unesco in Dakar in
I have the honour to send you herewith the conclusions

Dear Mr. McNamara,

Handwritten signature

Reference: DG\I\TS\3\1

03 OCT 1975

The Director-General

100
3, Place de Fontenay, 75200 Paris



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

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1) One of these two projects would be aimed at utilizing cooperation between institutions of higher learning so as to strengthen doctoral and post-university training in Africa, particularly with a view to the Africanization of the teaching staff in such institutions of higher education.

2) The other project would be designed to establish systematic cooperation in the adaptation of educational programmes and content to the requirements of Africa or its various sub-regions.

3m. 1/2. On the basis of the Inter-Agency Round Table's suggestions, I consider that the preparation of these projects should only call for a limited staff structure, comprising two professional staff members working full-time for a period of eighteen months together with the appropriate ancillary personnel. This small group would be expected, as required, to organize working parties made up of representatives of African universities. I feel it desirable that this preparatory work should, if possible, be carried out, in Africa, at the headquarters of the Association of African Universities which, according to my information, would be ready to provide the premises and technical facilities needed by these working parties. Naturally, however, these activities would take place under the auspices and responsibility of Unesco. Given prevailing prices and exchange rates, the cost of the preparatory work would amount to \$250,000 to \$300,000. The work could begin in the second half of 1975 and be completed early in 1977. Assuming that the work proceeds smoothly, the two projects could begin operation in 1977.

3) The funds available to Unesco under the budget approved by the General Conference for the financial period 1975-1976 would not allow us to envisage more than a very modest contribution to the cost of the operation. Most of the necessary funds would therefore have to be sought from institutes, foundations or individual countries, notably from the organizations and agencies which normally participate in the work of the Bellagio group.

I consider that these projects would represent a major contribution to the development of higher education and scientific research in Africa. I am likewise convinced that Unesco, because of its experience in the fields of education and science and the relations which it has established with developing countries, especially in Africa, would be well-placed to carry out the activities foreseen.

I would therefore be much obliged if you would let me know the extent to which your Organization would be prepared to lend its financial assistance to this undertaking.

./...

Should I receive an adequate number of offers, I will naturally communicate with you further and convene a meeting of the participating organizations so as to determine the ways in which they could cooperate and to initiate the concrete activities involved.

Encl.

Yours sincerely,

A. L. A. M' Bow

Amadou-Mahtar M' Bow

Mr. D. S. Ballantine

October 2, 1975

N. Erder

Unesco - Meeting of the Senior Officials of the Ministries of Education of the 25 Least Developed Countries, Paris 8-16 September, 1975.

1. This meeting was convened by the Director General of Unesco to discuss the major educational issues facing the Least Developed Countries and to transmit to Unesco their recommendations on priority areas and appropriate modalities for external assistance.

2. Twenty-four Least Developed Countries were represented by their Ministers or other senior officials, i.e. Under-Secretaries, General Directors, Directors of Planning, etc. Ten U.N. Specialized Agencies, six other inter-governmental organizations and 14 governments mainly involved in bilateral assistance were represented by their observers. I attended the meeting as the Bank's representative (Annex 1).

3. The meeting's discussions were focused on four major themes:

- (i) fundamental policy choices in education;
- (ii) education work and employment;
- (iii) education and national culture;
- (iv) priority areas for international cooperation.

These issues were presented in a background document prepared by the Unesco Secretariat: Education and Development in a World Order (Annex 2).

4. Despite the diversity of the countries in terms of their political orientation and development and education strategy, the participants succeeded in establishing a climate conducive to a constructive discussion of their major problems in education. Although the meeting was designed to involve essentially participants representing the Least Developed Countries, it was also possible to develop a meaningful dialogue between these countries and the representatives of various donor agencies.

5. There was consensus on the following propositions:

- (i) It was generally recognized that education can play an important role in fighting poverty and promoting development but that "inherited" systems of education were not suitable to perform this role. There is, therefore, a need to introduce profound education reforms so that they may respond to new development needs and objectives.

- (ii) The resource constraints should be fully taken into consideration in designing new policies and strategies. This implies that the Least Developed Countries should systematically explore low-cost alternatives to their present structures and institutions. Efficient use of resources is also to be considered as a main concern.
- (iii) Education should be designed not as an elitist system but as a service to the total population. The use of "national languages" is essential for adapting education to the needs of the total community and to the requirements of the national culture.
- (iv) National self-reliance is an essential condition and objective in the formulation and implementation of education policy. External assistance should be conceived as an effort to support and increase the Least Developed Countries' ability to cope with their problems. Building and strengthening local planning, management and R/D capacity in the Least Developed Countries must be considered as major objectives of technical cooperation programs. Cooperation between the Least Developed Countries and the use of expertise available in other developing countries should also be given increased emphasis.

The Question of National Languages

6. One of the most interesting aspects of the meeting was the attention given to the use of national languages in education. This was probably the most thoroughly discussed topic. The participants expressed strong agreement that all forms of non-formal education and training schemes (functional literacy, adult education, farmer training, etc.) should be organized in local languages. There was concensus that formal education in the lower level should be provided in national languages. Various countries (Somalia, etc.) reported the positive results achieved by the use of national languages in their education. These statements referred not only to cultural factors but also to increased internal efficiency.

7. The following five points were mentioend as the major issues and problems encountered in the introduction and use of national languages:

- (i) Selection of the language (or languages) to be used;
- (ii) Development of local languages to respond to the requirements of modern forms and areas of learning (alphabets, dictionaries, etc.);

- (iii) The preparation of learning materials (textbooks and other learning aids);
- (iv) Production and distribution of learning materials (building capacity for printing in local languages);
- (v) Training of teachers and instructors in the use of local languages.

7. While recognizing the need for external assistance in this area, the participants referred to some delicate issues. They said that assistance in this area may sometimes be interpreted as interference in the national culture. It may also be viewed as a device to divide the country's national unity along tribal/language lines. They thought there was scope for cooperation, however, especially in the form of institution building through the development of local capacity to deal with this question. Regional cooperation between developing countries was also referred to as a possible form of action, especially in relation to the creation of large-scale printing facilities.

External Assistance

8. Referring to the fact that education was one of the sectors most severely affected by the current economic crisis, the participants expressed the need that it should receive priority in the consideration of resource transfers to the Least Developed Countries. The need for flexibility through the use of such methods as program loans was mentioned as an effective way of transferring resources. Despite open resistance demonstrated by the Unesco Secretariat, the participants insisted that the meeting should recommend the creation of a "Special Fund" for the Least Developed Countries to finance education projects and programs. The Unesco Secretariat and some of the participants stated that this approach would create the risk of further proliferation of international institutions.

9. The development of project preparation capacity in the Least Developed Countries was identified as a priority area for technical assistance. Most participants stated that, however imperfect, locally-prepared projects had a better chance for implementation.

10. The preparation and implementation of large-scale experiments for innovations was identified as a priority area for both technical and financial assistance. The design and execution of integrated rural development programs with important educational and training components was also referred to as a priority area.

11. Another important issue raised was the need for synchronizing external assistance with the process of planning within the countries.

Discussion of Bank Policies

12. At the request of the Chairman I made a statement on the Bank's recent Education Sector Working Paper and its lending program, with special references to their implications for the Least Developed Countries. I also mentioned the fact that the Bank's new policy would permit financing of large-scale experiments for educational innovation. The new orientations of the Bank policy received highly favorable comments. Statements were made, however, inviting the Bank to use more flexible procedures in financing education.

13. The Ethiopian representative made an interesting statement, referring to the Ethiopian Education Sector Study. He said that, although well-conceived, the study was premature at the time it was prepared as conditions for reform in other sectors were not present. To expect positive results from an isolated effort in the education sector was unrealistic. He said, however, that recent changes in development strategy now made it possible to implement seriously the recommendations of the sector study.

14. My other interventions centered on the issues related to resource constraints and the consideration of low-cost alternatives in designing educational policies and programs. I informed the group about our interest in the language question, mentioning the ongoing studies on "Language Profiles".


Conclusions

15. The report of the meeting will be submitted to the Director General of Unesco, inviting him to initiate efforts for better coordination of international assistance along the lines indicated by the participants. Mr. Fernig, who represented the Director General at the meeting, expressed his satisfaction with the outcome of the meeting and said that Unesco would try to respond to its various recommendations. He invited the participants to be realistic in their expectations, however, by referring to the difficulties involved in coordinating various agencies operating under different jurisdictions and using different criteria and procedures in their activities.

16. I suggest that we discuss the specific implications of the meeting for the Bank's activities when we receive its final report and Unesco's proposals for follow-up.

cc: Messrs. Hultin, Gilpin, Ms. Le Blanc
Johanson, Cole, Pennisi, Stewart, Thint

NE/nms



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WBG ARCHIVES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING OF SENIOR OFFICIALS OF THE MINISTRIES OF EDUCATION
OF THE TWENTY-FIVE LEAST DEVELOPED COUNTRIES

Paris, 8-16 September 1975

PROVISIONAL LIST OF PARTICIPANTS, REPRESENTATIVES AND OBSERVERS

I. PARTICIPANTS

Afghanistan	Mr. D. Ghafour President of Primary Education Ministry of Education
Bhutan	Mr. N. Rinchen Officer on Special Duty Department of Education Ministry of Development
Botswana	Mr. C.A.R. Motsepe Senior Education Officer Ministry of Education
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Enseignement supérieur

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Annex 2

MEETING OF SENIOR OFFICIALS OF THE MINISTRIES OF EDUCATION
OF THE TWENTY-FIVE LEAST DEVELOPED COUNTRIES

(Paris, 8-16 September 1975)

Main Working Document

EDUCATION AND DEVELOPMENT IN A NEW WORLD ORDER

I n t r o d u c t i o n

In recent years, the problem of the least developed among the developing countries has come to the forefront of international issues as the world community endeavours to establish a new economic and social order. It is now universally recognized that, for various reasons, these countries have not been in a position to benefit fully from measures taken or being considered for developing countries as a whole. It has also been agreed, in a number of resolutions adopted by the General Assembly, the Economic and Social Council and the Trade and Development Board to the United Nations Conference on Trade and Development, that special measures in favour of the least developed countries (LDCs) should be devised, adopted and implemented in order to enable them to derive equitable benefits from the general measures that are being pursued to assist the advancement of all developing countries.

At its 26th Session (November 1971) the United Nations Assembly requested the international organizations within the United Nations system to take fully into account the special needs of the LDCs when formulating their programme of activities or selecting projects to finance.

Since the adoption of this resolution, considerable attention has been and is being devoted to the special problems of the LDCs in various international forums with a view to increasing activities to assist their development programmes. The growing awareness of the problems of these countries has highlighted the need for special efforts "within a global strategy of convergent measures" in order to facilitate "co-ordination of development assistance". Thus the challenge posed by the LDCs calls for co-ordinated action among the various partners.

To help promote such action, the Director-General of Unesco in accordance with resolution 1.111 adopted by the 17th Session of the General Conference has convened this meeting of Senior Officials of the Ministries of Education of the 25 least developed countries to endeavour to determine the specific problems and needs of educational development in these countries, identify

practical strategies and activities necessary for renewal of educational systems, formulate an outline of an assistance programme for integrated development and to suggest ways and means for increasing the capacity and efficiency of international co-operation in the implementation of measures to be taken in favour of the LDCs.

Following consultations with representatives of the "25" and the recommendations of an experts' preparatory meeting, Unesco has proposed an agenda (reference ED-75/CONF.604/COL.1) designed to assist the senior officials to reach the above conclusions. As background for the plenary discussions and the work of the Commissions, the following working documents have been prepared.

The first paper deals with the theme "Education and Fundamental Choices", proposing that educational policies and programmes must be established in the light of the essential and critical interdependence between the educational system and the fundamental political, economic and social objectives of the society. It suggests that in order to make the total educational system more productive as an element in overall economic and social development and more responsive to the needs of the most deprived members of the population, new patterns for educational change and expansion may need to be formulated and mutual adjustments between overall development policies and educational policies be considered.

The paper on the theme "Linking Education and Work", assuming that education should be a major instrument for development, reviews various ways to tighten the links between in-school and out-of-school learning programmes and employment possibilities. But the paper concludes that such measures can only be effective within a framework of integrated social and economic policies aimed at expansion of the labour market, elimination of poverty, more equitable income distribution, equality of opportunity and increased local participation in the overall development effort.

In pointing out the vital relationship between "Education and National Culture", the paper on this theme notes that educational reforms should pay particular attention to the need for preservation of indigenous cultures and that programmes should be designed to reinforce local and national identity rather than alienating learners from their heritage and environments.

Within the framework of education for overall social and economic development, the background paper for the work of Commission I reviews the major issues for educational development and suggests the outline of an assistance programme to concentrate on these issues.

The discussion paper for Commission II examines policies and practices in technical co-operation for educational development, including aid flows and sources and areas of co-operation, and proposes certain measures with a view to reconsidering the modalities, forms and objectives of external aid.

It is expected that the meeting of senior officials will result in an action-oriented report to the Director-General reflecting their plenary discussions of the principal themes and their views on the topics examined in Commission, including suggestions for guidelines to increase the effectiveness of international co-operation on behalf of educational development in the LDCs.

EDUCATION AND FUNDAMENTAL CHOICES

Introduction

1. At the moment of this Unesco meeting dealing with education and development in the twenty-five least developed countries, the United Nations General Assembly is undertaking an examination aimed at creating nothing less than a new economic and social order. It can be said, therefore, that rarely in history has there been such a focusing of international attention on political, economic and social change of direct concern to the future of developing countries and particularly those which through a variety of historical reasons are most seriously disadvantaged.
2. It is within this framework that we must examine the position of the 25 least developed countries (LDCs) and, more particularly, the prospects for educational development in the "25". The demands for revitalizing, reforming and extending educational services must respond to this dramatic new situation, actually caused in large measure by the LDCs themselves because of their inequitable position among the world of nations. In such changing times, searching and critical appraisal must be made of present problems and crucial decisions taken to resolve them.
3. This is the underlying reason for which the experts who advised the Director-General on preparation of this meeting of Senior Officials recommended that the first discussion theme treat fundamental choices which the LDCs face in relating education to national development. They recognized, as stated in their report (1), that "there is an essential and critical interdependence between educational policy and programme and the fundamental political, economic and social objectives of the society".
4. The topic treated in this paper - fundamental choices - would appear inevitably to deal with the nature and exercise of national political power. National choices regarding the nature and exercise of political power remain the sovereign domain of the individual state and not that of a Unesco meeting. It is therefore important to be clear about the scope of this paper, which is a limited one: to identify some of the key policy areas in which governments of the LDCs need to exercise choice if education is to contribute to development and be effectively planned and managed.(2) The identification of some of these areas of choice (which is within the scope of this paper) is distinguishable from the specific recommendation of policies (which is beyond its scope).

(1) Document ED-74/CONF.601/5, Paris, 13 August 1974, Final Report.
Note: approximately half of the experts convened were themselves nationals of the least developed countries.

(2) Many other areas of choice are treated within the scope of other meeting documents, particularly Education and Work (Doc. No. 2) and Education and Culture (Doc. No. 3).

The necessity for choice

5. Education, along with the family and certain institutions central to each society, is essential to the transmission and regeneration of societal identity and values from one generation to the next. Thus, education both stabilizes and renews the society in which it is embedded. It is in this fundamental sense that education is as unique to its own society as a fingerprint is to an individual.
6. Neither societies nor education systems are immutable. Both have the capacity to develop. The people of the LDCs and their leaders, wish to develop, each country along its own path, but in an interdependent world. With development must come changes in education. Whether such changes will contribute to the development path a people desires is to a considerable extent a matter of choice, although history shows that choice in the shaping of education to development is deliberately exercised only rarely. Chance, fate, or the working of *laissez-faire*, all of these substitute for choice. Yet the LDCs can least afford the luxury of leaving educational development to chance, since the scarce resources which these countries manage to allocate to education may have even more valuable alternative applications than is the case in richer countries. In this respect, the LDCs, alas, have the smallest margin for error.
7. Education can play a decisive role in breaking the several stagnant cycles of underdevelopment which are the predicament of the LDCs, but critical decisions are necessary. Take, for example, the cycle of poverty-malnutrition-lethargy-poverty, characteristic of many sub-regions within most developing countries. In some instances even modest changes in nutrition practices, promoted and supported by agricultural education/training and nutrition education, can help break this cycle. Doing so begins to replace lethargy with energy for today's development; it also contributes to tomorrow's development by reducing the permanent brain damage traceable to maternal and infant malnutrition. But, the choice must be made to allocate funds for this sub-sector of information/training/education services, perhaps at the expense of other justifiable programmes.

Choice of development policy in relation to common characteristics of the least developed countries

8. LDCs are by no means homogenous in historical background, culture, religion, languages nor geography. But their common predicament, as indicated by the three qualifying criteria which made them members of the same list (1), does help to focus on some areas of fundamental choice in relation to educational development. For example, their economic activities are undiversified, with agriculture (predominantly of a subsistence nature) contributing the bulk of total production of goods and services. This already suggests that nearly all of them must accord a prominent place in their development strategies to agricultural improvement and rural development; several have already done so.

(1) Per capita gross domestic product of \$ 100 or less, share of manufacturing in gross domestic product of 10 per cent or less, and literacy ratio of 20 per cent or less. Certain border-line cases were admitted to the list where one of the three criteria was not quite observed but where other related indicators suggested that a country qualified according to the intent of the General Assembly resolution.

9. A choice is necessary. The low literacy rates and relatively modest school enrolments suggest formidable educational tasks remaining to be accomplished, even though resources and capabilities for tackling the tasks are less than in other countries. On this count it is already clear that unconventional as well as conventional learning arrangements will have to be drawn upon to deal with the educational gap. This, then, is a second choice which may be exercised.

10. The LDCs exhibit more homogeneity in size of population than might have been expected from the application of the adopted criteria. Their 1970 populations range from less than one million to 25 million (Ethiopia). Among particularly the smaller of the LDCs, their relatively small domestic markets may constrain considerably the range of feasible economic development options. Similar "threshold" problems also limit the range of feasible types of the educational differentiation, particularly in technical and higher education. Some small and medium-sized developing countries are overcoming these latter constraints through co-operation with neighbouring countries in establishing networks of specialized institutions which can serve common student clienteles. Such collaboration with neighbouring countries provides a third useful choice.

Additional areas of choice

11. Each of the LDCs has the opportunity to determine the kind of future society to which its development policies should contribute, taking into account resource potentials. Then programmes of education can be shaped to support the development path so chosen. The following additional areas of choice are suggested as being fundamental to the determination of appropriate educational effort:

- (a) Identification of participants and clientele in development;
- (b) Development roles for women and girls;
- (c) Population policy.

Identification of participants and clientele in development

12. Societal advance is possible only if a sufficient number of citizens are committed to a vision of a better future and to a means of bringing it about. This, in turn, requires choices as to who participates in development, i.e., whose energies and talents are to be released and mobilized, and in what way. Related choices are also necessary in identifying the many clientele to be served by development processes. These choices really need to precede the formulation of educational development programmes because participants must be trained, mobilized and motivated - in part educational tasks - and because the many clientele to be served by development can benefit from development projects and programmes only if they have been oriented and prepared - tasks which are also in part educational. Education at its best helps each person realize his own potential and contribute to his community and state. This means taking into account, in the design of educational programmes, the wide variety of circumstances of various populations, their interests and abilities at different ages and in different locations, their aspirations and expectations, their desires to participate in and contribute to national progress.

13. A first reaction may be that every citizen in the country is both a participant and a client of development. In general this is so, but for education and training programmes to be designed, a considerable differentiation and disaggregation beyond the generalization of "every citizen" is essential. Further, while each individual is in some sense both participant and client, he or she may play a more key role in one or the other category, and learning arrangements which will serve primary roles must be fashioned accordingly.

14. The clearer the differentiation of participants and clientele in development is, the more appropriate can be the design of learning arrangements. The differentiation should be made in the first instance by age group. By looking at an entire age cohort, say youth between 12-17 years of age, one can ask what possibilities exist for mobilizing the development energies of the many youth who are outside the narrow academic educational pyramid, as well as those who are in it. In the LDCs, 86 per cent of this age group were not enrolled in school in 1970. A number of the countries are putting national service schemes in rural development into effect, not only to draw on such under-utilized resources for development, but also to yield the educational and training benefits of such service. Again, in some cases traditional and folk healers are being co-opted and trained for village health services. Under-employed adults of working age can be organized into groups to undertake needed small-scale public works, which can have educational and training components.

Development roles for women and girls

15. One of the purposes of the International Women's Year (1975) is to call attention to the under-utilized potential which women and girls have to contribute to development. This message has as much relevance in the LDCs as it does elsewhere because throughout the world development and societal progress is retarded by inequalities in the participation of women and girls. Breaking out of the vicious circle of poverty and injustice can be achieved only if women and girls find it practical actually to avail themselves of schooling or other learning arrangements - and of those learning arrangements which are relevant to helping them participate fully and equally in development.

16. Studies of educational achievement reveal the primordial contribution of the learner's home environment, which, in turn, is shaped in major part by the mother. Thus investments in the education of women and girls yield benefits to the second and subsequent generations. Given this economic potential, one might expect to find a favouring of education for women and girls, particularly in countries which have to ration educational places - as the LDCs must. But instead of equality or affirmative action for women and girls, the record in nearly all developing countries shows a general neglect of this fundamental choice.

17. Among the LDCs, girls accounted for only 33 per cent of total school enrolment in all age groups in 1970. Parity with boys would be 50 per cent. The 1970 figure of 33 per cent, however, was up from 30 per cent in 1960, showing some small progress toward equality during the decade. When these figures are broken down by age group, it is found that for the age group 6-11, 36 per cent of students in the LDCs are girls - namely a higher participation rate than for the older age groups, but still significantly short of equality. In only two of the 25 countries is there substantial equality of enrolment between boys and girls.

18. What are the dimensions of the choice which the LDCs face with respect to learning opportunities for women and girls? First, of course, there is the multiplier effect obtained through the informal learning which occurs in the family and in which the mother plays the principal part. The mother, schooled or not, is the most influential teacher one has. Secondly, there is the additional physical and mental capacity for development which sound nutrition, particularly during pregnancy and infancy, can provide - a potential which is probably realizable only through some minimal educational opportunities for women and girls. Thirdly, there is the opportunity through appropriate education and training, to increase the size and productivity for development of the population of working age.

19. All of these dimensions support the ethical commitment which countries have undertaken in subscribing to the Charter of the United Nations and to the various conventions, declarations and recommendations which have been adopted since the founding of the UN. "In these various instruments the international community has condemned sex discrimination as fundamentally unjust, an offence against human dignity and an infringement of human rights. The community has proclaimed that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women as well as men in all fields. It has declared that all human beings without distinction have the right to enjoy the fruits of social progress and should, on their part, contribute to it. It has included the full integration of women in the total development effort as a stated objective of the decade of the 1970s." (UN ECOSOC E/CONF. 66/CC/2 8 February 1975, para. 3).

Population Policy

20. A national population policy, together with plans and programmes for implementing the policy, is one of the fundamental choices facing all countries. Demographic trends have a direct impact on educational possibilities. High birth rates and relatively high net population growth in the recent past result in a "young" age-pyramid. These demographic trends have meant that in the LDCs each 100 persons who are of working age from 15 to 65 must support approximately another 100 who are below 15 years of age or over 65. The figures for the LDCs, while varying slightly from country to country, are similar to the averages for the African and Asian continents, yet they are almost twice the corresponding dependency rates in Western Europe. The "medium" UN population projections show that the dependency rate for the LDCs will even increase between now and 1985 unless current trends can be modified by national population policies and programmes.

21. The educational burden associated with the "young" age-pyramid in the LDCs can be appreciated if one asks the question "how many teachers per 1000 of population would be required if these countries enrolled all those aged 6-11 years, as most of the developed countries do?" The answer is that the LDCs would require twice as many teachers per 1000 population as the developed countries, even if the pupil/teacher ratio were kept the same for both sets of countries!

22. It can be seen that population trends act like a vice on the educational possibilities of the LDCs: first they place a heavy burden on the relatively few who are of working age and whose economic activities must support whatever education can be offered, and secondly, even without any growth in the small

fraction of children who now participate in schooling, a large expansion in schools and teachers is required just to keep pace with increased population. (The increase in enrolment of the age-group 6-11 from 1970 to 1985 in the LDCs would be 57 per cent just to maintain the 1970 enrolment ratio, if one assumes the UN's medium-level population projection).

23. Some of the LDCs have made an important start with respect to population policies and programmes. Almost half of them have officially adopted policies which support family planning activities. But whereas about half of the countries have official family planning policies, only two of the 25 countries - Afghanistan and Uganda - have translated the policies into specific development plans such as creating alternative development roles for women, influencing age of marriage, recommending programmes for reducing fertility, education on family planning or other measures.

24. It should be said that even if birth rates of the LDCs were to decline rapidly, the age-structure of a population changes relatively slowly, so the above described burden would ease only gradually. Nevertheless, a beginning step is available for moving toward a less "young" age-pyramid, a step which might considerably accelerate the realization of major development objectives.

Summary

25. When needs are large and resources scarce the necessity for choice is the most pressing. For developing countries this implies first the choice of a development strategy which is feasible economically and technically, and at the same time capable of mobilizing citizen energies. Education and training, whether in-school or out-of-school, can play a part in preparing people to participate in and benefit from the development path so chosen. Such education and training arrangements need to be chosen so that they are tailored to the society's values, to its development strategy, and to the differentiated needs of various participants and clientele. Women and girls offer a generally neglected potential for helping break stagnant cycles of under-development.

26. Population trends in the LDCs act like a vice on educational possibilities by reason of (i) the burden of support they place on the relatively few of working age and (ii) the ever-growing demand for schooling capacity needed just to keep pace with population growth. Most of the LDCs have not yet exercised their choice in population policy.

LINKING EDUCATION AND WORK

Introduction

1. School was unknown as an institution in the traditional societies which formerly existed in the majority of the present developing countries. In such societies, education and work were very closely related. For example, in pre-colonial Africa education was collective in character (involving the participation of all members of the family and/or of the community) and was closely bound up with the productive activity of the society concerned. It involved a combination of manual and intellectual activities conforming to the economic and social context and compatible with the technological level of the time.
2. The establishment of education systems based on the Western model led to the emergence of a number of incompatibilities or contradictions some of which were inherent in the model itself while others stemmed from the particular situation of the developing countries.
3. In the pre-industrial West - as in other societies having a similar structure - education was restricted to an élite which, because of its place in society, did not have to work whereas the so-called working classes were obliged to carry out laborious and generally manual and intellectually undemanding tasks. Moreover, the spread of primary education occurred in the West after the industrial revolution, thereby reducing child labour. At the same time, various forms of vocational training were introduced into school syllabuses and education as a whole increasingly tended to be a condition of entry to working life and to jobs which required constantly increasing standards of training.
4. Educational expansion in developing countries took place at a time when the prevalent type of relationship between education, training and employment was of this kind, one peculiar to modern economies, regarded as the ultimate goal of the development effort. An analysis of these efforts seems, moreover, to indicate that the motive behind the strategy which was more or less overtly adopted was generally that of ensuring the growth of the modern sector of the economy, which was expected to serve as the driving force for the development of society as a whole. However, there is general agreement today that in the least developed countries (LDCs) the modern sector is unable, and for a fairly long period will continue to be unable, to offer employment to more than a small minority of the population. The majority of the population is and will be obliged to seek its livelihood outside this modern, industrial and urban sector, that is to say to work in agricultural or craft occupations in the rural environment.
5. In such a situation young people who leave the education system, which is organized with a view to the norms and prospects of the modern sector of society, have difficulty in finding a job which corresponds with their standard of education and training and which is in keeping with their hopes and ambitions. This situation raises the question of the relationship between education and work.

Education for work

6. Technical and vocational education

In institutionalized education systems the link between education and work, if one sets aside the vocational function of universities, is largely provided by technical and vocational education, which has the task of training skilled workmen

and middle-level technicians for industry, commerce and agriculture. Such education, in its specific form, comprises special establishments which provide both general and vocational education on a full-time basis and have their own facilities, including workshops. One possible strategy with a view to gearing education towards the world of work would be to increase the number of such establishments or, to put it more exactly, to bring about a proportional increase in technical or vocational education as compared with general education, at the secondary level. The rôle of such forms of education is in general defined in terms of the modern sector of the economy; special mention should nevertheless be made of technical agricultural education establishments, which are designed to ensure the progress and modernization of agriculture and to promote the development of rural areas.

7. A decision on the organization and development of technical and vocational education was recently taken by the General Conference of Unesco which, at its eighteenth session, adopted a revised recommendation on the subject.

8. It should nevertheless be pointed out that the General Conference, like the committee of experts which finalized the text, was concerned about the application of the Recommendation in developing countries which did not possess the resources that were needed in order to set up training facilities which were inevitably very costly.

9. Moreover, several observers of educational trends in developing countries were somewhat sceptical about the feasibility of bringing this kind of teaching into line with the specific conditions of developing countries: it would be an excessively costly process; it would be difficult to find qualified teachers; the training given would be ill-adapted to the needs, which would in any case fluctuate, of the labour market; graduates would not be certain to find employment or would in many cases be employed in capacities which were unrelated to their qualifications. Reference was even made to "the illusion of the vocational school" and the usefulness of such a school was denied on the grounds that the nature of manpower needs could not be predicted several years in advance.

10. Bearing in mind these expressions of doubt and criticism, it seems likely that the development of technical and vocational education in its institutionalized form cannot be regarded as the only strategy, or perhaps even as the main strategy, for establishing the necessary links between education and work.

11. General education and the world of work

Basic preparation for the world of work can probably best be provided at the level of general education (whether primary or secondary) since it is not a matter of providing training for a trade or for a specialized employment but rather of inculcating basic knowledge, skills and attitudes which ease the transfer to employment. It should, moreover, be emphasized that although preparation and counselling with a view to subsequent employment should be a major objective of general education, it cannot be the sole objective. The full development of the personality, the socialization of the individual and his training for civic and cultural life are also fundamental objectives. It should also be made quite clear that general education, even if it is "functionalized" and geared towards preparation for work, is not a substitute for vocational training given either in establishments or on an in-service basis, even if circumstances often necessitate direct entry to employment.

12. In view of these two observations, transformation of the content and methods of general education seems to be one of the IDCs' essential educational strategies.

13. In the first place, scientific and technological disciplines, and the teaching of technology and agricultural sciences, the objectives of which make them more directly relevant to the world of work, should bulk more largely in the overall syllabus structure. In this context, the emphasis might be placed on "intermediate technologies" the application of which in the specific environment may realistically be contemplated. The advantage of such technologies lies in their lower cost, in the possibility of applying them in environments which, in general, do not possess an infrastructure providing for the use and maintenance of complex equipment, and also in the fact that they are labour-intensive and therefore create employment. An emphasis on such technologies would thus enable schools to contribute to creating jobs in the world of work.

14. Changes in educational context also entail the introduction of a certain number of pre-vocational components, merged as closely as possible in the syllabus as a whole. The purpose of this is to foster a knowledge of the world of work with a view to vocational training; to provide information on local activities, particularly by encouraging pupils to make visits and to conduct their own surveys; another purpose is to draw attention, on the basis of specific examples, to opportunities for improving the conditions of life through improving the design and organization of work; lastly, its purpose is to provide direct experience of employment by enlisting the participation of pupils in work which is of indisputable social value.

15. In general, employment counselling must be very closely related to local conditions. This brings up the whole question of education for rural development. In many countries an effort is being made to adjust the emphasis of education, particularly at the primary level, so as to make it instrumental in promoting rural development rather than being a factor making for alienation and accelerating the flight to the towns, as is all too frequently the case. An effort is being made to develop a new form of education the main characteristic of which is that it has its roots in the environment. Such education takes the problems of the locality as its starting point and teaches how to solve them; it is backed up by specific activities. The objective is to instil in pupils a positive attitude towards the rural environment, help them understand what the improvement of agricultural activities entails and how it can be brought about and enable them to contribute actively to this end. The essence of a pupil's education should be derived from study of his environment; this would seem to mean that educational activities should be organized around centres of interest or problems which relate to the environment in question. The pupils should acquire an experimental outlook and, with this in view, it seems desirable to draw on local resources and local ability, to ensure the school's co-operation with village structures, with agriculture and also with local craftsmen and tradesmen.

16. Care must nevertheless be taken to ensure that such ruralized schools remain capable of providing general education and are not turned into rural vocational schools for training young farmers whose only prospect is to remain on the land; there must be no question of creating a separate - and ipso facto inferior - form of education, perpetuating a segregation which already exists in fact. The rural school must offer the same opportunities as the urban school. The same intellectual capacities should be developed even if the approaches, the syllabus structure and the methods may differ. Study of the environment, an effort to solve local problems and practical work should all play their part in an education which not only enables pupils to find employment but which also paves the way for further studies where appropriate. (This approach is valid for all forms of education, whether urban or

rural.) Moreover, rural development has social, cultural and civic implications which are probably just as important as its purely technical or economic dimensions.

17. Similar considerations no doubt apply to basic education. This concept, use of which is currently becoming more widespread, reflects the need to provide certain minimum educational qualifications through a wide variety of means, both in and out of school. It is particularly relevant to populations which have hitherto remained beyond the reach of the school system. Obviously, preparation for the world of work should be one of the main preoccupations of basic education (which, it should be noted, has been defined as an education which provides "the kinds of learning fundamental to life and work"), but attention should also be paid to other objectives. Moreover, it is essential that basic education should not form a closed system but should be a real "basic cycle of education" which paves the way for possible further progress and which is thus the initial stage in a process of life-long education.

18. Innovations in regard to education and training

The need to provide preparation for the world of work in a manner which is both flexible and adapted to local conditions, and which, as communities develop, is conducive to the creation of jobs or self-employment, has led to the emergence of a number of procedures for education and training which differ both from those of institutionalized vocational education and from those of in-service training under the authority of employers - a topic which, by definition, is beyond the scope of this paper. Some of these procedures are aimed at young people who have already attended school with a view to training them for a specific trade, whereas others are intended for young people who have not been to school and offer them a work-oriented training combined with a grounding in elementary education.

19. Such ventures include: the village polytechnics in Kenya, the mobile vocational training schools in Thailand, the rural education centres in Upper Volta, the training of weavers in Sri Lanka, the SENA training programme in Colombia, etc.

20. One of these, the village polytechnic movement in Kenya, was described at a Unesco meeting on secondary education and the world of work, held in Copenhagen in December 1974. Its characteristics were described as follows: education is designed to meet actual community needs; both qualitatively and quantitatively the "output" of the polytechnics adapts to these needs; the overriding objective is to ensure that trainees obtain a job either as wage-earners or on a self-employment basis; attention is paid to familiarizing students with intermediate technologies or technologies adapted with a view to use in local conditions; lastly, efforts are made to enlist the participation of the local population in the running of the establishment which is designed primarily as a means of promoting the development of the local community.

21. Such features are also characteristic, no doubt, of other enterprises of this kind which endeavour, in a flexible manner, to provide training that enables trainees to engage in activities which are of benefit both to themselves and to community progress. Such initiatives have much to commend them but their success depends on the amount of support which they receive from the community and on their becoming an integral part of the overall development effort in all its forms.

22. Functional literacy

The idea of achieving the closest possible integration between basic education and preparation for work is central to the concept of functional literacy as it has taken shape over the last ten years. Functional literacy, indeed presupposes a two-way link between a basic grounding in reading, writing and arithmetic and basic training in a particular type of work. Reading and writing are taught as and when information is provided on the world of work or practical training is given on a specific activity. Conversely, teaching is so designed as to highlight the immediate relevance of reading, writing or arithmetic to the solution of practical problems which arise in the world of work. The success of functional literacy work depends on whether or not it is possible to establish a sort of one-to-one correspondence between the educational and work components. The difficulties which have been encountered, particularly during the Experimental World Literacy Programme - the evaluation of which is due to be completed in 1975 - stem from the fact that this balance is rarely achieved. As regards the work component of functional literacy, the basic "educational" material is often regarded as an entity which no attempt is made to change; conversely, individuals are motivated to acquire literacy not only by considerations of work but also by broader social, civic, political and cultural aspirations. It seems, therefore, essential that literacy teaching should be designed to embrace a range of individual and social objectives.

23. Education through work

One of the means whereby education can provide a useful preparation for the world of work is by offering opportunities for participation in various forms of real work, even during the period of study. But just as education is more than simply a preparation for work and employment, participation in production activities as part of the educational process fulfils a number of purposes which go beyond the purely technical objective of providing preparation for a trade or inculcating certain specific skills.

24. "Participation in work" must be taken to mean those activities which actually take place within the world of work, that is to say within the community, the factory or the farm rather than in the context of the school as traditionally understood. In this sense, "manual work" or "workshop activities", however important, have nothing to do with "participation in work" as described here.

25. A number of examples of such participation may be cited: the school in the countryside, in Cuba, which entrusts the running of a farm plot to the pupils of a school establishment; the revolutionary education centre of Guinea, the pupils of which take part in agricultural or industrial work; the Barrio High Schools of the Philippines; the production work, in either agriculture or industry, to which the pupils of comprehensive polytechnical schools in the German Democratic Republic devote part of the week; the production work in crafts undertaken by the pupils in certain experimental schools in Botswana; participation in industrial and agricultural work by the pupils of Chinese schools run by factories or communes, etc.

26. The experts attending the Copenhagen meeting referred to above addressed themselves to the task of defining the advantages of pupil participation in activities relating to the world of work. Using their deliberations as a starting point, it may be stated that the advantages correspond to pedagogical, technical and social objectives. On the strictly educational level, participation in activities which form part of real life as opposed to the separate world of school reinforces the motivation for learning, particularly during the period of adolescence, and provides the pupils with a measure of vocational guidance; on the technical level, work participation naturally makes a useful contribution to the development of

certain skills and to vocational preparation; on the social level, work participation is a contributory factor in attenuating friction between young people and adults and, by entrusting the young with real responsibilities, helps them make ready to take their place in the community; such participation provides a means of inculcating positive attitudes to work; it helps overcome the dichotomy between manual work and intellectual work and, consequently, promotes social homogeneity by preventing the emergence of an intellectual élite divorced from the realities of the working world. It can be seen, therefore, that from this point of view the link between education and the world of work serves not only technical objectives but also general objectives which define the ultimate aims of certain societies.

27. Education by work

In most of the above examples of linkage between education and work, pupil participation in productive activities also has an economic objective; their work makes at least a partial contribution towards defraying the cost of their education. For instance, the secondary school in the countryside, in Cuba, is not only a means of providing the economy with the substantial benefit represented by a semi-skilled labour force but also earns income which is considerably in excess of the school's operating expenses. Similarly, the revolutionary education centres of Guinea, as production units with an agricultural, craft or industrial orientation, cover their own maintenance costs as well, as contributing substantially to the national economy. In the People's Republic of China, it appears that a considerable portion of the operating cost of schools is covered by the output of workshops, small factories or farms manned by pupils.

28. There is no doubt that this approach has much to commend it as a means of overcoming the difficulties which the financing of a rapidly expanding education system entails for developing countries. However, this solution should be used only if there are firm safeguards to ensure respect for equality of opportunity among young people in a given age group; it is not acceptable that some should work in order to provide for their education whereas others do not do so; this would lead to the creation of a sort of sub-proletariat within the education system itself. It is also essential that a balance between study and productive work should be struck in such a manner that the approach has positive educational advantages and does not lead to a recrudescence in another form of child labour to which reference was made at the beginning of this paper, and which was one of the most nefarious aspects of the early industrial revolution. It follows that, wherever this form of relationship between education and work is established, it is essential for the general will to be sufficiently strong to prevail over sectional interests of whatever kind. This is a problem which lies outside the educational frame of reference and entails a fundamental social option.

29. Education, work and development

The desire to link education closely with work is in general related to the conviction that certain requirements must be satisfied if education is to promote development. In the IDCs, an abstract, bookish and alienating education which is largely out of keeping with the specific genius of the society concerned, doubtless makes no contribution to development. On the other hand, it is reasonable to suppose that an education, the content and structures of which take account of the world of work is not in itself enough to promote development. However well adapted education may be to the requirements of the environment, it can have little effect if there is shortage of jobs and if the general lines of the overall development of society offer the inhabitants of particular rural areas little hope of an improvement in their conditions of life. Above and beyond the link with work, there arises the question of incorporating educational development in the overall development effort.

30. The solution may be sought through a microanalysis which highlights the importance of incorporating all educational activities, correctly designed both in their content and in their spirit, in development projects; for example, integrated rural development projects which offer a setting for training programmes; the organization of producers' co-operatives the members of which learn through practical activities and defray the cost of their training by their output; the case of the Ujamaa villages in Tanzania; "co-operative villages" which rely on their own resources; or the Chinese people's communes which make their own arrangements for education or training. In the latter two cases, the approaches adopted at local level derive from an overall conception of society; they can, however, be considered on their own. This same type of analysis corresponds to the approach adopted for the functional literacy programme, the selective nature of which derived from a desire to integrate the struggle for literacy, adapting it to the development efforts of a specific community, industry or farm. Viewed in this light, the overall result may be seen as the sum total of a multitude of partial integrations in which education, work and development are combined together with mutually beneficial results.

31. But the problem may also be stated in terms of a kind of macroanalysis. The ultimate point at issue towards which thinking about education and work is directed is the model of development selected by a given society. If this model is based on the idea of priority expansion of the modern industrial and urban sector, entailing the establishment of modern technologies requiring limited manpower, and if increased employment is not a priority on a par with growth of the GNP, then it is to be expected that what is known as education for rural development and adapted vocational training procedures will lead nowhere, just like education which imitates imported models. On the other hand, the chosen model of development may be designed less to achieve growth as such than to attain a certain number of social objectives such as increased employment, elimination of poverty, the more equitable distribution of income, the equalization of opportunity, giving greater scope to local initiative and participation in the management of development; if this is the case, the educational effort is likely to be effective.

32. It is not the business of a paper on education to propose solutions which are outside its scope and which, moreover, are solely a matter of governmental responsibility. The sole purpose of these closing remarks is to recall that no educational venture can be considered in isolation from the overall development effort of society.

Economic poverty and cultural wealth

1. Every one of the twenty-five economically least developed countries (LDCs) has a richly varied culture which is in danger of being overwhelmed by the anonymous products of an ever-present world-wide sub-culture. Moreover, these countries are faced by problems of economic development centred on projects for the expansion of agriculture or small and medium-sized industry, projects which entail a broad measure of participation by all strata of the population. Economic growth in these sectors must be based on cultural continuity, avoiding the risks of alienation and endeavouring, by organizational and educational means, to achieve increased productivity without breaking with the socio-cultural context of the populations involved in development projects - or, at any rate, breaking with it only in a "self-directed", strictly controlled manner. In order to achieve genuine development in these countries, therefore, it is essential, to an even greater extent than in other developing countries, to provide every culture with the means of more effectively preserving its vitality and originality and of making its values widely known while at the same time drawing inspiration from this heritage for the creation of new values which are relevant to the problems of the modern world.

2. The participation of the population, and of all population groups, in cultural life means not only that in their inspiration artists and cultural workers should be attuned to the modes of feeling of ordinary folk but also that a balance should be struck between an educational system which in many cases has been inherited from abroad and a nexus of original interpersonal, social and cultural structures.

3. Can such a balance be achieved? Is not the transfer of knowledge a phenomenon which inevitably destroys cultural variety? To what extent does the formal school system entail submission to an imported cultural model? In what elements of such a system (syllabuses, textbooks, teacher-pupil relations, etc.) do the dangers of cultural standardization lie? These questions subtend any policy for education or for assistance to education in countries which are aware of the importance, for themselves and for others, of their own cultural wealth.

4. There can, of course, be no question of devising conservation policies which would be tantamount to a return to forms of autarky and isolationism. On the contrary, the aim would be, as already exemplified in many countries, to reinterpret modern messages and to mould inherited systems while, at the same time, avoiding a situation - which unfortunately occurs all too frequently - in which they foster segregation between an illiterate mass on the one hand and, on the other, a minority which is in possession of modern knowledge and aspires to exercise the powers it confers in a different cultural context.

5. In this respect, co-operative assistance for education in the LDCs bears a special burden of responsibility. Unless great care is taken, there is a risk that it will exacerbate dichotomies and once more project foreign models which will be propagated all the more easily through the use of modern educational and mass-communication techniques.

The cultural requirements of education for development in the LDCs

6. The importance of reconciling traditional and modern education has been emphasized by a large number of those responsible for education policies in the

LDCs. (1) The characteristics of traditional education are already well known: education by and for the community, pragmatic education, in association with work and the pattern of the changing seasons, democratic and egalitarian, often handicapped by the lack of a system of writing. The structure, content and goals of modern education have overthrown the old system and introduced élitism, competition, the diploma and its associated pecuniary rewards. The simultaneous existence of the two systems normally leads to a disintegration which the graduates of the modern style of education are in many cases the first to deplore.

7. The directions taken by education policies rest ultimately on broader cultural policies in so far as culture is built up through a continuing process whereby traditional and modern values are reinterpreted.

8. The fundamental options in this matter may be classified on the basis of a number of topics which have been widely discussed in the majority of the 25 LDCs: language, the community structure of the school and the educational message. It is in these three areas, in fact, that the recourse to foreign aid entails constraints which are sometimes incompatible with the emergence of a national policy.

9. Language is a fundamental problem: it is generally recognized that the introduction of national languages into formal or non-formal education systems is a costly and difficult enterprise. Many countries which regard this problem as being of priority importance come up against difficulties, particularly since linguistic diversity within a given country raises political problems with implications which go beyond the scope of a merely educational measure. It is generally recognized that, if national languages are used and promoted, this makes it possible for the population to be involved and to participate in development projects of an agricultural nature.

10. For the 25 LDCs this is a fundamental problem since the majority of such countries are endeavouring to enlist the active co-operation of the population and are faced with complex linguistic situations.

11. The use of national languages in literary teaching seems to be a prerequisite of basic development in countries where an effort is being made to secure popular involvement in the development effort through such educational action.

12. The reintegration of the national cultural capital in education of the modern type presupposes at least that teachers and pupils are able to decode the traditional language so as to penetrate to its moral, scientific or religious message.

13. Moreover, a large number of surveys have highlighted the disproportionately large financial and educational resources that are required in order to provide literacy teaching in a European language for pupils whose lives will not, in most cases, be subsequently influenced by what they have learnt, often only superficially.

14. The community structure of the traditional school, in which a separation between education, culture and work was unknown, seems to be in keeping with the most modern theories according to which education should be open to the environment and to the community.

(1) For example President Nyerere, "Education and Liberation", and Professor Ki-Zerbo, "Historical aspects of education in French-speaking Africa and the question of development", in Développement et Dialogue - 1974, No. 2.

15. In this respect, tradition is in agreement with the modern approach and may provide a key to the problem of linking education and rural employment. Past or on-going experiments have already demonstrated the feasibility of such a reconciliation, particularly as regards periods of post-primary study leading to work in a rural environment.

16. However, the difficulties which arise in any serious attempt to associate grass-roots communities with the endeavours of professional educationists must be squarely faced. This kind of approach is necessarily a long one and entails the establishment of specific structures ensuring public involvement at each successive stage - for discussion, publicity campaigns, the exchange of views, decision-making and the joint planning of projects. It is important to insist on the specific characteristics of communities and on their socio-cultural uniqueness. On the face of it, it is difficult to see what part foreign technical assistance by itself could play in such a process.

17. The educational message should also result in reinvesting the traditional cultural capital in modern education. This does not mean revamping school textbooks published in other countries or introducing folklore as a school subject. On the contrary, it is necessary, as many teachers have begun to do in an often empirical manner, to ask oneself questions such as the following: how is one to teach Freud to African adolescents, making allowance for local socio-cultural conditions but at the same time bringing out his specific contribution to social sciences?

18. Teaching of this kind must be based on a knowledge of popular philosophies as expressed in stories, tales, history and traditions, a knowledge which, in its turn, will enrich foreign theories and models with new connotations.

19. In these three spheres (language, community structure and content of the message) there is a risk that foreign assistance may not find its rightful place. It is up to the national authorities in recipient countries to establish what its place is and to provide structures which are capable of accommodating it.

20. Perhaps foreign aid should concentrate on these areas as a matter of priority with a view to enabling the countries concerned to ensure the availability of the research workers, teachers and documentation they need in order to restore the balance between traditional and modern education systems.

21. This would entail a more demanding form of co-operation than hitherto and one which would involve a much greater contribution by nationals in structuring it and defining its tasks. An institute concerned with applied linguistics, with the transcription of educational messages in terms of a different cultural context, with studying the contribution tradition can make, etc., requires a greater effort of the imagination than a modern, well-equipped secondary school.

22. The cultural wealth of the IDCs, allied with the notion of modern education as a means of promoting cultural development, is however a major factor making for the success of such ventures.

23. The responsible authorities in such countries may perhaps wish to make an inventory and a critical survey of the experiments which they have launched in these areas and express their views on the procedures for foreign aid contributed for the purpose of establishing or expanding the necessary national institutions.

24. This would entail a special effort in order to train research workers and teachers who would be called on to apply the various social sciences in order to achieve the end in view.

25. Perhaps one should think in terms of concentrating on regional institutions serving a number of countries and providing services on request. The difficulty of dividing the 25 IDCs into regional groupings should not however be underestimated. They are separated not only by their specific cultural characteristics but also by the eco-systems in which they are situated. The most promising field for institutional co-operation is therefore that of methodology. One can easily envisage, for example, an institution undertaking the study - at least on a methodological and comparative basis - of the use of national languages in the education systems of the IDCs in West Africa.

26. Perhaps one ought to think primarily in terms of co-operation between existing institutions in the 25 IDCs with a view to exchanging information, techniques and methods.

27. Lastly, priority might perhaps be given to interdisciplinary pilot projects (educational sciences, social sciences and humanities) centred around national experiments in educational renewal.

28. An effort to link education and national culture would, indeed, be easier to undertake at a time when determined efforts are being launched to achieve educational renewal. In general, educational reforms are not explicitly designed to solve this problem; their purpose is to bring about more effective liaison between graduates and employment, to make structures and educational messages more appropriate and to achieve the greatest cost-effectiveness.

29. A time when public opinion and decision-makers are engaged in such reforms presents, however, an opportune moment for in-depth thinking about cultural problems. Priority in the matter of projects should therefore be given to countries engaged in such a process, wherever the conditions are most appropriate. It is obviously up to the countries concerned to express their needs and to establish panels for purposes of research and reflection, if need be enlisting foreign support.

30. The interdisciplinary approach necessitated by such research is a further difficulty which, from the outset, should not be underestimated.

Strategies designed to make the best use of the IDCs' cultural wealth

31. A resurgence of the poor countries along these lines is no longer a utopian goal. The crisis facing education systems in many advanced countries and the reappraisal of growth models are already prompting many donor countries to question the validity of their co-operation in the educational field.

32. This incipient scepticism must not be allowed to slow down investments but it is up to the IDCs to indicate new paths for co-operation which not only respect cultural values but also acknowledge their importance at world level.

33. Admittedly, these 25 countries are not alone in facing up to the problems of adapting foreign aid to their requirements, but for them more than for many other countries it is imperative to be able to rely on the support of those population groups, in rural areas in particular, whose involvement in development projects would be jeopardized by cultural disruption.

34. It therefore seems desirable that the 25 IDCs should draw up overall strategies which will provide a framework for co-operation programmes.

35. It would follow from the nature of such strategies that aid for education systems should be associated with projects, integrated where possible, in the following fields:

preservation of the cultural heritage (monuments, architecture, popular traditions, literature, transcription of the oral tradition, museums);

knowledge and transcription of languages enabling them to be included in school syllabuses (establishment of institutes for applied linguistics and educational science);

application of social sciences to the study of the transfer of knowledge and the transmission of messages adapted to various socio-cultural environments (establishment of faculties or specialized institutes, research programmes, training of research workers);

application of the social sciences to the problems raised by basic formal or informal education (projects for the provision of post-primary periods of study focusing on the rural environment, projects for integrated rural development, rural promotion activities and literacy work in which more emphasis would be placed on socio-cultural studies than has hitherto been the case);

promotion of books by national authors and of the local press, in particular the rural press, as an integral part of every project for educational development;

elaboration of integrated education projects linked with specific projects for economic development and embracing a range of activities (functional literacy, courses in technology and techniques, adult education) in regard to which the specific characteristics of the socio-cultural environment would be defined in advance.

36. Such a strategy presupposes that the necessary balance between education, work and culture be defined at the project preparation stage, before the country programming document is drafted. Unesco, at the request of its LDC Member States, might envisage inter-sectoral programmes along such lines.

PRIORITY AREAS FOR TECHNICAL CO-OPERATION

Outline Assistance Programme

Commission I

Education for development

1. Development encompasses not only economic growth but also social, cultural and political transformation leading to the creation of a new social order. It is a complex and a dynamic process subject to the interplay of various factors like economic needs of the society, social and cultural aspirations of the people, demographic patterns and political objectives which are constantly changing under the impact of scientific and technological advance placing ever new demands on human resources - its mobilization and organization through education for development.
2. Education is an essential factor and can be a major instrument of development. It is a means, on the one hand, of enabling the countries to train their own qualified personnel without whom no real development is feasible and, on the other hand, of enabling the whole population of a country to participate fully and consciously in development activities and to take responsibility, on a well-informed basis, for shaping its own future.
3. Given this critical role of education in development, it is essential, if education is to make its maximum contribution to development, that educational policies and programmes be consistent with national development objectives and needs. This is particularly important in developing countries where resources are limited and the need for development greatest. Many of these countries, for various reasons, have reproduced foreign models of education systems which do not respond adequately to the needs of development; there is a growing need to improve their relevance and performance.

Major issues of development education

4. The major issues of development education in the least developed countries (LDCs) are related to:
 - (i) the formation of skills of various types and levels corresponding to the needs of development by providing relevant in-school and out-of-school learning programmes for children and adolescents;
 - (ii) general mass education to promote full participation of the population in development activities through the development of appropriate learning arrangements for adults and through the diffusion of information related to development;
 - (iii) improving the efficiency of the educational system by using relevant content, methods and materials, appropriate language for instruction, competent educational personnel and by strengthening planning and management;
 - (iv) research and development for educational renovation to meet the needs of development in a continuously evolving economic and socio-cultural

5. It is evident that these issues are closely inter-related and need to be tackled in an integrated manner. However, all the problems cannot be resolved at the same time nor all the objectives pursued simultaneously. It is therefore necessary to establish an order of priorities consistent with national development priority needs and objectives. In order to do so, it is necessary to start by re-examining and clarifying the objectives of education and the more specific objectives of its sub-systems (the various types and levels of education both formal and non-formal) to ensure that they are compatible with one another and with the national development goals, priorities and needs. Only then would it be possible to elaborate an appropriate educational policy, determine the order of priority objectives and needs and formulate long-term strategy for educational development. Such a long-range view facilitates planning of short, medium and long-term activities, based on full consideration of possibilities in terms of national resources as well as external assistance.

Outline assistance programme

6. The aim of the proposed outline assistance programme is to provide a framework for a programme of action for educational development in the LDCs by concentrating on some of the major issues or priority problem areas facing them with a view to facilitating increased international co-operation and better co-ordination of national and international efforts. It does not include all the problem areas but attempts to indicate some priorities for which external assistance may best be mobilized.

7. Obviously the nature in which these issues manifest themselves in a given country and the importance, in the order of priorities, attached to each of them in the context of national development objectives may vary from country to country and between groups of countries. For example, the matter of skill formation may be related to a national situation of "surplus of qualified personnel" or "unemployment of the educated"; "shortage of qualified personnel in all fields and at all levels"; "shortage in some fields and at some levels and surplus in others" etc.; the order of priority attached to it may be relative to the national development priority accorded to rural development, agricultural development, development of agro-industries, handicrafts and light industries, mining industries, services, etc.

8. Similarly the choice regarding the methods and means of tackling the problem (e.g. vocationalization and/or environmentalization of curricula, on-the-job training programmes, rationing secondary and higher education, emphasizing technical and vocational schools, etc.) and the nature and extent of external assistance required will also differ among countries.

9. Therefore, the framework of the outline assistance programme is limited to general indications of certain major issues which are common to the LDCs and some possible ways of tackling them. It is intended to serve as a reference or check list for national authorities to determine, identify and formulate programmes and projects in the light of their own assessment of their educational systems and policies as well as priority needs and objectives consistent with national development goals and to determine the nature and extent of external assistance required in each case.

10. It is intended that such a framework, acceptable to all concerned, might serve as a basis for establishing a continuing dialogue (a) between the LDCs and Unesco, (b) with the international community (particularly donor agencies) and (c) among the LDCs themselves with a view to mobilizing international support

in their favour and for promoting co-ordination (concertation) of efforts to formulate multi-national programmes and projects. To the extent that the recipient countries and the donor agencies agree on the framework and make known their priority areas for assistance, the uncertainties, fluctuations and dispersion of external assistance on both the demand and supply side will be reduced. It might make it possible for individual donors, while still wishing to identify programmes/projects on the basis of the analysis of each case, to undertake more forward planning, and national authorities in the recipient countries would be in a better position to integrate aid contributions with their educational plans and concentrate on priorities.

Multi-national programmes/projects

11. It is considered desirable that the framework should provide for both national programmes/projects to meet specific needs and objectives as well as multi-national programmes/projects (on a regional or sub-regional basis for similar linguistic/cultural/ecological groups) to confront common problems.

12. In many cases, multi-national solutions may prove to be more efficient, economical and time saving; for example, production on a regional basis of educational materials and equipment - ranging from paper, pencils, chalk, books to scientific and technical equipment, tools for vocational training and audio-visual equipment and materials. At present, most such are imported by the majority of the LDCs. In future, with the development, expansion and diversification of education, a greatly increased amount of diversified materials will be needed annually. They will have to be either imported at high cost or produced locally or regionally.

13. Local production of materials has certain advantages:

- reduce dependence vis-à-vis the exporting countries and to that extent promote self-reliance;
- reduce production costs;
- assure better adaptation to regional and local needs and encourage development of indigenous techniques and use of local materials;
- contribute to economic development by creating new jobs and new technical and managerial skills in the country (necessary for the production, distribution and maintenance of these materials);
- stimulate the development of ancillary and allied industries.

14. Efforts are already being made in this direction. For example, in the Middle East, science teaching aids are being manufactured on the basis of British models by using local materials; in Asia, the Asian co-publication programme is engaged in the joint publication of books for children, which has inspired similar initiatives in Latin America and Africa; Unesco is now launching a programme of "self-reliance in educational facilities" in Africa.

15. It is possible to think of other multi-national solutions like regional institutes or a network of institutes serving a region (a) for training personnel in technical fields, (b) for teacher training in specialized subject areas, (c) for research and development for educational change or in modern methods of agriculture, animal husbandry etc.

16. It is recognized that multi-national programmes/projects call for careful preparation. It involves not only economic and technical feasibility studies to be undertaken by experts, but also and more important, full co-operation among the governments of the countries interested. For this purpose it may be

necessary, in each case, to examine the possibility of constituting Project Development Groups on an ad hoc basis composed of representatives of interested governments to work out the necessary agreement and define the purpose and principles governing the programme/project. Donor agencies might contribute to the work of such groups, especially in planning the financing of particular projects.

17. The outline assistance programme presented below does not treat separately the various functional fields of education - policy, planning, facilities, staffing, content, media, materials, financing, evaluation, legislation, administration etc. - nor the various traditional types and levels of education - higher, secondary, primary, pre-school, technical, special, adult, etc. Individual projects in these areas would fit within the major problem areas indicated in the outline.

OUTLINE ASSISTANCE PROGRAMME

A. Immediate and short-term perspective^{*}

- (i) Review of the educational system.
- (ii) Evaluation, completion or extension of on-going projects.
- (iii) Introduction of functional educational components in national development projects.

B. Medium-term perspective

(i) Formation of skills

(a) Modern sector:

- re-adaptation of the formal system (vocationalization - comprehensive, polyvalent schools, etc.);
- vocational training programmes (formal and non-formal: vocational and technical schools, on-the-job training programmes, training workshops and camps, etc.);
- national, regional or sub-regional training programmes (for middle and higher level technical personnel in specific fields);
- training programmes in neighbouring countries which already have the facilities.

* Reference to short, medium and long-term perspectives is intended to serve as an indicator of the time required to study, plan, prepare and launch the projects. But, in each case, the time schedule may vary from country to country and between groups of countries depending on national situations.

(b) Rural sector:

- re-adaptation of the formal system (environmentalization - ruralization, community schools, basic schools, learning by doing programmes, etc.);
- non-formal training programmes (rural industries, handicrafts, agro-industries improved extension services, women's training centres etc.);
- rural co-operative development;
- regional and/or national training programmes (for middle and higher level technical personnel).

(ii) General mass education

- adult education and functional literacy programmes;
- integrated projects (e.g. rural development, etc.);
- use of mass-media for development education (e.g. health, hygiene, sanitation, nutrition, family planning, improved methods, development projects, etc.).

(iii) Efficiency of the educational system

- educational planning and management at national and sub-national levels (including administration, financing, etc.);
- training of educational personnel (concentrating on staffing for new projects and innovative programmes);
- use of relevant curricula, methods and aids;
- use of appropriate language(s) for instruction.

(iv) Research and development

- regional and/or national institutes of research and development for educational renovation (content, structure, methods and materials, language(s) of instruction, planning, management, etc.);
- regional and/or national institutes for research and development in agriculture, animal husbandry, industry, etc.).

C. Long-term perspective

Development of pedagogic industries on a multi-national basis (regional or sub-regional) adapted to local needs and conditions - using local materials and local technicians - standardized for use in the countries of the region - distribution and maintenance assured by local personnel - aimed at greater economic independence:

- paper, general supplies (pencils, chalk, etc.), books, office materials and printing;
- scientific and technical equipment and materials for technical teaching (science kits, laboratory equipment. etc.);
- audio-visual equipment and programmes (radio - TV and the necessary programme production);
- school buildings and furniture;
- other (may extend to the production of standardized agricultural implements and equipment to be used in improved agriculture and agro-industries, etc.).

INTERNATIONAL CO-OPERATION IN EDUCATION
WITH SPECIFIC REFERENCE TO THE
25 LEAST DEVELOPED COUNTRIES

Commission II

1. A discussion on international co-operation in education in the 25 least developed countries (LDCs) cannot be separated from reflection on the specific role of education as an instrument for development in these poorest countries. And statistics on educational aid-streams are only meaningful if we can interpret them against the background of the general development policies and practices of international co-operation which aim at attacking poverty.

Basic needs

2. The status and progress of development co-operation has been characterized as a "crisis of development" for the last decade. The general economic crisis, of more recent origin, has further aggravated the drastic situation of the LDCs. This is not the place to discuss the reasons for stagnation in official development assistance, the mounting debt burden of the Third World and the growing disparities of progress; a forceful account of this can be found in the literature. (1) However, we must be aware that a crisis in educational co-operation forms part of a total development crisis and that stagnation in education in the 25 LDCs forms an integral part of socio-economic stagnation in the total Third World. However, there is a difference in urgency: the poverty of the LDCs is of a disaster nature. When evaluating policies and modalities in educational co-operation with the LDCs, poverty becomes a priority criterion.

3. Therefore, while aware that education has, in the medium and long-term, an important role to play in attacking other problem areas in these countries (environment, peace and human rights, etc) we focus here on the following question: "Has international co-operation contributed to education becoming a more effective instrument in attacking poverty - the one common denominator among the LDCs?" While our knowledge about poverty is still severely limited, we shall have to attempt to define some of its major characteristics in order to be able to review practices in the continuum international co-operation/education/poverty.

Need for material goods

4. The poor citizen living in one of the LDCs is likely to be on the border line of starvation. He will be unable to do much except to work inefficiently to produce an insufficient quantity of food; if he does not have tools to help him produce his minimum requirements then he will have to devote all his waking hours to labour with no time left for other channels of fulfilment.

(1) See especially: Development Co-operation, Efforts and policies of the members of the Development Assistance Committee, OECD 1974 Review.

5. In the poorest countries more effective work is needed in order to free individuals and communities from material chains through the production (not necessarily on a large scale) of more goods and services. Any development strategy that does not concentrate on producing sufficient food, production tools, housing, communication facilities, clothing, and lighting for all will not make a significant impact on the mass of the population. Education for productive work therefore remains a most vital objective to fight poverty.

Nutrition, hygiene and health

6. If someone has a poor diet he is unlikely to be either healthy or particularly active; if he lives in unhygienic conditions he will often be ill, and if he is frequently wracked by parasites, malaria or other endemic diseases he is unlikely to have enough energy to work or improve the quality of his life.

7. Without proper nutrition, all other development activities are doomed to failure, because there is no other way of breaking the vicious circle of poverty-malnutrition-lethargy-poverty. On the other hand, if proper nutrition is not accompanied by complementary attempts to satisfy people's other needs and aspirations, such provision is likely to produce an explosive situation for it is perhaps only the lethargy created by malnutrition which causes the mass of the population in many poor countries to accept, with considerable docility, the gross inequalities which surround them.

8. Education, as an integral component of curative and preventive health measures, and nutrition education are among the priority instruments to fight poverty.

Participation and awareness

9. Because of disease and malnutrition many poor people are to a large extent unaware of their own potential position in society. Through institutional inflexibility, and traditional social indoctrination many others are not aware of their own situation and its inherent irrationalities. Due to either of these reasons a large proportion of the world's population are not aware of their own strengths and capacities for creating a better life for themselves. Nor are they always aware of the excessive exploitation under which they live.

10. Given the great scarcity of monetary resources in poor countries, any rapid progress towards partially solving problems of production, health and so on, must rely on the efforts of the potential beneficiaries themselves. But before such people can devote their time and energy towards solving a problem they must first be motivated. Such motivation, for which proper education can be an effective instrument, involves a critical awareness of the disadvantages of their existing situation.

The irrelevance of certain concepts and theories

11. Economic theories based on Western models assumed that economic growth would be a force which would automatically penetrate all sectors of the economy and reach all population groups in society. This has not been reality;

the specific socio-economic and political situation of the developing countries has often been neglected, leading to more inequality, more unemployment and to social disruption. Educational development theories have equally proven wrong; educational expansion has not resulted in a decrease in educational disparities (1) between and within nations.

12. In whatever way we look at the past two decades of international co-operation, we can only conclude that aid programmes in education have been predicated on a Western model of development that has not produced. We may characterize the process of international co-operation in education as "development with social justice", in that the intent was to promote development while minimizing the "price" of copying the Western model, i.e. the "cost" in economic inequalities and dislocation of socio-cultural patterns. In general, donors have not been very successful in assisting the Third World to minimize these negative external effects; international co-operation in education has more often been an instrument to support more effective achievement of the Western model (expansion) than as an instrument for diminishing its social costs.

13. We need to search for relevant combinations of educational theories and economic policy guidelines which aim at the root cause of underdevelopment - the unequal distribution of opportunities for social and economic advancement.

Self-reliance and national sovereignty

14. Self-reliance means that both the objectives and the means of an educational development strategy have been adapted to the unique situation of developing countries and to the economic, social and political structures chosen by them for the future. Self-reliance in education also means that the choice of objectives, means and structures must be made in freedom and not under the influence of external interests. However, we observe that the educational development strategy in many developing countries, as supported by international co-operation, has led to a worsening of the situation for the poor majority of the population. The strategy has often been elitist in nature, profiting those who were already literate and socially emancipated. Hence there is a tension between self-reliance and the respect for national sovereignty.

15. The acceptance of national sovereignty in education implies the acceptance of objectives and priorities set by government i.e. elites. Self-reliance in education, however, looks at the preferences of a society as a whole, including those population groups which have been the victim of inequality.

16. The international community in their co-operative efforts in education should thus aim at a national and international educational development which shall lead to both greater independence as well as greater equality. This would mean the development of educational projects and programmes which would directly affect the poor and uneducated and a concentration within international co-operation in education on those leadership groups which have identified with the needs of the poor and illiterate in their society.

(1) Educational disparities being defined as the difference between those at the top and those at the bottom of the educational ladder.

17. The counter-argument of respecting national sovereignty is only a theoretical one. In fact, donor agencies already "interfere" in the internal educational affairs of poor countries by simply the giving or denying of aid to specific projects or levels of education and by linking educational aid with economic, financial and other conditions.

18. Effective new patterns in international co-operation in education should adapt to these realities. Such patterns would thus not exclude donor participation in a discussion of the distribution of education within developing countries. However, donors should only be allowed to speak on educational change in the LDCs if they are prepared themselves to accept and promote the changes in the international economic and political structures which are necessary for balanced international educational development.

New focus for international co-operation

19. An urgent need to review development co-operation with the poorest in all sectors, including education, emerges. The development problem has, until recently, been mainly considered as a long-term problem. We are talking about decennia, generations and long-term planning when discussing international development strategies in education, as well as when formulating concrete programmes. We have therefore concentrated on educational infrastructure and investment. However, we now know that these educational investments have changed very little; the absolute number of illiterates has increased; the percentage of people living in extreme poverty situations is as high as twenty years ago and long-term decision making has had no influence on those population groups which are on the edge of starvation.

20. While there is a large variety of development strategies among the 25, they have in common that in all their development objectives, people are only referred to indirectly (i.e. if all things go well with the economy, people might be able to have more material benefits, the major means for individual satisfaction). Very few of the poorest countries have consciously tried to improve the lives of the population directly (i.e. through less macro-production and more individual consumption-oriented programmes), international co-operation in education has rarely promoted such a re-orientation.

21. We can no longer afford such a long-term view and neglect the immediate educational needs of this generation, not only from a humanistic point of view but also because in the past this investment policy has mainly led to strengthening education for the modern sector of the economy which resulted in a disruption of the poor traditional sector of society and in an actual decrease in the level of living of those who could not participate in the modern sector.

22. Also, we cannot expect an active participation in the development process by marginal population groups who cannot foresee an improvement in their situation and that of their children within their lifetime. In this perspective, an increased focus on education for the direct consumptive needs of the poor is required and international co-operation should promote this gradual move. International co-operation in education should be critically reviewed with the aim to identify programmes and projects which would contribute to maximizing the sum of individual welfare, minimizing suffering and equalizing the distribution of the benefits of increased production rather than to increasing some meaningless quantitative growth indicators.

Attitudes towards development co-operation

23. There is a large potential role which international co-operation in education can play to sensitize the entire world population on the major issue which faces the world today: "How can the fruits of this earth be shared equitably enough at least to reduce the chances of mass starvation, economic collapse and war"?

24. It can be said that people in developed countries, with national incomes increasing about 3 to 5% annually and with a high level of employment being considered normal, were hardly ever really involved in the development process. Indeed the target figure of 1% of national income for aid was only marginal and, although not achieved, could not have been felt as sacrifice.

25. However, this situation has changed. We are now confronted with a scarcity of raw materials: shortages in food, fertilizers and energy sources. Of course these shortages have been normal in countries of the Third World but the difference is that now the rich too, whose economies are based on an abundant stock of raw materials, have been hit. This worldwide scarcity results in an increase in prices for raw materials leading to a situation whereby the rich countries are likely to succeed in satisfying their needs (at a higher cost) but where the poor countries shall be squeezed out of the market.

26. To alleviate this situation a new development strategy could be considered. Without causing a drastic change in their level of living, developed countries could choose selective growth targets instead of the present unlimited ones, determined by an uncontrolled market and promoted by advertising which stimulates the desire for non-essential goods. The means of achieving balanced growth could be a mixture of the price mechanism (e.g. taxes on luxury goods) and an education/information/communication system to make people conscious of the fact that a brake on their consumption is ultimately for their own good. There is an evident role for international organizations to design action models aiming at political consciousness which would eventually lead to a collective decrease in the use of scarce goods and to a transfer of resources to the under-privileged people, both in rich and poor societies.

The myth of absorptive capacity

27. The notion of absorptive capacity, as a counter to the notion of needs, has often become an alibi for not increasing flows of assistance. The fact that countries such as LDCs, in which millions of people suffer from poverty and deprivation, are actually involved in such an argument is hardly acceptable.

28. The main flaw in the absorptive capacity notion is that it results from self-imposed conceptions of assistance to development as defined by the donors, who then, after they themselves have narrowed the role of aid and the conditions of applying it, find it difficult to allocate their moneys. This is particularly true for assistance in the field of education; the insistence of donors on particular "hard" forms of aid for a relatively "soft" sector like education is not justified and requires reappraisal.

29. International co-operation with the 25 as with all developing countries is mainly development assistance. Direct support of levels of consumption is excluded from consideration as a valid objective except in the case of emergencies. However, when appeals to support foreign aid are made to the public in developed countries, the notion of instant relief to urgent needs is often evoked in such instances the idea of an international redistribution of wealth does not at all imply that transfers must only be of an investment type. But the governments of these countries link aid with investment and, by doing so, introduce the absorptive capacity concept.

30. Investments in educational projects in the LDCs are often of genuinely low social profitability and there is no reason why it should be considered inappropriate by the donors to direct such projects more towards immediate consumption objectives. Such a different perspective could mean complementing the investment in schools and technical assistance with helping out countries in meeting some of the recurrent costs generated by this investment, e.g. by supplying schools with textbooks (written, of course, by the recipient country) and other teaching materials as well as supplying students/parents with welfare services (food, transport, etc.) which would encourage school attendance. As an extreme, international aid flows in education might even serve to establish a scholarship fund for students of very poor parents who wish to enrol in secondary and post-secondary institutions.

31. Another important limitation on absorptive capacity is that debt service is not considered as a proper aid object. The combination of development spending and private credit has produced an indebtedness which is causing widespread alarm. Figures from the 25 LDCs indicate that the debt burden for some countries is as high as 20% - 30% of annual exports and reaches up to 50 US \$ per capita (compared with an average GNP per capita of 78 US \$).

32. While occasional payment crises in individual countries have forced donors into consolidation exercises, in which debt is re-scheduled by ad-hoc measures, there is no intrinsic reason why new aid projects (which release foreign exchange sources for the service of old debt) or the capacity to earn foreign exchange should keep up with a mounting burden of interest and repayment. Direct balance-of-payments support would often have a high priority in the view of development planners in the Third World, but the idea does not appeal to aid providers who prefer new lending.

33. Since foreign aid to education is mainly given to meet the foreign exchange component of project costs, this further reduces the number of projects to be considered by donors. While the principle of requiring recipients to meet local costs themselves in order to guarantee the necessary involvement and "self help" may be a good one, in practice this has biased educational development projects with a large foreign exchange component. Such types of projects (e.g. a vocational school, a technical institute) are by definition not flexible and not very suited to the educational needs of the poorest countries which would probably be helped more by relatively small investments such as in mobile education units, etc. Some donors finance local costs, but the unfortunate prevalence of tied aid (e.g. equipment for vocational schools to be bought in the donor country) considerably limits the possibility of countries to start their own production of education hardware, which could absorb considerable aid flows.

34. The lack of co-ordination among donors has also made absorptive capacity appear to be limited while in fact combining a number of projects (which singly would not be profitable because of limited absorptive capacity of the recipient) would possibly create external economies which could make them all profitable. While in principle the co-ordination of educational projects is the task of the educational planners in the recipient country, in fact educational **planning, programming and implementation** in countries like the 25 LDCs is by definition still rather weak and this predisposes donors to insist on project aid instead of linking projects into programme aid. Donors have hardly been effective in assisting the poor to improve the planning and co-ordination of foreign aid projects in education.

35. The emphasis on project aid and the search for "worthwhile" projects still dominate both the development effort and foreign aid administration in all sectors, including education. Educational programme assistance, i.e. the support of all the segments of an educational development plan with its potentials for greater flexibility is still an exception to the rule. While some type of linkage of different projects in the educational and training sector is being attempted by the multilateral agencies through the country-programming exercises of UNDP, in practice "unique" project development still receives the major emphasis from all donor agencies concerned.

36. A number of characteristics of educational assistance makes this tendency possibly even more critical than aid to other sectors. The amount of recurrent expenses generated by investment in education is higher than in most other development projects because of the labour intensive character of education (i.e. the high share of teacher salaries in the total recurrent cost).

37. Countries in the LDC group, which have hardly begun their transformation into modern economies are faced with the paradox that there seems to be a lack of potential investment projects in all sectors. Education and skills are found to be the major bottle neck so that logically aid to the education sector could have a multiplier effect on the generation of total development aid. However, aid to the education and training sector is faced with the specific problem that while there is an obvious need for an effective transfer of something, it would be too simplistic to call this factor "skill" or "know-how". Donor countries do not always possess the particular expertise required by LDCs for the development of their educational system.

38. Finally, the question of transferability in the field of education is far from being solved. Until now, all technical co-operation in education involved a process of transfer-whether of expertise, knowledge, or equipment, or of capital (school buildings) - under the pre-investment label. However, we know that the world is characterized by a condition of virtually complete technological dependence of the less developed countries upon the donor countries and that the technological gap in all fields, including educational technology is constantly increasing.

39. So long as the world's know-how is so unequally divided between the needs of the richer and poorer countries, and the knowledge suited to poorer countries' special needs not only continuously neglected but even constantly destroyed

and submerged by irrelevant or harmful technology - so long as this situation persists, the quantitative increase in technical co-operation in education with the 25 LDCs is not necessarily an improvement upon the past. In the field of education, we are aware that very little is transferable apart from food (school meals, in combination with nutrition education) paper (textbooks) and possibly some simple instructional material. We are also becoming increasingly aware that capital investment in educational facilities for the masses of the population does not require a large foreign exchange component in view of the need for increased use of local materials combined with self-help at the community level.

40. The same is true for the transfer of "expertise"; what we know about the relation between education and poverty in specific socio-cultural situations is next to nothing. We should possibly allocate a greater share of our technical co-operation resources to creating a bank of knowledge directly useful to developing countries and directly applicable to their problems which can be transferred and subsequently adapted. In the field of education, a first step in this direction in the form of the creation of regional centres of educational innovations, has been taken; however, there is scope for widening these efforts by going down to the sub-regional and national level.

For a new look in international co-operation

41. Within the general search for ways to establish a new economic and social order, the concepts, modalities and practices of international co-operation in the field of education need a thorough review to increase the impact and effectiveness of external assistance. New attitudes - particularly reflecting equity considerations - must guide both donors and recipients alike in the formulation of aid programmes.

STATISTICAL DATA

As general background for discussion of possible new development programmes in the field of education in the LDCs, some basic data is assembled here to delineate some aspects of past assistance efforts.

1. BASIC SUMMARY DATA (1)

(i)	Total flow of resources to LDCs ⁽²⁾	507.4 million US \$
(ii)	Total flow of educational resources to LDCs ⁽³⁾	41.1 million US \$
(iii)	Educational flows as % of total resource flows	8.1%
(iv)	Educational flows as a % of national educational budgets	15.2%
(v)	Education Budget as percentage of total Government Budget	15.4%
(vi)	National Budget as percentage of GNP	16.9%
(vii)	Total population (1970)	146.8 million
(ix)	Density (persons per km ²) - 1970	11
(x)	Total School-age population (6-15) - 1970	35.0 million
(xi)	Total enrolled population (1970)	7.9 million
(xii)	Total flow of resources per capita	3.51 US \$
(xiii)	Total flow of educational resources per school-age population	1.17 US \$
(xiv)	Total flow of educational resources per enrolled population	5.22 US \$

2. READING THE STATISTICS

Systematic information on aid in the field of educational aid to the 25 LDCs is scarce and figures from different sources are contradictory. The above summary data are therefore only an approximation of those data about which we could be more or less sure. We have adopted in this paper the "value to the recipient" approach of educational aid flows and consequently we have relied on information found in documents from the recipient countries (mainly the Five Year Development Plans). However, sometimes, in order to complement missing data, we had to rely on information available from donors.

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- (1) For sources see Annex Tables; all figures, unless stated otherwise, are annual averages for 1963-1972.
- (2) All financial figures are in 1970 constant prices.
- (3) Estimate. For details see para. 5 (vi).

In such cases, we have attempted to translate the "cost to the donor" statistics into more meaningful data through systematic comparison with information available from recipients. In spite of this care in presenting the data, a number of drawbacks remain:

- (i) Statistics on aid (like most statistics) hide much more than they reveal. While they are meant to illustrate the major characteristics of international co-operation and its most obvious shortcomings which are very real, the fact is that both these characteristics and shortcomings cannot be measured. For example, it is obvious that 12 man-months of "bad" and expensive technical assistance can do a lot of harm to the very fragile development process of a country, while a "simple" and cheap mission of a volunteer might be very fruitful. Capital aid to construct schools (which often turn into "monuments") has often done more harm to the process of educational change and innovation than the designers of educational facilities would have wished;
- (ii) Dry statistics on aid are misleading in that they treat people as objects. Whether these people are the "rich" going to the LDCs to advise or whether they are the "poor" leaving the LDCs to learn abroad (and hopefully return), they are not objects but a vastly diverse and interesting set of subjects. Their particular characteristics and interests are far more important than the very few things they have in common such as the time/cost aspects of their "missions" which can be measured;
- (iii) The statistics utilized in the paper are part of a system of "Western" theories and concepts of development. They are presented under a series of headings with a definite cultural bias built into them, a bias which grows out of the richer countries' own experience, not that of the poorest. For example, the time (man/months) spent by an adviser in a country multiplied by the unit cost per unit of time (US \$ per man/month) is a "cost to the donor" statistic.⁽¹⁾ In fact, the "value to the recipient" may well be inversely related to this "cost to the donor" statistic: the longer the period of time an "expert" stays in the country the more he has proved not to be successful in training his counterparts and to make his mission obsolete; the more he "costs" (i.e. earns), the more he is likely to live an "elite" life far away from the poverty he was requested to understand and help alleviate. The measurement of aid streams against Gross National Product of the recipient country is another of these indicators borrowed from the "rich" of which the irrelevance regarding the 25 poorest, with on the average more than 70% in non-monetarized subsistence farming, does not need elaboration here.

(1) As indicated earlier, the only adjustment we could undertake is to present such data from recipient and not from donor sources.

3. TOTAL FLOW OF EDUCATION RESOURCES TO THE 25 LDCs

It has been estimated that the average annual flow of educational resources to the LDCs over the 10-year period 1963-1972 has amounted to about 41 million US \$ (in 1970 constant prices). (1)

This flow of educational resources includes different categories of financial transfers:

- (i) official Development Assistance (ODA) i.e. "pure" aid from both multilateral and bilateral sources; (2)
- (ii) all non-official aid such as technical assistance grants from foundations, unions, churches and private business firms;
- (iii) all types of foreign investment in education. (Mainly bilateral; IBRD and regional banks given only educational credits and no loans to the 25 LDCs).

4. RELATIVE MAGNITUDE OF EDUCATIONAL AID FLOWS(3)

- (i) As compared to total flow of resources to the LDCs(4)

The average annual flow of total resources to the LDCs over the decennium 1963-1972 has been around 507 million US \$. This would indicate that educational flows constitute around 8.1% of total flows to these countries.

- (ii) As compared to national educational budgets

Average annual aid to education constitutes about 15.2% of the average annual Government Budget for Education in the LDCs. This percentage is rather high, which is partly explained by a comparatively low government expenditure on education:

- (a) the educational budget is on the average not more than 14.2% of the total Government budget;
- (b) the total Government budget is on the average 16.9% of GNP;
- (c) average annual GNP in monetary terms is low (78 US \$ per capita).

- (iii) Per capita

Total resource flow per capita to the LDCs amounted to about 3.5 US \$ annually over the decennium 1963-1972, i.e. around seven times the per capita aid received by all developing countries during this period (0.50 US \$) and more than twice the average per capita aid

(1) For details see table 2.

(2) Figures on aid from centrally planned socialist economies were only available for a few donor countries and covered incidental years only. Also information on educational aid from China, India, Kuwait, UAR to the 25 LDCs was incomplete.

(3) Presented in the form of indicators in table 3.

(4) For details of total aid flows see table 1.

received by African countries (1.50 US \$). Educational aid per capita is less than 0.30 US \$ annually; more relevant indicators show that educational aid received annually per school-age population (6-15 years) amounted to 1.14 US \$ and per enrolled population to 4.2 US \$.

(iv) As compared to military spending⁽¹⁾

Total world military expenditure over the period 1968-1973 (at 1970 prices) has been more than \$ 200 billion annually or a daily expenditure of more than 560 million US \$. During the same period, countries on the African continent have spent on armament an annual average of about 1.9 billion US \$ (in 1970 prices) or a daily average of around 5.2 million US \$.

Compared with these figures, any aid stream seems marginal. Total annual flow of resources to the LDCs is less than one day's world military expenditure; average annual flows to education in the LDCs is roughly equal to one week's military expenditure in Africa!

5. TYPES OF EDUCATIONAL CO-OPERATION

(i) By major donor

(a) From bilateral sources of Development Assistance Committee (DAC) members:⁽²⁾

Over the period 1969-1973, the LDC's received from this source an annual average of around 4,700 man/years of fellowships, 2,000 man/years of traineeships and 4,500 man/years of expert advice in the field of education. The average per country for each of these types of assistance would be about 188 man/years of fellowships, 80 man/years of traineeships and 180 man/years of expert advice in education; however, these averages have little significance in view of great disparities between countries (see table 3). It would be impossible to cost these man/years at official standard costs since most of the data on experts relate to expatriate teachers, subsidized by the donor countries following different pay scales. Data available for eight out of the 25 LDC's would indicate that as an average over the period 1967-1972, between 60% (general secondary education) and 70% (teacher training) of the teaching posts in these countries were held by foreigners.

(b) From other bilateral sources:

Information on bilateral aid to education from other than DAC countries is hardly available. The two major donor countries to the LDCs (USSR and China) are mainly concentrating their assistance in agriculture/natural resources, industry, transport

(1) Source: World Armaments and disarmament, SIPRI Yearbook 1974, Stockholm International Peace Research Institute.

(2) For DAC membership see footnote table 1.

and communication and medical services (hospitals, pharmaceutical plants, etc). The only incidental information available would indicate a focus on technical/vocational education. (1)

(ii) From UN agencies

(a) United Nations Development Programme (UNDP):

Recent information available would indicate that out of a total aid by UNDP to the LDCs over the five year period 1969-1974 of around 270 million US \$, around 37 million US \$ (or almost 14%) was allocated to the education sector. This percentage is considerably higher than the share education receives out of total aid flows (multilateral and bilateral) which was calculated earlier at 8.1% but coincides reasonably well with the average share education receives from the national government budgets in the LDCs (15.2%).

(b) UNICEF:

Since the start of UNICEF's programme up to 1970, about 31.9 million US \$ was allocated to projects in the LDCs, covering education as a component of programmes directed at the integrated development of the child (together with health, rural development, sanitation and nutrition). This constitutes 57.3% of total UNICEF aid to these countries. In the period 1971-1975, commitments for assistance in this area amounted to a total of almost 13 million US \$ (66.4% of total committed aid) or about 2.6 million US \$ annually. Since education is often dealt with as an integral dimension of all social welfare programmes directed at children, the educational component cannot be singled out in most cases. "Pure" educational projects constitute on the average 28% of total UNICEF aid to the LDCs.

(c) World Food Programme (WFP):

WFP assistance to education focuses on food aid to expectant mothers and pre-school children and to pupils enrolled in all levels of formal education and non-formal education (literacy/adult education courses). As of December 1973, total accumulated WFP aid to the 25 LDCs (excluding emergency operations) amounted to about 200 million US \$ of which 100 million US \$ or 50% was channelled through the educational system. This percentage is about 25% for all developing countries.

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- (1) Examples: CHINA: (a) laboratory equipment for secondary school physics and chemistry teaching in Guinea, (b) construction of a technical school in Sana'a (Yemen Arab Republic).
USSR: (a) Technical Institute in Afghanistan, (b) Training Centres in Sudan, (c) High-schools and Technical College in Tanzania.

(d) IBRD/IDA credits to education:

During the period 1963-1974 a total of 20 educational credits were granted to 12 out of the 25 LDCs. The total amount of credits given to education amounted to about 123.7 million US \$, around 30% of the total amount of credits given to these countries. Compared with the total of the Third World, the position is as follows:

- educational credits to the LDCs constitute about 29% of total educational credits granted to the Third World - a similar figure for credits in all sectors is only about 13%;
- of all educational credits granted to the African countries about 56% went to African LDCs, and the latter group received a 87% share of all educational credits to the 25.

(e) Unesco regular budget and Funds-in-Trust Programme:

Direct aid to education in the LDCs under Unesco's participation programme over the period 1971-1974 amounted to about 178.000 US \$ or less than an average 2,000 US \$ per country per year. The group received only 15% of the total allocations under this programme. Under Unesco's Funds-in-Trust Programme, up to 1974, around 4 million US \$ was allocated to countries in the 25 group, an average of 160.000 US \$ per country.

(iii) Attempts at aggregation of data

If one would attempt to arrive at a total of educational assistance to the LDCs on the basis of information provided by the different donor agencies, (1) one would arrive at a total figure (excluding food aid) of about 185 million US \$ annually for 1969-1974 (of which 73% bilateral aid from the DAC countries). This is more than four times the total estimate arrived at when consulting sources from the recipients (41 million US \$). While 41 million US \$ is possibly an underestimate, 185 million US \$ is an overestimate for sure: it is very unlikely that as much as 36% of total aid to the 25 LDCs would go to the educational sector since this would represent as high as 70% of the total educational budget of these countries.

(iv) By type of assistance

- Almost all bilateral aid from the DAC countries to education in the LDCs is in the form of grants; for the Third World as a whole 60-70% of educational aid is in the form of grants. More than 85% of all educational aid from the DAC countries is in the form of technical assistance. Almost one third of this aid was non-official; mainly covering technical assistance grants from Foundations (50% coming indirectly from public funds);
- With the exception of WFP (food aid) and IBRD/IDA (mainly construction and equipment) almost all multilateral aid to education in the LDCs consisted of technical assistance (expertise, scholarships, seminars/courses, etc).

(1) Such an exercise involves multiplying man/years of expertise and scholarships with standard costs provided by the donor agencies.

(v) By level/type of education

Information on the types and levels of education in the LDCs which benefit most from external assistance is very scarce. Provisional information indicates the following:

- (a) Bilateral assistance from the DAC is concentrated (in number of projects) on higher education (22% of total), followed by secondary education and professional/vocational education while primary education ranks last. The majority of projects focused either on fellowships (40%) or on the provision of expatriate teachers (30%), followed by projects in teacher training. There were only 30 projects in educational planning, curriculum development and educational technology;
- (b) UNDP-financed educational projects in the LDCs concentrated on teacher training (56%) followed by literacy and integrated educational development (22%) and higher/vocational education. Allocations to educational planning and research, curriculum/technology development and women's education were only 5%;
- (c) Unicef aid to education in the LDCs concentrated, by definition, on pre-school and primary school education and on teacher training for primary schools;
- (d) WFP aid to education focused mostly on providing food aid to primary school children (64%) followed by literacy/adult education (13%), nursing mothers and pre-school children (11%) and secondary school children (10%);
- (e) IDA credits were granted mainly (40%) to technical/vocational education (including agricultural training), followed by secondary general education and teacher training. Two projects in education for rural development have thusfar been supported by IDA credits.
- (f) Unesco's Funds-in-Trust programme for the LDCs focused on teacher training; Unesco's participation programme (mainly in the form of seminars, fellowships, short-term consultant missions) concentrated on educational technology/curriculum development and on adult education.

(vi) Disparities

(a) In total aid flows

Table 1 (1) gives an indication of the disparities in total aid flows to the LDCs. The figures indicate a great disparity among countries in total amounts of assistance, in per capita figures, in % annual increase and as a % of GNP.

(1) See Annexes

The table is self-explanatory. Extremes are:

	% ANNUAL INCREASE (1968-1973)			Total Aid as % GNP (1968-73)	Total Aid per capita (US\$) (1970)
	Bilateral	Multilateral	Total		
AVERAGE	2.41	0.77	2.6		
High	Tanzan.(7.67)	Mali (2.64)	Afgh.(8.39)	Botswana(27.1)	Botswana(31.62)
Low	Bhutan (0.02)	Somalia (0.05)	Laos (0.15)		

No definite patterns could be identified from the information in table 1.

(b) In educational aid flows

Table 2 (1) gives country information on aid to education (as identified from recipient sources), total aid, educational budgets, total national budgets, GDP, population, school-age population and enrolled population. These absolute figures and their comparison to the average permit us to get an idea regarding the disparities among country situations in the LDCs.

However, they are mainly useful to construct the comparative indicators of table 3. (1) The summary table below indicates rather important discrepancies among countries in the LDCs.

	AVERAGE	HIGH	LOW
Educ. Aid as % of total aid	8.1	31.4 (Burundi)	0.37 (Dahomey)
Educ. Aid as % of Educ. budg.	15.15	69.6 (Burundi)	0.75 (Dahomey)
Educ. Aid as % of Total budg.	15.43	32.35 (Guinea)	4.8 (Yemen Arab.)
Total budget as % of GDP	16.9	40.3 (Botswana)	4.8 (Haïti)
Total Aid as % of Nat. Budget	37.5	116.6 (Laos)	4.1 (Sudan)
GDP per capita (US \$)	98.9	136.5 (Botswana)	45.2 (Burundi)
Total population (million)	5.9	25.0 (Ethiopia)	0.1 (Maldives)
Density (per km ²)	10.6	188 (Haïti)	1 (Botswana)
Aid per capita (US \$)	5.44	23.8 (Botswana)	0.84 (Haïti)
Educ. Aid per enrolled (US \$)	5.2	20.2 (Burundi)	0.32 (Dahomey)
Nation. Educ. Budg. per enrolled (US \$)	27.7	206.2 (Maldives)	8.6 (Nepal)
Total Aid as % GDP	4.5	18.8 (Lesotho)	0.2 (Bhutan)

(1) See Annexes

The above figures do not indicate very much. At most we can conclude that East Africa countries (Burundi, Botswana, Lesotho) are relatively better off in receiving aid (including educational aid) than most of the others among the 25 LDCs while countries like Dahomey, Haiti and Sudan are relatively underprivileged in this respect.

An attempt at finding a causal relationship between the different quantitative indicators of table 3 has been unsuccessful; rank correlations calculated on the basis of the (incomplete) information show insignificant coefficients which cannot lead to any meaningful generalization. Non-quantifiable (possibly mainly "political") criteria may well be more significant in explaining the relative importance of total and educational aid flows to the LDCs and disparities within this group.

Table 1

Summary from donor sources of aid
to the 25 IDC's

Recipient Country	Net Bilateral ODA* assistance from DAC** countries			Net multilateral assistance		Multilateral and bilateral aid		Average total bilateral and Multilateral Aid 1968/73 as a % GNP	Average bilateral and Multilateral aid p. capita US \$ (1970)
	1973 (million US \$)	Average 1968-73 (million US \$)	% annual increase	Average 1968-73 (million US \$)	% annual increase	Average 1968-73 (million US\$)	% Annual increase		
Afghanistan	43.21	10.68	6.13	8.27	2.26	38.95	8.39	3.64	2.72
Bhutan	0.48	0.16	0.02	-	-	0.16	0.02	0.27	0.17
Botswana	33.90	16.31	5.35	3.02	0.88	19.32	6.23	27.06	31.62
Burundi	15.20	13.02	1.96	7.01	1.59	20.03	3.55	9.5	5.65
Chad	26.41	10.03	3.60	7.86	1.24	26.89	2.36	9.0	7.38
Dahomey	13.53	12.35	1.42	7.19	1.02	19.54	2.45	8.1	7.21
Ethiopia	49.04	34.40	2.37	8.95	0.64	43.35	3.01	2.3	1.76
Guinea	17.26	6.41	3.19	2.79	0.60	9.20	2.60	2.0	2.31
Haiti	5.03	4.46	0.54	1.54	0.25	6.00	0.79	1.2	1.23
Laos	72.31	67.74	0.21	0.85	0.06	68.59	0.15	19.6	3.16
Lesotho	8.22	9.78	0.57	4.04	1.29	13.82	0.72	17.3	14.97
Malawi	22.01	24.30	1.65	8.68	1.09	32.98	2.74	10.0	7.43
Maldives Islands	0.32	0.33	0.13	0.12	-	0.45	0.13	4.5	4.17
Mali	34.95	15.99	2.85	12.66	2.64	28.65	5.49	9.0	5.71
Nepal	25.05	18.25	5.29	3.10	0.45	21.35	5.75	2.3	1.93
Niger	22.07	25.63	0.07	12.08	3.45	37.70	3.52	9.9	9.38
Rwanda	26.23	18.43	3.00	5.16	0.99	23.59	3.99	11.8	6.56
Sikkim	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Somalia	19.31	18.18	3.30	10.46	0.05	28.63	3.55	15.1	10.12
Sudan	16.78	2.64	2.45	9.57	2.28	12.20	4.73	0.7	0.78
Tanzania	85.76	41.34	7.67	11.11	1.39	52.45	6.28	3.9	3.95
Uganda	9.06	21.03	1.03	9.82	0.12	30.85	1.16	2.4	3.14
Upper Volta	36.33	16.88	2.53	10.50	1.00	27.38	3.53	8.1	5.08
Western Samoa	0.69	0.30	0.08	0.65	0.13	0.95	0.20	4.8	6.64
Yemen Ar.Rep.	14.42	6.97	2.22	3.65	1.26	10.61	3.67	3.7	1.85
Total	615.57	424.57		149.05					
Average	24.62	16.98	2.41	5.96	0.77	22.94	2.6	4.5	3.97

* Including capital aid

** DAC Countries: Australia, Austria, Belgium, Canada, Denmark, France, Germany, Italy, Japan, Netherlands, Norway, Sweden, Switzerland, United Kingdom, United States of America

Table 2

Aid flows to education in the 25 LDC's
and basic data on these countries*

Basic Data	1	2	3	4	5	6	7	8	9
Least developed countries	Aid to education (1000 US \$)	Total aid (1000 US \$)	National education budget (1000 US \$)	Total national budget (1000 US \$)	GDP (1000 US \$)	Total population 1970 (1000)	Total school-age population (6-15) (1000) (1970)	Total enrolled population 1970	Area Km ²
Afghanistan	2,884	41,404	8,427	58,059	1,150,118	16,978	4,090	667,439	647,497
Bhutan	n.a.	115	849	n.a.	76,790	836	n.a.	8,991	47,000
Botswana	496	14,824	3,573	34,176	84,910	622	151	88,378	600,372
Burundi	3,869	12,329	5,558	19,901	162,857	3,600	875	191,467	27,834
Chad	1,406	21,830	6,843	42,064	239,218	3,706	952	194,100	128,400
Dahomey	62	16,831	8,275	31,375	181,926	2,686	596	195,938	112,622
Ethiopia	4,790	36,937	22,574	181,693	1,520,362	25,046	5,952	790,606	1,221,900
Guinea	n.a.	12,515	19,098	59,028	350,180	3,921	n.a.	256,670	245,857
Haiti	n.a.	4,388	n.a.	23,716	494,806	5,229	1,252	372,251	27,756
Laos	n.a.	70,725	6,161	60,666	n.a.	2,985	749	260,680	236,800
Lesotho	195	11,157	2,794	17,705	59,332	1,043	236	191,129	30,355
Malawi	n.a.	30,112	10,860	68,401	310,143	4,443	1,150	367,711	118,484
Maldive Islands	n.a.	358	201	3,477	n.a.	108	n.a.	975	298
Mali	2,218	28,576	13,878	46,824	289,577	5,088	1,128	239,054	1,240,000
Nepal	n.a.	16,157	4,885	63,261	868,851	11,257	2,822	569,235	140,797
Niger	551	25,738	5,474	36,529	335,288	3,848	1,003	95,828	1,267,000
Rwanda	3,390	15,336	5,441	50,437	181,980	3,587	914	429,880	26,338
Sikkim	n.a.	n.a.	n.a.	n.a.	n.a.	194	n.a.	n.a.	7,107
Somalia	221	27,876	3,106	65,391	211,620	2,789	791	58,436	637,651
Sudan	1,262	21,682	72,084	525,678	1,576,228	15,779	4,044	972,554	2,505,813
Tanzania	n.a.	42,877	31,693	178,557	1,018,985	13,235	3,376	903,172	939,700
Uganda	n.a.	26,891	28,742	173,567	882,139	8,584	2,126	772,580	236,030
Upper Volta	n.a.	21,015	7,533	32,869	293,543	5,384	1,310	116,606	274,200
Western Samoa	n.a.	717	1,406	9,340	n.a.	143	n.a.	39,666	2,842
Yemen Arab Rep.	n.a.	7,049	1,709	35,927	503,973	5,734	1,438	94,034	195,000
Total	41,085 ⁽¹⁾	507,439	269,164	1,818,641	10,792,826	146,825	34,955	7,877,380	10,917,662
Average	1,643	21,143	11,703	79,071	513,944	5,873	1,748	328,224	436,706

* Unless stated otherwise figures are averages for the 10-year period 1963-1972.
(1) Information of this item was only available on 12 out of 25 countries; an estimate of the total was arrived at by extrapolating data from these 12 countries taking as an indicator the average percentage of total aid flows going to the education sector.

Table 3

Indicators of aid to education of total aid
and of other major characteristics of the 25 LDC's

Indicators*	1 as % of 2	1 as % of 3	3 as % of 4	4 as % of 5	2 as % of 4	2 as % of 5	GDP per capita (5/6)	Density (p. km ²) (6/9)	P. capita Aid (2/6)	Education. aid p. enroled (1/8)	National Education budget p. enroled (3/8)
25 least developed countries											
Afghanistan	6.97	34.22	14.51	5.05	71.31	3.60	67.74	26	2.44	4.32	12.63
Bhutan	n.a.	n.a.	n.a.	n.a.	n.a.	0.15	91.85	18	0.14	n.a.	94.43
Botswana	3.35	13.88	10.45	40.25	43.38	17.46	136.51	1	23.83	5.61	40.43
Burundi	31.38	69.61	27.93	12.22	61.95	7.57	45.24	129	3.42	20.21	29.03
Chad	6.44	20.55	16.27	17.58	51.90	9.13	64.55	29	5.89	7.24	35.26
Dahomey	0.37	0.75	26.37	17.25	53.64	9.25	67.73	24	6.27	0.32	42.23
Ethiopia	12.97	21.22	12.42	11.95	20.33	2.43	60.70	20	1.47	6.06	28.55
Guinea	n.a.	n.a.	32.35	16.86	21.20	3.57	89.31	16	3.19	n.a.	74.41
Haiti	n.a.	n.a.	n.a.	4.79	18.50	0.89	94.53	188	0.84	n.a.	n.a.
Laos	n.a.	n.a.	10.16	n.a.	116.58	n.a.	n.a.	13	23.39	n.a.	23.63
Lesotho	1.75	6.98	15.78	29.84	63.32	18.80	56.89	34	10.70	1.02	14.62
Malawi	n.a.	n.a.	15.88	22.05	44.32	9.71	69.80	37	6.78	n.a.	29.53
Maldivé Islands	n.a.	n.a.	5.78	n.a.	10.30	n.a.	n.a.	362	3.21	n.a.	206.15
Mali	7.76	15.98	29.64	16.17	61.33	9.87	56.91	4	5.62	9.28	58.05
Nepal	n.a.	n.a.	7.72	7.28	25.34	1.36	77.18	80	1.44	n.a.	8.58
Niger	2.14	10.07	14.99	10.89	70.46	7.68	87.13	3	6.69	5.75	57.12
Rwanda	22.10	62.30	10.79	27.72	30.41	8.43	50.73	136	4.28	7.89	12.66
Sikkim	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	27	n.a.	n.a.	n.a.
Somalia	0.79	7.12	4.75	30.90	42.63	13.17	75.88	4	9.99	3.78	53.15
Sudan	5.82	1.75	13.71	33.35	4.12	1.38	99.89	6	1.37	1.30	74.12
Tanzania U.R	n.a.	n.a.	17.75	17.52	24.31	4.21	76.99	14	3.24	n.a.	35.09
Uganda	n.a.	n.a.	16.56	19.38	15.49	3.05	102.77	36	3.13	n.a.	37.20
Upper Volta	n.a.	n.a.	22.92	11.20	63.94	7.16	54.52	20	3.90	n.a.	64.60
Western Samoa	n.a.	n.a.	15.05	n.a.	7.68	n.a.	n.a.	50	5.01	n.a.	35.45
Yemen Arab Rep.	n.a.	n.a.	4.76	7.13	19.62	1.40	87.89	29	1.23	n.a.	18.17

*Numbers refer to the columns of table 2

748423A IBRD UR

INCOMING TELEX

LI - UNESCO

UNESCO Z PARIS

Sept. 25, 75

RECEIVED

Distribution:

Education Dept.
Mr. Hoffman

INTRAFRAD WASH =

SEP 25 8 47 AM 1975

COMMUNICATIONS
SECTION

24783 FOR LESLANT

PLEASE CALL REMY CABLE HOFFMAN YESTERDAY REGARDS =

MOLLER +

END +

248423A ISRD UR

UNESCO Z PARIS

LI-UNESCO

INCOMING TELEX From Paris

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Distribution: Mr. Hoffman

SEP 24 1 11 PM 1975

UNESCO 24461F
(Telex NO.)

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Sept. 24, 75

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24661 FOR HOFFMAN

NAJMAN AND MYSELF AVAILABLE FOR DISCUSSION REVIEW PROPOSALS EITHER
EIGHT OR THIRTEEN AND FOURTEEN OCTOBER PLEASE DISCUSS WITH ALL
CONCERNED AND PHONE ME TOMORROW TWENTYFIVE TO FIX DATES =

MOLLER +

We will post...
20, 26, 76

END +

H. R.
D. R.

September 24, 1975

Dear Mr. M' Bow:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated September 12, 1975 (Ref: DG/1.6/948), inviting the World Bank to be represented at the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth to be held in Paris from April 5 to 10, 1976.

We are grateful for the invitation but I have been asked to inform you that the Bank will be unable to be represented at this meeting. We would, however, be interested in seeing the report of the Conference when it is issued.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Amadou-Mahtar M' Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Files with incoming letter

:mmed



LI-UNESCO 247
cc LI-N

Mr. D. H. Lewis

September 22, 1975

Duncan S. Ballantine *DSB*

PARIS - Workshop of Unesco Educational Facilities Units
STOCKHOLM - Investigation - Educational Planning Norms
Terms of Reference

1. You will leave Washington on or about September 28, 1975 for a stay of about five days in Paris; proceeding thence to Stockholm on or about October 4, 1975, for a visit of about three days.
2. In Paris you will attend the sixth workshop of Unesco's Educational Facilities Units, to be held from September 29 to October 3, 1975, at which you should present a brief paper concerning recent Bank/IDA operations in the education sector and projects envisaged during the coming year.
3. In Stockholm you will visit the National Board of Education and the University Chancery to discuss planning norms developed for secondary, primary and university level facilities.
4. On your way from Paris to Stockholm in the course of the weekend separating the two missions you may visit the new Engineering University facilities in Copenhagen to obtain - and, if possible discuss - available physical planning data.
5. You will return to Washington on or about October 9, 1975 when you will submit a brief report of your missions.

cc: Mr. Hultin
Ms. LeBlanc

DHLewis:nb



LI UNACC
✓ LI UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: TROUILLOT

DATE: SEPTEMBER 19, 1975

UNESCO

CLASS OF SERVICE: (X) 685

4/c

PARIS

COUNTRY: FRANCE

TEXT: REYRCAB SEPTEMBER SIXTEEN HEREBY CONFIRM THAT KHAN AND I WILL ARRIVE
Cable No.: PARIS FOR MEETINGS WITH COBLEY IN THE MORNING OF SEPTEMBER TWENTY-NINE
STOP REGARDS

CHRISTOFFERSEN
INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Ted J. Davis

DEPT. Agric. & Rural Development

SIGNATURE *Ted J. Davis*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: UN ACC Study on Rural Development

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

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For Use By Communications Section

Checked for Dispatch: *J*

LI-UNESCO

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: M'BOW
UNESCO
PARIS

DATE: SEPTEMBER 18, 1975

CLASS OF
SERVICE: TELEX 27602 (3641) *He*

COUNTRY: FRANCE

TEXT:
Cable No.:

FURTHER MYLET SEPTEMBER 9 CONCERNING PROPOSED MEETING FOR UNESCO SPECIAL FUND FOR AFRICAN R AND D TO BE HELD PARIS SEPTEMBER 25 AND 26 STOP REGRET TO INFORM YOU THAT DUE OTHER COMMITMENTS BANK UNABLE ATTEND PARIS MEETING STOP BANK HAS NO COMMENTS AT THIS STAGE ON PROPOSED FUND BUT WE ARE INTERESTED IN RECEIVING COPIES OF DOCUMENTS PREPARED IN FUTURE ON THIS SUBJECT REGARDS

BURNEY

INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME Mahmud Burney

DEPT. International Relations

SIGNATURE *Mahmud Burney*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

MB:mmcd

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

CLEARANCES AND COPY DISTRIBUTION:

Cleared in substance & cc: Mr. Ballantine

For Use By Communications Section

Checked for Dispatch: *D*

September 17, 1975

Mr. B. Kluchnikov
Director
Division of Educational Policy and Planning
UNESCO
7 Place de Fontenoy
75700 Paris
FRANCE

Dear Boris:


Thank you for your letter of September 1 and your invitation for a Bank representative to attend the sixth workshop of UNESCO's Educational Facilities Units to be held in Paris from October 1-3, 1975.

I shall be glad to send David Lewis, the Architectural and Implementation Adviser of the Education Department, to attend workshop sessions on behalf of the Department and to present a short paper on Bank operations in the education sector as you have suggested. He will be interested in taking the opportunity afforded by the visit to discuss with John Beynon the findings and status of the various studies carried out or commissioned under your educational facilities program.

He will inform you, in due course, of his travel plans and the hotel at which he will be staying in Paris.

With best wishes,

Sincerely yours,


Duncan S. Ballantine
Director
Education Department

DHLewis:mb





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

7, place de Fontenoy, 75700 Paris

DECLASSIFIED

MAY 11 2023

Files

The Director-General

WBG ARCHIVES

référence : DG/1.6/948

12 SEP 1975

Subject : First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth, Paris, 5-10 April 1976.

Dear Mr. McNamara,

I have the honour to inform you that, in accordance with Resolution 1.222.1 adopted by the General Conference of Unesco at its eighteenth session, the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth will be held at Unesco House, Paris, on 5-10 April 1976. The provisional agenda for this meeting is attached hereto.

In conformity with decision 4.1.1 adopted by the Executive Board at its 97th session, I have pleasure in inviting your Organization to be represented by an observer at this Conference which will provide an opportunity for examining the role that physical education and sport must play if they are to contribute fully to the harmonious development of the individual in the context of life-long education.

If, as I hope, your Organization accepts this invitation, I should appreciate it if you would kindly inform me of the name and titles of your observer, preferably by 1 January 1976 at the latest.

Enclosed please find a copy of the questionnaire which has been sent to Member States. This sample is intended for information only and should not be returned.

In accordance with established practice, travel and subsistence costs are borne by the participants.

Further Conference documents will be sent to you in due course.

Yours sincerely,

A. M. M' Bow

Amadou-Mahtar M' Bow

Rec'd in IRD

SECTION COMMUNICATIONS

10222612 6M 3: 75

RECEIVED

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

9/22/75

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

Washington-Mexico, M. Bow

1975 SEP 19 PM 3:42

COMMUNICATIONS
SECTION

Yours sincerely,

course

Further conference documents will be sent to you in due
circumstances and you will be asked to contribute.
In accordance with established practice, travel and
information only and should not be returned.
has been sent to member states. This sample is intended for
enclosed please find a copy of the questionnaire which
the interest.
and titles of your organization, preferably by 1 January 1976 as
I should appreciate it if you would kindly inform me of the name
if, as I hope, your organization accepts this invitation,
in the context of life-long education.
contribute fully to the harmonious development of the individual
role that physical education and sport must play if they are to
conference which will provide an opportunity for examining the
your organization to be represented by an observer at this
Executive Board at its 21st session, I have pleasure in inviting
in conformity with decision 4.1.1 adopted by the
agenda for this meeting is attached hereto.
held at UNESCO House, Paris, on 2-10 April 1975. The International
Physical Education and Sport in the Education of Youth will be
Conference of Ministers and Senior Officials responsible for
UNESCO at its eighteenth session, the First International
with resolution 1.333.1 adopted by the General Conference of
I have the honour to inform you that, in accordance

Dear Mr. McNamara,

Paris, 2-10 April 1975.
Education and Sport in the Education of Youth,
and Senior Officials responsible for Physical
Subject: First International Conference of Ministers

Reference: DC\I\A\248

15 SEP 1975

The Director-General

MBC ARCHIVES

EX-100

3, place de Fontenay, 75300 Paris

DECLASSIFIED



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

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

FIRST INTERNATIONAL CONFERENCE OF MINISTERS AND SENIOR OFFICIALS RESPONSIBLE
FOR PHYSICAL EDUCATION AND SPORT IN THE EDUCATION OF YOUTH

Unesco House, Paris, 5-10 April 1976

PROVISIONAL AGENDA

1. Opening of the Conference.
2. Election of the President.
3. Adoption of the Rules of Procedure.
4. Election of the Vice-Presidents and the Rapporteur.
5. Adoption of the Agenda.
6. Present situation of physical education and sport in the education of youth.
7. Rôle to be played by physical education and sport in the education of youth in the perspective of life-long education.
8. Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport.
9. International co-operation for the promotion of physical education and sport.
10. Adoption of the Report.
11. Closure of the Conference.

MAY 11 2023

CL/2458

WBG ARCHIVES Annex

Pour information seulement
For information only

ANNEX

FIRST INTERNATIONAL CONFERENCE FOR MINISTERS AND SENIOR OFFICIALS
RESPONSIBLE FOR PHYSICAL EDUCATION AND SPORT IN THE EDUCATION OF YOUTH

QUESTIONNAIRE

INTRODUCTION

From 5-10 April 1976, the Unesco Secretariat will hold the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport.

The purpose of the conference will be to examine strategies which will guarantee physical education and sport their proper place in the school curriculum in order that they may effectively play their role in the preparation of youth in the perspective of life-long education. Particular emphasis will be placed on the educational values of physical education and sport in relation to the harmonious development of the total individual. The conference will concern itself with both physical education and sport in the school as part of the formal educational programme and with sports activities which are conducted as separate programmes. The discussion of these topics will deal for a large part with the needs of youth attending school but will also examine the needs of school age youth not enrolled in programmes of formal education. The practice of sport, whether of a competitive or purely recreative nature, should be considered of equal importance for both groups and an essential aspect of their preparation for a healthy and fulfilling life. The conference will, however, not concern itself with aspects of training for organized competitive sports or any other issues relating to sports programmes for adults.

In order to facilitate discussion of the various items on the agenda, the Secretariat proposes to place before the conference a Conference Working Paper. For the preparation of this document, the Secretariat considers it of the utmost importance that it be adequately informed about the current conditions of physical education and sports of the participating countries. It also desires to be informed of new emphases and orientation for physical education and sport in light of the concept of global, life-long education and such steps governments consider taking to that effect.

The attached questionnaire has been constructed to collect this information. Its pattern follows the structure of the agenda of the conference. The questions posed have intentionally been worded in broad terms in order that they may apply to the majority of situations and conditions in physical education and sport for school age youth. The construction of the questions has been designed to make them open-ended and as non-directive as possible.

Consequently, it is assumed that this manner of questioning will provide enough flexibility for and freedom of expression to reflect special conditions in each country. Where necessary and/or when specific questions do not correspond to the actual situation in a given country, one should feel free to insert additional or different sub-headings and to provide additional data for clarification.

CL/2458

Annex - page 2

Although the questionnaire is directed at an international professional audience, an attempt has been made to use the least possible amount of professional jargon in the interest of clarity and expediency in tabulating. A very brief glossary has been provided to define some of the terms that most likely could invite different interpretation. It should be understood, however, that the definitions used do not represent any particular national usage, nor that they are intended to affect national usage. If the definition of terms does not apply to local usage and if, therefore, other terms are substituted, it would be appreciated if a brief set of the definitions used in their place were appended.

The Secretariat would also appreciate receiving relevant documents such as texts or abstracts of national legislation, policy statements, regulations, ordinances, administrative guidelines or instructions, syllabuses, curriculum guides, course outlines, etc. (preferably in English or French). It should be emphasized that the Secretariat intends to utilize the data obtained by the questionnaire for identifying trends, requirements and significant innovations, but does not intend to publish the completed questionnaires in their original or any other form. However, unless marked "for Unesco use only", copies of the questionnaire may be made available to conference participants upon their request.

Replies to the questionnaire should reach the Secretariat not later than 15 September 1975, and should be addressed to:

The Assistant Director-General for Education

Attention of: Dr. Nicolaas J. Moolenijzer
Division of Structures and Content
of Life-long Education,
Unesco,
7 place de Fontenoy,
75700 - PARIS

QUESTIONNAIRE

GUIDELINES

Mark if "for Unesco use only"

Direct your reply to the items indicated in the question only, and answer in a concise but comprehensive manner. If possible utilize the nomenclature provided (see definition of terms); where not applicable furnish a brief commentary in an appended "glossary" to facilitate interpretation.

Attach to your reply any possible documentation such as curriculum outlines, syllabuses, administrative guidelines, policy statements and other documents which may supplement your reply.

Keep in mind that your efforts are a valuable contribution to the success of the conference and consequently will be given the greatest attention.

PART I - CURRENT CONDITIONS IN PHYSICAL EDUCATION AND SPORT

A. PHYSICAL EDUCATION

The following questions are concerned with the programme(s) of physical education offered at your educational institutions at the present time. Please do not project future plans for change or adoptions.

1. Aims and objectives

Express in a brief statement the aims and objectives of your physical education programme. If available, attach a copy of the official policy statement defining the aims and objectives of physical education in the schools.

Where possible demonstrate: how its aims and objectives relate to such factors as health and skill learning and those of a prophylactic, corrective, social, moral, recreative nature, etc.

2. Structure, organization, administration

Discuss the organizational structure of physical education in your country. Direct your remarks to such areas as: (I) Administrative Bodies: List and describe the legal authority, responsibilities and functions of those agencies responsible for the development, implementation, administration and supervision of the programmes of physical education for youth (e.g. Ministries, Departments or Sections in Ministries, State Boards of Education, Local School Boards, etc.). Indicate whether these agencies are elected or appointed, whether they are centrally controlled or operate independently, etc.; (II) Levels of Instruction (e.g. pre-school, elementary, secondary (including vocational and technical) and higher education); (III) Types of Instruction (e.g. schools, colleges, universities, institutions for the physically and mentally handicapped and other institutions where formal educational programmes for youth exist, such as hospitals, corrective institutions, etc.); and (IV) Financial Support: Indicate in percentages from which source (e.g. nation, state, or province, region, county, city, private and others) the various institutions derive their operating budget.

3. Curriculum

Describe the curriculum adopted at the various levels of education and for the various types of institutions and indicate and discuss such aspects as: (I) Number of hours of physical education by level and type of institution; (II) Whether the physical education programmes are voluntary, optional or compulsory, credit and/or not credit earning, co-educational or segregated; (III) Whether the curriculum is exercise or sport oriented. If possible, distinguish between sports technique (skill) learning, competitive sports activities, preparation for leisure time - life-long - and recreational sports activities(*); and (IV) Whether, and to what extent physical education is integrated with the academic aspects of the curriculum and organized on an interdisciplinary basis (e.g. in combination with dance, music, etc.).

Describe the away-from-school programmes such as seasonal school camps, their curricular offerings, particularly as they relate to physical education and sports. Comment on the curricular offerings for the physically and mentally handicapped,

(*) Attach a list of the most commonly practised activities in your programmes.

the pre-school aged child, school dropouts and school age employed individuals. Indicate to what degree your programmes for physical education and sport concern themselves with curricular planning for international exchange on a binational or multinational level (individual representatives, teams, sport camps, etc.).

4. Methods

Describe the nature and techniques of your teaching methods and to what extent they implement the concepts of your philosophy for physical education and sport. Note if and where they differ from the educational methods generally utilized in your educational institutions. Describe what evaluation techniques you apply at the various levels to obtain data for appraisal of the teaching techniques utilized and for assessment of individual progress in skills, knowledges, physical development, social development and such.

5. Personnel

Discuss the required certification for teaching at the various educational levels. Indicate whether the physical education and sport instructor must be a specialist; is expected to assume responsibility for the teaching of other, additional disciplines or is considered a generalist (e.g. self-contained classroom teachers). Submit data reflecting the current or most recent status of the number of personnel employed in each category listed and if possible the teacher/pupils ratio for each level and type of education (e.g. technical education, general education, etc.).

Present evidence how the status and salary of physical education teachers compare to those of other teachers with similar qualifications.

Indicate what opportunities to teach exist for para-professional personnel such as coaches, sport leaders, trainers and teaching assistants and what positions they occupy. When use is made of Volunteers, (non-professionals) describe their function in a similar manner.

6. Professional preparation

Describe the required professional preparation qualifying for the teaching of physical education and sport for: classroom teachers, specialists, supervisory personnel, and for instructors at institutions of higher learning. For the latter indicate whether there exists a distinction between the qualifications for the teaching of "activity" courses and of "professional" courses. Indicate such aspects as major field of study, minor field of study, required number of years of preparation, degrees and credentials demanded.

Describe the type of institutions that offer programmes in teacher preparation for physical education and sport and indicate their total number for each category. Indicate the nature of the institutions (whether they are specialized schools, colleges, academies, etc. or whether they are departments of an institution of higher learning). Attach schedules and course descriptions if available.

Describe the opportunities that exist for educational extension or advancement through such means as: summer courses leading to advanced degrees or credentials, refresher courses, short courses, workshops, in-service education or other arrangements. Indicate whether this additional education is coluntary/optional or required/compulsory, whether it leads to professional advancement or salary increases or whether it is required to maintain position or rank.

7. Facilities and equipment

Without going into detailed descriptions, enumerate what facilities and equipment you have at your disposal at the various levels (pre-school, elementary, secondary, higher education). Indicate in percentages which you own and control; which you share and which you rent. Include in your listing indoor and outdoor facilities; gymnasiums, swimming pools, stadiums, campgrounds, ski slopes, research laboratories (indicate type of research), professional libraries, and so on.

8. Research

Describe what research projects have recently been completed in your country and in what type of research you are presently engaged; specify by whom and where these research projects are conducted. Indicate whether the research projects are funded by public funds, private endowments, stipends or grants. Comment on the implementation or application of the research findings for the various different areas of sport and physical education. Report all team research or comparative projects which require international co-operation. Identify the extent of your documentation service, the nature of its resources (emphasis on health, fitness, sport, physiology, psychology, sociological aspects, international-comparative, etc.).

9. Evaluation

Describe what procedures are followed to evaluate the overall programme of physical education and sport to assess their physical outcomes, social outcomes, changes in participant interests, suitability of methodical approach, compatibility of administrative practices, accountability of programmes and professional performance, public acceptance and support of existing programmes, etc. Indicate what procedures are followed to implement the evaluation data.

B. SPORT IN THE SCHOOLS

The following questions are concerned with school authority administered sports programmes at your educational institutions. Please do not project future plans for change or adoption.

1. Aims and objectives

Express in a brief statement the aims and objectives of your education-administered sports programme. Address such aspects as expected outcomes, concepts of male and female participation, participation by all (sport for all concepts), usage of representative athletes only, etc.

2. Structure, organization, administration, contents

When describing the various aspects of education-organized and education-administered sports, distinguish between intra-mural, extra-mural and recreation sport. Indicate what provisions exist for such areas as:

- classifications based on age, weight and height (or determined by other means)
- medical requirements and care
- insurance and liability

- financial support in relation to total budget
- ratio of financial support for men's and women's (boys' and girls') programmes
- administrative functions for scheduling, organizing and conducting of sports programmes (leagues, classes, etc.)
- segregated or co-educational programmes
- ratio of numbers of male and female participants
- ratio of numbers of sports activities for men and women
- required vs. voluntary participation in sports programmes
- relationships of teaching (instruction), coaching and supervision of sports activities
- manner of recognition of success and type of rewards
- establishing championships, for both individual and team, on local, regional and national levels
- forms of sponsorships to support programmes or individual participants (e.g. institutional, local, regional, national, industrial, etc.)
- existing criteria for the selection of recipients of such scholarships (e.g. athletic ability, maintenance of scholastic standards, etc.)
- allowing pupils and students to adjust their academic study programme to their training schedule for competitive sports activities

Identify those sports activities which have been organized as part of a bi-national or international exchange programme. Furnish a list of scheduled activities and attach it and supplementary exhibits of the various programmes if available.

3. Personnel and professional preparation

In your discussion of the personnel charged with the instructional responsibilities in the education-organized sports, distinguish between professional personnel, para-professional personnel and volunteers. Indicate such aspects as: required degrees, responsibilities for instruction, coaching, officiating, medical services and administrative functions, the educational level of employment and other items of significance.

Describe the professional preparation required to qualify as instructor/coach in education-organized sports for classroom teachers and physical education or sports specialists at elementary and secondary schools, for those at institutions of higher learning, for those conducting out-of-school educational programmes and for those in administrative or supervisory positions. Indicate requirements affecting the areas of major concentration and minor study, the number of years of study required to prepare degrees, diplomas, certificates or other requirements. Describe in a similar fashion the required preparation for medical personnel other than medical doctors (e.g. trainers, physiotherapists, etc.) and officiating personnel (e.g. arbiters, judges, referees, umpires, etc.).

Discuss the opportunities for qualification of personnel concerned with education-organized sports by means other than formal education such as short courses, refresher courses, workshops and others and identify the type of certification that can be obtained (e.g. diploma, certificate, licence, etc.).

4. Facilities and equipment

Without going into detailed descriptions, enumerate what facilities and equipment you have at your disposal at the various levels (pre-school, elementary, secondary, higher education). Indicate in percentages which you own and control; which you share, and which you rent. Include in your listing indoor and outdoor facilities; gymnasiums, swimming pools, stadiums, campgrounds, ski slopes, research laboratories (indicate type of research), professional libraries, and so on.

5. Research

Describe the type of research concerned with education-organized sports you are engaged in and by whom and where the research projects are conducted. Indicate whether the research projects are funded by public funds, private endowments, stipends or grants. Comment on the implementation or application of the research findings for the various sports activities and indicate which mechanisms you use to effect this. Report all team research or comparative projects which require international co-operation.

6. Evaluation

Discuss procedures followed to evaluate the overall sports programme in educational institutions as to the physical aspects, social aspects, cultural contributions, popularity of sports activities for participant and spectator, desirability of the sports programme, success of administrative policies, accountability of the programme in terms of its educational contributions such as fair play, co-operation, sportsmanship, etc., over-emphasis of athletic selection of the few versus the concepts of sports for all, etc.

C. OUT-OF-SCHOOL SPORT

Note: The replies in this section must be limited strictly to the existing relationships between the functions of the educational institutions and those sports activities in the community which are not organized and administered by sports clubs, associations, leagues, etc.

1. Aims and objectives

Define in a brief statement the relationships and responsibilities of education (institutionalized, out-of-school, life-long education) and the out-of-school sports programme and determine its role in society.

2. Structure, organization and administration

Describe the organizational structure of the out-of-school sports programme, indicate whether the responsibility rests with educational institutions per se or with recreation boards and/or other agencies subject to educational administration. Identify administrative control and financial support (in percentages) by local, regional and national agencies. List the types of services provided (e.g. direct involvement such as organization and administration of sporting events, competitions, play-offs, championships, etc.) or indirect involvement such as the providing of facilities, equipment, etc.). Discuss the scope of insurance and liability as they affect sports programmes.

3. Programmes

When discussing the out-of-school sports programme distinguish between "organized" sports programmes and "open" or recreation sport programmes. Supply particulars such as arrangements for competitive league programmes (e.g. Saturday leagues, evening leagues, special championship events, etc.) and the availability of classes, courses, excursion programmes, camping trips, etc. Indicate to which degree the activities are geared to special interest groups (e.g. pre-school age children, school age, hospital patients, handicapped, etc.) and which requirements exist for participation. Furnish a list of scheduled activities and attach it with supplementary exhibits of the various programmes if available.

4. Personnel

In your discussion of the personnel charged with the responsibilities of the out-of-school sports programme distinguish between professional personnel, para-professional personnel and volunteers. Differentiate between sport specialists, recreation specialists, administrative personnel and other functions. Indicate whether positions are held full time or part time and which qualifications are required for the various positions.

5. Professional preparation

Describe the professional preparation required to qualify as instructor, coach, recreation specialist, administrator and other personnel. Indicate at which level the various specialists operate. List the requirements concerning areas of major study, minor concentration, the number of years of study needed to prepare degrees, diplomas, certification or other requisites. Describe in a similar fashion the required preparation of para-professional personnel and volunteers. Discuss the opportunities for qualification through means other than formal education such as workshops, refresher courses, short courses and others and identify the type of certification that can thus be obtained (e.g. diploma, certificate, licence, etc.).

6. Facilities and equipment

Without going into detailed descriptions enumerate what facilities and equipment you have at your disposal at the various levels (pre-school, elementary, secondary, higher education). Indicate percentages which you own and control, which you share, which you rent. Include in your listing indoor and outdoor facilities, gymnasiums, swimming pools, stadiums, campgrounds, ski slopes, research laboratories (indicate type of research), professional libraries, and so on.

7. Research

Describe the type of research dealing with out-of-school sport in process and by whom and where the research projects are conducted. Indicate whether the research projects are funded by public funds, private endowments, stipends or grants. Comment on the implementation or application of the research findings for the various sports activities. Report all team research or comparative projects which require international co-operation.

8. Evaluation

Describe procedures followed to evaluate the overall programme of out-of-school sport regarding the physical aspects, social aspects, cultural contributions, popularity of sports activities for participants, desirability of the programme, success of administrative policies, accountability of the programme in terms of instilling desire and habits to continue the practice of physical sports activities in later life, etc.

Indicate whether there is in your country an out-of-school activity programme which fosters mass participation ("sports for all") and describe the various activities which attract most participants. Where possible, present figures, ratios of male and female participants, etc.

Describe the techniques you employ (on a large scale) to arrive at an evaluation of the level of performance of youth participating in sport with reference to (I) One single branch of sport, and (II) Combination of several arts of sport.

9. Co-ordination

Describe the relationship which currently exists between school authorities and sports organizations (e.g. sports clubs, sport associations, national olympic committees, etc.) and indicate how and to what degree co-operative practices for co-ordination of such factors as eligibility, schedules, organization of athletic events, selection of athletes for local, district, national or international representation, etc. affect the individual student-athlete and the national sports programme as a whole.

PART II - ALTERNATIVES AND PERSPECTIVES FOR
PHYSICAL EDUCATION AND SPORT 1976-1980

Describe alternatives (in terms of policies and measures) to traditional or existing policies and practices which have been recently adopted or are considered in order to make physical education and sport a meaningful and integral part of education and culture and an effective component of global and life-long education.

A. ALTERNATIVES AND PERSPECTIVES FOR NATIONAL PROGRAMMES

Indicate which changes in policy, legislation and educational practices have been recently adopted for implementation; which have been introduced as experimental programmes, which are still in the planning stage; and which are considered as alternatives for the next 5 years to make physical education and sport an intrinsic part of the curriculum, in order that it may play its proper role in achieving the harmonious development of the individual, while preparing him for successful participation in physical activity and sport.

In your discussion follow the structure of PART I and, where suitable attach schedules, charts, blueprints, copies of reports and other materials you consider essential for clarification.

B. ALTERNATIVES AND PERSPECTIVES FOR PROGRAMMES OF INTERNATIONAL CO-OPERATION

Identify what measures you consider essential for developing international co-operation in the area of physical education and sport. Indicate what steps should be taken to reach this goal.

Discuss the various items as sub-headings in a general division of
(I) Intellectual Co-operation: (e.g. exchange of documentation, analysis and dissemination of results of significant experiments and innovations, bi- and multi-national consultations and meetings of specialists in teaching, administration, design and construction of facilities, exchange of specialists and students, etc.);
(II) Financial Co-operation: (e.g. financial assistance to cover capital outlay (buildings, stadiums, swimming pools, etc.) or for recurring costs, such as salaries of personnel, purchase of equipment, research, or travel abroad, etc.).

Suggestions for other forms of international co-operation are invited.

APPENDIX 1

GLOSSARY

Activity course	A course in which the emphasis is placed on participating in the activity, on the learning of skills and techniques.
Coach	An individual responsible for the technical aspects of preparing individuals and/or teams for participation in competitive athletic events.
Credit course	A course whose successful completion is regarded as a partial fulfilment of the requirements for a degree, licence or certificate.
Drop-out	A youth who has severed his relations with educational institutions before completion of the compulsory period of schooling or of a given cycle of studies.
Non-credit course	A course whose completion does not merit credit as partial fulfilment for a degree certificate or licence.
Organized sport	Sports activities organized and administered by such agencies as clubs, associations, etc. operating in competitions, leagues, etc.
Out-of-school sport	Sport programmes which are not administered by school authorities.
Para-professional	An individual who, although not professionally prepared, is licensed to assume limited professional responsibilities.
Professional	An individual who has been formally prepared for his profession and is licensed to assume the complete range of responsibilities in his professional field.
Professional course	A course that emphasizes the academic, methodic and pedagogic aspects of a chosen area in the professional field.
Recreation sport	Sports activities participated in by individuals, couples or groups on a non-"organized sports" basis, i.e. initiative, choice of activity, time and place rests with the participant and is not administered by special agencies or organizations.

Trainer

An individual who may be regarded as para-professional personnel charged with the medical aspects of athletic events, such as massage, physiotherapy, treatment and prevention of athletic injuries, etc.

Volunteer

A non-paid, voluntary teaching or coaching assistant.

September 12, 1975

Mr. Werner Moller
Acting Director
Educational Financing Division
UNESCO
7 Place de Fontenoy
Paris 75700, FRANCE

Dear Werner:

I trust your return journey to Paris was a pleasant one.

I attach, for your information a copy of our Handbook for Implementation of Education Projects.

The Handbook has been prepared primarily as an aid to borrowers' staff in the tasks of organizing, controlling, and supervising the execution of Bank/IDA-assisted education projects and is intended also to assist Bank/IDA education project staff in their missions of guiding borrowers through the implementation process.

It is being issued in loose-leaf format to accommodate periodic updating releases of text and the incorporation of additional - or replacement - sample documents and other supporting material in the annexes to each section. It may be kept in either a three-ring hardback binder or in a two-pronged press board binder.

Should the Handbook appear of interest for staff of the Educational Financing Division, please let us know and we will send the requisite number of copies by parcel post.

With best wishes.

Sincerely yours,

Duncan S. Ballantine
Director
Education Department


DLewis:mb

Attachment

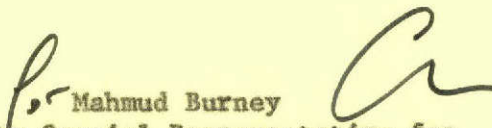
September 10, 1975

Dear Mr. M' Bow:

On behalf of Mr. McNamara, I acknowledge receipt of your letter dated August 25, 1975 (Ref:DG/1.2/802.14/1848) inviting the World Bank to be represented at the Conference of Ministers of Education of African Member States to be held in Lagos from January 27 to February 4, 1976.

I am pleased to inform you that the Bank will be represented at the Conference and we will be back in touch with you in due course to give you the name of our representative. In the meantime, we would appreciate receiving documentation issued in advance of the Conference.

Sincerely yours,


P. Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Amadou-Mahtar M' Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Cleared in substance & cc: Mr. Hultin

Files with incoming letter

:mmcd

September 9, 1975

Dear Mr. M' Bow:

I wish to acknowledge receipt of your letter dated August 12, 1975 (Ref: DG/2.3/801/8812) concerning the consultation on the establishment of the Unesco Special Fund for African R & D Development to be held in Paris on September 25 and 26, 1975, and apologize for the delay in responding to your letter.

This is to inform you that the Special Fund proposal is being reviewed and we will be back in touch with you shortly to either accept the invitation or to submit comments as you have requested.

Sincerely yours,

Mahmud Burney
Deputy Special Representative for
United Nations Organizations

Mr. Amadou-Mahtar M' Bow
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France


:mmcd



INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Cable Address - INTRAFRAD

INTERNATIONAL DEVELOPMENT ASSOCIATION

Cable Address - INDEVAS

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

Area Code 202 • Telephone - EXecutive 3-6360



LI-UNESCO yellow copy

September 8, 1975

Mr. John Beynon
Educational Facilities Section
Division of Educational Policy and Planning
UNESCO
7 Place de Fontenoy
75700 Paris, FRANCE

Dear John:

I attach, as of possible interest, a copy of our Handbook for Implementation of Education Projects.

It has been prepared primarily as an aid to borrowers' staff in the tasks of organizing, controlling, and supervising the execution of Bank/IDA-assisted education projects and is intended also to assist Bank/IDA education project staff in their missions of guiding borrowers through the implementation process.

The Handbook is being issued in loose-leaf format to accommodate periodic updating releases of text and the incorporation of additional - or replacement - sample documents and other supporting material in the annexes to each section. It may be kept in either a three-ring hardback binder or in a two-pronged press board binder.

Will all best wishes.

Yours sincerely,

[Handwritten signature of David H. Lewis]

David H. Lewis
Implementation Adviser
Education Department

P.S. - Still looking forward to receiving a copy of the final printed version of your Higher Education Guidelines - last heard of as being available in October - particularly if it is going to include any space and other - standards - equivalent, say, to the U.C.G. norms in the U.K. but reflecting space and other requirements consistent with climatic and other varying conditions to be contemplated with in different parts of the world. Will it? (Assuming it wasn't possible to send a Xerox copy of the final manuscript as none found its way here. I have just the copy of the consultant's interim report you sent last July. Cheers H

Attachment



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

7, place de Fontenoy, 75700 Paris

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

référence : STP/301/4/188/3976

5 SEP. 1975

Files

Dear Sir,

Subject : Meeting of Directors of National Councils for
Science Policy and Research in Asia and Oceania.
(Kuala Lumpur, 24-29 November 1975)

I have the honour to refer to Resolution 2.121 adopted by the General Conference at its 18th session whereby the Director-General was authorized, amongst other things, "to promote international and regional cooperation relating to policy-making in the field of science and technology, and in particular to convene regional meetings of governmental experts with a view to exchanging information on national policies for science and technology, to identifying areas for international co-operation in research and related scientific services activities, and to preparing the ground for concrete co-operative projects between countries in the region concerned".

In pursuance of this resolution, and in line with recommendations made by the Conference on the Application of Science and Technology to the Development of Asia (CASTASIA, New Delhi, 1968), Unesco will convene in 1975 a meeting of experts from countries of Asia and Oceania, with financial assistance from the United Nations Development Programme, and with the cooperation of the United Nations Economic and Social Commission for Asia and the Pacific.

✓
...
✓ The meeting will be held in Kuala Lumpur on 24-29 November 1975. I am enclosing a background information document (SC-75/CONF.605/INF.1) and the agenda of the meeting (SC-75/CONF.605/1). The working language of the meeting will be English.

The meeting will be a category VI meeting (Expert Committees), according to the regulations for the general classification of the various categories of meetings convened by Unesco (14C/Resolution 23). The participants, who will attend in their personal capacity, will be high-level officials from the governmental bodies most closely connected with the formulation and implementation of national science and technology policy.

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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Rec'd in IRD

9/9/75

In view of the interest taken by your Organization in the subjects to be discussed at the meeting, I have the pleasure to invite you, on behalf of the Director-General, to send an observer to the meeting. Travel and per diem would be at the expense of your Organization.

We should appreciate your letting us know, so far as possible before 15 October, the name and title of your observer to whom we shall send the documents of the meeting directly.

Yours faithfully,



J.M. Harrison
Assistant Director-General
for Science

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

MEETING OF DIRECTORS OF NATIONAL COUNCILS FOR
SCIENCE POLICY AND RESEARCH IN
ASIA AND OCEANIA

(24-29 November 1975, Kuala-Lumpur, Malaysia)

BACKGROUND INFORMATION

1. Origin

The Conference on the Application of Science and Technology to the Development of Asia (CASTASIA, New Delhi, 1968; the first of its kind in Asia at ministerial level) recommended to Asian governments and Unesco, inter alia, "to arrange for more detailed collaboration in planning as well as in exchange of information and experience among countries of Asia in matters relating to their national scientific policies, in particular through : (i) meetings of governmental science policy experts, etc.." As a follow-up to this recommendation, a proposal was made to UNDP in 1972 for the financing of a "meeting of directors of national councils for science policy and research in Asia and Oceania". The meeting is part of project 2.121.1 undertaken in pursuance of Resolution 2.121 adopted by the General Conference of Unesco at its 18th session (1974).

The preparation of the meeting was discussed by participants at the Asian Seminar on Science and Technology Policy (Jakarta, 8-12 October 1974), and suggestions were then made for topics of discussion for the meeting.

2. Aim and scope

The purpose of the meeting is to review current science and technology policies of countries of Asia and Oceania, and propose measures for making such policies more adequate to development needs, inter alia, through regional cooperation.

The subject matter is understood to include both the policy formation aspects and the policy content, in relation to long range development needs. Accent is put on the long range perspective because of the relatively long lead times involved in the connection between inception of research programmes and their impact on the development scene. Science and technology policy is furthermore meant to cover training, research, innovation, and allied services (scientific information, instrumentation and standards, etc..) in all walks of scientific knowledge (basic and applied, natural and social).

3. Participation

Participants will attend in their personal capacity, on invitation from Unesco. They will be directors of national councils for science policy and research in Asia and Oceania.* Observers will also be invited to attend from a number of UN agencies, intergovernmental and non-governmental organizations and Unesco Member States.

4. Organization

The meeting will take place in Kuala-Lumpur, at the invitation of the Malaysian Government, on 24-29 November 1975. It will be serviced by officials from Unesco's Division of Science and Technology Policies, Paris, and Unesco Regional Offices for Science and Technology based in Jakarta and New Delhi.

The meeting is being financed by UNDP, under its Asian inter-country programme. Travel and per diem expenses of participants from developing countries will be defrayed by UNDP.

5. Agenda

There will be three substantive items on the agenda.

Topic 1 will be a review of the current science and technology policies in the countries of the region. It will provide an opportunity for giving an up-to-date and critical account of the state and trends of policies both from the point of view of the policy formation process and of the policy content.

Topic 2 will be devoted to the policy formation process with a view to disclose its major determinants. An examination will be made of the methods, procedures and machinery best suited for priority assessment and programme planning, with special attention paid to the financing of R&D and to the role of scientists in policy-making.

Topic 3 will be concerned with priority areas for Asian cooperation in research, especially cross-sectoral types of research (e.g. on marine resources), with a long-range impact and requiring collective or coordinated action.

6. Documents

There will be three short working documents, one for each substantive item of the agenda, and a reference document containing summary statements on the national science and technology policies which will be prepared for each country and circulated prior to the meeting.

* Unesco Member States of the Asia and Oceania region : Afghanistan, Australia, Bangladesh, Burma, Cambodia, People's Republic of China, India, Indonesia, Iran, Japan, Republic of Korea, Democratic People's Republic of Korea, Laos, Malaysia, Mongolia, Nepal, New Zealand, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, Union of Soviet Socialist Republics, South Viet-Nam.

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WBG ARCHIVES

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

MEETING OF DIRECTORS OF NATIONAL COUNCILS FOR
SCIENCE POLICY AND RESEARCH IN
ASIA AND OCEANIA

(24-29 November 1975, Kuala-Lumpur, Malaysia)

AGENDA

1. Inauguration of the meeting.
2. Election of the Chairman, Vice-Chairmen and Rapporteur.
3. Topic 1 : Current state and trends of science and technology policies in Asia and Oceania.
4. Topic 2 : Major determinants of the policy formation process. Methods, procedures and machinery; financing of R&D and role of scientists in policy-making.
5. Topic 3 : Regional cooperation : priority areas and cooperative schemes for research with a long-range impact.
6. Sundry.
7. Adoption of the recommendations and final report.
8. Close of the meeting.


Mr. Mahmud Burney

September 5, 1975

Mats Hultin

UNESCO Conference of Ministers of Education of African
Member States, Lagos, January 27-February 4, 1976

The Bank should be represented at the UNESCO Conference of Ministers of Education of African Member States in Lagos. This Department plans to send a senior staff member to the conference. We are not yet in a position to name our representative.

MGH/rcm 

cc: Mr. Ballantine

OFFICE MEMORANDUM

LI-UNESCO

TO: Files

DATE: September 3, 1975

FROM: Michael L. Hoffman

*Paula A. for M.L.H.*SUBJECT: Discussion with Mr. Muller of Unesco

1. I had a brief talk with Mr. Muller at the Sheraton Park today in connection with the review of the Co-op Program. I said that we thought it would be useful for them to look at the report of the joint FAO/Bank team that reviewed the Bank/FAO program, and that I expected to have that shortly - at any rate before Mr. Najman comes to the Bank in October. I said I would send Mr. Muller a copy of the report, not with the idea that we should necessarily proceed in exactly the same manner with Unesco, but in order to give them an idea of how such a study could throw light on operational problems. We agreed that the terms of reference for a Bank/Unesco review should make reference to the points raised by Mr. M'Bow in his letter to Mr. McNamara.
2. Mr. Muller said that Mr. Najman was rather skeptical about the value of reviews of this kind by management experts. I said that I had been very skeptical myself before we started the study with FAO, but had become convinced that the exercise was very useful and had provided a number of important insights as to how to improve the program. I added that I thought we should all recognize that efforts to link closely the operations of two large bureaucracies would always be difficult, but that we should not be discouraged because there are great compensating advantages.
3. At first, Mr. Muller seemed to be rather surprised that we had not moved further in the matter of the review. I told him that I had been told quite firmly by Mr. Najman that Unesco did not want us to make any significant moves before July when Mr. M'Bow's own ideas about restructuring Unesco would have become clearer. Mr. Muller seemed surprised by this; apparently he had not been aware that we had been told to hold off.
4. I said that we hoped that during the discussions with Mr. Najman (in which I gathered Mr. Muller intends to participate), we could substantially agree on terms of reference and procedure, and that then Mr. McNamara would give the promised full reply to the M'Bow letter. I said that I hoped the reply could, in effect, represent an already agreed common position.

cc: Mr. Ballantine
Mr. Kearns
Mrs. Boskey

MLHoffman:pa.

WORLD BANK GROUP

INCOMING MAIL

SEP

DATE:

8 1975

Mr. A. Adler	A1042	Mr. Knapp	E1227
Mr. J. Adler	E624	Mr. Knox	A813
Mr. Bart	F718	Mr. Krieger	A907
Mr. Baum	E1023	Mr. Lari	H703
Mr. Bell	A613	Mr. Lee	E1010
Mr. Benjenk	E723	Mr. Ler dau	B906
Mr. Broches	E923	Mr. Lejeune	E1039
Mr. Cargill	E1236	Mr. McNamara	E1227
Mr. Chadenet	E1204	Mr. Merriam	E826
Mr. V. C. Chang	E516	Mr. Muller	N935
Mr. Chaufournier	A313	Mr. North	H705
Mr. Chenery	E1239	Mr. Nurich	E915
Mr. Wm. Clark	E823	Mr. Paijmans	C702
Mr. Clarke	H700	Mr. Please	A1013
Mr. Damry	A1219	Mr. Rayfield	N935
Mr. D. A. de Silva	N635	Mr. Rotberg	E427
Mr. de la Renaudiere	C302	Mr. Stern	E1243
Mr. Diamond	C502	Mr. Thalwitz	A210
Mr. Duloy	N234	Mr. Tims	D428
Escobar	F935	Mr. Twining	N635
Mr. Gabriel	E516	Mr. van der Meer	A507
Mr. Goodman	E1231	Mr. van der Tak	E1023
Mr. Gulhati	D530	Mr. Votaw	C602
Miss Han	A1219	Mr. Wapenhans	A712
Mr. Haq	D450	Mr. Weiner	A513
Mr. Hittmair	E427	Mr. Wiehen	C1001
Mr. Hoffman	E823	Mr. Wiese	A837
Mrs. Hughes	D529	Mr. Willoughby	G1050
Mr. Husain	A1136	Mr. Wright	A307
Mr. Kearns	F915		
Mr. Kirmani	A607	Fills	F244

FROM: Incoming Mail Unit, Room F-126, Extension 2023



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

7, place de Fontenoy, 75700 Paris

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

référence : CPX/CSF/0.5

2 September 1975

952

(No reply
necessary)

Dear Mike,

I take it I have you to thank for putting me on the mailing list for two copies of the Bank's "Technical Assistance Report" SecM75-562 of 30 July 1975. It has proved a great help in setting up the type of records this new Division needs.

If on the other hand the "communication channels" produced a gratuitous albeit helpful slip - which is always possible - I would like to regularize the matter, with your good assistance.

Looking forward to catching a glimpse of you in New York in October.

With personal regards.

Yours sincerely,

G. McKitterick
Director

Coordination of Funding Sources Division

Mr. Michael L. Hoffman
Director
International Relations Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
WASHINGTON, D.C. 20433
U.S.A.

COMMUNICATIONS
SEP 3 1975

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COMMUNICATIONS SECTION
INVESTIGATION UNIT FOR CONSUMER PROTECTION
FEDERAL TRADE COMMISSION
WASHINGTON, D.C.

COMMUNICATIONS SECTION
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WASHINGTON, D.C.

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